CHAPTER I

INTRODUCTION

1.1.   Background of the Study

Learning English has become a necessity, and there are four skills that should be mastered in English. They are listening, speaking, reading, and writing. One of the skills that takes more attention is reading skill. Reading is the process of interpreting a message. Everyone needs this skill to get the information from books, letters, novels, newspapers, magazines and others. It means that reading can help the students expand their comprehension of text and get much information easily. By reading, the students can learn many things. Reading skill allows students to access ideas that are communicated by people in the form of written or printed material from different countries and increase their knowledge.

Reading is one of the four skills that must be mastered in learning English. This skill is given more attention because reading is a process by which readers can improve reading comprehension. Reading comprehension is the goal of the reading activity. According to Broadman (2007:8), reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi-component, highly complex process involving many interactions between readers and what they bring to the text and variables related to the text itself. Based on that statement, the information from the text will be worth it if students pay attention to it. Students construct new knowledge as a result of comprehending the reading text. The ability to comprehend the reading is crucial for students.

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The frequent problem that students often face when reading is the lack of English vocabulary that makes them miss the idea from the reading. Additionally, vocabulary is the main aspect of reading, since without well-developed vocabulary, the process of comprehending reading will completely break down. The students cannot reconstruct the meaning without having good vocabulary. Vocabulary becomes a very important language aspect to master. To achieve success in English reading, students need to master the English vocabulary.

The learners of foreign language will be able to speak and read accurately and understand what they read if they have enough vocabulary and the capability of using it. By mastering vocabulary, the students will know the meaning of words in the text. It can also help to avoid making mistakes in understanding a written text. Most students when they find the difficult words in a written text, they just continue reading in hope that the word that has been read is not really important or its meaning will become clear, but sometimes the word that has passed is usually the key of the reading and understanding. Therefore, students cannot grasp the idea from the text.

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills like Reading comprehension. Wainwright (2006:33) states that vocabulary is the important factor in reading. Without vocabulary, it is difficult for students to obtain any kind of information that is stated in the text. Hence, the students need to master vocabularies in order to understand the reading text. From the explanations mentioned above, we know how important vocabulary is in reading activities and in improving reading comprehension. It shows that they have

a close relation. Reading and comprehension could not be separated because they are interconnected. According to Boardman (2007:46), there is a correlation between vocabulary mastery and reading comprehension. In education the students are required to master reading comprehension to make it easier to get the information that students need. To make successful comprehension in reading text is necessary the students have skills of reading.

In senior high school one of the texts that should be mastered by the students is descriptive text. Descriptive text is an explanation to describe people, animals, places or objects in detail. Reading descriptive text means the paragraph which describes the characteristics of a person or object, such as explanation of the shape, features, color, length, etc. By reading comprehension and having a lot of vocabulary, the students are able to learn about descriptive text, both will make the students understand more about the descriptive text because they have mastered reading comprehension. Therefore, students must master vocabulary, understanding reading comprehension to make it easier to understand the text.

Several studies of vocabulary mastery and reading comprehension were done by some researchers. The first study was conducted by (Rahmawati, 2017) in her correlational research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of The Second Year Students of SMP Shalahuddin Malang". The result showed that there is a correlation between vocabulary mastery and reading comprehension. In collecting the data, the writer used two instruments, which were a test consisting of 20 questions of vocabulary test and 20 questions for reading comprehension test. However, the researcher used one type of objective test. Instrument used in this research is an objective test, which was multiple-choice

type. Multiple choice has high predictability that makes it unable to measure comprehensively. Thus, in this present study the researcher will collect the data by applying the short answer task to find out the students' understanding in reading, because by using the short answer task the students cannot guess the answer as in multiple choice, so they need to understand what they read to get the right answer.

The second study was conducted by (Hidayatullah, 2017) in his correlational research entitled "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension". The objective of this study was to find out if there is a significant correlation between students' vocabulary mastery and reading comprehension at X IPA 1 of SMAN 1 Talun. The research findings showed that there is correlation between students' vocabulary and reading comprehension. The researcher on the previous study used a vocabulary mastery test and reading comprehension test in the form of multiple choices with 25 questions. In addition, there was no specification of the tests used by the researcher in the previous study. In the present study the researcher will specify the word class and genre of the text, and be more specific in finding the correlation between students' vocabulary mastery and their reading comprehension ability in reading comprehension of descriptive text.

In accordance with the explanation above, the previous theories and researches about vocabulary mastery and reading comprehension have convinced the researcher that vocabulary mastery can help students improve their reading comprehension and can have an impact on the learning process. Moreover, based on the background above, the researcher is curious about the significant correlation between vocabulary mastery and reading comprehension especially in reading

descriptive text. Therefore, the researcher is interested to conduct a research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of The Tenth Grade Students of SMAN 6 Denpasar in Academic Year 2021/2022".

1.2. Research Problem

A research conducted starts with a problem. In addition, formulating research problems in conducting research is important and useful for the researcher before conducting research. Based on what has been described in the background of the study above, the researcher held research on the correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMAN 6 Denpasar in the academic year 2021/2022. Moreover, the researcher is interested in finding out the correlation of vocabulary mastery and reading comprehension of the students in senior 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 vocabulary mastery and reading comprehension of the tenth grade students of SMAN 6 Denpasar in the academic year 2021/2022?

1.3. Objective of the Study

A research conducted has its own objective. The research objective describes the results that will be obtained after the research is completed and what will be achieved or handled in a research. The formulation of objectives expresses the desire of the researcher to obtain answers to the research problems posed. In addition, the research objectives must be in accordance with the background and research problems that have been formulated for the research. The success of the

research can be seen from the research objectives whether it is as expected or not. Therefore, the determination of research objectives is a target to be achieved in an effort to answer all the problems that are being researched. Thus, 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 vocabulary mastery and reading comprehension of the tenth grade students of SMAN 6 Denpasar in the academic year 2021/2022.

1.4. Limitation of the Study

The limitation of the study is important to make a discussion more specific. Apart from that, it can also avoid extensive discussion. Considering the complexity and broadness of the problems mentioned above, the limitation of the study is formulated. In the present study, the researcher will focus on investigating the significant correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMAN 6 Denpasar in the academic year 2021/2022. The researcher limited this research only on vocabulary mastery which is used in descriptive text about nouns, verbs, adverbs and adjectives and their reading comprehension to find out general information, specific information, textual meaning, and textual reference in descriptive text. The researcher focuses on the correlation between vocabulary mastery that is used in descriptive text and their reading comprehension in descriptive text.

1.5. Significance of the Study

One of the particle reflections which is taken into account in undertaking the present study is 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 is only focused on figuring out whether there is a significant correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMAN 6 Denpasar in the academic year 2021/2022. The result of the present study is highly expected and recommended to provide significant research findings related to vocabulary mastery and its correlation with reading comprehension. In conclusion, the finding of the present study is expected 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 results of the study are expected to strengthen the theories of vocabulary mastery and the reading comprehension. Furthermore, the findings of the present study are expected to give information to the teacher about the importance of mastering vocabulary that need to be given emphasis to assist students to have a good reading comprehension. 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 is expected to be beneficial for English teachers, students, and other researchers. For the English teachers, it is expected to give information that can be used as a consideration to get better results of the students being taught in SMAN 6 Denpasar. It also gives the teacher results on how to teach reading comprehension. For the students, 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 and they will know that mastering vocabulary will help them to have a good skill in reading

comprehension. For other researchers, the findings of the present study are expected to be useful as a reference for future researchers who want to carry out research which is related to the correlation between students' vocabulary mastery and reading comprehension in descriptive text.

1.6. Definition of Key Term

The title of the present study is "The Correlation Between Vocabulary Mastery and Reading Comprehension of The Tenth Grade Students of SMAN 6 Denpasar in the academic year 2021/2022". In order to make better understanding concerning this study, the researcher gives two key terms that will be defined to make this research clear. These are vocabulary mastery and reading comprehension. Moreover, the researcher operationally defined the important key of terms used in this study as follows:

1. Vocabulary Mastery

   Vocabulary mastery is operationally defined as the ability of the tenth grade students of SMAN 6 Denpasar in the academic year 2021/2022 in mastering the vocabulary about nouns, verbs, adverbs and adjectives and being able to use them in the context of descriptive text.

2. Reading Comprehension

   Reading comprehension is operationally defined as the ability of the tenth grade students of SMAN 6 Denpasar in academic year 2021/2022 to find out general information, specific information, textual meaning, and textual reference of the text.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a review of the theories that are related to the research being carried out. In addition, it is used to support and build on this research. In this chapter, the researcher presents important points which include theoretical reviews which are related to the literature in this study. This study deals with the correlation between vocabulary mastery and reading comprehension. This study was conducted based on the following theoretical frameworks taken from the experts. There were several important points to explain and discuss based on the relevant theoretical review that will be taken by the researcher. The theoretical reviews included vocabulary mastery and reading comprehension.

2.1.1 Vocabulary Mastery

Vocabulary is one of the important parts in learning English, particularly in reading comprehension. In this case, in learning a foreign language, the mastery of vocabulary is the first step of the learning process. Learning vocabulary is important because to be able to speak, write and listen well, we must know the vocabulary first. According to Willis (2008:92) vocabulary is mastered through practice and repetition. Therefore, vocabulary instruction should involve many opportunities to see and hear how words are used and to use, discuss and relate new words with previously learned words. In learning vocabulary automatically, we have to know the meaning of words itself and can use it in making sentences

According to Kamil and Hiebert (2005:3), vocabulary is the knowledge of the knowledge of the meanings of words. The definitions become complicated when the fact that words come in at least from two forms: oral and print. Oral vocabulary is the set of words for which we know the meanings when students speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Knowledge of words also comes in two forms. There are productive vocabulary that is used when writing or speaking, and receptive that are able to be understood.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. According to Duffy (2009:14) vocabulary is fundamentally important for understanding the message. Students cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary, to understand the passage of a text, firstly students should build their vocabulary.

Building vocabulary can be started from teacher practice, students influenced by the conversation, short reading text and games. One of the difficulties students face when learning English vocabulary is that they are always confused when they do not find the meaning of the word. It is because they seldom memorize and use this language. Whereas the fact that vocabulary is the most important thing in reading skill makes it more and more important to be mastered by the students. Students cannot catch and grasp the idea from the reading as fast as possible.

Looking up the difficult words in a dictionary is better for a student, but the skillful reader understands as he reads.

In this study, the researcher focused on the theory of Kamil and Hiebert (2005:3), who said that vocabulary is the knowledge of the meaning of words. This theory says that mastering vocabulary will help to understand the reading, and qualities of the reading comprehension depend on the quality and quantity of vocabulary that the students have.

2.1.2 Reading Comprehension

Reading comprehension is defined as the level of understanding of a writing. Some of them say reading is the process to get, to understand, to catch the content of the reading. Reading is also a process to understand a written text which means extracting the information as efficiently as possible. Reading is the art of transmitting ideas, facts and feelings from the mind and soul of a reader, with accuracy and understandings. The significance of reading is going to bring a big change for human life, especially for the learner or students. Reading can improve our knowledge, by reading we can know more about the information, beside that by reading we can improve the other language skill. This aim will be reached if the students understand and comprehend the text that they read.

Reading comprehension is a complex skill that requires an active interaction between text elements and the reader. A reader is an active participant in a text or a person who read the text and he makes sense of how ideas based on the text relate to one another by interpretative interaction between what the reader gleans and the reader already knows. From the statement, it is clearly understood that

comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading. In addition, reading is the process of receiving and interpreting information from the text (Grabe, 2009:14). Reading is not only about reading the text but in reading the reader has to know and understand what they read, they can get the information clearly if they understand what they read. The reader has to connect the text, and comprehend to understand and get the meaning of the text. Therefore, reading is an active process involving making sense and deriving meaning from printed or written words as a means of understanding what has been read.

Furthermore, Woolley (2011:15) states that reading comprehension is the process of making meaning from text. It is an activity to get a thorough understanding of what is explained in the text and to get the meaning of words or sentences that have been read. In understanding reading text information, students develop these reading or representations of the meaning of the text ideas during the reading process. The main purpose of reading is comprehension or to get the meaning of the text. Without comprehension reading is useless, the reader cannot get the meaning, and cannot understand what the text is about.

According to Snow (2002:11), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the purpose of reading. By comprehending a text, reading will be useful for students to understand what they have read, and will help the students to increase the other language skill such as speaking and writing. Hence,

understanding the text that we read is the most important for readers. To reach reading comprehension, it is necessary to pay attention to reading accuracy concerning reading text.

According to Brassel and Rasinski (2008:18), reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. There are some examples of reading sources that can increase the student's ability and knowledge, such as; textbook, newspaper, magazine, articles on the internet and many more.

Moreover, reading comprehension is regarded as the most dominant skill in learning any subject because the ability to read is not only performance to pronounce the passage but also the understanding of the message from passage or text. A comprehension occurs when the reader integrates with various formation from the text and combine with what already known. In this study the success indicator of reading comprehension was the students can answer the questions precisely based on the reading text by using grammatical and complete sentence. They could make grammatical and complete sentence by combining their grammatical knowledge to the information that they already get, in order to construct correct answer. The reading aspects that were emphasized by researcher in this study consisted of general information, specific information, and textual meaning. In this study the researcher focused on the theory from Grabe's statement (2009:14).

2.2 Empirical Review

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 result 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 vocabulary mastery and reading comprehension. There were other researchers that showed the correlation between vocabulary mastery and reading comprehension. The researcher used those studies as a basic consideration to conduct this study. The empirical reviews will be presented as follows:

The first study was conducted by (Rahmawati, 2017) in her correlational research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of The Second Year Students of SMP Shalahuddin Malang". Furthermore, the objective of this study was to investigate the correlation between vocabulary mastery and reading comprehension. Moreover, based on research results using the instrument of vocabulary mastery and reading comprehension, the result showed that there was a correlation between vocabulary mastery and reading comprehension. The result of the calculations (manual calculation and SPSS calculation) were the same, in which it showed the value of correlation coefficient (r) is 0.525. It means that the correlation between the variables is positive.

Additionally, the strength of the previous study was in its research findings, the finding of the previous research showed that there was a correlation between vocabulary mastery and reading comprehension. In collecting the data, the writer used two instruments, which were a test consisting of 20 questions of vocabulary test and 20 questions test for reading comprehension. However, the researcher used

one type of objective test. Instrument used in this research was an objective test, which was multiple-choice type. In this study, the researcher collected the data by using a short answer task. Multiple choice has high predictability that makes it unable to measure comprehensively. Thus, in this study, the researcher collected the data by applying the short answer task to find out the students' understanding in reading, because by using the short answer task the students could not guess the answer as in multiple choice. Hence, they need to understand what they read to get the right answer.

The second research was conducted by (Hidayatullah, 2017) in his correlational research entitled "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension". The objective of this study was to find out if there is a significant correlation between students' vocabulary mastery and reading comprehension at X IPA 1 of SMAN 1 Talun. The research findings showed that there is correlation between students' vocabulary and reading comprehension. The result showed that the correlation coefficient (r) is 0.352. It means that there was a correlation between students' vocabulary mastery and reading comprehension.

In addition, the strength of the previous study was in its research findings. The finding on the previous research showed that there is a correlation between vocabulary mastery and reading comprehension. The researcher on the previous study used a vocabulary mastery test and reading comprehension test in the form of multiple choices with 25 questions. In addition, there was no specification of the tests used by the researcher on the previous study. In this study the researcher specified the word class and genre of the text, be more specific in finding the

correlation between students' vocabulary mastery and their reading comprehension ability in reading comprehension of descriptive text.

2.3 Hypothesis

A hypothesis is a prediction of what will be found at the end of the study as the result of a research project and are usually 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. In this present study, the hypothesis is stated as follows: there is a significant correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMAN 6 Denpasar in academic year 2021/2022.