

Hak Cipta Diindungi Undang-Undang

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## CHAPTER I INTRODUCTION

### A. Background of The Problem

Reading is one of the important language skills. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative. As stated by Laddoo (2007), reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter. Even though some information can be obtained without reading.

According to Fiprinita (2013, p. 1), reading is one of the subjects to get information and knowledge about everything readers need from written form. As stated by Anderson (2003, p. 68 ), reading is the fluent process of readers combining information from a text and their own background knowledge to build meaning. It is one of the activities which is done by language learners and it is cannot be produced without mastering grammar and vocabulary , especially, for English reader, students, and reasearcher.

Even though some information can be obtained without reading, for example by listening to teacher, seminar, radio, television etc, but by reading someone may get wider information than listening. For example, someone who reads a newspaper will get more information than someone who watches news on television. A reader can read the text again when he/she forgets or tries to get detailed information, while a listener cannot. This is supported by Willis (2008) who states that by reading, someone can find the information he/she needs with specific information.

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In addition, vocabulary is the important thing in English language. As Schmitt (1997, p. 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 the 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. In addition, Ellery (2009, p. 129) note that students need many opportunities for developing a rich vocabulary through listening, speaking, reading, and writing in an integrated manner. It means that there is a correlation between students’ vocabulary and their reading comprehension.

Vocational High School Kansai Pekanbaru uses Curricullum 13 (K-13). English subject is learned twice a week with duration of a time 45 minutes for one meeting. The Standard Minimum Score (KKM/Kriteria Ketuntasan Minimum) for English subject (Writing, Speaking, Reading, and Listening) is 78. Based on the standard competence stated in the syllabus, the purpose of reading is to comprehend some types of text related to genre based approach such as narrative, descriptive, recount, report, procedure, spoof, analytical exposition and so on. The aim of teaching reading in tenth grade of vocational high school is understanding the meaning of written functional text and simple short essay in recount text, narrative, procedure, descriptive, and news item in daily life content. The researcher focusses on the narrative text. Thus, the scoring rubric for asesing the students’ reading comprehension can be seen as follows:

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**Table I. 1**  
**Rubric Score**

Score	Level	Description
88-100	Excellent	The students can identify the main idea, generic structure, communicative purpose, meaning of certain word and detail information very clearly.
75-87	Good	The students can identify the main idea, generic structure, communicative purpose, meaning of certain words and detail information clearly.
62-74	enough	The students can have limited understanding to identify the main idea, generic structure, communicative purpose, meaning of certain words and detail information.
50-61	poor	The students can have little understanding to identify the main idea, generic structure, communicative purpose, meaning of certain words and detail information.
>50	fail	The students have no understanding to identify the main idea, generic structure, communicative purpose, meaning of certain words and detail information.

(Source: RPP of the tenth grade students at vocational high school)

Based on the rubric score above, students in learning reading comprehension (narrative text) should be able to identify main idea, generic structure, communicative purpose, meaning of certain word and detail information very clearly. But in reality, the researcher found that some of the students did not reach the standard minimum score that has been set by the school.

Furthermore, based on the interview with Diva Aruni, S. Pd., one of the English teachers in that school and based on the preliminary study of the writer about some of the the problems of the students in learning English

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especially in reading narrative texts, it is still difficult for some students to comprehend a reading text, and the others are good at reading but their vocabulary is not improved and vice versa. As the writer knows, there are a lot of narrative texts in English Book that use a lot of unfamiliar and new words that students do not know.

The teacher told to solve some problems above, she tried some techniques and strategies to make the students enjoy and feel better in learning process. For example, the teacher used flashcard that is filled with some vocabularies in teaching English, and she used it before the students reading some texts. Furthermore, she also asked the students to make their own list of vocabulary after the students reading some texts at the book.

Therefore, Based on the preliminary study at that school, the researcher concludes some symptoms:

1. Some of the students have a lack of vocabulary and it is hard for them to comprehend the narrative texts.
2. Some of the students are not able to identify the meaning of vocabularies in narrative texts.
3. Some of the students are not able to get the detail information of narrative texts.
4. Some of the students are confused in unfamiliar words while reading a narrative texts.
5. Some of the students are lazy to make list of vocabulary from texts.



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Based on the problem depicted above, thus, the researcher is interested in investigating the problem above into a research entitled: **“The Correlation between Students’ Vocabulary Acquisition and Their Reading Comprehension of Narrative Texts at the Tenth Grade of Vocational High School Kansai Pekanbaru”**

## B. Definition of Term

### 1. Correlation

Oxford dictionary defines a correlation is the process of establishing a relationship or connection between two or more things. Creswell (2012:338) stated that a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data co-vary consistently. Yet in this reasearch, correlation is defined as the result between students’ vocabulary acquisition and their reading comprehension at Vocational High School Kansai Pekanbaru.

### 2. Vocabulary Acquisition

According to Heibert and Kamil (2005, p. 3), vocabulary is a knowledge of the meaning words. Vocabulary is the collection of words used to learn language, Oxford dictionary defines acquisition as the knowledge. According to Beck & McKeown (1991), Vocabulary acquisition is learning and understanding new terminology to such a degree that it can be used accurately in oral and written communication. It means that vocabulary acquisition is about learning and understanding the new words, everyone can acquire their vocabulary through reading.

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Furthermore, according to Jenkins, Stein, & Wysocki (1984), a number of L1 studies which have investigated the impact of reading on vocabulary acquisition have shown that L1 learners can learn word meanings incidentally while reading.

Actually, vocabulary is more context, vocabulary acquisition is not only knowing about the words and its meaning but also knowing about how the words sound and how the words are used in the context . Someone who has a lot of knowledge of vocabulary, she/he could learn language easily. Since vocabulary is all about words, and good knowledge of vocabulary helps someone understand language.

### 3. Reading Comprehension

Many experts have differently defined the word reading. According to Grellet (1985), reading is assigning meaning and extracting information from written texts. It means reading requires some abilities to extract information from a text and to construct new understanding. However, according to Klingner, Vaughn and Boardman (2007), reading is a process of constructing meaning that can be achieved through dynamic instruction among the following aspects: the reader's prior knowledge, the information suggested by the text, and the context of the reading situation.

Furthermore, Grabe & Stoller (2002) state that the idea of reading is also to do with purposes, experiences, strategies, skills, and even attitude towards reading. It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have their own language patterns and experiences.

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Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own. From the definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the readers' experience and background knowledge.

#### 4. Narrative Texts

According to Pratyasto (2011:32), narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. Narrative text is to entertain the readers and has the general purpose is to make the reader interested in reading the stories.

### C. The Problem of The Research

#### 1. The Identification of the Problem

Based on the background illustrated above, it is very clear that the students still have problems, especially in term of reading comprehension. To make it clearly, the problems in this research can be identified as follows:

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- a. Why do some of the students have a lack of vocabulary and why is it hard for them to comprehend the narrative texts ?
- b. Why are some of the students not able to identify the meaning of vocabularies in narrative texts ?
- c. Why are some of the students not able to get the detail information of narrative texts ?
- d. Why are some of the students confused with unfamiliar words while reading a narrative texts ?
- e. Why are Some of the students lazy to make list of vocabulary from texts?

**2. The Limitation of the Problem**

Based on the identification of problem above, it is clear that there are some problems in this research. Considering the limitation of the researcher in investigating the problems of this research, thus, these research problems are limited to correlation between students' vocabulary acquisition and their reading comprehension of narrative texts at the tenth grade of Vocational High School Kansai Pekanbaru. This research is also intended to know the students' vocabulary acquisition factors and its correlation.

**3. The Formulation of the Problem**

Based on the symptoms above, the writer formulates some questions in the following, such as:

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- a. How is the students' vocabulary acquisition at Vocational High School Kansai Pekanbaru?
- b. How is the students' reading comprehension at Vocational High School Kansai Pekanbaru?
- c. Is there significant correlation between students' vocabulary acquisition and their reading comprehension at Vocational High School Kansai Pekanbaru?

**D. The Objectives and the Significance of the research**

**1. The Objectives of the Research**

The major objectives of conducting this research activity are as follows:

- a. To Identify the students' vocabulary acquisition at Vocational High Kansai Pekanbaru.
- b. To Identify the students' reading comprehension at Vocational High Kansai Pekanbaru.
- c. To find out significant correlation between students' vocabulary acquisition and their reading comprehension at Vocational High Kansai Pekanbaru.

**2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research is as follows:

- a. Hopefully, this research finding is able to give beneficial information to the researcher in learning how to conduct a research.

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- b. These research findings are also useful and valuable for teacher as a way to help in process of learning activities, for students are expected to improve their reading skill especially in comprehending the reading text and expressing their own idea.
- c. The research findings are not perfect yet, so it is expected to the next researcher to conduct a research students' vocabulary acquisition .

**E. The Reasons for Choosing the Title**

1. The problems of the research are interesting to be researched. The writer has to know the correlation between students' vocabulary acquisition and reading comprehension in order to know how to make the students able to improve their vocabulary especially through reading comprehension.
2. The title is relevant to the writer status as a student of English Education Department.
3. To get real data about the correlation between students' vocabulary acquisition and their reading comprehension.