

CHAPTER I

INTRODUCTION

1.1 Background of the Study

For many years and many places around the world are learn English. Since it consideredas international language, learning English has become a neccessity for everyone who wants to engage in international interaction. Mastering this language is not a simple thing to do. There are some skills that should be learnt and practiced. Such as reading, listening, writing and speaking. They are the basic language skills especially in teaching English as a foreign language at schools, courses or the other educational places whether they are formal or informal. But reading is considered the most important foreign language skills, without reading peoples cannot get an information that written by the writer. According to Teixeira (2012:1), reading is a key of language skill that has significant place in the teaching and learning foreign languages. Reading is also one of the important skills that can improve the experience and knowledge of the students and the students could know all things about the text that they have been read. And so many benefits that the students get from reading. One of them is the students can enrich their vocabularies that makes them more mastered in reading skill.

Reading comprehension is the goal of reading activity. According to Woolley (2011:15), reading comprehension is the process of making meaning from the text. Therefore, the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. According to Boardman, A. (2007:8), reading comprehension invloves

much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Based on that statement, knowledge or information from the text can be worth by students if they take attention on it. Students construct or supplies a new knowledge as the result of comprehending the reading text and it is made the ability to comprehending the reading is crucial ny students.

Moreover, the vocabulary that should be mastered includes verbs, nouns, adjectives, adverbs and prepositions. In addition, vocabulary is the main aspect of reading, since without well-developed vocabulary, the process of comprehending reading completely breaks down. Vocabulary becomes very important language aspect to master. To achieve the success in English reading, students need to master the English vocabulary.

For beginners, vocabulary mastery is the basic knowledge in learning English. Coady and Huckin (1998:5), said that vocabulary is the central to language and of critical importance to language learning for the young learners. Vocabulary supports all of the English skills. It should not be neglected by anyone who learns a language. Then, knowing words is the key for understanding and being understood. So, it can be concluded that vocabulary takes the important aspect to master English well as a foreign language. Knowing more words in English language can make other people understand or make ourselves understood easily.

A learner of a foreign language can be able to speak and read accurately, or even understand what they read if they have enough vocabulary and has the capability of using it accurately. Mastering vocabulary is the ability to get or to receive lots of word. By having and mastering vocabulary, students can know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text. Most of students when they find the difficult words on a written text, they still just continue reading in hope that the word had been read is not really important or its meaning becomes clear later on, but sometimes the word that had passed usually as the key of the reading and understanding. Student cannot catch and grasp the idea from the reading.

According to Wainwright (2006:33) vocabulary is the important factor in reading. Further Wainwright also says that the larger vocabulary the easier it is to make the sense of text. Without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. Hence. The students need to master vocabularies in order to understand the reading text.

From the explanations above, we know how important the vocabulary in reading activity, it shows that they have close relation because to comprehend the text the students' needs a lot of vocabularies. In addition, reading is an action of a person who reads texts by reading activities and students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.

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 describe the characteristics of a person or object, such as explanation of the shape, features, colour, length, etc. By reading comprehension and having a lot of vocabularies, the students are easier to learn about descriptive text, both can make the students understand more about the descriptive text because they had been mastered reading comprehension. As the result, the students must master in vocabularies, understanding reading comprehension to make them easier to understand the text.

Based on research which was conducted by Saputra (2020) Junianti (2020) one of the examples is to give students some reading materials to practice their vocabulary mastery by understanding unique words and find their synonyms. This way is also to test students' capability in comprehend the context of the text. The more vocabulary they mastered the easier they become to understand the context. In other words, it was confirmed that vocabulary mastery can influence students reading comprehension skills. However, the instructions that delivered in the previous research was not clear enough, the instructions still ambiguous. Therefore, in this present research, the researcher constructed a better instructions in the tests that were used in this present study.

Considering the fact above, the researcher want to prove the previous research by conducting a research to different sample to know does the result remain the same. Therefore, the researcher conducted a research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of The Tenth-grade Students of SMAN 1 Sukawati in Academic Year 2021/2022".

1.2 Research Problem

As what has been previously stated, reading is not only to read the paragraph, but also to understand about the meaning of the paragraph. Based on the background of the study that has been stated above, the researcher conducted a study concerning the correlation between the students vocabulary mastery and students reading comprehension. The researcher problem is formulated in the form of the question as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 1 Sukawati?

1.3 Objective of the Study

Based on the explanation about vocabulary mastery and reading comprehension ability, this study focuses on getting empirical evidence on the correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 1 Sukawati in academic year 2021/2022. Research objectives described concisely what the research was trying to achieve. It summarized the purposed a researcher wished to achieve through the project and provided direction or solutions to the study conducted in this research problem. The researcher wanted to find out the significant of correlation between vocabulary mastery and reading comprehension of tenth-grade students of SMAN 1 Sukawati in academic year 2021/2022.

1.4 Limitation of Study

Limitation itself is important to make the discussion more specific. As the topic above, this study is to reveal whether or not there is a scientific correlation between vocabulary mastery and reading comprehension ability of the tenth-grade students of SMAN 1 Sukawati. The researcher is simply limited this research only on mastery vocabulary which is used in descriptive text and their reading comprehension in descriptive text. The researcher focuses on two variables. The first was vocabulary mastery there was limited to the word class such as verb, noun, adjective, and adverb. It is because after interviewing the teacher the vocabulary has been told by the teacher to the students were verb, noun, adjective, and adverb. Therefore, the researcher only limit the vocabulary with those vocabulary. Second was reading comprehension which was limited to the four-reading aspect such as identifying general information, specific information, textual meaning and textual reference.

1.5 Significance of the Study

Good research could be defined as well as it gives beneficial impact. Hopefully this research was able to be the sources of how to conduct the teaching and learning in a good way, especially English reading and vocabulary mastery. In this study the researcher focused on the correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 1 Sukawati. Afterwards, this research would likely be one of many examples on how to measure students' vocabulary mastery and reading comprehension.

Besides, the findings are expected to provide both theoretical and practical significances.

Theoritically, the results of the study are expected to strengthen the theories of vocabulary mastery and the reading comprehension. Researcher has high expectation due to this study to be a proof that vocabulary mastery is a major factor on how students could comprehend a certain text. 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 assists students to have a good reading comprehension. Hopefully the present study could become the source in language learning related to the research variables: vocabulary mastery and reading comprehension

Practically, the findings of the present study are useful for the students, teacher, and other researcher. For the teacher, finding of this study can give an information about the correlation between mastering vocabulary and student reading comprehension. Therefore, in learning process, the teacher can use an effective way in teaching reading. For the students, they could know that mastering vocabulary can help them to have a good skill in reading comprehension. For other researcher, the findings of the present study are expected to be useful as references in conducting future research about the students' vocabulary mastery and the reading comprehension.

1.6 Definition of Key Term

The title of present study is “The Correlation Between Vocabulary Mastery and Reading Comprehension of Tenth-grade Students of SMAN 1 Sukawati”. This key term is provided to prevent any broad discussion and make

this research more focused. In order to make better understanding concerning this study, the researcher gives two key terms that were defined to make this research clear. Additionally, the definition of key term is also intended to make the readers understand to avoid misunderstanding and confusion in comprehending what was being delivered in the present study. These terms were defined in two variables: 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 1 Sukawati in academic year 2021/2022 in mastering the vocabulary and able to use them in the context of descriptive text. In addition, vocabulary mastery can be shown by students abilities in mastering English words such as verb, noun, adjective, and adverb.

2. Reading Comprehension

Reading comprehension is operationally defined as the ability of the tenth-grade students of SMAN 1 Sukawati in academic year 2021/2022 in identifying general information, specific information, textual meaning, textual reference.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of the theory in the present study, and experts usually developed it. The uses of theoretical review are for convincing the readers about what is being explained. In conducting a research, theories are

needed to explain some concept and term applied in the research concerned. Theoretical review is about related theories that are used to conduct this study; therefore, the researcher uses relevant theories to give more evidence in this research. Theories are showing the experts opinion and spesification about the subject. There are two areas which are clearly described and discussed in this chapter as follows: Vocabulary Mastery and Reading Comprehension.

2.1.1 Vocabulary Mastery

Tarigan (1984: 2) points out the importance of vocabulary in language learning. He states that language skill mostly depends on the mastery of vocabulary. Thus, the more vocabulary is mastered, the bigger possibility is that someone can skillfully use the language. Vocabulary is very important for the students. The students are expected to master the skills of reading, writing, speaking and listening. The vocabulary can help the students or the learners to acquire the considerable understanding of a large number of words. As the explanation above, vocabulary becomes an important thing in learning English.

Nunan (1983: 125) argues that the acquisition of an adequate vocabulary is essential for successful language use because without an extensive vocabulary, people can be unable to use structure and function they may have learned for comprehensible communication. It forms an important element in learning a second language. Students have to master vocabulary more and more because the lack of vocabulary often brings trouble for English learners. When they are reading something in English, sometimes they get trouble because they do not know how to comprehend the meaning in reading text. Therefore, the conclusion is it can't be denied that vocabulary is one of the important things in English communication.

Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of certain words. In other words, it is more precisely defined as to know a word because the learners are said to have a good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and word formation (Ur, 1991: 60). In relation to writing subskills, vocabulary mastery can be defined as a number of vocabulary or words in the memory of users or learners. The vocabulary test which can be utilized to measure the learners. Vocabulary mastery is dealing with the measurement of productive skills.

Linse (2005: 121) states that vocabulary is the collection of words that an individual knows. 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 learning process. Learning vocabulary is important because in order to be able to speak, write, and listen nicely we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it. It means that in learning vocabulary we have to know the meaning and also understand then can use it in sentence context.

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 sentences. It is supported by Pang et al. (2003:12) who states that in order to understand a text, readers need to know

the meanings of individual words. They construct an understanding of the text by assembling and making sense of the words in context by using vocabulary knowledge.

According to Brown (1994:365), words are basic building language blocks of language. In fact, survival level communication can take place quite intelligibly when people simply string words together in some grammatical rules applying at all. Besides that, in learning English the students should master the word formation. Word formation is the creation of a new word. Word formation is sometimes contrasted with semantic change, which is a single word's meaning. The amount of how much words formation can be created depends on how well a student can master vocabulary.

According to Kamil and Hiebert (2005:3), vocabulary is the knowledge of the meanings of words. This definition becomes 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 student 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 the vocabulary that is used when writing or speaking, and receptive that are able to be understood or recognized.

In Addition, Duffy (2009:14) vocabulary is fundamentally important for understanding the message. Students cannot understand what they are reading without knowing what most of the word 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 student should

build their vocabulary. Building vocabulary can be started from teacher practice, students influenced by the conversation, short reading text and games. One of difficulties of students face when learning English is vocabulary because they always confused when they did not find the meaning of word, It is because they seldom in memorize and use this language. Whereas the fact that vocabulary is the most important thing in reading skill make it more and more important to mastered by the students. Students cannot catch and grasp the idea from the reading as fast as possible. Looking up the difficult words in dictionary is better for student. But the skillful reader understands as he reads.

The significant theories of this research are from Tarigan (1984: 2) points out the importance of vocabulary in language learning. He states that language skill mostly depends on the mastery of vocabulary. It means that vocabulary plays a very important role when the people want to learn and understand foreign language, it becomes a very basic skill that should master by the people to master the four skill in language. and And according to (Harmer, 2001: 99) reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

In this study, the researcher focused the theory of Kamil and Hiebert (2005:3), who said that vocabulary is the knowledge of the meanings of words. Furthermore, Harmer (2001:65) state there are eight number of word classes which are called part of speech, they are noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction. These theory tells that mastering vocabulary help the student to understand the reading, and qualities of the reading

comprehension depend on the quality and quantity of vocabulary that the students have. The more students have variety of vocabulary the more it is likely the students can understand and gather the information of specific text. On the other hand, reading also help students to know some new vocabularies and the meaning of each vocabulary.

2.1.2 Reading Comprehension

Reading is important in teaching and learning process in variety activities. Reading can help to get the solution of problems and also as a source of information. In education, reading is important especially for students who want to improve their knowledge in identifying general information, specific information, textual meaning, and textual reference. Reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing (Harmer, 2001: 99). Furthermore, according to Harmer (2007: 99) reading comprehension is useful for language acquisition. To comprehend a text, the readers have to focus on what they read because reading is not only reading but also how to comprehend the text systematically. Through reading, the readers can learn to comprehend the reading texts to answer the questions, expand grammar knowledge, vocabulary and so on.

Comprehension is the essential goal of reading and reading instruction. According to Brasell and Rasinski (2008:15), to most reading specialists, the one essential element involved in reading is making meaning. In other words, turning those written squiggles on a page into meaningful thoughts, not just those expressed by the author, but those that are triggered in the reader as they reads.

These thoughts may even go beyond the content expressed in the text itself. Some of them say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible, reading can be defined as an interaction with a printed message. It means that reading is not passive action; there is some intellectual energy to be expanded. Reading is the art of transmitting the ideas, facts and feelings from the mind and soul of a reader, with accuracy and understandings, and much more.

In other words, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that symbolize meaning. The reader uses knowledge, skills and strategies to determine what the meaning. The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than recording. Reading comprehension results when the reader knows which skill and strategies are appropriate for the type of text and understands how to apply them to accomplish the reading purpose.

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

written text. Therefore, comprehension is the action of readers to interact and participate with the written text in building and putting the sense.

According to Brown (2004:185), reading is likewise a skill that teachers simply expect learners to acquire. Reading is one of the most important skills that should be mastered in learning English. Good ability in reading help the student to comprehend text and its meaning better. Component of language such as, vocabularies, structure and other would help to understand the meaning of the text and support the ability of reading. Reading comprehension refers to an activity of reading and understanding written text. According to Pang et al. (2003:6), reading is about understanding written texts and it is a complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. Word recognition is where the process of how written symbols appropriate to a certain language while comprehension is the process of how to make tense of word, sentences and connected text. It is commonly as reader, the students first understand the text by using their knowledge of vocabulary and grammar.

In addition, Moreillon (2007:10) Reading is an active process that requires a great deal of practice and skill. Based on the explain above, the reding is an activity that thoroughly requires a lot of practice and conducted regularly to get a skill or comprehension, reading is not an activity that can be done once or twice but must be done regularly and real. Meaning that to acquire good reading skill, student should done a lot of reading practice regularly. Furthermore, Wolley (2011:15) state that reading comprehension is the process of making meaning from text. Therefore, to get a thorough understanding of what is explained in the

text 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.

Camille (2008:33) adds that comprehension is a process demanding strategic approaches. The readers actively construct meanings as they read. They also direct their own comprehension by using basic strategies and monitor their own understanding. It means that in reading to achieve comprehension, an appropriate strategy is very important to motivate students to do the reading activity. The strategy applies in reading activity has a very important role since it is a way for readers to understand the text, which can be directed by a series of reading steps involved in a strategy. A good strategy can lead readers to achieve a goal of reading comprehension. It can get readers easier in connecting their ideas by monitoring its accuracy based on the procedures of the strategy applied.

Duffy (2009:14) reveals that comprehension is the root of reading because the target of written language is the communication of message. Reading comprehension depends on prior knowledge. Prior knowledge is expressed with words. When the meaning of the word is unknown, it means that the readers do not have background knowledge. Reading is of course the ability to make sense of written or printed symbol. Therefore, when the readers want to comprehend the meaning of the printed symbol, they have to identify, recognize, and interpret them well. Real readers do something with what they read. Thus, students think reading is important when they use reading for achieve an important goal to them, to achieve a purpose of theirs, or to answer questions that they want to answer.

Those statements above show the various definitions of reading, in this study the researcher focused on the theory according to Wolley (2011:15) who states that reading comprehension is the process of making meaning from text. It means reading is a complex process of thinking in assigning meaning from printed materials which involve most of the readers' intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

2.2 Empirical Review

Empirical review is provided to show the relevant studies according to some previous researchers which have same purposes of the present study. In empirical review, the purpose is to find similar studies related to the present study as the references; furthermore, it is also used to compare the previous research with the present study in order to make the present study able to provide more empirical evidences about the technique being applied, Empirical review in this present study explain about important points related to this present study. They are as follows:

The first study was conducted by Saputra (2020) entitled "Correlation between Vocabulary Mastery and Reading Comprehension of The Second Grade Students of SMKN 1 Nusa Penida in Academic Year 2019/2020". This study attempts to find out the correlation between the students' vocabulary mastery and

their reading comprehension and to find out how high the correlation between vocabulary mastery and reading comprehension is. The subjects of this research are the students of a vocational high school in Nusa Penida. The results of this study are expected to enrich the literature on research regarding to the relation of students' vocabulary mastery and their reading comprehension.

The second study was conducted by Junianti (2020) entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of The Eight Grade Students of SMPN 5 Mengwi in Academic Year 2019/2020", In addition, the objective of this study was to reveal whether there is a correlation between students' vocabulary mastery and english reading comprehension at the second-year student of SMPN 5 Mengwi. The subjects of this research are the students of a junior high school in Mengwi. The results of this study are expected to enrich the literature on research regarding to the relation of students' vocabulary mastery and their reading comprehension.

Based on the result, the researcher considered that those two studies were already good in conducting the research. The proccess of collecting and presenting data were done well by Saputra (2020) and Junianti (2020). The researchers also completed suitable instruments to conduct the data. Unluckily, the aspects of the variables are not clearly seen. Those studies stated some aspects of the two variable those studies which could lead the broaden discussion. In this case, the vocabulary mastery was focused on world-class: nouns, adjectives, verbs, and adverbs, and reading comprehension was focused on identifying general information, specific information, textual meaning, and textual reference. It helped to have clear aspects of the variables to be measured.

2.3 Hypothesis

A scientific hypothesis is the fundamental block in the scientific method. Hypothesis is also known as pre-judge result to a certain study that is being observed. A hypothesis also includes explanation of why the guess maybe correct, that can be tested by observation or experiment. It stated that the results were not due to chance and that they were significant in terms of supporting the theory being investigated. Based on the frame of thinking above, the researcher proposed the hypothesis as follows: There is significant correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 1 Sukawati in academic year 2021/2022

