

CHAPTER I

INTRODUCTION

A. Research Background

This study examines the relationship between vocabulary size and reading comprehension. Reading is essential for students. According to Tan (2017), reading is an important skill for students to cope with their tasks in an academic setting. It means that reading helps the learner obtain meaningful and desirable knowledge. Good reading acts as a strong weapon for the students to excel in an academic setting. Owusu-Acheaw (2014) argued that reading is important because it shapes the personality of individuals and helps them develop proper thinking methods and creates new ideas.

Reading comprehension generally explains as understanding what is read, where words have context and text has meaning (Astan & Tamah, 2015). Hussein (2012) supports that reading comprehension is a measure of ability and willingness to reflect on whatever is read. It means that the reader has to do two things in the reading process. One is certainly reading, and the other one is understanding.

One of the aspects of reading comprehension is vocabulary. Astan & Tamah (2015) argued that vocabulary is the key to reading. If students understand the meaning of a word, they are going to be able to read and digest it within a sentence. It means that the presence or absence of vocabulary knowledge causes or hampers reading comprehension.

According to Anjomshoa (2014), vocabulary is an essential role in reading comprehension. Reading requires sufficient vocabulary. Vocabulary is the main prerequisite and causal factor in comprehension. It means that there is a relationship between vocabulary knowledge and reading comprehension. Some studies investigated this relationship and used vocabulary knowledge as a predictor

variable for reading comprehension (Hu & Nation, 2000; Laufer, 1989; Maher Salah, 2008).

Based on the observation of the researcher, in the senior high school have low vocabulary, and Reading Comprehension becomes an issue for every student, the students in learning English require this skill. It is not easy to get an efficient and effective way to understand vocabulary size the text in learning reading comprehension. Sometimes, to find vocabulary size in the text, the students felt confusing, and the meaning of the text is hard to know. The students might cause this difficulty are practice less. Research results revealed that students' problem in vocabulary size is based on readings.

A lot of previous studies related to the relationship between vocabulary size and reading comprehension are conducted. The first is the research by Tan (2017). The research was conducted in 2017. This study investigated the relationship between vocabulary size and reading comprehension performance among students in a tertiary institution in a Malaysian context and examined the vocabulary size required for students to achieve reading comprehension at various levels of proficiency. The second research was conducted by Ibrahim, Sarudin, & Muhamad (2016). The study examined 129 pre-university students undergoing an intensive English language program at a public university. It showed the relationship between the reading comprehension component of the institutionalized English Proficiency Test (EPT) and the Vocabulary Levels Tests.

However this research is different from those previous research, the previous research was done by Tan (2017) and Ibrahim, Sarudin, & Muhamad (2016) in Malaysia while this research will be conducted at high school in Indonesia, and also this research will explore the correlation between the vocabularies size and reading comprehension for students. Therefore, this research is entitled, "The Correlation between Vocabulary Size and Students Reading Comprehension."

B. Research Questions

Based on the background above, there are some problems which can be identified as follows:

1. How is the students' vocabulary size?
2. How is the students' reading comprehension?
3. Is there any correlation between students' vocabulary size and students reading Comprehension

C. Research Purposes

Based on the background above, the research is supposed:

1. To find out the students' vocabulary size.
2. To find out the students' reading comprehension.
3. To find out the correlation between students' vocabulary size and students reading comprehension.

D. Research Significances

This research gives two significances. Theoretically, this research can be helpful to make a deep understanding of student vocabulary size and reading comprehension and to give information about the correlation between students' vocabulary size and students reading comprehension. Practically, this research gives significance to students and teachers. the research result is expected to help all teachers to consider students' Vocabulary Size and Reading Comprehension and determine the best strategy in the teaching-learning process to minimize students' gap and maximize their potential in learning English.

E. Rationale

This research aims to find out the correlation between students' vocabulary size and students reading comprehension. Therefore, there are two variables in this research; they are students' vocabulary size as the independent variable and students reading comprehension as the dependent variable. According to Djuarsa (2017), vocabulary defines as the number of words for which the person knows at

least some of the significant aspects of meaning. According to Kurniawan, (2016), They mentioned that vocabulary is a central part of language proficiency, and students with less vocabulary ownership will not be able to use language maximally. Meanwhile vocabulary size is the number of words that a learner has in metal lexicon (Kristanto, 2015). Nation (1990) argues that all learners need to know about 2,000 to 3,000-word level in order to function effectively in English. Nation (1990) analyzed one text for young native speakers and another for native speakers at the secondary level, and found that about 87% of the words in the text were all in the most frequent 2,000 headwords (base words) of English. The university words which occur frequently in most kinds of academic texts, technical words, and low-frequency words account for the remaining 8%, 3% and 2% of the text, respectively. Nation also concluded that figures for collections of long texts also supported their findings from short texts. Therefore, there is attest for vocabulary size. The test is a measure of knowledge, not fluency, and so enough time should be given to complete the test and allow learners to ponder over each item. It typically takes around 40 minutes to sit the 140 items test, and around 30 minutes for the 100 item tests.

Reading is the process of making meaning from written texts (Anderson et al. 1985). It needs the harmony of a lot of related sources of information. According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves the reader's existing knowledge, the text information, and the reading context. It means that reading as an interactive process between readers and texts that result in reading fluency. Meanwhile, reading comprehension is the process of eliciting and making meaning through interaction and involvement with written language Pourhosein Gilakjani & Sabouri (2016). McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social context. Therefore, there are several ways to evaluate a student's reading comprehension skills. The first method is to use a formal assessment, and the second method is to use informal assessments.

From the statements above, the writer relates vocabularies size with reading comprehension. The higher vocabulary size that students have, the easier the students do reading comprehension, and it is meaningful information for students and teachers in improving their English learning.

F. Hypothesis

According to Creswell, (2012), the hypothesis is statements in quantitative research in which the writer predicts the outcome of the relationship among characteristics. It means in the hypothesis; it predicts whether the research influences the issue or not.

Based on the explanation above, the hypothesis of this research are as follow:

Ha: There is a correlation between Vocabulary Size and Students Reading Comprehension.

Ho: There is no correlation between Vocabulary size and Student Reading Comprehension.

G. The Previous Research

There are some previous researches on students' reading comprehension and the students' vocabulary size. The researcher gets the idea to do these researches from those previous researches. Those related researches are explained as follow:

1. The relationship between Vocabulary Size and Reading Comprehension Levels of Malaysian Tertiary Students.

The research was conducted in 2017. This study investigated the relationship between vocabulary size and reading comprehension performance among students in a tertiary institution in a Malaysian context and examined the vocabulary size required for students to achieve reading comprehension at various levels of proficiency. This study used a quantitative approach. Meanwhile, the current study aimed to look at student's vocabulary size and its

relationship with the reading comprehension of senior high school in Indonesian context.

2. The Relationship between Vocabulary Size and Reading Comprehension of ESL Learners.

The research was conducted in 2016 (Ibrahim et al., 2016). The purpose of the study is to examine the relationship between students' reading comprehension skills and vocabulary size. A total of 129 pre-university students undergoing an intensive English language program at a public university in Malaysia participated in this study. Meanwhile, the current study aimed to look at the student's vocabulary size and its relationship with the reading comprehension of 50 students from two classes of senior high school.

3. The relationship between vocabulary knowledge and reading comprehension among Moroccan EFL learners

The research was conducted in 2016. The study aims to examine the relationship between two dimensions of vocabulary knowledge, namely size and depth, and whether these two dimensions of vocabulary correlate with reading comprehension performance. This study has provided empirical evidence that vocabulary knowledge plays a fundamental role in reading comprehension in the Moroccan EFL context. Meanwhile, the differences in the research are kind reading comprehension and vocabulary size. And The research want to find out the relationship between vocabulary size and reading comprehension of senior high school.

4. The correlation between vocabulary size and the reading comprehension of the English education department students.

The research was conducted in 2015. The study explored the correlation between vocabulary size and the three levels of reading comprehension namely literal, inferential, and critical reading comprehension. The main intention was to discover what the correlation was between vocabulary size and literal reading comprehension, inferential reading comprehension, and critical

reading comprehension in terms of direction and magnitude. Meanwhile, the differences in this research were focused on senior high school. The research aimed to look at the relationship between student's vocabulary size and reading comprehension of senior high school .

5. The Relationship Between Vocabulary and Reading Comprehension in Third Grade Students Who Are English Language Learners and Reading Below Grade Level.

The research was conducted in 2017 by Chulalongkorn University, Sudarman, & Chinokul, The purpose of this study was to determine if direct vocabulary instruction would lead to increased reading comprehension in third-grade students who were English Language Learners reading below grade level. This study used a pretest and posttest to measure growth in reading comprehension. The growth rate of comprehension was higher in students after they received direct vocabulary instruction. Meanwhile, the current study aimed to look at student's vocabulary size and its relationship with the reading comprehension of senior high school ,

6. Correlation Between Students Vocabulary mastery and their Reading Comprehension

The research was conducted in 2013 by Furqon, The paper deals with the correlation between students' vocabulary mastery and their reading comprehension. Data were collected from 34-second grade students. The test items of reading comprehension and vocabulary mastery were given to the students to measure their level of reading comprehension and vocabulary mastery. The results were compared to find out the correlation between those variables. The findings showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension. The current study concluded that vocabulary mastery was contributive in helping the students to comprehend the texts. Meanwhile, the differences in this research were focused the relationship between student's vocabulary size and reading comprehension of senior high school .