

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, there were four basic skills to be mastered by the students, such as listening, reading, writing, and speaking. Those skills were divided into two; receptive skills and productive skills. Receptive skills are listening and reading because the students receive the information and understand it. While productive skills are writing and speaking because the students need to produce their ability in written and orally. One of the skills that paid more attention was reading skill. According to Teixeira's (2012:1), reading is the key of languages. By reading, the students know many things. Reading skill allows students to access ideas that are communicated by people in the form of written or printed material from different countries, allowing them to broaden their horizons and increase their knowledge. Furthermore, there were so many benefits that the students got from reading. One of them is the students enrich their vocabularies that make them master the reading skill.

According to Harmer (2007b:99), reading is crucial because of two main reasons. First, it is beneficial to the students' further studies and carrier or simply play the role of joyful reading. Second, it is beneficial to their language acquisition for spelling and vocabulary knowledge. Through reading, students develop knowledge, information, concepts, and attitudes. Moreover, students get many vocabularies which are needed in other skills if they read a lot. Students also need to comprehend the text during the reading process. They are not only

expecting to read in good pronunciation but also have to construct and find the meaning through interaction and involvement with written language. Reading comprehension is also the process of recognizing text and remembering any information, and being able to understand a reading easily can make it easier for students to learn reading comprehension in the text. Patel and Jain (2008:133) state that reading is the most useful and important skill for humans. Reading is a source of joy. Good reading keeps students organized in reading and gives students fun and advantage. Reading is an important activity in many language classes. By reading, readers can get important information and add insight. Students achieve this goal if they understand the text.

The problem that students often faced when reading was the lack of good reading habits, so students who were lazy to read to read understand reading can become deficient in English vocabulary, which makes them lose their ideas from reading. In addition, vocabulary is a major aspect of reading comprehension process was completely broken. Students also cannot reconstruct the meaning without having a good vocabulary. Vocabulary was a very important aspect of language to master. To achieve success in reading English, students need to master English vocabulary.

This research was conducted by Awan (2021) who carried out research entitled the Correlation between Vocabulary Mastery and Reading Comprehension. Her research was conducted for the ninth-grade students of junior high school SMPN 2 Mengwi in academic year 2020/2021. The objective of her research study was to find out whether there is any significant correlation between students' vocabulary mastery and reading comprehension in reading a text and

students' ability to identify vocabulary. Moreover, the previous research used multiple-choice to test the eighth-grade students. The result of her research showed that vocabulary mastery correlates with reading comprehension.

The second research entitled *The Correlation between Vocabulary Mastery and Reading Comprehension* was conducted by Suartini (2021) which involved the eighth-grade students of junior high school in SMPN 2 Tampaksiring in academic year 2020/2021. The objective of this research study was to get empirical evidence on whether there was any relationship between students' vocabulary mastery and reading comprehension. Furthermore, the study applied the eighth-grade students. In addition, the result of the study indicated there was positive correlation between two variables. In addition, for the ability to master vocabulary, strategies and background knowledge of the text can help students in understanding the text.

According to Wainwright (2006:33), vocabulary is the important factor in reading. Further Wainwright also states that the larger vocabulary the easier it is to make the sense of the text. Without vocabulary, it is difficult for students to obtain any kind of news and information that is stated in any printed material. Hence, the students need vocabularies in order to understand the reading text. Vocabulary to be able to understand the reading. Furthermore, based on several experts who believe that, the writer argues that there is a positive correlation between students' vocabulary mastery and ability in reading comprehension.

Vocabulary is a crucial component in acquiring and understanding the language. According to Lubis (2007:10), vocabulary mastery is the competence to know words mean. Nation (2000:5) proposes the following list of the kind of

knowledge that a person must master to know a word, the grammatical behavior of the word, the collocation of the word, the register of the word, the associations of the word and the frequencies of the word. According to Langan (2002:341), if you have a poor vocabulary, it will slower the reading speed limit your comprehension.

Reading comprehension and vocabulary mastery have a strong relationship. Related to Sedita's theory (2005:1), vocabulary knowledge is crucial in reading comprehension how find out how strong the vocabulary mastery influences the reading comprehension. In conclusion, the researcher is interest in conduct research to analyze and to know the correlation between vocabulary mastery and reading comprehension in the eighth-grade students of SMPN 4 Sukawati. The research entitled "The Correlation between Vocabulary Mastery and Reading Comprehension at the Eighth-grade Students of SMPN 4 Sukawatiin Academic Year 2021/2022".

1.2 Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing investigation is important and useful for the researcher before doing the research. Based on what has been described in the background of the study above, the research held research on the correlation between vocabulary mastery and reading comprehension of eighth-grade students of SMPN 4 Sukawati in academic year 2021/2022. Moreover, the research is interested in finding out the significant correlation between vocabulary mastery and reading comprehension of the students in junior high school. Therefore, the research problem in this present study can be formulated in the form of questions as

follows: is there any significant correlation between vocabulary mastery and reading comprehension of eighth-grade students of SMPN 4 Sukawati in academic year 2021/2022?

1.3 Objective of the Study

Generally, every research has its own objective. Research objective describe concisely what the research trying to achieve. A particular investigation expected to provide a scientific solution to the research problem. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the study. Furthermore, the aims of any activities which were related to the scientific investigation were always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Based on the research problem that had been mentioned, the objective of study was to find out the significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 4 Sukawati in academic year 2021/2022.

1.4 Limitations of Study

The limitation of the study is crucial to make a discussion about the research problem more specific and avoid wide discussion. In the present study, the researcher focuses on finding out the correlation of vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 4 Sukawati in the academic year 2021/2022. The research limits the students' vocabulary mastery and reading comprehension tests. For the vocabulary mastery test, the researcher

assessed the students' ability by identifying five aspects of the vocabulary test: noun, verb, adverb, adjective, and preposition.

Furthermore, for the reading comprehension test, the genre of the reading comprehension test was descriptive text. The research assessed the students' ability by identifying four aspects: The students can identify the general information in descriptive text, students can identify the specific information in descriptive text, the students can identify the textual meaning in the descriptive text. Furthermore, the research used the answer key to scores the vocabulary test and for the reading comprehension test, the research used scoring rubric.

1.5 Significance of the study

The main practical consideration which is taken into explanation in the present study is the significance of the research finding. Moreover, the significance of the study is important in conducting research. Besides, the study was only focused on figuring out whether there is a significant on the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 4 Sukawati in academic year 2021/2022. The result of the present study was highly expected and recommended to provide significant research findings related to vocabulary mastery and its correlation with reading comprehension. The research hopes that this research can have some benefits in the study of English especially in teaching reading comprehension. There are two kinds of benefits in this research as follows: theoretical and practical significances.

Theoretically, the findings of the present study are expected to distribute and support the theoretical and empirical outcome of the existing correlation

theory especially about vocabulary mastery and reading comprehension. The results of this research are intended to strengthen the existing theory. Moreover, the additional empirical evidence is expected to be used in the future studies or to give more empirical evidence to the existing findings related to the correlation between vocabulary mastery and reading comprehension of eighth-grade students of SMPN 4 Sukawati. Besides, the findings of this study can reveal more about the research field so that it can be used by other research as a basis for conducting similar research.

Practically, the findings of the present study are intended as valuable informative feedback to English teachers of eighth-grade students of SMPN 4 Sukawati concerning the correlation between vocabulary mastery and reading comprehension of junior high school students. For the teachers, it will be useful for them as it gives information to the teacher about the correlation between vocabulary mastery and reading comprehension. Furthermore, English teachers can use learning outcomes as feedback in teaching reading activities so that the objectives of the English language teaching program can be achieved. Moreover, the research hopes that students can know that by learning reading comprehension, students can obtain information to identify their problems in vocabulary mastery and reading comprehension. So, they can also think about their abilities in vocabulary and reading comprehension. In addition, for the researcher, this study is hoped to be used as some references or to help other researchers, to take a correlation between vocabulary mastery and reading comprehension in other research.

1.6 Definition of Key Term

To make the reader understand clearly about the content in the present study, the researcher provides two definitions of key terms which are defined operationally. The key terms used are vocabulary mastery and reading comprehension:

a. Vocabulary Mastery

Vocabulary mastery is operationally defined as the ability of eighth-grade students of SMPN 4 Sukawati in academic year 2021/2022 by identifying five aspects of the vocabulary test: noun, verb, adverb, adjective and preposition which are scored based on answer key.

b. Reading Comprehension

Reading comprehension is operationally defined as ability of the eighth-grade students of SMPN 4 Sukawati to identify the general information in descriptive text, identifying specific information in descriptive text, identifying the textual reference information in descriptive text and the students identifying the textual meaning in the descriptive text scored by scoring rubric.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In this chapter, the researcher concerns theoretical reviews of related theories that are focused on the topic. The related theoretical reviews are scientifically expected to contribute some relevant theoretical constructs and empirical evidence. A review of a related theory is an important part of scientific research because it allows the readers to understand the foundation of the research. It can give a theoretical basis for the research and help the researcher to determine the nature of the research. On the other hand, it is related to some theoretical reviews, vocabulary mastery, and reading comprehension which are discussed as follows. A theoretical review is a review theory for the present study. Therefore, it is used to support and build the present study. Scientific research should be conducted based on some relevant theoretical constructs and hope to give practical significance and empirical reviews it needs many practices, such as by reading magazine or newspaper, watching films, listening to the music, etc. however, from those practices, the large contribution in getting vocabulary is by reading as Schmitt (2000) states that reading is a key vocabulary improvement.

Pollard (2008:13) defines that vocabulary is an essential point of language learning the students need to know the meaning of the words, how the words are spelt and how they are pronounced vocabulary is the basic of learning a foreign language at primary level. The students who have a lot vocabulary in English or other foreign languages, they can learn language easily. A good mastery in

vocabulary will help the students to understand the language. When the students learn a foreign language especially English, they have to learn the vocabulary in order to understand the message and can convey their idea.

Furthermore, vocabulary is a fundamental component of second language proficiency, one of the primary goals of language learning is to know the meanings of the words. Cameron (2001:72) states that improving a useful vocabulary is a basic point to the learning of a foreign language at the early level. Learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language. Vocabulary will help the learner in learning English language well. As learners in a school students need to know words, their meanings, how they are spelt and how they are pronounced. Vocabulary can make students comprehend the words which were received while listening and reading.

Ur (2009:60) defines vocabulary as the word which is taught in the context of foreign language. Meanwhile, Linse (2005 :121) points out that vocabulary is the collection of words which are known by an individual. According to Atkinson et. al (2002: 571) vocabulary as the stock of words used by people or by particular class person. It implies that vocabulary is very important in language learning. Moreover, the students can communicate ideas more effectively. Vocabulary contains words. Vocabulary is also essential in communication with others. If one does not know the meaning of words used by others in communication, he or she will be unable to respond in the communication.

According to Kamil and Hiebert (2005:3), there are two kinds of vocabulary. They are productive and receptive vocabulary. The productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particularly in writing and speaking. In contrast, the receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used or the students may not use these spontaneously, but they may recognize the words' meaning as they are reading and listening.

According to Syarifudin (2006:2), vocabulary mastery was one of the factors to master English as a foreign language. It means that the students have the ability to understand and use the word and its meaning. The richer the vocabulary the students master, the better they perform in their language. By having a limited vocabulary, the students will find difficulties in mastering English skills. By mastering vocabulary, they can shape their English and think that English in order to communicate to other people from other countries. By having knowledge of what the purpose is, the mastery of vocabulary could be arranged or designed to reach the goals. The environment supports students in learning English. There were many kinds of vocabulary. There were verbs, nouns, adjectives, adverbs, and prepositions. In this research, it will focus on verbs, nouns, adjectives, adverbs, and prepositions because it was adjusted to the players that are the students of the second grade of junior high school and category.

a. Verbs

Verbs are words that denote action (Hatch and Brown, 1995:222). It describes an action, state, or occurrence, and forms the main part of the predicate

of a sentence. Vendler (1967) as cited in Hatch and Brown (1995:222) places verb into four classes; activities, accomplishments, achievements, and states.

Activities	: run, walk, write
Accomplishments	: paint, draw, build.
Achievements	: recognize, find, lose.
States	: know, love, have, desire

b. Noun

According to Lyons as cited in Hatch & Brown (1995:219) are all part of speech having a semantic core that is language independent. The most score like nouns (which he calls the first order) are names of people and physical objects, and entities that exist in time and space. Second-order nouns are observable entities which take place and time so these would include nouns of states (e.g., sleep), process (e.g., weaving), and events (e.g. a crash). (Hatch and Brown, 1995:219). The more cores like the noun are, the easier it should be learned (Hatch and Brown, 1995:220). In short, noun is the name of person, place thing, idea, or quality.

c. Adjectives

Adjectives are used to highlight qualities or attributes (Hatch and Brown, 1995:228). Certain adjectives are typically use to describe particular nouns (Hatch and Brown, 1995). For example, light, dark, bright, and dull are use with color names.

d. Adverb

An adverb was word that modifies (describes) a verb (he sings loudly), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (fortunately, I had brought an umbrella). According to Hatch and Brown (1995:229) adverbs often end in -ly, but some (such as fast) look exactly the same as their adjective counterparts.

e. Preposition

According to Hatch and Brown (1995:230), a preposition is word that indicates the relationship between and the other words of a sentence. It explains relationship of sequence, space, and logic between the object of the sentence and the rest of the sentences. It helpsto understand order, time connections, and positions.

2.1.1 Reading Comprehension

Reading is one of the key skills in language learning. It is reinforced the skills students acquire in speaking, listening, writing. On the other hand, it really is not enough just to put a book or short text in front of students and ask them to read, weather silently or out loud. People do read activities to get the solution of their problems. Furthermore, reading is also someone's ability to understand the meaning of the symbols contained in the written text. Based on Pang et al. (2003:14) comprehension can be defined as the process of deriving meaning from connected text which involves word knowledge (vocabulary). In learning, the

learners do not need to produce language in reading mean while they receive the information to produce comprehension.

According to Brown (2004:185) reading is likewise a skill that teachers simply expect learners to acquire. Reading is one of the most traditional skills that would be mastered in learning English. Good ability in reading will help the students comprehend text and its meaning better. Component of language such as, vocabularies, structures and other would help to understand the meaning of the text and support the ability of reading. Reading comprehension refers to an activity of reading and understanding written text.

According to Pang at al. (2003:6), reading is about understanding written text and it is complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. Word recognition is where the process of how written symbols appropriate to a certain language while comprehension is the process of how to makes tens of word sentences and connected text. It is commonly as reader; the students first understand the text by using their knowledge of vocabulary and grammar.

According to Harmer (2007:99), reading is crucial because of two main reasons. First, it is beneficial to the students' personal life. Reading English texts may have a positive impact on students, further studies and career or it may simply play the role of joyful reading. Second, it is beneficial to their language acquisition for spelling and vocabulary knowledge. Through reading, students develop knowledge, information, concepts, and attitudes. Moreover, students get many vocabularies which are need in other skills if they read a lot. Students also need to comprehend the text during the reading process. They are not only

expecting to read in good pronunciation but they also have to construct and find the meaning through interaction and involvement with written language. Reading comprehension was the ability in understanding written texts. When the relationship between paragraphs already understood, the readers will get the meaning of the text.

According to Klingener (2007:2), reading comprehension is the process of construct meaning by coordinate a number of complex processes including word reading, word and world knowledge, and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationship between ideas conveyed in a text. Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. The teacher had mentioned the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Reading comprehension refers to understanding print text. Readers engage in problem-solving processes that are intentional to understand. This process has a before, during, and after component. Most readers who are explicitly taught reading comprehension skills and strategies tend to learn, develop, and use terms spontaneously (Block & Pressley, 2002:36). In this section, these implementations have their respective objectives. For example, learning to read comprehension means knowing something new. After readers read the text, they will discover new words and vocabulary. Developing means exploring and constructing something related to the words they find.

Furthermore, there were also three elements entailed in reading comprehension. Snow (2002:11) explains these three elements are the reader, the text and the activity. The first element is the reader who was doing the comprehending. A reader, when he tries to comprehend a text, brings all his capacities, abilities, knowledge and experiences to the act of reading. The text that is to comprehend is also has a large effect on reading comprehension. The third element is the activity in which comprehension is a part. This includes the purposes, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process.

Camille (2008:33) adds that understanding is a process that requires a strategic approach and readers actively construct meaning while reading, they also direct their own understanding by using basic strategies and by monitoring their own understanding. This means that reading to achieve understanding, the right strategy is very important to motivate students to carry out reading activities. The strategy applies in reading activities have a very important role because it is a way for readers to more easily understand the text which can be directed through a series of reading steps included in a strategy. A good strategy will make the reader reach the goal of reading comprehension more easily and will allow the reader to relate his ideas by monitoring their accuracy based on the procedure or strategic steps.

Reading comprehension can be defined as a process to get appropriate meaning from information. All of the definitions recommend reading comprehension as the main action of reading itself. Without reading comprehension, the students could not understand the information on the reading

a text. Reading also can evaluate student's vocabulary and they also can interpret the meaning. therefore, this present study the reading comprehension is defined as the process of constructing meaning from the text. In this reference and textual meaning as the aspects of reading comprehension to assess the task of reading comprehension.

a. General information

General information was normally vague and represents a broad description. The most prominent feature of this type question is the use of questions word or WH-questions. For the example:

- What is the text about?
- What is the best tittle of the text?
- Why does Sehun really love his song?

b. Specific information

Specific information refers to exact, precise or description of something mention in the text. The most prominent feature of this type of questions is the use of WH-questions or question words. For the example:

- What is the color of his hair?
- How many pens are there in the pencil case?
- Where is Ayu from?

c. Textual meaning

Textual meaning usually asked for synonyms or antonyms of a word in the reading. If you really do not know, then the answer can be

estimate by studying the context. Context was the vocabulary and grammar around the search word. For the example:

- Which of the followings has the closest meaning with the underlined word?
- The following have same meant with “word”, except...
- What is the opposite of “**Tall**”?

2.2 Empirical Review

An empirical review was the review of the relevant research that have been conducted; in which it reviews the research of the preview that relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous studies result, and to clarify as well as define the concepts of study. In conducting this study, the researcher wanted to figure out the correlation between vocabulary mastery and reading comprehension. Several researchers have been done related to this study which discussed the correlation between vocabulary mastery and reading comprehension. The related study which is used references are described in chronological order below:

The first relevant research was conducted by Rahmawati (2017) entitled “The Correlation between Students’ Vocabulary Mastery and their Reading Comprehension at the Seventh Grade Students of SMP Shalahuddin Malang. The objective of the study was to find out whether there is a significant correlation between students’ vocabulary mastery and reading comprehension at the second-

year students of SMP Shalahuddin Malang. The result showed that of t_{count} computation on this study was 3,49. Furthermore, t_{count} was compared with t_{table} in standard significance 5% in which the result was 2.037. It showed that t_{count} was higher than t_{table} ($3,49 > 2.037$). It was implied that there was a statically significant correlation between vocabulary mastery and reading comprehension.

The second study is from Furqon (2013) entitled "Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension. In this study, he wants to know is there any Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension. The result shows after calculating the data, it was found that the Correlation coefficient (r_0 is 0,7205, and then it was necessary to find out its strength to follow Arikunto (2003). The correlation coefficient is 0.7205, it could be considered as a strong correlation since the result was included into strong category (Arikunto,2003).

In general review the result of the data above, those two studies were already good in presenting the data and finding the correlation between vocabulary mastery and reading comprehension. Both of the result above has different way to get the data and also the sample of this research have a different place and different students. However, both of the research has been unclear in instruction for the instrument.

2.3 Hypothesis

According to Arikunto (2010:13) as cited in Mayasari (2012:9) the hypothesis means a tentative answer to the research problem. In the present study, the research uses hypothesis to find a production about the relation between

vocabulary mastery reading comprehension among eleventh grade students of SMPN 4 Sukawati in academic year 2021/2022, Based on the theoretical and empirical above, the writer formulated the hypothesis of this research: there is a correlation between students' vocabulary mastery and their reading comprehension.

The statistical hypothesis is formulated as follows:

- a. Alternative Hypothesis (Ha): there is significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 4 Sukawati.
- b. Null Hypothesis (Ho): there is no significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 4 Sukawati.