CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning language, reading is one of the language skills that must be mastered by students. It is important for them when they communicate and interaction in society written and orally. Reading is the act of interpreting printed and written word. Reading requires understanding or comprehending the means of printed matters. Through reading the students acquire new ideas, obtain needed information, seek support for their ideas and broaden their interest. The students can also get the message that the writer had expressed. When the students read something like written or spoken text it will sound good if they understand the words or vocabulary in their reading.

According to Harris (1962:13), reading is the meaningful interpretation of printed or written verbal symbols. It means that every aspect of learning uses reading as major component. Reading is not considered as the most important information activity in all areas, not only as source of information and pleasurable activity but also as a means of extending one's knowledge of language. According to Dallman (1982:23), reading is more than knowing what each letter of alphabet stands for reading involves more than words recognition that comprehension is an essential of reading that is without comprehension no reading takes place.

Reading comprehension is the goal of reading activity. Reading is a complex process in which the reader uses mental content to contain the meaning

from written materials it means that the reader is supposed to recognize the meaning of printed words (Smith, 1988:27). It can be said that reading comprehension is the capability to understand or grasp it ideas of one passage. According to Boardman (2007:8), reading comprehension involves much more reader responses to text. Reading comprehension refers to reading with comprehension. Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.

In addition, Yossuke (2011:1) states that reading comprehension is a complex process in which the reader uses their ability to find the information. It means that, the reader must be able to comprehend the meaning of a reading text because the ability to read is not only to read aloud what is written but to understand what the reader reads. So, to comprehend the meaning of reading text, the reader needs to understand a certain number of words. Without sufficient vocabulary, it is difficult to understand a reading text.

According to Lewis and Hill (1990:12), vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization being able to define words and application selecting an appropriate use of it. Vocabulary is a major aspect of reading, because without a well-developed vocabulary the reading comprehension process is completely broken. Students also cannot reconstruct the meaning without having a good vocabulary. Students must master vocabulary more and more because the lack of vocabulary

often brings trouble for English learners.

Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of certain words. In other words, it is more precisely defined as "to know a word" because the learners are said to have good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and word formation (Ur, 1991: 60). It can also help to avoid making mistakes in understanding a written or spoken text.

Vocabulary, which consists of the knowledge of meaning as the main component of a language, should be taught together with reading. According to John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test in to find out whether the learners can match each word with a synonym, a dictionary-tape definition, or an equivalent word in then own language. Mastering vocabulary is the ability to get or to receive lots of words. By mastering vocabulary, the students will know the meaning of vocabulary in the context.

Thus, in accordance with the explanation above, vocabulary mastery can influence the reading comprehension of student and it can give an impact on the learning process. Moreover, based on the background above, the researcher was curious and highly motivated to measure the significant correlation between vocabulary mastery and reading comprehension. Therefore, the researcher is interested to conduct a research entitled "The Correlation between Vocabulary Mastery and Reading Comprehension of the seventh grade students of SMP N 1 Amlapura in academic year 2021/2022.

1.2   Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing the investigation is important and useful for the researcher before doing the research. Based on the background of the study above, the researcher formulated the research problem, as follows: Is there any significant correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMP N 1 Amlapura in academic year 2021/2022?

1.3   Objective of the Study

Every research has its own objective. Research objectives describe concisely what the research is trying to achieve. A particular investigation is 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 are related to the scientific investigation are always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Thus, in line with the background and the research problem above, the primary objective of the present study is to find the significance of correlation between vocabulary mastery and reading comprehension of the seventh-grade student of SMPN 1 Amlapura in academic year 2021/2022.

1.4   Limitation of the Study

Limitation is needed to make the present study more specific. In this case, the researcher focused on the vocabulary mastery and reading comprehension. The researcher had chosen this topic to find out further information and to know the correlation between vocabulary mastery and reading comprehension of the

seventh-grade student of SMPN 1 Amlapura in academic year 2021/2022.

1.5   Significance of the Study

The present study is expected to have significance in both theoretical and practical on the correlation between vocabulary mastery and reading comprehension of the seventh-grade student of SMPN 1 Amlapura in academic year 2021/2022. This study is expected to give contribution to the teachers, learners, and the following researchers.

1. For the teachers

   The result of this study is expected to give information that can be used as a consideration to get better results of the students being taught in SMPN 1 Amlapura. It also gave the teachers results on how to teach reading comprehension.

2. For the learners

   The result of this study is expected that it can help them overcome the issue by considering better learning strategies in the future so that they can solve their problem in reading comprehension especially when they don't know the vocabulary in reading text.

3. For the following researchers

   The result of this study is expected this study can be used as a reference for future researchers who want to carry research which is related to the correlation between vocabulary mastery and reading comprehension.

1.6   Definition of Key Term

Key terms are important to be defined in order to give a clear understanding of the topic. Moreover, in order to avoid misunderstanding and confusion of the

readers in comprehending this research, the researcher needed to give a clear operational definition of the key terms used in the present study. Furthermore, the key terms which are uses in the present study were clearly and concisely clarified as follows:

1. Vocabulary Mastery

   Vocabulary Mastery is operationally defined as the ability of the seventh-grade student of SMPN 1 Amlapura in mastering vocabulary concerning with words which deals with the form and the meaning of words in a language. It includes collocation, word grammar, and meaning in context, synonyms, antonyms and derivation.

2. Reading Comprehension

   Reading comprehension is operationally defined as the ability of the seventh-grade student of SMPN 1 Amlapura to understand what the reader reads by involving their experience and knowledge. It includes some skills such as mentioning the main idea, identifying words meaning of the text, identifying referent, getting explicit message and interpreting implicit meaning.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories relate to the study. Therefore, it is used to support and build this study. The present study dealt with the correlation between vocabulary and reading comprehension. There are some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical reviews included vocabulary mastery and reading comprehension.

2.1.1 Vocabulary Mastery

In learning English, there are language elements that English learners must master namely pronunciation, grammar, spelling and vocabulary. The latest element is regarded as the most crucial one. Vocabulary means the words, which is significant to be known by the learners of language. It can be found in dictionary or other sources, which is relevant. However, to enrich the vocabulary we should precisely know about the context of the language spoken or written. Vocabulary is a fundamental component of language proficiency, one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in a foreign language interaction. By mastering a large number of words, they are able to express their ideas or ask for information and to participate in the conversation.

Pollard (2008:13) states vocabulary is an essential point of language learning. The vocabulary is important for students, they need to know the meaning

of the words, how the words are spelled, and how they are pronounced. Building up a useful vocabulary in the basics of learning a foreign language at the primary level. The students who have a lot of vocabulary in English or other foreign languages can learn the language more easily. A good mastery of vocabulary will help the students to understand the language. In addition, Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of certain words. In other words, it is more precisely defined as to know a word because the learners are said to have good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and word formation (Ur, 1991: 60).

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that students recognize and understand when they read or listen to something. Productive vocabulary is words which the students understand, can pronounce correctly and use constructively in speaking and writing. Listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary.

In learning vocabulary, the meaning of words itself have to be known which exist in a language that is basic elements, in this case English. Nunan (1983: 125) argues that the acquisition of an adequate vocabulary is essential for successful language use because without an extensive vocabulary, people will be unable to use structure and function they may have learned for comprehensible communication. It forms an important element in learning a second language. The students are expected to master the skills of reading, writing, speaking and

listening.

In conclusion, realizing that, it is very important for students to understand vocabulary. The students can increase their vocabulary by learning more words. If they have lack vocabulary, they cannot understand and they are difficult to communicate with other people all over the world. To resolve it, the learners must be able to recognize and understand the meaning of the vocabulary of the target language. Therefore, it cannot be denied that vocabulary is one of the important components in English communication.

2.1.2 Reading comprehension

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. Snow (2002:11) defines reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. As the discussion of the definition of reading itself, readers extract information of the printed texts to construct the meaning of the texts. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Reading comprehension is an activity aimed to understand the messages of a particular text (Cahyono, 2011:49). In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah, 2010:1). By looking over those definitions above, it can be concluded that reading is an active process where the

readers try to again the information given by the author and understand what actually the purpose of the author is. According to Snow (2002), comprehension consists of three major elements: the readers, the texts, and the activities. The readers are the elements that do the comprehending. The texts are elements that are to be comprehended. Reading activities definitely deal with all printed texts. Readers make comprehension through it. The activities of reading are the elements in which the interaction between readers and texts occurs.

According to Maria in Arietta (2005:2), reading comprehension as a holistic process of constructing meaning from written text through the interaction of: the knowledge the reader brings to the text, i.e. word recognition ability, word knowledge, and knowledge of linguistic conventions; the reader in interpretation of the language that the writer used in constructing the text; and the situation in which the text is read.

Moreover, Pulverness and Williams (2005) explain that comprehending a text involves understanding the language of the text at word level, sentence level, and whole-text level. In addition, Brown (2004) inserts that in the attempt to comprehend texts, readers use a set of schemata or their knowledge about the word while they are reading. In short, it can be concluded that readers try to understand a text when they read it. To do that, they do not only interact with the text itself but also activate their background knowledge about the text. This comprehension can be achieved after they manage to understand words and sentences composing the text so as to make them understand the whole text.

The theories above tell that reading comprehension is a complex interactive process that involves what is being read and what the reader already knows in the

real world. The readers who are good at comprehending can organize between their background knowledge and the message in the text and decide which process is needed to meet their purpose of reading. The comprehension process which is based on reading skill will guide the readers to comprehend a reading text systematically. Some steps in the comprehension process allow them to operate their thought systematically. It can be useful for readers to get the meaning of the text in an easier way. In other words, reading comprehension is a type of reading that focuses on getting the message of the texts.

2.2 Empirical Review

Empirical review is the review of the relevant researches that have been conducted; in which it reviews the previous research that relevant with the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous studies results and to clarify as well as define the concepts of the study. In conducting this study, the researcher want to know about the correlation between vocabulary mastery and reading comprehension. Several researchers have been done related to this study which discussed about correlation between vocabulary mastery and reading comprehension. The researcher uses those studies as the basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first research was conducted by Armykirana (2017) in her thesis about "The Correlation between Students' Vocabulary Mastery and Their Reading Comprehension of the Third Grade of SMA Negeri 7 Kediri in Academic Year 2016/2017". In this research, the researcher used quantitative-correlation method. SMA Negeri 7 Kediri was taken as a place in conducting the research. The

population of this research is 322 students. In choosing the sample, XII-IPA 2 was taken as the sample with 32 students (12 male students and 20 female students).

The second research was conducted by Erniwati (2019) in her thesis about "The Correlation between The Student's Vocabulary Mastery and Their Reading Comprehension Ability in Learning English of The First Grade of SMA Muhammadiyah 9 Makassar". This research used correlational research. The population of this study was the first-grade students of SMA Muhammadiyah 9 Makassar in the academic year of 2018/2019. The researcher took all population as the research sample who has 31 students, but only 20 students attended in the test. The process of taking sample above was taken by used total sampling. The basic problem the writer discussed in this final project was to find out there is correlation between the student's vocabulary mastery and their reading comprehension ability in learning English. The techniques used for obtained data was: first, collected data from students' vocabulary test and reading comprehension test; second, compute and classified the student's vocabulary mastery test and the student's reading comprehension; third, analyzed the score of the student's vocabulary and the student's reading comprehension; the last, drew the conclusion based on the data.

From those studies, there were same results: there was a positive and significant correlation between vocabulary mastery and reading comprehension. Additionally, it was conducted by offline. They conducted the research well, with strong and appropriate theories. Furthermore, there was not only strength but there was also weakness. Both of them did not provide clear instructions in the research

instrument regarding the time allotment given to the studens when doing the test. This made the process of student in doing the test less efficient.

Thus, the research was conducted by online and provided clear instructions about the time allotment to make it easier for students in doing the test easily and efficiently. For the time allotment in doing the test, the researcher gave the first forty-five minutes were for vocabulary mastery test and then continued to the second forty-five minutes for reading comprehension test.

2.3 Hypothesis

A hypothesis is a prediction of what will be found as the outcome of a research project and it is typically focused on the relationship between two different variables. It is usually based on both theoretical expectations about how things work and already existing scientific evidences. According to Singh (2006:54), hypothesis is defined as a tentative solution for the problem. To answer the research problem, the researcher assumed it with directional hypothesis. It is defined as a hypothesis that there has relationship between the two variables being studied. The results were not due to chance. They were significant in terms of supporting the theory being investigated. In this study, the hypothesis is stated as follows:

a. Alternative hypothesis (Ha): There is a a positive and significant correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMPN 1 Amlapura in academic year 2021/2022.

b. Null hypothesis (Ho): There is a negative correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMPN 1 Amlapura in academic year 2021/2022.