

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Mastery of foreign language is a point of pride and confidence for many, something we actively aim for and the word implies comfortable command, being able to use a skill. Mastery includes understanding beyond the literal meaning of the words in a target language but, it can also imply superiority, like being the best out of everyone who uses that target language. Mastery in language which is quite right in the context four core skills: listening, speaking, writing and reading.

Vocabulary as one of the important aspects has a very important role in supporting the four language skills. It is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. Harmer (1984:149) states that in teaching foreign language, including speaking, writing, and reading and listening skill, it is impossible to use those skills without vocabulary. Vocabulary is an important focus of literacy teaching and refers to knowledge, or words, the use of grammar which is used to structure words to form phrases or sentences. Nagy (2003) states that, Vocabulary knowledge is fundamental to reading comprehension; one can't understand text without knowing what most of the words mean. Linse (2005:121) states that vocabulary is the collection of words that an individual known.

Vocabulary Mastery is one of the factors to master English as foreign language, it means that the students have the ability in understanding and using the word and meaning, (Aswal, Rismayana, Dewi, 2021). Whorter (1992:23) states that vocabulary mastery can increase reading comprehension significantly if the students use many strategies in reading comprehension. Vocabulary can give contribution to the students. She can look up the dictionary and check the meaning, another way is to study part of a word which gives clue to the meaning of whole words. According to Jack Richards (1976:10) vocabulary mastery is knows word implies knowing the limitations imposed on the use of the word according to variations of function and situation.

Reading is the process of looking at a series of written symbols and getting meaning from them. Besides that, reading also can defined as a multifaceted process involving, comprehension, fluency, motivation, word recognition or vocabulary. Tampubolon (1987:5) states that reading can be used to build a concept, develop vocabulary, giving knowledge, and adding personal enrichment. Reading is considered the most important foreign language skills. Jafari Pazaki (2019) Reading is the most important skill because it helps student get familiar with text structure. Reading requires understanding or comprehending the means of printed matters. Through reading we acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. One of the purposes of teaching English as a foreign language is that they can read, grasp the idea and understand the book written in English. To achieve those purposes, students need a lot of words of English to master.

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. According to Snow (2002:37), Reading comprehension is a process where a reader concurrently extracts and constructs meaning through interaction and involvement with written language. Woolley (2011: 5), stated that reading comprehension is the process of making meaning from text. It is necessary for the students of Junior High School to master reading comprehension. Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

From the explanation mentioned above, the researcher has known how the important of vocabulary mastery in reading comprehension. Therefore, the researcher formulated a research entitled “The Correlation between Vocabulary Mastery and Reading Comprehension of The Eighth Grade Students of SMP N 2 Mengwi in Academic Year 2021/2022”

1.2 Research Problem

Concerning to the description above, vocabulary mastery and reading comprehension are important especially in learning English. Therefore, it is important to formulate the research question. Research problem is important to make the discussion clear and specific. Furthermore, this study is about the correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMP N 2 Mengwi. It is formulated as follow: Is there any correlation between students’ vocabulary mastery and reading comprehension of the eighth grade students of SMP N 2 Mengwi in academic year 2021/2022?

1.3 Objective of the Study

Research objectives are goals that the researcher wants to do or achieve after the research is carried out. By knowing the research objectives, it will help researchers pay attention to the data collection process in this study. Carrying out scientific investigations is of course to answer research questions and find scientific solutions to these research problems. This research is intended to answer research problems that have been formulated and previously determined. Based on the background of the research problem, the purpose of this study was to determine whether there is any correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMP N 2 Mengwi in academic year 2021/2022.

1.4 Limitation of the Study

The limitation of the study is important to make the discussion about the research problem more specific and to avoid a broad discussion. In this research is a quantitative research. Where there is no teaching process in this study but only collects data from the sample. So, to obtain data from students, two tests were carried out. This test is the mastery of vocabulary test and reading comprehension test. The vocabulary test focuses on the content of words (verbs, nouns, adjectives, and adverbs) in descriptive paragraph, especially in describing animal. When the students had to choose one of the words provided in the box and complete the blank section with the sentence with the correct answer so that, it becomes actually paragraph. Reading comprehension items are focused on the ability to identify four aspects of

reading such as general information, specific information, textual reference, and textual meaning.

1.5 Significances of the Study

In this significance of the study, the researcher hopes that after knowing the results of the research, the students can better understand vocabulary mastery where used verbs, nouns, adjectives, and adverbs especially in descriptive paragraphs describing animals. Besides that, the students can understand about reading comprehension where identify four aspects of reading such as general information, specific information, textual reference, and textual meaning. Moreover, the students more believe in their abilities.

Theoretically, the researcher expects that research result can motivation and useful for several aspects. The first for the students, the researcher hopes that students can take some information to identify their problems in mastering both vocabulary and reading comprehension. The second for teacher, the teachers can improve their teaching style and teacher can help their students facing some problems in mastering both of them. The third for future researchers are expected to compare this research, it means in terms of theory and empirical review.

1.6 Definition of the Key Terms

Key terms are important to be defined in order to give clear understanding of the topic. In the present study, the researcher has several key terms that are related in the research. This study was to find out the correlation between mastery of vocabulary and reading comprehension of the eighth grade students of SMP N 2 Mengwi in Academic Year 2021/2022.

So, the key terms in this research are vocabulary mastery and reading comprehension. In order to avoid misunderstanding and confusion among readers regarding the key terms that are significantly used in the context of this study, the researcher needs to operationally define the following terms:

1. Mastery of Vocabulary

Vocabulary Mastery can increase the students' Reading Comprehension of English reading texts for the students. Mastery of vocabulary has a relationship with reading comprehension because vocabulary can affect the reading comprehension of the eighth grade students of SMP N 2 Mengwi, the vocabulary focuses of understanding the meaning on the content of words (verbs, nouns, adjectives, and adverbs) in descriptive paragraphs especially in describing animal.

2. Reading Comprehension

Reading Comprehension can be defined as the ability of the eighth grade students of SMPN 2 Mengwi in Academic Year 2021/2022 to comprehend the information or content in descriptive paragraph about person, place, and animal that the students have learnt at school. The focus of comprehending the paragraph was to identify four aspects of reading such us general information, specific information, textual reference, and textual meaning.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories relate to the study. This is used to support and built the present study to be more firm and based on the fact. Therefore, theoretical review was used to support and build this study. For the purpose of the present study, some theoretical new points as well as empirical evidences were review. Some of the viewpoints were as follow:

2.1.1 Mastery of Vocabulary

According to Michael Graves (2000), effective intentional vocabulary instruction includes teaching specific words (rich, robust instruction) to support understanding of texts containing those words, teaching word-learning strategies that students can use independently, and promoting the development of word consciousness and using word play activities to motivate and engage students in learning new words. John Dewey (1910), states that vocabulary is critically important because the word is an instrument for thinking about the meanings which it expresses. Schmitt and Carthy (1997; 6), states that vocabulary has an important role in language skills.

Vocabulary is the collection of words that an individual knows (Linse, 2005:121). According to Hatch and Brown 1995: 1, the term vocabulary refers to

a list or set of words for particular language or a list of words that individual speakers of language use. The choice in vocabulary selected and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words (Allen French, 1983:4). Tarigan (1994:446), states that vocabulary is a language component that contains information about the meaning and use of words in the language. According to Burhan Nurgiyantoro 2001: 213 Vocabulary, is a wealth of words owned by a language.

In Junior High School students are train to do some ways in learning a vocabulary. By mastering vocabulary, they can shape their English and think that English as one of their subjects at school. John Langan (1992: 422), states that a good vocabulary, more than any other factors, it is hoped that they will have more vocabulary because they are easier to find new vocabularies and will help them in studying English in the next level of school. Horn (1995: 985), states that vocabulary is the total number of the words with their meaning and with rules for combining them making up the language.

2.1.2 Reading Comprehension

Kamil and Hiebert (2005) states that reading provides students with repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham and Stanovich (1998) the amount of reading is important to long-term vocabulary development. Cooper (1986:11) states that Comprehension is a process in which the reader may construct meaning by interacting with the text. Reading skills refer to the ability to understand written texts. Reading is a means of language acquisition, communication and sharing of

information and ideas. According to Olson and Diller (1982) what is meant by reading comprehension is a term used to identify the skills needed to understand and apply the information contained in written material.

According to Kasim and Raisha (2017) reading comprehension is understanding text which involves the interaction between the text and the background knowledge of the reader to get information from the text. Alowalid, Mujiyanto and Bharati (2018), states that reading comprehension is a capability to comprehend the information of the text and interpret the meaning of the text correctly. Olson and Diller (1982), states that reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material.

In addition, according to Singer (1985), reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. So, reading English is important to improve the reading mastery of vocabulary as one the influencing factors in learning English as foreign language.

2.1.3 Descriptive Paragraph

Descriptive paragraph is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal or thing. Kane (2000: 352) states that descriptive is about sensory experience how something looks, sounds, tastes and also mostly it is about visual experience, but description

also deals with other kinds of perception. According to Zemach and Rumisek (2005:25), descriptive paragraph explains how someone or something looks or feels. In addition, Folse (2010:135) states that descriptive paragraph gives an impression about something, not a definition.

According to Henry Guntur Tarigan (1994) understands the description is a writing that can describe a story that aims to invite readers to understand, feel and enjoy the objects discussed such as mood, activities, and so on. In descriptive paragraph, there are identification and description. Wardiman, Jahur and Djusma (2008) states that generic structure of descriptive into identification and description, identification is the part of the paragraph that introduces the character and description is the part of the paragraph that describes the character.

Based on the explanation above, the writer concludes that descriptive text is a text that tells or describing things, person, and animals which contain the generic structures. There are two structure of descriptive text, those are identification and description. Two structure of description text such as, identification, in the description text is the part that contains the determination of the identity of a person, object, or other object and description section, description section or the core part of the description paragraph is the part that contains an overview or exposure of an object or topic discussed. According to Zaida (2009:93), description consists of identification is the part identifies the thing or person being described and description is the part describes parts, qualities, and characteristics.

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 wanted to make a correlation between motivation and reading comprehension of the eighth grade students of SMP N 2 Mengwi in academic year 2021/2022.

The first research was conducted by Siti Fatimah (2014), in order to become more effective in doing the research, therefore the writer limits the study by focusing on the correlation between students' mastery of vocabulary and their reading. The objective of this study is to see the correlation between students' mastery of vocabulary and their reading comprehension at eighth grade students' of MTs Syamsul Ulum Sukabumi academic year 2013/2014.

The population of Siti Fatimah's research was about six classes of second grade which consist of 177 students. Then, the sample of this research was 30 students which were taken by purposive sampling and used quantitative method. They used descriptive text in conducting vocabulary and reading tests. Where in the vocabulary test, students determine the antonym or synonym of a word contained in the descriptive text while for reading the test, students identify the main idea contained in the descriptive paragraph, determining the correct or incorrect statement about the contents of the text descriptive. The coefficient results determinants that explain the contribution of vocabulary to reading comprehension is 54.76%. So, the researchers can found a significant correlation between students' mastery in vocabulary and understanding of reading text.

The second research was conducted by Intan Mayasari (2012), the objective of the study is to find out whether there is any correlation between vocabulary mastery and reading comprehension of the eighth year students of SMP Negeri 16 Palembang 2011/2012. This study is about the correlation between vocabulary mastery and reading comprehension achievement in learning reading to the eighth year students of SMP Negeri 16 Palembang 2011/2012. This research used quantitative method.

Besides that, the population of Intan Mayasari's research was about six classes of second grade which consist of 395 students while, the sample are 80 students were taken cluster random sampling from two classes (VIII 9, VIII 10). They use test for vocabulary is filling in the blank consisting of 5 items and matched form consisting of 5 items while for reading comprehension test, they used multiples choice form consisted of 10 items. The researcher was found that correlation coefficient obtained was 0.99. So that, the average of reading comprehension and vocabulary mastery scores, it indicated that there is a positive correlation between their vocabulary and reading comprehension.

2.3 Hypothesis

According to Arikunto (2010:113), hypothesis is a tentative answer to research problem. Based on the theory and empirical above, the writer formulates this research hypothesis: there is the correlation between mastery of vocabulary and reading comprehension. The hypothesis of this research consists of two hypotheses:

1. Null hypothesis (Ho): There is a significant correlation between vocabulary mastery and reading comprehension.

2. Alternative hypothesis (H_a): There is no significant correlation between vocabulary mastery and reading comprehension.

