

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Reading skill is a key of language skill that has significant place in teaching and learning foreign language. Reading is the most useful and important skill for the humans. Reading is not only to read the paragraph, but also to understand about the meaning of the paragraph. According to Harmer (2007:99), reading is crucial because of two main reasons. The first reason is, it is beneficial to students' personal life. Reading gives a positive impact on students' further studies and carriers or it may simply play the role of joyful reading. The second reason, it is beneficial to their language acquisition for spelling and vocabularies knowledge. This reason stated that students develop knowledge, information, concepts and attitudes. Students need to comprehend the text during the reading process. Students 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 was also the process of recognizing the 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. Reading also known as source of joy. Good reading will keep students organize in reading and gives students fun and advantage. Student can get a lot of information if they understand the text. Reading also helps students in vocabulary acquisition by create opportunities to infer word meaning from the context. Wainwright (2007:35) states

that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.

Vocabulary is important factor in reading. It also says that the larger vocabulary the easier it is to make the sense of text. Without vocabulary, it is difficult for students to obtain any kind of information that stated in any written material. Hence, the students need to master vocabularies in order to understand the reading text. Vocabulary is crucial component in acquires and understand the language. Vocabulary was very important aspect of language to master. To get the success in reading English, students need to master English vocabulary.

Reading comprehension and vocabulary has strong relation. According to Wynne (2008:104), students hard to understand the text that has been given because they do not know the meaning of the word. It means that students should be mastering vocabulary because it is needed to understand the meaning of the text. A learner of a foreign language will able to speak and read accurately, or even understand what they read if they have enough vocabulary and have the capability of using it accurately. In addition, vocabulary is a major aspect of reading, because it was without a well-developed vocabulary. Students who cannot reconstruct the meaning without having a good vocabulary will make reading comprehension process was completely broken.

the research was conducted by Awan (2020) entitled “the correlation between vocabulary mastery and reading comprehension of the ninth grade students of SMPN 2 Mengwi”. The objective of his research is to find out whether there is any positive and significant correlation between vocabulary mastery and reading comprehension. In the result of his research showed there are correlation between

vocabulary mastery and reading comprehension in SMPN 2 Mengwi especially in ninth grade students.

Base on the statement above the researcher is interested in conduct research to analyze and to know the correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 1 Ubud in Academic year 2021/2022. The research was motivated to conduct a study about correlation entitled “The Correlation between Vocabulary Mastery and Reading comprehension of the Tenth-grade Students of SMA N 1 Ubud in Academic Year 2021/2022”.

### **1.2 Research Problem**

A scientific investigation begin with a problem. In doing an investigation it is important for researcher to formulating a research problem before doing the research. Base on the background of the study that has been stated above, the researcher held research on the correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 1 Ubud in academic year 2021/2022. The research problem in this present study can be formulated in the form of question as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the tenth-grade student of SMAN 1 Ubud in academic year 2021/2022?

### **1.3 Objective of the Study**

Research objective described concisely what the research 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 from the study. The aims of any activities which were

related to the scientific investigation were always intended to find out a scientific solution to the research problem that has been previously formulated and determined. Thus, in the line with background and research problem above, the primely objective of this present study was to figure out significant correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 1 Ubud in academic year 2021/2022.

#### **1.4 Limitation of the Study**

Limitation of the study is important to conduct a good study. Also, to avoid misunderstanding it is important to give a limit and clarify the problem more specific. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study was formulated. In this present study, the researcher investigated the correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 1 Ubud in the academic year 2021/2022. Besides, vocabulary in this study was limited to the ability of students in understanding reading text and also mastering four aspects of vocabulary, they are verb, adverb, noun, and adjective that given by the teacher. Furthermore, reading comprehension aspects that were focused on the present study are identifying general and specific information, textual reference, and textual meaning.

#### **1.5 Significance of the Study**

One of the practical reflections which were taken into account in undertaking the present study was the significance of the expected research findings. Moreover, it is because the significance of the study was important in conducting research. In addition, the study is only focus on figuring out whether there was a significant correlation between vocabulary mastery and reading

comprehension of tenth-grade students of SMAN 1 Ubud 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. In conclusion, the findings of the present of the study were expect to give both theoretical and practical significance on the correlation between vocabulary mastery and reading comprehension that will be conducted in the future.

Theoretically, the result of the study expected to distribute and support the theoretical and empirical outcome of the existing correlation theory, especially about vocabulary mastery and reading comprehension. Furthermore, the results of the present study were also intended to strengthen the theory that has be existed. Moreover, the additional empirical evidence is expected to be used in the future studies or give more empirical evidence to existing findings related to the correlation between students' vocabulary mastery and reading comprehension. In addition, the findings of the present study were expected to give information to the teacher about the importance of vocabulary mastery that needed to give emphasized to assists students in reading comprehension.

Practically, the result of the study was expected to be beneficial for English teacher, students and other researcher. For the English teacher, it is expected to give information that can be used as a consideration to get better result of the students being taught in SMAN 1 Ubud. It also give the teacher the result on how to teach reading comprehension. For the student, it 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 the reading text. In addition, the results of the present study were also beneficial for other researchers. Moreover, this study can be used as a reference for the future researcher who want to carry research which is related to the correlation between vocabulary mastery and reading comprehension.

### **1.6 Definition of the Key Terms**

There are some terms that used in this present study untitled the correlation between vocabulary mastery and reading comprehension of the tenth-grade students at SMAN 1Ubud in academic year 2021/2022.In order to avoid misunderstanding and confusing on the parts of the readers concerning the key terms used, the researcher needs to operationally define the key term. They are as follows:

#### **a) Vocabulary Mastery**

Vocabulary was operationally defined as the ability of the tenth-grade students at SMA N 1 Ubud in academic year 2021/2022 in mastering vocabulary in the form of verb, adverb, noun, and adjective from written text.

#### **b) Reading Comprehension**

Reading comprehension was operationally defined as the ability of tenth-grade student at SMAN 1 Ubud in identifying general information, specific information, textual meaning, and textual reference in understanding reading text.

## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

The theoretical review is the review of the theories that are relate to conducted study. In this chapter, the researcher reviews the related theories that are focused on the topic. To support and defend the argumentation about the study being observed, the argumentation must be relevant to make the study can be trusted by the reader. The present study was conducted based on the following theoretical frameworks that were taken from the experts. The study should be conducted basis of theoretical background and empirical evidence. They are vocabulary mastery and reading comprehension.

##### 2.1.1 Vocabulary Mastery

When learning a foreign language, the most important to develop in learning is micro-skills. All micro skill like grammar, vocabulary and pronunciation are important. One of those aspects that should be mastered is vocabulary. It will help the leaners in learning the English language well. The learner needed to know words, their meanings, spellings and pronunciations. When teaching vocabulary, the teacher should be explained the meaning as well as spelling and pronunciation. Vocabulary is a fundamental component of language proficiency, one of the primary goals of the words.

William Grabe (2009:14) states that the ability of individuals to understand reading is influenced by their skills and their ability to process information. It can

be impossible when someone want to understand the text without vocabulary. Vocabulary as knowledge of words and words meaning both oral and print language and in productive and receptive forms. More specifically kind of the word that student must know to read increasingly demanding text with comprehension. Understanding English depends on how far students are able to know the meaning of the sentence or words. It is hard to be done by the student. When learning vocabulary, the teachers should introduce vocabulary in familiar ideally which is material appropriate to our students.

According to Willis (2008:80) rich vocabulary reflects success in almost every region of the brain, for rote memory through working and relational memory categorizing, connecting patterning, storage and executive function. It means that vocabulary was vital aspect in language, it appears in every skill of language listening, speaking, reading, and writing skill. This is why everybody who learned language especially English should know the word or mastering vocabulary. If they do not know the meaning of the words, they will not able to speak, write, and translate anything in English. Vocabulary is the central part of learning language. It means that vocabulary has an important role in understanding the language for the students who learn English at school.

Takac (2008:6) stated that vocabulary is made up of a variety of forms, such as morphemes, both free and bound, their combinations, derivatives, compounds, idioms, i.e. units that cannot be reduced or changed, and whose meaning cannot be retrieved from individual meanings of their components, and other fixed expressions. It means vocabulary is the basic of the learning English because vocabulary is form of word that has meaning and expressions. It is reasonable,



remembering that the four of language skill need knowledge of words because they will get noting without vocabulary.

Vocabulary development is learning more about those word and about learning formulaic phrases or chunks, finding words inside them, and learn even more about those words. Harmer (2007:229) states vocabulary is a major reason for reading to give students new language input. Language learner will ask particular word means, how to say a words in foreign language and in learning to read, the word is a key in building up skill and knowledge. The role of words as a language units begin with the early used of noun for naming objects in first language acquisition and used of other words to express wants and needs.

According to Heibert and Kamil (2005:34), there is reason to believe that the causal relationship between vocabulary knowledge and reading comprehension is reciprocal it goes in both directions. Having a big vocabulary does contribute to being a better reader. However, being a good reader also contributes to having a bigger vocabulary. One of the main reasons is that better readers do a lot more reading, and therefore have many more opportunities to learn new words. Hence, the amount of reading a person does plays an important role in the reciprocal relationship between vocabulary knowledge and reading comprehension.

### **2.1.2 Reading Comprehension**

According to Hedgcock et al (2009:210), reading comprehension is a complex construct that involves the interaction of several psycholinguistic processes. This state show when it goes far beyond the ability to state the main idea of the text in one sentence or more, answer the question about details related to impromptu so that the students can answer the question after reading the passage,

define vocabulary by finding the difficult word, and accurately read the text aloud that only improve in the classroom activity.

According to Klingner (2007:2), reading comprehension was the process of construct meaning by coordinate a number of complex processes including word reading, word and world knowledge, and fluency. He also summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. Reading comprehension refers to understanding print text. Reader engaged in problem-solving processes that are intentional to understand. This process has a before, during, and after component. Most readers who are taught reading comprehension skills and strategies tend to learn, develop and use terms spontaneously.

McNamara (2007:109) states that reading comprehension arises from a series of cognitive processes and activities, inference generation, reading strategies, and post-reading activities. All of these processes should be taken into consideration in developing students' reading comprehension. Nation (2008:49) states people may read in order to get information or increase their knowledge and sometimes to critique a writer's idea or writing style. Reading skills allow the students to access the ideas that are communicated by people in the form of written or printed material from different countries, give them the opportunity to broaden their horizons and increase their knowledge.

According to Wynne (2008:42) reading comprehension requires that the reader learn the code within which a message is written and be able to decode it to get the message. Although effective reading comprehension requires identifying words automatically (Adams, 1990, Perfetti, 1985), children do not have to be able

to identify every single word or know the exact meaning of every word in a text to understand it. Reading comprehension is the ability to understand the information which has been read. By reading it can increase our knowledge and improve other skills.

According to Boardman et al (2007:8) Reading comprehension is a multicomponent, highly complex process that involve many interactions between reader and what they bring to the text (previous knowledge, strategies use) as well as variable related to the text itself (interest in text, understanding of text types). Reading comprehension can be defined as complex process to get appropriate meaning from information. By reading comprehension, the students could not understand the information on the reading text. Reading comprehension

Reading comprehension also can evaluate student's vocabulary and they also can interpret the meaning. This research, will be focus on general information, specific information, textual references, and textual meaning as the aspect of reading comprehension to assess the text of reading of comprehension.

a. General Information

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

- What is the text about?
- What is the title of the text?

b. Specific information

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

- Where is Lorojongrang from?
- How Bandung Bondowoso failed?

c. Textual references

Textual references is asking for reference to a pronoun. For the example:

- "It" refers to.....
- The underline word "they" refers to...

d. 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 the grammar around the search word. For example:

- Which of the followings has the closest meaning with the underlined word?
- What is the opposite of "duty"?

In relation with statement above, reading comprehension is a process to get appropriate meaning from the information. Without reading comprehension, students could not understand the information on the written form. By using reading comprehension skills, the readers are expected to able to extract the information. In the class, students read the text to find out general information, specific information, textual references and textual meaning in teaching learning process. Student can get information that can increase their knowledge and enhance their mind concept.

## 2.2 Empirical Review

Empirical review is the review of relevant research that has been conducted in which it reviews the previous researches that are relevant to the present research. Empirical evidence can help the researcher to avoid unintentional replication of the previous study and to clarify as well as define the concept of the study. In conducting this research, the researcher wants to know about the correlation between students' vocabulary mastery and reading comprehension. There are other researchers that showed the correlation between students' vocabulary mastery and reading comprehension. The researcher used those study as a basic consideration to conduct the present study. The empirical review will be presented as follows:

The first study was conducted by Nadya Aprilia (2019) in her correlation research entitled "The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at State Senior High School 2 Pekanbaru". Furthermore, the objective of this study was to investigate students' vocabulary mastery, to investigate students' reading comprehension in descriptive text, and to investigate the correlation between students' vocabulary mastery and their reading comprehension of the first grade at state Senior High School 2 Pekanbaru. Moreover, based on research results using the instrument of students' vocabulary mastery and reading comprehension, the results show there was a correlation between students' vocabulary mastery and reading comprehension of the first grade at state Senior High School 2 Pekanbaru.

Additionally, the strength of the previous study was in the research findings. The findings of the previous research showed there is a correlation between two variables: those are vocabulary mastery and reading comprehension. This study also

showed the level of vocabulary mastery of the first grade had “Very Good” level and reading comprehension had “Good” level. However, the researcher used multiple choice when collecting the data. According to Brown (2003:206) said that multiple choice items are difficult to construct and validate. The Multiple choice have a high guessing that make unable to measure comprehensively. In this present study, the research used short answer task when collecting the data, so the students not guessing the answers.

The second research was conducted by Ni Komang Antari (2021) in her correlation research “The Correlation between Vocabulary Mastery and Reading Comprehension of The Tenth Grade Students of SMK Pariwisata Putra Bangsa Ubud in academic year 2020/2021”. The objective of this research was to investigate the correlation between students’ vocabulary mastery and reading comprehension. The research findings showed that there are correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMK Pariwisata Putra Bangsa in academic year 2020/2021.

In Addition, the strength of the previous study was in the research findings. The finding of the previous research showed positive significant correlation between two variables: those are vocabulary mastery and reading comprehension. However, she did not give clear instructions on her collection data and give short times for students to answers the questions. She used cloze task as the research instrument with 20 questions in 25 minutes. In this present study, the researcher gave clear instruction on the research instrument and give 40 minutes and 30 questions for students to answers the question.

### 2.3 Hypothesis

A hypothesis is temporary answer about statements of problem. Creswell (2012:125) defines hypotheses as statement about possible outcomes of a study. Based on the theoretical and empirical above, the researcher formulated the hypothesis of this research: there is a significant correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 1 Ubud. The statistical hypothesis is formulated as follows:

Alternative Hypothesis (H<sub>A</sub>): there is significant correlation between vocabulary mastery and their reading comprehension

Null Hypothesis (H<sub>0</sub>): there is no significant correlation between vocabulary mastery and their reading comprehension.

