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CHAPTER I INTRODUCTION

A. Background of the Problem

As one of the receptive skills, reading has an important role in acquiring information. Reading is one of the language skills that should be mastered by students. From reading, we get any information about whatever we need because by reading, we can learn something we do not know before. In line with the idea, Madox (1963,p.76) defines “Reading is the most important single skill in study”.

According to Anderson (2003), the mastery of reading skill could help ESL/EFL learners achieve success not only in English learning but also in other content – based classes where English reading proficiency was required. As Cochran stated, reading has played a crucial role in overall development in language skills and even in academic success for decades. Reading is one of the important skills for learners to expand their knowledge of the language, cultures, and the world. Students can get more information that they need through reading different material, such as magazine, newspapers, novels, books, journal, etc. Munby (1978) elaborately writes a reading ability list, he distinguishes nineteen reading micro skills, which has been influential in syllabus and materials design as well as language tests design. Heaton (1988) also defines fourteen skills of reading ability. Hughes (1989) describes four levels of reading skills: macro-skills, micro-skills, grammatical and lexical abilities, and low-level operations.

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One of the purposes of teaching English as a foreign language to Indonesian people is that they can read, grasp the idea and understand the book written in English. To achieve those purposes, students have to master vocabulary. Schmitt (1997:40) describes, “Vocabulary is one of the most important skills in a language”. It means that vocabulary is one of the keys that must be mastered by the students if they want to have good knowledge in the four skills, including reading skill. Vocabulary is one of important aspects in learning foreign language. Anyone will get difficulty in understanding speaking, reading, listening, and writing when they have limited or lack of vocabulary. It might be impossible to learn foreign language without mastering vocabulary.

Vocabulary and reading cannot be separated because they have closed relation. When the students learn about reading, they must understand vocabulary in the text. Aminah (1993:35) states “The low achievement of student in reading comprehension was influenced by the lack of vocabulary. Therefore, vocabulary is regarded as an essential component of reading proficiency”. According to Corson,1997;Garcia, 1991; Snow& Kim, 2007, Academic vocabulary is perhaps the most obvious aspect of academic language, and lack of academic vocabulary knowledge has consistently been identified as an obstacle to students success.

Vocational High School Telkom is one of the vocational schools in Pekanbaru which uses Standard-Based Curricullum (SBC). In formal situation, English subject is taught twice a week with duration of a time 45



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minutes for one meeting. On the other hands, to reach the goal of the curriculum demanded, the students are to have ability in English interaction both formal and informal situation. The passing grade for English subject (Writing, Speaking, Reading, and Listening) is 75. Some of the students couldn't reach the passing grade.

The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims at improving the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text. Thus, the term reading in this article refers to the nature of reading in this sense, not to the initial reading.

Furthermore, based on the previous study of the researcher above, one of the problems of the students in learning English is in enriching vocabulary and also memorizing the words. If they do not know how to expand their vocabulary, they will gradually lose interest in learning. One of the causes is that they learned vocabulary in boring and inefficient ways. For instance, they are just list the words with their spelling, pronunciation, and meaning and then find difficulties in remembering the words that have been learnt. They have been taught English for 4 hours a week since 2nd semesters at this school, supported media and reading activities have been done by English teachers to increase the students' ability in reading the text accurately starting from elementary school until senior high school.

In fact, most of students still get confused and failure in their vocabulary and reading ability, and also there are no identifications that they have strong motivation in learning. Therefore, these problems will be

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dangerous for students' successes if the solution is not found out by the teachers. Its problem can be seen from the following symptoms:

1. Some students do not finish their exercise on time.
2. Some students are lazy to make list of vocabulary in text.
3. Some students are confused to focus on unfamiliar word in reading text.
4. Some of students have no motivation in learning of reading text.

Based on the symptoms explained by the researcher above, the writer is interested in conducting a research entitled: **“The Correlation Between Students' Achievement in Vocabulary And Reading Ability At The Tenth Year Students Of Vocational High School Telkom Pekanbaru”**

B. The Problem

1. Identification of the Problems

Based on the symptoms that are explained by the researcher above, the problems in this research are identified as in the following questions:

- a. What are the factors that make some of the students not finish their exercise ?
- b. What are the causes that students are lazy to make list of vocabulary in reading text ?
- c. Why are some of the students confused to focus on unfamiliar word in reading text ?
- d. Why are some of the students not motivating learning to read text ?

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2. Limitation of the Problem

Because of some of the consideration of find, capabilities, and limited time, this research is limited to the correlation between students' achievement in vocabulary and reading ability.

3. Formulation of the Problem

Based on the problem limited above, the problems are formulated into the following research questions:

- a. How is the students' vocabulary achievement at the Tenth year students of Vocational High School Telkom Pekanbaru?
- b. How is the Students' reading ability at the Tenth year students of Vocational High School Telkom Pekanbaru ?
- c. Is there any significant correlation between students' achievement in Vocabulary and reading ability at theTenth year students of Vocational High School Telkom Pekanbaru ?

C. The Objective and The Significance of the Research**1. Objective of the Research**

The researcher carries out this research for several objectives as stated below:

- a. To know the students' achievement in vocabulary at the tenth year students of Vocational High School Telkom Pekanbaru.
- b. To know the students' ability in reading texts at the tenth year students of Vocational High School Telkom Pekanbaru.

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- c. To find out the significant correlation between students' achievement in vocabulary and reading ability at the tenth year students of Vocational High School Telkom Pekanbaru.

2. Significance of the Research

The significance of the research is:

- a. Hopefully, this research is able to benefit the researcher as a novice researcher in learning how to conduct a research.
- b. These research findings are also hopefully useful and valuable especially for students and the teachers of English of the Tenth year students at Vocational High School Telkom Pekanbaru.
- c. Besides, these research findings are also expected to be positive information especially for those who are concerned in the field of teaching and learning English as a foreign language or second language.
- d. Finally, those research findings are also expected to be the practical and theoretical information to the development of the theories in the field of language teaching.

D. Definition of the Term

The topic of this research is: "The Correlation Between Students' Achievement in Vocabulary And Reading Ability At The Tenth Year Students Of Vocational High School Telkom Pekanbaru" To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research, they are:

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1. Correlation

Correlation is correlating two different objects which are done by one same subject. It is a measure of the strength of the relationship between two sets of the two variables data. In this research, correlation refers to determine the relationship between the students' Achievement in Vocabulary and Reading ability.

Richards and partner mentioned this term (2002,p.128), correlation is a measure of the strength of the relationship or association between two or more sets of data. The word correlation refers to a design of this research. So, correlation is a connection two or more things, in this research, to correlate two variables. Variable X refers to students' achievement in Vocabulary. While variable Y refers to students' reading ability.

2. Achievement

Hornby (2000) defined achievement as an action of achieving something with effort and skill.

3. Vocabulary

Vocabulary refers to words we use to communicate in oral and print language.

4. Reading

Neil Anderson points out if "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning". Nuttal states that reading is the interactive process

between what a reader has already known a given topic or subject and a writer writes

5. Ability

Ability is skill or powers. According to Hornby As, that ability means special nature power to do something well, it is called as a talent. According to American Heritage Dictionary, ability is the quality of being able to do something. And Carol stated that ability is an aptitude or an achievement.

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