

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is one of the foreign languages that is considered important to be mastered by the Indonesian because English has a very strategic position, namely as a communication tool as well as a language of association between nations. In addition, English is also the first foreign language that is considered important for the purpose of accessing information, absorption and development of science, technology, and art and culture. English is an international language all over the world, in some countries English is used as a native language, as a second language or as a foreign language.

There are four skills in learning English; listening, speaking, reading, and writing. All of them are related to each other and cannot be separated. In order to make the communication process run smoothly, language learners should be provided with the knowledge of the language as well as language skills. Good language learners know that language is used to communicate. Good language learners pay attention to meaning and have good techniques to practice listening, speaking, reading, and writing. One of important skills that should be learned by students is reading. Reading interest means something that makes students more confident in communication, so that the knowledge got from reading makes student's mindset to be of good quality as a listener or speaker. Furthermore, Grabe & Stoller (2002:32) state that the idea of reading is also to do with purposes, experiences, strategies, skills, and even attitude towards reading. It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have their own language patterns and experiences.

In addition, Patel and Jain (2008:113) state that reading is an important activity in life with which one can update his or her knowledge. It is an important tool for academic success, because through reading students can understand and they will get more information from what they read. It will help them to improve

their knowledge. Reading activity also good for learners to train the other language skills such as writing and speaking activity. Reading activity also brings important effect to society, especially for themselves. By means of reading, it will make vocabulary expansion because the more people read something, the more words that they gain exposure to. So that, those two variables of reading comprehension be emphasized in research study.

Being able to read in English is very important. We know that success in reading is most necessary because it is a basic tool of education. All the subject of elementary school such as mathematic, science, language, and others depend on the ability to read. In high school and college, reading ability becomes even more important because students are more active to gain written information that is why reading comprehension is an asset to be success. As stated by Laddoo (2007) reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter.

According to Behjat et al. (2012:99) that the main concept in reading skill is 'comprehension'. To make successful comprehension in reading text is necessary the students having a skills of reading. Word recognition refers to the process of perceiving how written symbols correspond to the spoken language. In addition, comprehension is the process of making sense of words, sentences and connected text. By means of reading, it will make vocabulary expansion because the more people read something, the more words that they gain exposure to. So that, those two variables of reading comprehension which will be emphasized in this research study.

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.

Reading comprehension and vocabulary mastery have a strong relationship. It is in line with Sedita (2005:69) who states that vocabulary knowledge is crucial in reading comprehension and determines how well students are comprehending the texts. Beside that 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) say that vocabulary is important because it gives a significant impact on reading comprehension.

In relation to this study, the writer would like to conduct a research to analyze and to know the correlation between vocabulary mastery and reading comprehension in The Eighth Grade Students of SMP Sila Dharma Thus, the title of this research is "The Correlation Between Vocabulary Mastery and Reading Comprehension The Eighth Grade Students of SMP Sila Dharma In the Academic Year 2021/2022."

## **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 correlation between vocabulary and reading comprehension of The Eighth Grade Student of SMP Sila Dharma in Academic Year 2021/2022. Moreover, the researcher is interested in finding out the correlation between 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 follow: is there any significant correlation between vocabulary and reading comprehension of The Eighth Grade Student Of SMP Sila Dharma In Academic Year 2021/2022?

## **1.3 Objectives of the Study**

Every research has its own objective. Research objective 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 are related to the scientific investigation are always intended to find out a scientific solution about the research problem that has been previously formulated and determined. 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 and reading comprehension of The Eighth Grade Student Of SMP Sila Dharma In Academic Year 2021/2022

#### **1.4 Limitation of the study**

The limitation of this study is vocabulary mastery test and reading comprehension test of the eighth grade students of SMP Sila Dharma. The topic of the vocabulary test are: noun, verb, adverb, adjective and preposition. Furthermore, the genre of the text for reading comprehension test is descriptive test. It was constructed in cloze test and short answer test.

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

After doing research, the researcher hopes the result can be useful for English teachers to consider the right method to teach reading to students. The researcher hopes that this research can have some benefits in the study of English especially in teaching reading comprehension. There are two kinds of benefits in this research as follows: Theoretical and Practical.

The theoretical significance of this study is to contribute more to the theory of the relationship between reading comprehension and vocabulary mastery. Moreover, the researcher hopes the result of this study are expected to enrich the evidence on the correlation between vocabulary mastery and reading comprehension.

Furthermore, The theoretical significance of this study is encompass benefits for the, writer, students, teachers, and readers. The first, significance is for the writer where by doing the research, the writer hopes that she can study and get more information to identify the problem in mastering both vocabulary and reading comprehension. Besides, the writer will get new experience and knowledge for the future of her life. The second, significance is for the students

to know that by learning reading comprehension, the students can take some information to identify their problems in mastering both vocabulary and reading comprehension. So, they can also mind their ability in vocabulary and reading comprehension. The third, significance is for the teachers. The researcher is expected to provide students with the information about vocabulary and reading comprehension, in which the teachers will help their students when facing some problems in mastering both of them. English teachers can use the result of the study as a feedback on teaching reading activities so that the objectives of the English teaching program (especially reading goals) can be achieved. And the last, significance is for the readers which it is expected that by reading the final project the reader will have no find any difficulties in understanding the vocabulary mastery and reading comprehension.

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

There are some terms that will be used in this present study untitled correlation between vocabulary and reading comprehension of The eighth grade student of SMP Sila Dharma in academic year 2021/2022 will be defined operationally to avoid misunderstanding on the part of the readers and provide a clear insight about what is all about some definition of key term a give as follows:

#### **1. Vocabulary**

Vocabulary is operationally defined as the ability of the eighth grade students of SMP Sila Dharma in academic year 2021/2022 in mastering vocabulary noun, verb, adverb, adjective, and preposition and able to use them in the context of descriptive text.

#### **2. Reading Comprehension**

Reading comprehension is operationally defined as the ability of the eighth-grade students of SMP Sila Dharma in academic year 2021/2022 in identifying general information, spesific information, textual meaning, and textual reference.



## **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 deal 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 those were taken by the researcher. The theoretical reviews included students' vocabulary and reading comprehension.

##### **2.1.1 Reading Comprehension**

Reading is one of the important language skills that must be mastered by students. The significance of reading is going to bring a big change for human life, especially for the learner or students. This statement is supported by Mikulecky (2007:1) states that the more you read, the better you will read. Reading can improve our knowledge, by reading we can know more about the information, beside of that by reading we can improve another language skill. Johnson (2008:4) said that reading is the practice of using text to create meaning. These aims will be reached if the students understand and comprehend the text that they read.

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. Reader is an active participant in a text or the people who read the text and he make 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 (William Grabe, 2009:14). Reading is not only about read the text but in reading the reader have to know and understand what they are reading, they can get the information clearly if they understand what they read. Therefore the reader have to connect the text, and comprehend to understand and get the meaning of the text. Therefore reading is an active process involves making sense and deriving meaning from printed or written word as a means of understanding what has been read.

According to Nunan (2003:68) that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, he also said that the goal of reading is comprehension. It can be said that in reading activities, the readers can get the information from reading, then the information can be processed together with their background knowledge. The outcome of that combining information is the reader's knowledge can be improved. The improvement of their knowledge can be in term of several aspects such as; vocabularies, structure and grammar, cultures, and other things that the readers may get from the reading.

The main purpose of reading is comprehension or to get meaning of the text. Without comprehension reading is useless, the reader cannot get the meaning, and cannot understand what is the text 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 activity the purpose of reading.

Armbruster (2003:48) state that comprehension can help students understand what they read, remember what they read, and communicate with others about what they read. With comprehension reading will be useful for students to understand what they has read, and will help to increase the other language skill such as speaking and writing. So understanding the text that we

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

According to Brassel and Timothy Rasinsky (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 student's ability and knowledge, such as; textbook, newspaper, magazine, articles on 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. Meanwhile, Schoenbach et.al (2012:18-20) state that reading is a complex process of problem solving in which the reader works to make sense of a text not just from the word and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences.

According to Brown (2004:188) there are some principal strategies for reading comprehension and both of them are skim them text for the gist and for main ideas and scan the text for specific information. Comprehension occurs when the reader integrates with various formation from the text and combine with what already known. In this present study the success indicator of reading comprehension that is students can answer the questions precisely based on the reading text by using grammatical and complete sentence. They can 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 will be emphasized by researcher in this present study consist of general information, spesific information, and textual meaning. In this study the researcher focuses on the theory from William Grabe's statement (2009:14).

### **2.1.2 Vocabulary**



According to Kamil and Hiebert (2005:3), vocabulary is the knowledge of the knowledge of the meanings of words. Duffy (2009:14) vocabulary fundamentally important for understanding the message. From the statements above, the writer concluded that vocabulary is a list or a series of words that is used to express the idea or in other meaning it is used for general communication.

According to Lehr, Osborn, and Heirbert (in Kamil and Heibert, 2004:2-3), vocabulary as knowledge of words and words meaning both oral and print language and in productive and receptive forms. More specifically, they use it to refer to "kind of word those students must know to read increasingly demanding text with comprehension" Vocabulary seems like an important element English teaching for slow learner or normal students. Understanding English acquisition depends on how far students able to know the meaning of sentence or words. In vocabulary mastery, it involves memorizing. It is hard to be done by student. When introducing vocabulary, it should ideally be presented in a context which is familiar to child. It means that, as a teacher, we must be able to choose which appropriate. Building up a useful vocabulary is central to the learning of a foreign language at the primary level (Cameron, 2001:72). Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Thornbury (2002:16) states that without grammar without vocabulary nothing can be conveyed. Because vocabulary was vital aspect in language, it appears in every skill of language listening, speaking, reading and writing skill. Mastering vocabulary was very important for the students English as a foreign language.

Thornbury (2002:16) mentions two main reasons, about the importance of vocabulary. First, language exists in two forms, spoken and written, both of them need vocabulary to develop the existence itself The second, vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it Furthermore, 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. Furthermore, Cameron (2001:75) state teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully. It means that teaching vocabulary must be carefully to make students can enjoy the learning and attract with the English subject. If they are attracted with the lesson, they will get spirit full in learning vocabulary.

Vocabulary and reading cannot be separated, because both of them related to each other. Vocabulary is very important to reading comprehension. Readers cannot understand what the word mean. Having a large vocabulary gives positive contribution in reading. Student with larger vocabularies understand text better.

The correlation between reading comprehension and vocabulary mastery has been discussed by many experts. According to Hirsch (2003:10-20) “Students who already know 90 – 95 percent of words in a text are able to get the main idea of the text and therefore to guess correctly the remaining unfamiliar word’s meaning, which will help them learn new words. The findings also show that vocabulary is a predictor of comprehending narrative and expository texts. It is also supported by Sedita (2005:69) who states that vocabulary knowledge is crucial in reading comprehension and determining how good the students are in comprehending the texts.

## **2.2 Empirical Review**

The empirical review is the review of relevant research results which has a function to review the previous researches that are relevant to the present study. The researcher uses two previous studies which will use as a basic consideration to conduct the present study. The function of the empirical review is to be a reference for another researcher if the next researcher wants to take a similar field. Based on the function, the researcher listed two similar variables with the present study as the empirical review of two theses use ex-post-facto design which they

elaborate more about the correlation between vocabulary mastery and reading comprehension. There are the researches that will state the strengths and weaknesses of these researches.

The first research was done by Nadya Aprilia (2019). The title of the research was "The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension in Descriptive Text At State Senior High School 2 Pekanbaru". It is at finding out whether there is a relationship or not between students' vocabulary mastery and reading comprehension. The result of this research has been answered that there is a significant correlation between students' vocabulary mastery and their reading comprehension.

The second 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". There is does not try out to get validity of test. The result of this research has been answered that there is a correlation between students' vocabulary mastery and their reading comprehension, It could be considered as a strong correlation since the result was included into a strong category (Arikunto,2003). In addition to the ability of students' vocabulary mastery, the strategy and background knowledge of the text help students comprehend the text.

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 30 questions, In addition, there was no specification of the tests used by the researcher on the previous study, In the present study the researcher will specify 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

According to Arikunto (2010:113), hypothesis is a tentative answer to research problem. The hypothesis of this research that is proposed is alternative proposed ( $H_a$ ). It is as follows:

$H_a$ : There is a significant correlation between vocabulary and reading comprehension.

