

CHAPTER I

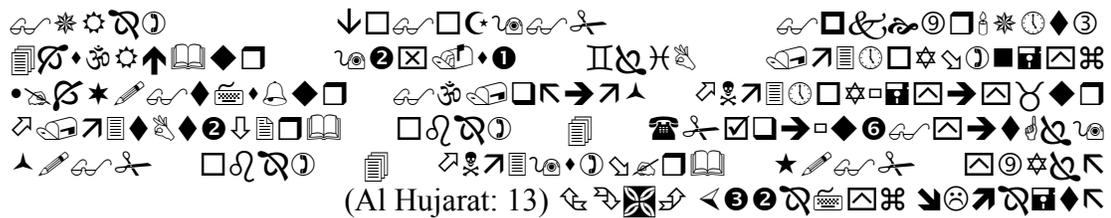
INTRODUCTION

A. Rationale

English is the most important foreign language in Indonesia and it has a very essential position. The command of English becomes widely considered as an urgent need, this possibly happens due to some phenomena. First, English is an international language which has the widest use. The fact that English has the largest number of users all over the world proves it. Mostly in international and in regional events English often plays its role as the official language. Second, as a consequence of its role, English becomes the language most frequently used in modern science and technology. That is why, most of the scientific and technological books are written in English. Third, because of the two phenomena above, many books, journals, and other written materials, which are internationally circulated are written in English.

There are many languages used in international communication. One of them is English. Indonesian people learn English to communicate in two forms, in spoken and written forms. Indonesian assumes that the English language is a foreign language. So, the Indonesian feels difficult to accept it. If someone wants to learn English very well, she should know four skills. They are listening, speaking, reading, and writing. Besides, she has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because the skills are very important.

By language human being can receive and transmit message, so, that they can know each other. A language is not only used to know each other but also needed to develop science and technology. Mary Mc Groarty also said “Language is an intimate part of social identity”.¹



The verse says that people have to know each another. The varieties of languages in the world are caused by many ethnics and countries in the world. These varieties forced people to learn languages. Nowadays, to communicate with other counties is a must. Thus, learning foreign language is not only a kind of obedience to Allah, but also a necessity.

Learning a foreign language is an integrated process that the learner may not ignore one or more aspect of four basic skills: listening, speaking, reading, and writing. Learning to read a foreign language is a lengthy process. Sometimes, the students are still lack in those four skills, especially in reading. Based on the writer’s experience, some students often think that English is hard to understand and they often making mistakes when they read some books. They got difficulties when they don’t know the meaning of the word that written in the book.

¹ Sandra Lee Mc and Nancy N. Homberger, *Sociolinguistics and Language Teaching*, (Cambridge: University Press, 1996), p. 3. *t*

It is a fact that vocabulary is one of the components of language. There are no languages that exist without words. They are the means by which people exchange their thought. The more words we learn, the more ideas we should have. So, we can communicate the ideas more effectively.

Vocabulary, which consists of the knowledge of meaning as the main component of a language, should be taught together with reading, structure and conversation. So, ideally vocabulary should be part of reading course because one needs the mastery of vocabulary to comprehend the reading passage.

Vocabulary is one of problems faced by students on mastering English. Some students do not master vocabulary. This problem often causes difficulties in reading. Therefore, mastering vocabulary influences the student ability in English, especially in reading skill.

Reading is not easy, moreover in English. There are many aspects should be considered if someone wants to read well in English. One of them is mastering vocabulary. Thus, mastering vocabulary is the principle and important in reading skill.

In principles for teaching reading, one of aspects is building a strong vocabulary base. Recent research emphasized the importance of vocabulary to successful reading. Levine and Reves have found that “it is easier for the reader of

academic texts to cope with special terminology than with general vocabulary”. They stress the great need for a teaching program that builds general, basic vocabulary.²

It can be concluded that the reading skill is very important in the English language teaching programs in Indonesia as a main tool to get knowledge and information from the field of sciences and technology. Moreover, to increase the skill in reading comprehension, students should master the language components such as; phonology, grammar, and pronunciation.

The fact that English teaching in SMU/MA curriculum in Indonesia gives a higher proportion to reading over than other skills, reflects the awareness of educational curriculum programmers of the importance of reading. Encouragement of SMU/MA English teaching curriculum to reading can be clearly seen through the goals that require the students to reach after their graduation from SMU/MA. In general, the curriculum, according to teaching and learning English process at SMU/MA is intended to provide the students with enough reading skills, so when they go to college to continue their study, it is hoped that are relatively able to read books and other written references, particularly in their major, which are commonly and widely written in English.

² David Nunan. *Practical English Language Teaching*. (New York: The McGraw-Hill Companies. 2003),p. 74

MA Darul Hijrah Putra Cindai Alus Martapura is one of Islamic Senior High Schools that is located in Banjar Regency. Besides this school has completed enough studying facilities, most of teachers have great ability in teaching their subjects. And at this school, the foreign language had to be practice every day. English and Arabic are used for communication in daily life.

Based on the fact from the prior research above and writer's interest in the study, the writer intends to conduct a research entitled **“THE INFLUENCE OF VOCABULARY ON STUDENTS' READING SKILL FOR THE ELEVENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL DARUL HIJRAH PUTRA CINDAI ALUS MARTAPURA ACADEMIC YEAR 2010/2011”**.

Then, to avoid any misinterpretation toward the title which is adopted in this study, the writer hereby feels necessary to explain some terms in regard to the title as follows:

1. Influence : On something power to produce an effect or action of natural forces.³ The power of persons or things to affect others. seen only in its effects.⁴

³ A.S. Hornby, AP.Cowie, *Oxford Advanced Learner's Dictionary*, Oxford University Press, 1989, p. 679.

⁴ Victoria Neufeldt, at.al, *Webster new word dictionary*, third edition, (new York:Prentice Hill, 1991), p. 693

2. Vocabulary : Total number of a word in a language.⁵ Vocabulary is the group of words that a person or group of people knows how to use. Your vocabulary is all the words you know and use regularly.⁶
3. Reading : An act or practice of a person who reads, perusal, as of book.⁷ Reading is a process of thinking, evaluating, judging, imaging, reasoning and problem solving.⁸
4. Skill : An ability to do something is interpreted or understood well.⁹

So, the title of study above means the research about the effect of students' mastering vocabulary toward the improving of their reading skill by correlating between their vocabulary test result and reading test result at Second Year at Islamic Senior High School Darul Hijrah descriptively and simply.

From those facts above, the writer had assumption, that vocabulary has most influence toward reading skills.

⁵ A.S. Hornaby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, 1989, p. 1425

⁶ http://answers.ask.com/Reference/Dictionaries/what_is_vocabulary_access 9 January 2011

⁷ Victoria Neufeldt, at.al, *Webster's New World Dictionary*, third edition, Prentice Hall, p. 1117

⁸ Miles V. Zints, *The Reading Process(the Teacher and the Learner)*, Second Edition, (Iowa: W.C Brown Company Publisher,1997), p.8.

⁹ A.S. Hornby. Loc.cit. p. 1109

B. Statements of Problem

Concerning with the topic, the problems of research can be formulated as follows :

1. How is the level of students' vocabulary of the eleventh grade at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura in Academic year 2010/2011?
2. How is the level of students' reading skill of the eleventh grade at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura in Academic year 2010/2011?
3. How is the influence of vocabulary on students' reading skill of the eleventh grade at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura in Academic year 2010/2011?

C. Reasons for Choosing the Title

1. It is obvious that all of the aspects involved in reading are important and has to be proportionally taken into account. No doubt those all of them complement one another and reflect the message to the reader.
2. There are some theories which promote the importance of the mastery of vocabulary in reading, and then mastering vocabulary is assumed has relationship in improving reading skill.
3. In GBPP of SMU / MA curriculum 1994, most of it is focused in reading in which learning vocabulary is never taken aside.

Based on the description above, in this research the writer wants to know how well the eleventh grade students of Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura master the language skills, especially the ability of reading skill and their components, especially the mastery of vocabulary.

D. Purposes of Research

Based on the problem above, there are two purposes of research the writer has, they are:

1. To find out the level of the students' vocabulary at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura.
2. To find out the level of the students' reading skill at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura.
3. To find out the influence of vocabulary on students' reading skill at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura.

E. Hypothesis

It is necessary for the writer to formulate the hypothesis of the study as follows:

1. Alternative Hypothesis (Ha):

There is a significant correlation between vocabulary and reading skill of the eleventh grade at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura.

2. Null Hypothesis (Ho):

There is no significant correlation between vocabulary and reading skill of the eleventh grade at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura.

F. Significance of Research

This research is prepared to give contribution to:

1. Headmaster and all English teachers at Islamic Senior High School Darul Hijrah Putra Cindai Alus Martapura about the ability of their students are expected to increase in learning English especially in reading and vocabulary. It is also can be used a feedback to improve their effectiveness in teaching and learning English.
2. For all who want to know further information about the subject matter. Thus by understanding the problems they are expected to increase their vocabulary on improving students' reading skill.
3. Enrich the writer's knowledge and experience, especially about vocabulary and reading aspects.

F. Organization of the Contents

This study is divided into five chapters as follow:

The first chapter contains introduction which covers of rationale, statements of problem, reasons for adopting the title, purposes of research, significance of research, and organization of the contents.

The second chapter contains theoretical review which covers definition of vocabulary and reading, mastering vocabulary, the ways of understanding reading texts, improving students' reading skill, and relationship between vocabulary and reading skill.

The third chapter contains methodology of research used in this study which covers of population and sample, data, sources of data and techniques of the data collecting, techniques of data processing and analysis, and research procedure. The fourth chapter contains report on research results that are achieved in this study and covers of description of the research location, data presentation, and data analysis.

The fourth chapter contains report or research result, which consists of general description of research location, data presentation, and data analysis.

The fifth chapter closure contains conclusion and suggestions.