

CHAPTER I

INTRODUCTION

A. Background of the Study

In this era many people try to make competition with many countries and other people. The people are living in the modern era in which the nature is the mobility of interaction between some countries to do the cooperation such as in trading, students exchange and moves. At this point, English is important language in this modern era. So people are demanded to be able to communicate in international language. As an international language, it has gained its popularity all over the world including Indonesia. It makes people learn English, in learning English everyone must learn vocabulary.

In addition, Fauziati (2002:155) maintains that vocabulary is a central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learner from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often become interested in learning.

Teaching English method is changeable. The method should be interesting to motivate students in learning English. In this research, the writer

uses reading text comprehension. This makes student find a new vocabulary. A new vocabulary can make the students find the meaning of a new vocabulary. When the students find the meaning of new vocabulary the students will feel happy and the students will read again. When the students read a reading text comprehension, they will find more new vocabularies.

Horrison and Smith (1980:8) define reading as the act of responding with appropriate meaning to print or written verbal symbols. It means that reading is the result of interaction between the graphic symbols that represent language and the reader language skill, cognitive skill and knowledge of the word.

Reading comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of printed words. Clara Wong Kee (1997: 9) states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interact. The reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.

Eksay (2011:7) states that reading comprehension in general is viewed in this research as the result of the four way interaction between readers, text, task, structured activity. The success of this interaction depends on the

availability and quality of content and also strategies to new problem solving situations.

In this research, the writer uses reading text comprehension for improving students' vocabulary. The steps to improve students' using reading text are: Reading the text. Finding new words, after students read the text then they must find a new word, the words become new vocabulary. Then teacher teach how to find the meaning of new vocabulary.

The researcher choose a school in Sragen. The name of that school is SMA PGRI 1 SRAGEN. It is one of the school which good facilities. SMA PGRI 1 SRAGEN has big garden in front of the building of the school. Not only big building but also big field to play tennis, football, basket and indoor place to play badminton. Students who study there are mostly from the high class economy. Although it has enough facilities, students in SMA PGRI have problem with students' achievement especially in English teaching learning. Many students do not like English, because they cannot understand what is the meaning of English words.

The writer wants to know the students achievement at the first year of SMA PGRI 1 SRAGEN. Then the writer choose class X-B. Class X-B consists of 22 students. There were 11 male students and 11 female. Students from class X-B majority have low vocabularies achievement and do not like English. For the reason the writer want to improve students' vocabulary and

motivated students in learning English started from learning vocabulary. The writer use the simple text to make students try to read and find the meaning vocabulary.

B. Problem Statement

Based on the research background, the writer formulates the problem as follows:

1. Can reading text comprehension improve students' vocabulary at the first year of SMA PGRI 1 SRAGEN in 2012/2013 Academic Year or not. If yes how far is the improvement?
2. How is the implementation of teaching students' vocabulary using reading text comprehension of SMA PGRI 1 SRAGEN in 2012/2013 Academic Year?
3. What are the strengths and weaknesses of improving vocabulary using reading text Comprehension to the first year students of SMA PGRI 1 SRAGEN in 2012/2013 Academic Years.

C. Limitation of the Study

In this research paper, the writer limits on improving students vocabulary using reading text comprehension at the first year students of

SMA PGRI 1 SRAGEN in 2012/2013 Academic year. Because students in SMA PGRI 1 SRAGEN have poor vocabulary and do not like reading text.

D. Objective of the Study

Based on the problem statement above, the writer has the following objectives.

1. To know whether reading text comprehension can improve students' vocabulary at the first year of SMA PGRI 1 SRAGEN or not.
2. To describe the implementation of teaching English vocabulary by using reading text Comprehension of SMAPGRI 1 SRAGEN in 2012/2013 Academic Year.
3. To find the strengths and weaknesses of improving vocabulary using reading text Comprehension to the first year students of SMA PGRI 1 SRAGEN in 2012/2013 Academic Year.

E. Benefit of the Study

By presenting this research, the writer hopes that there will be some benefits.

1. Theoretical Benefit

- a. The result of research can be used as an input in increasing students' vocabulary.

- b. The result of research can be used as the reference for those who want to conduct a research in improving English Vocabulary

2. **Practical Benefit**

a. Students

For the students this research can help them have more understanding about how to improving vocabulary. Then the students have more vocabulary for communication

b. For the lecturer

It can give additional references in improving their vocabulary teaching material

c. Other researcher

This research can also contribute information to the other researcher who is interested in research vocabulary.

F. Research Paper Organization

There are five chapters in this paper: Chapter I is an introduction dealing with the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature, consisting of previous study, review of vocabulary, review of improving students' vocabulary, review of

reading text, review of reading text comprehension, review of improving vocabulary using reading text comprehension.

Chapter III is about research method. It deals with type of the research, subject of the study, object of the study, data and data source, method of collecting data, and technique of analyzing data.

Chapter IV describes research finding and discussion, consisting of the implementation of improving students' vocabulary using reading text comprehension, and find the strengths and weakness of improving vocabulary using reading text.

Chapter V is conclusion and suggestion. It is followed by bibliography and appendix.