CHAPTER I
INTRODUCTION

This chapter presents and discusses Background of the Research, Reason for Choosing the Topic, Problem of the Research, Aim of the Research, Contribution of the Research, Scope of the Problem and Clarification of Terms.

A. The Background of Research

Vocabulary is a meaningful word of oral and written form that used to communicate with others. The communication will run as well as the amount of vocabulary that they have to communicate each other. This related to Shoebotom (2011:2) cited in Nurudin (2013:7) stating that vocabulary is the key to understand what the people hears and reads in their environment and to communicate successfully with other people. By having much vocabulary knowledge, students will find it easier to understand what is being said, heard, read, and also written. It is in line with Wilkins as cited in Thornbury (2002:13) stating that limited grammatical knowledge as well as insufficient vocabulary mastery nothing can be conveyed. This means that the mastery of vocabulary supports the mastery of language skills. Thus, vocabulary as one of the language components is an important element in language besides the other components. Therefore, vocabulary mastery is a crucial thing in order to master four major skills such as speaking, reading, writing, and listening. So that, mastering vocabulary is necessary for the students in learning English as a foreign language.
The mastery of vocabulary can support learners in reading, speaking, writing, and listening skill. Reading becomes the most important skill supported by vocabulary mastery in order to success in English mastery. The main goal of reading is the comprehending of what is being read. To comprehend a text that is being read, students have to have some vocabularies knowledge. If the students did not have enough vocabulary, they will find it difficult to comprehend what they have been read. Therefore, the vocabulary mastery is related with the students reading comprehension. It is in line with Curtis (2008:44) said that vocabulary has always been an important element in reading comprehension. It is also supported by Schmitt (2000:150) that reading offers a portal of exposure to all remaining words. The beginning students with a limited vocabulary can benefit from reading by accessing graded readers. Determining the students’ reading levels is to measure their vocabulary knowledge. As stated by Nation (2001: 132), the important role of vocabulary is a predictor of overall reading ability. By reading many sources such as magazine, newspaper, journals, novel, story book, etc. students can measure their vocabulary knowledge and indirectly they enrich their vocabularies. It can be concluded that vocabulary mastery and reading skill are correlated each other.

Because of the importance of reading, from over the past years many aspects that may support reading on learning English have been investigated. Some of the empirical studies showed the positive effect of reading interests on learning English, since interest is one of the intrinsic motivations in
learning that has a role as the supporting factor from inside the students mind. It is in line with Khairuddin (2013:160) stated that interest in reading is important in enhancing students’ success in school and out of it. Hence, students need to have high reading interests. Students who have high reading interest will have big desire to read a lot in order to get many benefits of reading as one of the ways to be successful in school. Conversely, students who have low reading interest will have small desire to read, so that, they will not gain many benefits of reading, and they may not be successful in school. Furthermore, supported by the statement of Al-Nafsiah and Al-Shorman (2011:1), students’ reading interest boosted the students to read much English sources for some purposes such as improving their language, learning something, improving their academic achievement and keeping in touch with their environment, etc. It is also supported by Hidi (2001:192) that recognized that interest had been an important role in readers’ text processing. Students who have high and low interest in reading will have different competence in trying to understand what is being read. In short, it can be concluded that interest has big contribution on the students’ language abilities.

Those interpretations lead to be conducted a research concerning with students’ interest and their vocabulary mastery. The comparative research will be taken to compare vocabulary mastery on the students’ with different level of interest. The reason why comparative study is chosen because first, reading interest and vocabulary mastery had been proven correlated each other by some researchers. Second, by comparing the students’ vocabulary
mastery based on their level will be the tools to know which interest level they are in, how score of vocabulary test they will get, and is there any significant difference on vocabulary test score of the different interest level group compared. The last, after knowing the result of the comparison, it can be used as one of the indicators of considering the ways of teaching on the different interest level of reading by the teacher in order to boost the students interest in reading and improve their vocabulary mastery.

Furthermore, based on the experience during teaching practice for three months at SMK N 2 Purwokerto, there were some problems with the students’ enthusiasm on visiting library to read some sources and their competent in mastering vocabulary especially for tenth grade. Therefore, the results of this research can be useful to the English teachers. The research finding will be the evidences where the level of reading interest (high and low) influent the different vocabulary mastered by the students. Teacher must pay attention the students’ interest in teaching and learning vocabulary. In short, the research that will be conducted on tenth grade students of SMK N 2 Purwokerto, entitled: *A Comparative Study on Vocabulary Mastery between High and Low Reading Interest Students.*

**B. Reason for Choosing the Topic**

There are some reasons why the topic is chosen as the title of the research. The reasons for choosing the topic are as follows:
1. Reading Interest

Interest is one of the intrinsic motivations in learning. While reading is one of the crucial basic skills in language learning especially English. By knowing the students’ reading interest, it is expected to make the students aware about their reading preferences in order to improve their language skills and also make the teacher aware about what appropriate learning strategies and media to be used in teaching and learning process.

2. Vocabulary Mastery

Vocabulary mastery is one of the most important things should be mastered by the students in learning a language. Especially for EFL students, vocabulary becomes one of the keys to master four basic language skills (reading, listening, speaking and writing), since language is constructed by some structured vocabulary. By knowing the students’ vocabulary mastery by using test, it will help them to know how far they master the vocabulary and also help the teacher to assist them in order to have better improvement in mastering vocabulary.

C. The Problem of Research

Based on the background mentioned, a study will be conducted that concerning with the comparative between students’ reading interest and their vocabulary mastery. The question of this study is stated as follows: Is there any significant difference of vocabulary mastery between high and low reading interest of tenth grade students of SMKN 2 Purwokerto?
D. **The Aim of Research**

Derived from the problem statement, the research aims to investigate the significant difference of vocabulary mastery between high and low reading interest of tenth grade students of SMKN 2 Purwokerto.

E. **The Contribution of Research**

This research is expected to accomplish theoretical and practical benefits elaborated as follow:

1. Theoretically
   a. The findings can be an enrichment of knowledge one aspect of student’s intrinsic motivation factor in the EFL classroom.
   b. Regarding the result of this research, further study can be conducted to elaborate the scrutiny about related case.

2. Practically
   A good research is that which gives advantages not only theoretically but also practically. Derived from this principle, the benefits of this finding are expected to extend the following areas.
   a. The writer
      
      The writer can take an account of this finding as step-stone to deeper comprehend such students’ interest motivation dealing with another English skill in EFL teaching that assists her to help students with proper language learning strategies.
b. The students

By recognizing their preferences in learning English, students can maximize the language mastery by using strategies that is appropriate with them. In addition, by realizing both reading interest and the vocabulary mastery, they can take some preferences to read in order to improve their vocabulary mastery.

c. The English teacher/lecturer

This study is an effort to oversee one aspect of amount factors influencing students’ learning success. Thus, the finding of this research is expected to encourage the teacher’s greater awareness about the students’ interest not only in reading but also another basic skill of learning English, since interest is one of the intrinsic motivations in learning. Furthermore, this finding can be one of considerations for the teacher to manage the classroom activities based on the students’ need.

d. The relevant institution

Based on the above benefits accounted for, the relevant institution may follow up the finding by organizing learning strategies that proper with the students’ interest and need as an effort to succeed EFL teaching and learning.

F. The Scope of Problem

As mentioned on the background of the study, the problem is limited on the students’ reading interest toward English sources, such as English
magazines including Teens Magazine, newspapers including Jakarta Post, journals, and books including novel, story book, etc. The interest level that will be compared is high and low level of interest. In addition, this study is focused only on the tenth grade students of SMKN 2 Purwokerto in school year 2014/2015.

G. Clarification of Terms

1. Comparative

   Comparative is something that related with studying things to find how similar or different they are (Oxford University Press, 2006: 293).

2. Reading

   Mc Whorter (2005: 3) said that reading is thinking and it is an active process of identifying important ideas and comparing and evaluating and applying them.

3. Interest

   Interest is an activity or subject that you do or study for pleasure in your spare time (Oxford University Press, 2006: 778).

4. Reading Interest

   Reading interest is the feeling of big desire on reading about things that they are interested and passionate about (Sari, 2014:9)

5. Vocabulary

   Vocabulary is the whole numbers of words in particular language that a person knows or uses (Setiawan, 2010:9)
6. Mastery

Mastery is a great knowledge about or understanding of a particular thing (Oxford University Press, 2006: 907).

7. Vocabulary Mastery

Vocabulary mastery is a complete skill to understand the availability of words and their meanings of a particular language (Setiawan, 2010:10).