CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the basic communicative skills but it has very complex process. It can be said that the reading is a process in which the reader gets messages from the authors in the written from. Students are required to read lots and understand the reading material in order to achieve better result in learning process. Caldwell (2008:151) states that reading is constructing meaning. Word identification is the key to comprehension, but skill in identifying words does not ensure comprehension. Word identification is a necessary part of the reading process, but it is not sufficient. There are basically four ways to identify words. One way is to pronounce the word from memory; words that are identified in this way are called sight words. Words can also be identified by matching individual letters and sounds or by predicting the pronunciation from context. Finally, good readers identify unknown words by analogy known words.

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

According to Alyousef (2005:144), reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he or she tried to elicit the meaning and where various kinds of knowledge are being used.

The main purpose of reading is comprehension. *Comprehension* is the understanding and interpretation of what is read. Klingner et al. (2007:15), state that comprehension is typically measured by requiring students to read a short passage and then answer multiple-choice of short-answer questions or by using a closed task. These traditional measures of reading comprehension provide only a basic indication of how well a student understands text and offers little information about how the student uses cognitive and metacognitive processes. It is because every reader has different purpose from other readers. For instance, the purposes are to make sure, entertain, knowledge and get more information.

Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. A reader needs comprehension to catch the content of message or information from the text. According to Kruidenier (2002:77), reading comprehension is explained as the ability to understand what has been read. Comprehending involves strategies that students learn to use when reading independently. According to Heilman (1981:242), reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities. In addition, Loban, Ryan, and Squire (1969:378) express that reading comprehension is indeed a very elaborate procedure, involving a balance of many elements in a passage and their organization in the proper relation to each other

comprehension in reading depends upon knowing the literal meaning of words in various context. The reader must also be able to perceive the relation of each part to the other and each of whole.

Kennedy (1981:191-192) says that reading comprehension is a thinking process by which a pupil selects fact information, or ideas from printed materials, decides how relate to previous knowledge he has acquired, and judges their appropriateness and worth for meeting his own needs and objectives. From the statements, the writer concluded that, in order to comprehend a reading selection fast, a person must be able to use the information to make conclusion and to read critically, to understand the figurative, to determine the author's purpose, to evaluate the ideas presented, and to apply the ideas to actual situations. In addition, Yossuke (2011:1) states that reading comprehension is a complex process in which the reader uses their ability to find the information. It means that, the reader must be able to comprehend the meaning of a reading text because the ability to read is not only to read aloud what is written but to understand what the reader reads. So, to comprehend the meaning of reading text, the reader needs to understand a certain number of words. Without sufficient vocabulary, it is difficult to understand a reading text.

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. The larger vocabulary the students master, the better they perform their language. Vocabulary, which consists of the knowledge of meaning as the main component of a language, should be taught together with reading, structure and conversation. So, ideally vocabulary should be part of reading course

because one needs the mastery of vocabulary to comprehend the reading passage. According to Langan (2002:341), if you have a poor vocabulary, it will make you have slow reading speed and limit your comprehension. Furthermore, Athans and Devine (2010:60), state that vocabulary is important because it gives significant impact on reading comprehension.

According to Lewis and Hill (1990:12), vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization being able to define words and application selecting an appropriate use of it. Further, Madsen (1983:12) states that the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

There are some researches discussed about the correlation between vocabulary mastery and reading comprehension. The first study was done by Bahri (2018). This research finding clearly defined that there is a positive and high correlation between students' vocabulary mastery and reading comprehension. The second study was conducted by Astini (2020). The result of this research showed that there is a correlation between students' vocabulary mastery and their reading comprehension. In addition to the ability of students' vocabulary mastery, the strategy, and background knowledge of the text help students comprehend the text.

In accordance with the explanations above, the previous theories about vocabulary mastery 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. Therefore, the researcher is interested to conduct research entitled "The Correlation between Vocabulary Mastery and Reading Comprehension of the Eighth Grade Students of SMPN 4 Mengwi in Academic Year 2021/2022".

1.2 Research Problem

Based on what has been described in the background of the study above, the research problem in this present study can be formulated in the form of a question as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 4 Mengwi in academic year 2021/2022?

1.3 Objective of the Study

In line with the background and the research problem above, the primary objective of the present study is to find out whether there is any significant of the correlation between vocabulary mastery and reading comprehension of the eighth grade student of SMPN 4 Mengwi in academic year 2021/2022.

1.4 Limitation of the Study

In the present study, the researcher focused on investigating the significant correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMPN 4 Mengwi in academic year 2021/2022. The limitation research is made based on the curriculum in SMPN 4 Mengwi.

As a result, limitations based on basic competences or KD 4.11.1 about capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount). Thus, to test reading comprehension students answer the questions in short answer test which consists of 20 items. The short answer test is focused in four aspects of reading comprehension such as identifying general information, specific information, textual meaning and textual reference of recount text. Furthermore, in vocabulary mastery test students answer the questions in multiple choice which consists of 30 items. The multiple-choice test is focused in five aspects such as noun, verb, adverb, adjective, and preposition.

1.5 Significance of the Study

Research results are expected to have significance and meaning in this study is expected to have both theoretical and practical benefits that can help to solve the problems in this study. The result of the present study is highly expected and recommended to provide significant research findings related motivation and its correlation with speaking ability. Therefore, both theoretically and practically are briefly described as follows:

Theoretically, the results of the study are 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 are also intended to strengthen the theory that has been existed. Moreover, the additional empirical evidence is expected to be used in future studies or to give more empirical evidence to the existing findings related to the correlation between vocabulary mastery and 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 are 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 SMPN 4 Mengwi. It also gave the teachers results on how to teach reading. 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 especially when they have to read with the correct pronunciation. In addition, the results of the present study are also beneficial for other researchers. Moreover, this study can be used as a reference for future researchers who want to carry research which is related to the correlation between vocabulary mastery and reading comprehension.

1.6 Definition of Key Term

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. The key terms which were used in the present study were clearly and concisely clarified as follows:

1. Vocabulary Mastery

   Vocabulary Mastery is operationally defined as the ability of the eighth-grade students of SMPN 4 Mengwi in the academic year 2021/2022 in mastering vocabulary in the form of noun, verb, adverb, adjective and preposition from written text.

2. Reading Comprehension

   Reading Comprehension is operationally defined as the ability of the eighth-grade students of SMPN 4 Mengwi in the academic year 2021/2022 in identifying general information, specific information, textual meaning and textual reference of recount text.
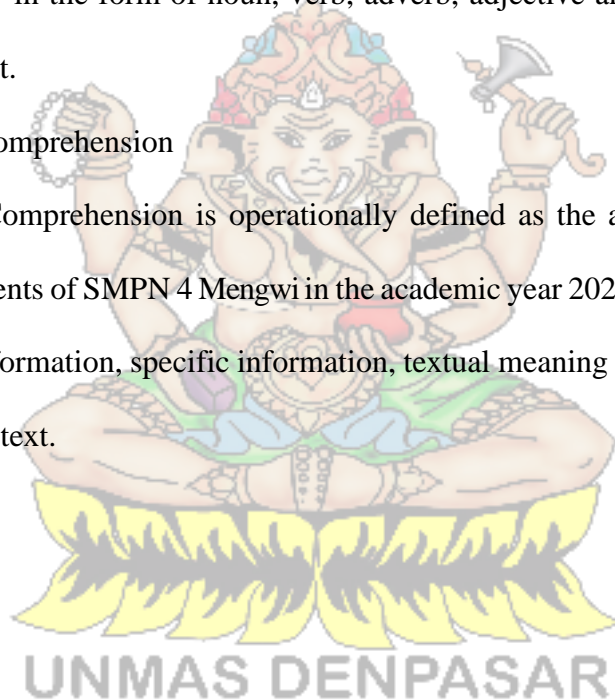
CHAPTER II

THEORETICAL AND EMPERICAL REVIEW

2.1 Theoretical Review

Theoretical review is a scientific explanation about the variables that are discussed in this present study, based on the experts' point. Its function to give the meaning of a word in terms of specific theories must be discussed clearly. There are some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical reviews included vocabulary mastery and reading comprehension.

2.1.1 Vocabulary Mastery

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. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by French (1983:4). Pollard (2008:13) assumes that vocabulary is a basic building block of language learning. It will help the learners in learning the English language well. They need to know words, their meanings, spellings and pronunciations. When teaching vocabulary, teachers are required to make sure that they have explained the meaning as well as spelling and pronunciation. Vocabulary is a fundamental component of language proficiency,

one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in a foreign language interaction.

According to Hackman (2008:3), vocabulary is more than a list of words, and although the size of one's vocabulary matters, it can be understood how to use the ones which matter most. Moreover, everyday life provides most of the vocabulary needs. Words are all around, but taking them in takes time to become acquainted with their numerous uses and the contexts in which they are appropriate a mix of rich language experiences helps to expose words and appreciate their meanings, but not all students get this in their lives. Vocabulary refers to the words that must be understood to communicate effectively. The choice in selection and methods used in teaching vocabulary are important factors. According to John (2000:16), vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test in to find out whether the learners can match each word with a synonym, a dictionary-tape definition, or an equivalent word in then own language. In learning vocabulary automatically, we have to know the meaning of words itself and can use it in sentences. Vocabulary refers to list or sets of words which individual speakers of language might use, since vocabulary is a list, people may think that the only system involved is that of alphabetical order (Hatch and Brown, 1995:368).

Mastering vocabulary will help students to learn the language skills. Willis (2008:5) adds that with strengths in vocabulary building, memorizing, and learning foreign languages, these students appear to have greater development in auditory processing that facilitates their auditory learning skills. Simultaneously, word

vocabulary is increasing and strategies are available to facilitate vocabulary building skills. The primary thing in learning a language is the acquisition of vocabulary. Therefore, the success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence but inadequacy of vocabulary will obstruct their chances to succeed in learning English.

In conclusion, realizing that vocabulary knowledge is very important for students to understand vocabulary, the addition of one's vocabulary is generally considered an important part, both from the learning process of a language or the development of one's abilities in a language that has been mastered. School students are often taught new words as part of a particular subject and many adults consider vocabulary formation as an interesting and educational activity. The teacher must have a good, effective and efficient method for teaching successful vocabulary teaching and a teacher must be a guide, therefore if a person can master vocabulary well, he will be able to increase fluency, increase understanding, increase achievement, and improve thinking and communication.

2.1.2 Reading Comprehension

Reading is one of the important language skills that must be mastered by the students. The significance of reading is going to bring a big change for human life, especially for the learner or student. Harmer (2007:99) argues that reading is useful for language acquisition. The students more or less understand what they read, the more they read, the better they will get it. This statement explains when people learn a new language by doing practice and read more, it will be a good combination to

improve the language ability. These two factors will be related each other. Reading also can increase the student's ability of reading comprehension and also can help them to find information from the textbook that they have read.

In addition, 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.

According to Wilma (2000:183), comprehension is constructing meaning from the printed material. Comprehension is an involving process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed. Camille (2008:33) adds that comprehension is a process demanding strategic approaches and the readers actively construct meanings as they read, they also direct their own comprehension by using basic strategies and by monitoring their own understanding. It means, in reading to achieve a comprehension, an appropriate strategy is very important to motivate students in doing the reading activity. Strategy applied in the reading activity has a very important role since it is a way for readers to get an easier understanding of the text which can be directed by a series of reading steps which is involved in a

strategy. A good strategy would lead readers to achieve a goal of reading comprehension and it will get readers easier in connecting their ideas by monitoring their accuracy based on the procedures on steps of the strategy.

Mikulecky and Jeffries (2007:74) state that reading comprehension means making sense of what readers read and connecting the ideas in the text to what they already know. In addition, Duffy (2009:14) simply defines reading comprehension as the essence of reading because if we do not understand the message, we are not reading. 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.

There are five components of reading comprehension in general. The components of reading comprehension are main idea, factual or details information, vocabulary, referent and inference. First is main idea; main idea is the most important thing should be written in a paragraph or text. The reader are supposed to define and understand the main idea or the topic from the reading text. The difference between main idea and topic is the main idea is in the form of sentence while topic is usually in form of phrase; main idea is the central idea of the text. Comprehending main and supporting ideas is a skill that the readers can find what is the reading text talking about in general. Here, supporting ideas are very important to know because we cannot find out the main ideas whenever supporting

ideas are missed to get. Therefore, the supporting ideas of the text should be considered as the way how the readers come to the main ideas of the text.

Second is factual or detail information; the detail information usually is the answer of 5W 1H questions. Finding detail information is reading selectively to achieve very specific reading goals, e.g. finding a name, place, number, date. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text. The way to find out detail information can be done by scanning. Scanning is the way to search some particular piece of information in a text, in the short process of reading to find detail information. Brown (1994:309) states that "scanning is absolutely essential in academic English." Scanning exercises include the question about name or date, to find a definition of a key concept, or to list a certain number of supporting detail.

Next component is vocabulary; vocabulary meaning requires the readers to guess certain word or phrase from the context. In reading text, the students will meet some words or phrases in the sentences. Of course, each word or phrase has its own meaning as its single position; however, in reading comprehension the students should not define every word or phrase they meet because the words or phrase might have different meaning when they join together with other words. Therefore, interpreting its meaning is an important skill in order come to what the authors message originally.

Next is referent; referent word is repeating the same word or phrase several times, after it has been used. students can usually refer to it rather than repeat it. Referent words are usually short and very frequently pronouns, such as she, he, it,

they. this, her/him, and many others. When the students can understand the use of referent word and know the use in the reading text, it can help the students to comprehend the whole content of the text. It also helps to avoid misunderstanding or misinterpretation of the reading content.

The last is inference; the last component of reading comprehension is inference. Inferences are important when reading a story or text. Learning to make inferences is a good reading comprehension skill. When we make inferences while reading, we're using evidence provided by the author to draw our own logical conclusions. A writer doesn't always state certain facts about a character or situation. Instead, we can use the information given to figure certain things out for ourselves. Inference is an idea which is implied or not directly stated in the text. It is the way for the readers to draw conclusions about the content of the text.

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

Empirical review is the reviews of previous research which is relevant to the present research. The purpose of empirical review is to elaborate a deep understanding of the theories previously. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first research was done by Bahri (2018). The title of the research was "The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension at The Eighth Grade Students' of Mts Daarul Ihsan". The objective of the study was to know the students' vocabulary mastery, to know the students' reading comprehension and to know if there is a correlation between vocabulary mastery and ability in reading comprehension. Moreover, the previous research used multiple-choice to test the eighth-grade students. Based on the data of the researcher, vocabulary and reading was significant because Sig. 1-tailed (0.000) was smaller than 0.05. It means that if the students mastered vocabulary, so they would master reading comprehension. This research finding clearly defined that there is a positive and high correlation between students' vocabulary mastery and reading comprehension. Moreover, the strengths of this research, there was a clear theoretical explanation about reading comprehensions. Moreover, there was no clear explanation about the types of vocabulary. According to research findings, this research just mentions the type of vocabulary mastery. This research used a multiple-choice test to test the vocabulary mastery test and reading comprehension test. In addition, there was no clear explanation about the multiple-choice test in the research instrument.

The second research was conducted by Astini (2020) in her correlational study entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of The Eighth Grade Students of SMP Negeri 1 Ubud In Academic Year 2019/2020". Furthermore, the purpose of this study was to show the relationship between students' vocabulary mastery with reading comprehension and this research will be carried out very thoroughly and in detail and show good research results, namely there is a relationship between students' vocabulary mastery with reading and making students' skills be a student understand vocabulary well and understand the correct reading. This research used a multiple-choice test to test the vocabulary mastery test and reading comprehension test. Based on the data of the researcher, vocabulary and reading was significant because Sig. 1-tailed (0.000) was smaller than 0.05. The result of this research has been answered that there is a correlation between students' vocabulary mastery and their reading comprehension. In addition to the ability of students' vocabulary mastery, the strategy, and background knowledge of the text help students comprehend the text. Furthermore, there was not only strength but there was also weakness. In the previous research, the researcher provided the scoring rubric without any detail specification in content criteria. Thus, it made the students confused on how to write a good paragraph which fitted the assignment.

The researcher above gained the same results in which the findings showed that there was a significant the correlation between vocabulary mastery and reading comprehension. Based on the both previous researches, in the present

study, the researcher explained about the types of vocabulary mastery in more detail. Furthermore, in the present study the researcher provided the scoring rubric with detail specification by adapted the scoring rubric from Brown (2004).

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. To answer the research problem in this study, the researcher assumed that there was 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:

Alternative Hypothesis (Ha): There is a significant correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMPN 4 Mengwi in academic year 2021/2022.

Null Hypothesis (Ho): There is no significant correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMPN 4 Mengwi in academic year 2021/2022.