CHAPTER I

INTRODUCTION

1.1 Background of study

In English there are four basic skills to be mastered by the students, such as listening, reading, and writing, speaking. Those skills are 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. In that case, the one of important skills in English is reading. By reading people obtain a lot of information, get new ideas, broaden the knowledge, and also get the point of what the writer expresses. Therefore, reading can make people be smarter and creative.

Reading comprehension is the process of making meaning in written word. Through reading, people try to draw the meaning from the printed page and interpret the information appropriately. It requires more than knowing the meaning of individual words but people also know how individual words combined together to produce meaningful sentences. Based on the curriculum 2013, learning English is the important subjects. The general objective of teaching English in junior high school is to develop the communicative competence of the students. The specific objective of teaching English is to make students active in the language class both in oral and written form. The purposes of teaching reading skill are to make the students able to get general information about a text, identify

the main idea explicitly and implicitly, get detail information about a text, and summarize by using their own words.

Through reading, students can understand the text that they have read and they can get information that can improve their knowledge; in addition, reading activity is good for learners to train the other language skills such as writing and speaking activity. Reading activity brings important effect to society, especially for themselves. As the evidence, according to Grabe (2009:4), large population of people have learned to read in second or third languages for a variety of reasons, including interactions within and across heterogeneous multilingual countries, large-scale immigration movements, global transportation, advanced education opportunities, and the spread of languages of wider communication.

Many students to reading section is only for practicing their fluency of reading skill without they understand what they have read. Comprehension is needed for them. Comprehension is the understanding and interpretation of what is read. Reading comprehension is the complex ability to process text, understanding its meaning and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension know of word, ability to understand of a word from discourse context and ability to follow organization of passage. Comprehension is not effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. It is very important for the students to have reading comprehension ability.

Reading comprehension is the goal of reading activity. According to Boardman (2007:8), reading comprehension involves much more than readers'

responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readres and what they bring to the next (previous knowledge, strategy use) as well as variables related to the next itself (interest in text understanding of text types). Based on that statement, the knowledge or information from the text will be worth if the reader take attention on it. This, the reader constructs or supplies a new knowledge as the result of constructing meaning form text, the goal of all reading instruction is ultimately targeted to help students in comprehending the text they read.

For supporting reading activity, the students are expected to master a lot of vocabulary. The purpose of teaching vocabulary is to enrich the students' words knowledge thus they can understand a text easily. By knowing a lot of vocabulary, students can easily interpret the message of sentence in reading and avoid from misunderstanding. It is also needed to express our ideas or to transmit the message. The students will get difficulty if the material of reading or listening is full of English and almost the words are unfamiliar for them. Therefore, many students still take reading only for granted of little awareness of their performance in reading comprehension. Meanwhile, the students who learn English are expected to be able to understand what they listen and read for making them be successful in speaking and writing. Thus, vocabulary is the major component in learning new language especially English.

In accordance with the explanations above, the previous theories about students' vocabulary and reading comprehension have convinced the researcher that vocabulary can help students when students learn reading comprehension and it can give an impact on the learning process. Moreover, based on the background

above, the researcher was curious about the significant correlation between students' vocabulary and their reading comprehension especially in reading recount text. Therefore, the researcher was interested to conduct a research entitled "The Correlation between Vocabulary Mastery and Reading Comprehension of the Eighth Grade Students of SMPN 2 Denpasar in Academic Year 2020/2021".

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 researcher held research on the correlation between students' vocabulary mastery and reading comprehension of the eighth grade student of SMPN 2 Denpasar in academic year 2020/2021. Moreover, the researcher was interested in finding out the significant correlation of students' vocabulary 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 question as follows: is there any significant correlation between students' vocabulary mastery and reading comprehension of the eighth grade student of SMPN 2 Denpasar in academic year 2020/2021?

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 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. This, in line with the background and the research problem above, the primary objective of the present study is to figure out the significant correlation between students' vocabulary mastery and reading comprehension of the eighth grade student of SMPN 2 Denpasar in academic year 2020/2021.

1.4 Limitation of the study

The limitation of the study is very important to make a discussion about the research problem more specific. Moreover, it also can avoid a broad discussion. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study was formulated. In the present study, the researcher focused on investigating the significant correlation between students' vocabulary mastery and reading comprehension of the eighth grade student of SMPN 2 Denpasar in academic year 2020/2021. Besides, students' vocabulary in this study was limited to the ability of the students in understanding general information and specific information in recount text and they also have to master the noun, adjective and verbs and of the recount text given by the teacher. Furthermore, reading comprehension aspects that were focused in the present study were identifying general information, specific information, and answering short

answer text with correct grammar from given recount text. Those aspects that the researcher wanted to score in the present study.

1.5 Significance of the study

One of the practical reflections which is 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 is important in conducting research. In addition, the study was only focused on figuring out whether there was a significant correlation between students' vocabulary mastery and reading comprehension of the eighth grade students of SMPN 2 Denpasar in academic year 2020/2021. The result of the present study was highly expected and recommended to provide significant research findings related to students' vocabulary mastery and its correlation with reading comprehension. In conclusion, the findings of the present study were expected to give both theoretical and practical significance on the correlation between students' vocabulary mastery and reading comprehension that will be conducted in the future.

Theoretically, the results of the study were expected to distribute and support the theoretical and empirical outcome of the existing correlation theory, especially about students' vocabulary mastery and reading comprehension. Furthermore, the results of the present study were also intended to strengthen the theory that has been existed. 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 students' vocabulary mastery and reading comprehension in comprehending text reading particularly in recount text. In addition, the findings

of the present study can disclose further areas of research so that they could be used by other researchers as bases of undertaking a similar study.

Practically, the results of the present study were expected to be beneficial for English teachers, students and other researchers. For the English teachers, it was expected to give information that can be used as a consideration to get better results of the students being taught in SMPN 2 Denpasar. It also gave the teachers results on how to teach reading comprehension. For the students, it was 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.

In addition, the results of the present study were also beneficial for other researchers. Moreover, this study can be used as a reference for future researchers who want to carry a research which is related to the correlation between students' vocabulary and reading comprehension in recount text.
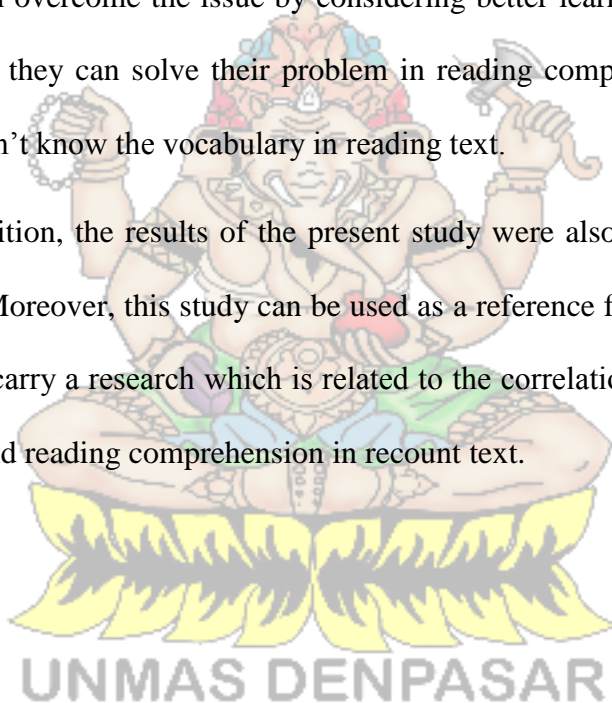
1.6 Definition of Key Term

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. Additionally, the definitions of key terms were also intended to make them clear in comprehending this study and to give limitation to the terms of the research conducted. Thus, the definitions of the key terms that were used in the present study were students' vocabulary mastery and reading comprehension. Furthermore, the key terms which were used in the present study were clearly and concisely clarified as follows:

1. Vocabulary Mastery

   Foreign language anxiety is operationally defined as the ability of the eighth grade students of SMPN 2 Denpasar in academic year 2020/2021 in mastering vocabulary in the form of noun, adjective, and verb.

2. Reading Comprehension

   Reading comprehension is operationally defined as the ability of the eighth grade students of SMPN 2 Denpasar in identifying general information, specific information.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a review of the theories that are related to the conducted study. Furthermore, it is used to support and build this study. In this chapter, the researcher describes the prominent points which include theoretical reviews which are related literatures to this study. The present study dealt with the correlation between students' vocabulary and reading comprehension. The present study was conducted based on the following theoretical frameworks that were taken from the experts. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical reviews included students' vocabulary mastery and reading comprehension.

2.1.1 Vocabulary Mastery

Vocabulary is the basic that must be learnt first by learners. It will help the learner in learning English language well. According to Hornby (2000:1447) vocabulary is defined as 1) all the words that a person knows or uses; 2) all the words in particular language; 3) the words that people use when they are talking about a particular subject; 4) a list of words with their meanings. Lehr, Osborn, and Hiebert as cited in Kamil and Hiebert (2005:2-3) define vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms.

Besides, according to Hatch and Brown (1995:1) as cited in Benettayeb (2010), vocabulary refers to a list or set of words that individual speaker of a language might use. According to Neuman and Dwyer (2009:385), vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001)

According Waring and Nation as cited in Cameron (2001:750) state that the size of the English lexicon has been estimated at 54,000 word families (base word plus transparent derivations) for the language as a whole. And 20,000 for a university graduate. Studies indicate that a child adds about 1000 word families per year, approximately the same for a second language learner. The 2000 most common words account for 80-90% of texts, while 3,000-5,000 words are needed for reasonable comprehension, accounting for approximately 95% of the words encountered. The implication is that students as language learners need to learn at least 3000 words before they can communicate or read texts with much degree of comprehension.

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that students recognizes and understand when they read or listen to something. Productive vocabulary are words which the students understands, 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. Therefore, it can be concluded that

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vocabulary can be presented in four units. They are reading, listening, speaking, and writing vocabulary. Reading vocabulary consist of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consist of the word people use in writing essays, reports, letter, etc. Nation (2001) also states that there are four kinds of vocabulary in the text. They are: High frequency words. These words are almost 80% of the running words in the text.

a. Academic words. Typically, these words make up about 9% of the running words in the text.

b. Technical words. These words make up about 5% of the running words in the text

c. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. The teacher must have a good, effective and efficient method in order to teach successful vocabulary teaching. Therefore, if someone can master vocabulary well, she or he will be able to promote fluency, boost comprehension, improve achievement, and enhance thinking and communication.

2.1.2 Reading comprehension

Reading is a part of language skills is important in improving the students' knowledge. Reading becomes one of important devices for academic success. Reading comprehension is also a process to recognize the text and remember any information in the text. Patel and Jain (2008:133) state that reading is most useful and important skill for people. Reading is a source of joys. Good reading is that which keeps students regular in reading and provides students both pleasure and profit. Reading is an important activity in many language classes. By reading, the readers can get much important information and improve their knowledge. The students reach these aims if they understand the text.

Nunan (2003:68) states that reading is defined as the ability to read at an appropriate rate with adequate comprehension, process of readers combining information from a text and students' background knowledge to build meaning. The text, the reader, fluency, and strategies are combined together to define the act of reading. It means that when the readers read a text, they should connect the text. In order to comprehend the text, grammar and vocabulary are two language components that need to be mastered. Moreover, without reading comprehension, students do not understand the information that is stated in reading text.

Reading is thinking, understanding and getting at the meaning behind a text (Serravallo, 2010:43). Reading means understanding and catching the idea that the writer expresses on the text. Before the students read, they will think about what they know about the topic. Learning to read is an important educational goal for people especially students. The ability of reading will open new world for students.

Willis (2008:126) states that to comprehend text, the readers must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate the related information in students long term memories. Reading comprehension also allows the readers to use their own existing knowledge about the topic.

Brown (2004:185) states that reading is likewise a skill that teachers simply expect learners to acquire. Reading it is the most essential skill for success in all educating context and it remains a skill of paramount importance. The reader recognizes to play an influential role in the reading process. When students are able to recognize the words meaning in the reading text or passage, they are able to comprehend what they read. By comprehending the read texts, the students can improve their skill in reading. Brindley (2005:80) states that reading is one of the basic skills that must be mastered at an early age. This skill is demanded in the education system and the society. On the other hand, the students see reading in terms of books or literature. It is linked then to a literary heritage to a canon of texts. This leads on the consideration of what and how children should be reading.

Sadoski (2004:6) states that comprehension is the reconstruction of the author's message. The author constructs a message and encodes it in printed language. The readers decode the printed language and reconstructs the message that are developed into the steps in the chapter that follow. It has been wisely said that those who do not know history are doomed to repeat it, and this surely seems true in the teaching of reading. Moreover, the debate over the teaching of reading that has marked recent history is relatively new. Pollard (2008:44) supports reading is a receptive skill. It involves students interacting with text which students need to

process and understand. Furthermore, reading is an active process where readers interact with a text, predict what will come next and bring knowledge of the subject and language to the text. Reading comprehension also allows the readers to use their own existing knowledge about the topic of the text in order to deliver the message.

According to Smith (2004:2), reading is the most natural activity in the world. The word reading is properly employed for all manner of activities when the researcher endeavors to make sense of circumstance; its original meaning is interpretation. In addition, the interpretation refers to special use of the term. It means that the readers can achieve many thoughts about written text that students read of the texts. The readers need an understanding for creating meaning with written text. Therefore, comprehension is the action of readers to interact and participate with the written text in building and putting the sense.

Pang et al, (2003:19) state that reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on life experiences. Moreover, the topics that are familiar and openly discussed in one culture may be unacceptable in another. Children growing up in rural communities will have different experiences from those from urbanized, developed countries. Therefore, having more prior knowledge generally facilitates comprehension, and having more cultural knowledge will also affect understanding and appreciation of written text with their background knowledge.

Furthermore, Lems et al. (2010:170) describe that reading comprehension is not static competency. It varies according to the purposes of reading and the text

that is involved. There are also some benefits which can be taken from reading text; for example, reading text can give opportunities to study vocabulary, grammar, pronunciation, and the way the researcher constructs sentences, paragraphs, and texts. By reading, students will get information that can enrich their knowledge and also enhance their mind concept. Moreover, McNamara (2007:109) states that reading comprehension arises from a series of cognitive processes and activities, including word decoding, lexical access, syntax processing, inference generation, reading strategies and post reading activities. All of these processes should be taken into consideration in developing students' reading comprehension.

In relation with the statements above, reading comprehension can be defined as 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 text. The readers are expected to be able to extract information by using reading skills. Reading comprehension is also how to understand the context and meaning of the information presented in printed text. Furthermore, in reading class, the students read the text and find out general information, specific information, textual meaning and textual reference in teaching learning process.

2.2 Empirical Review

The empirical review is the review of relevant researches that has been conducted in which it reviews the previous researches that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and to clarify as well as define the concept

of the study. In conducting this study, the researcher wanted to know about the correlation between students' vocabulary and reading comprehension. There were other researchers that showed the correlation between students' vocabulary and reading comprehension. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first study was conducted by Nadia Aprilia (2019) in her correlational research entitled "The Correlation between students Vocabulary Mastery and their Reading Comprehension in descriptive text at state Senior High School 2 Pekan Baru. Based on the research results using the instruments of vocabulary tests and reading comprehension test, the result showed that there was a correlation between vocabulary mastery and reading comprehension, especially about their apprehension and achievement to students. Additionally, students with high vocabulary mastery would have good reading comprehension scores. In contrast, students with low vocabulary mastery would have low reading comprehension scores.

In addition, the findings of the previous research showed that there is a correlation between two variables; those are student's vocabulary mastery and reading comprehension. However, there is no clear aspect and indicators used in the scoring rubric. Additionally, there was no specification of the scoring rubric used by the previous researcher. In the present study, the researcher would like to provide a clear aspect and indicator in a scoring rubric based on the statement stated by Brown (2004). The researcher also provided a clear scoring rubric that made the readers easy to identify each item being valued.

The second research was conducted by Yuyun Azizah (2017) in her correlational research entitled "The Correlation between Students Vocabulary Mastery and their Reading Comprehension of the Eighth Grade Students of SMP Islam Sudirman 1 Bancak Semarang". The objective of this study was to find out if there is a significant correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMP Islam Sudirman 1 Bancak Semarang. In addition, the research has been already composed based on good test components which emphasized the purposes of giving more important points. The research findings showed that there is correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMP Islam sudirman 1 Bancak Semarang.

In addition, the researcher also explained the aspects in detail. However, the criteria of the scoring rubric were too high for Indonesian students because the previous researcher did not adjust the criteria based on the student's level. It made there will be no student will get the highest score. There was also no specific aspect explained in the theoretical review related to the aspect of the rubric that made the students unable to know about what was assessed. The researcher of the present study adapted the scoring rubric from Brown (2004). Besides, the criteria have already been justified with the students' level. To avoid the same issues, the researcher in the present study explained the aspects and descriptors used in the rubric clearly.

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 studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. To answer the research problem in this study, the researcher assumed that there was a correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not due to chance and that they were significant in terms of supporting the theory being investigated. In this present study, the hypothesis is stated as follows: there is a significant correlation between students' vocabulary and reading comprehension of the eighth grade students of SMPN 2 Denpasar in academic year 2020/2021.