

CHAPTER I

INTRODUCTION

1.1 Background of Study

In the teaching and learning process, reading plays an important part in facilitating students' understanding of the learning material. Reading can expand their knowledge of some of the information they find in the text. Many basic language skills such as writing, speaking, listening, and reading are tough, especially in teaching English as a foreign language at schools, courses, or other educational places, whether formal or informal. However, reading is considered to be the most important foreign language skill. This is supported by the reason that reading can help improve the quality of listening, speaking, and writing in learning a language. This is in line with Patel and Jain (2008:114), who state that reading is certainly an important activity for expanding knowledge of a language.

In learning language, the students should be mastered all language above; writing, reading, listening, and speaking. Reading is one of the language skills that must be mastered by students. It is important for them when they communicate and interaction in society written and orally. According to having good reading proficiency means the reader has abilities to understand written statements or any type of written texts accurately and efficiently (Mahfoodh, 2007).

Vocabulary, which consists of the knowledge of meaning as the main component of a language, should be taught together with reading. According to Red John (2000) vocabulary is knowledge involves knowing the meanings of words and

therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym a dictionary-tape definition or an equivalent word in the knowledge.

Vocabulary is key to reading comprehension. Readers 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. By good vocabulary mastery they can communicate their ideas more fluently with other people.

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.

The students can get a lot of information and they can enrich their knowledge by reading. The purpose of reading is to comprehend the idea of the written text. Jeremy Harmer (2010:99) states that reading is useful for language acquisition. Reading is a skill which is highly valued by students and teacher.

According to Grabe and Stoller (2002), reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students for students to get information and knowledge in educational process.

Based on Richard (2002), that reading comprehension is a thinking process by which a pupil selects fact information, or ideas from printed materials, decides

how to relate 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 actually situations.

By mastering vocabulary, students obviously become easier to understand and comprehend an English context. Moreover, the vocabulary that should be mastered includes verbs, nouns, adjectives, adverbs, and prepositions. Vocabulary mastery can make some advantages when the students try to comprehend a reading text in a different language. Reading is also a positive effect on students' vocabulary knowledge (Harmer, 2001:99). Reading helps in vocabulary acquisition by creating opportunities to infer word meaning from context. That is why, vocabulary sometimes has different meanings depending on its context. It plays a pivotal role in understanding a text.

In accordance with the explanations above, the previous theories about vocabulary mastery and reading comprehension have convinced the researcher that vocabulary can help student when students learn reading comprehension and it can give an impact on the learning process. Therefore, the researcher is interest to conduct research entitled "The Correlation between Vocabulary Mastery and Reading Comprehension of the Eighth Grade Students of SMP Wisata Sanur 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 the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP Wisata Sanur. Moreover, the researcher is interest in finding out the objective correlation between 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 follow: Is there any significant correlation between the vocabulary mastery and reading comprehension of the eighth -grade students of SMP Wisata Sanur?

1.3 Objective of Study

Every research has its objective. Research objectives 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 were related to the scientific investigation were 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 whether there is any significant of the correlation between vocabulary mastery and reading

comprehension of the eighth-grade student of SMP Wisata Sanur in academic year 2021/2022.

1.4 Limitation of Study

The limitation of the study is very important to make a discussion about the research problem more specific. Moreover, it also can avoid a broad discussion. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study was formulated. In this research, the researcher intends focus on the vocabulary mastery and reading comprehension at the eighth-grade student of SMP Wisata Sanur. The basic competence that researchers want to use for them is Vocabulary, in learning process, vocabulary is a good way of the students to understanding especially in reading comprehension.

1.5 Significance

One of the practical 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 eighth-grade students of SMP Wisata Sanur 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 reading comprehension. In conclusion, the findings of the present study are expected to give both theoretical and practical significance on the correlation

between vocabulary mastery and reading comprehension that will be conducted in the future:

1. Theoretically

These research activities are significantly carried out for the following needs. This research is able to benefit writer as novice a researcher, especially in learning how to conduct research. These research findings are expected to be useful and valuable, especially for students and teachers of English at the eighth grade of SMP Wisata Sanur for their future learning process. 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.

Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign or second language. Finally, these research findings are also expected to be the practical and theoretical information to development of theories on language teaching.

2. Practically

The result of this research hopefully can be used as a starting point to develop students' understanding about vocabulary mastery and reading comprehension. The more they have reading in English, the better their ability to speak in English.

1.6 Definition of Key Term

Key terms are important to be defined in order to give a clear understanding of the topic. Thus, the definitions of the key terms that are used in the present study are vocabulary mastery and reading comprehension. Moreover, in order 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. Additionally, the definitions of key terms were also intended to make them clear in comprehending this study and to give limitations to the terms of the research conducted. Furthermore, the key terms which were used in the present study were clearly and concisely clarified as follows:

1.6.1 Correlation Study

Correlation means relationship, and study is similar with research correlation considered in which the relationship between two variables in this research, the vocabulary and reading comprehension.

1.6.2 The student mastery in Vocabulary

Vocabulary mastery is operationally defined as the ability of the eighth-grade students of SMP Wisata Sanur in the academic year 2021/2022 in mastering vocabulary in the form of noun, verb, adverb and adjective from written text. Vocabulary is words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more-part similarity characterized (Lado,1977:182).

1.6.3 The students' ability in Reading comprehension

Reading comprehension is an activity aimed to understand the messages of a particular text (Cahyono: 2011:49). Students are people who are studying at a

school, Ability means power or skill required to do something. The students' ability in reading comprehension means the power of people who are studying in understanding the message of the reading materials.



CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of the related theories that shape the study. The scientific study is a very formal work in which all the basic ought to be essentially extracted from theories of the related study. In this present research, a scientific study should be undertaken based on some relevant theoretical reviews because a review of related literature is very important. 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 literature to this study. The present study dealt with the correlation between vocabulary and reading comprehension. 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

In learning English, there are four skills that they are listening, speaking, reading, and writing. Even though, reading comes as the third skill in the recent curriculum of 2013, reading is considered as the most important skill. It is supported by Patel and Jain (2008) that reading is most useful and important skill for people. This skill is more important than speaking and writing.

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 Red 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. 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 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).

There are many definitions of vocabulary achievement that are proposed by some experts as follows. Hacman (2008: 3) states that 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 one which matter most.

Vocabulary is the knowledge of a word that not only requires a definition but also implies how that word fits into the world in this case, learning the vocabulary of a foreign language presents the learners with the following challenges (Thornbury, 2002: 2). The first is making the correct connections when understanding the language between the form and the meaning of the words, including discriminating the meanings of closely related words. The second is when producing the language, the learners are able to use the correct form of the words for the meaning intended. It can be assumed that vocabulary is an important

aspect of English learning. It is considered a fundamental part of English since it will directly supply and affect students' mastery in developing four language skills.

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. 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.

Furqon (2013) states that students will ease learning a language if they have a lot of vocabulary as it is all about words. So, good mastery of vocabulary will ease students in understanding a language especially English. It cannot be denied that vocabulary is the foundation of a language, and it is very essential to be learned before other skills and components. The students will have difficulties in communicating, reading, or learning grammar if they do not know any single vocabulary, for instance. "If the students want to learn a foreign language especially English, they have to learn vocabulary first" (Bahri, 2018).

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that students recognize and understand when they read or listen to something. Productive vocabulary are words which the students understand, can pronounce correctly and use constructively in speaking and writing. Listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is

relatively larger than his writing vocabulary. Therefore, it can be concluded that vocabulary can be presented in four units. They are reading, listening, speaking, and writing vocabulary. Reading vocabulary consist of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consist of the word people use in writing essays, reports, letter, etc.

2.1.2 Reading Compression

According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading comprehension means understanding what has or have been read. Snow (2002:11) who states that reading comprehension is useful to help the students for gaining the information about the words that they read. Reading could evaluate students' vocabulary and then they could interpret the meaning.

Based on 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 endeavours 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 Nunan (2006:69), reading is a set of skills that involves making sense and deriving meaning from printed word. It means that reading is a process to establish the reader's comprehension which involves making sense and deriving meaning from printed word with different purposes. Meanwhile, Patel and Jain (2008) state that reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. Lone (2011), says that reading as the ability to recognize and examine words or sentences and understand the information within. Further, he adds that reading is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words, or sentences. Palani (2011), continues that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. In short, reading is an active process which involves making sense and deriving meaning from printed or written word as a means of understanding what has been read.

Based on Pang, et.al (2003), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Based on Department for Education and Skills (2005), reading comprehension is an essential part of the reading process. Nunan (2006) adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific word. Therefore, as the students read, they have to

understand what they have read as a part of their reading process because the aim of reading is comprehension.

Besides, 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. It means that when the readers read a text, they should connect the text.

There are several issues related to reading habit and reading comprehension achievement. Cha, Ko, and Tse (2008), state that home environment positively correlates with children's reading comprehension achievement. It has been revealed that positive attitudes and high motivation are associated with reading achievement and reading habit. According to Zwiers (2004), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Thus, by this activity the readers can improve their reading ability. Meanwhile, Shen (2006) identifies reading habits and reading comprehension, as how often, how much, and what the readers read (in Annamalai and Muniandy, 2013). It means that to get good understanding about what is read people need to read a lot. Reading a lot refers to the frequency of reading as well as the average time on reading and amount reading materials being read. Moreover, Patel and Jain (2008), say that reading habits not only help the student to get knowledge and wisdom from the cultural of heritage but are also very helpful in passing for leisure period. It is supported by the research done by National Endowment for the Art of USA (2007), it is proved that habit of daily reading, for instance, overwhelmingly correlates with better reading skills and higher academic achievement, the child who is unfamiliar with the reading experience, for example,

whose home is devoid of reading materials, who has never been read to, or who has never come to see reading as a thing of important in his environment may lack such a realization even after entering school.

Richards and Renandya (2002) state that reading, then, is a skill that is highly valued by students and teachers. According to Nunan (2006), reading is a set of skills that involve making sense and deriving meaning from printed words. In short, reading is a process to establish the reader's comprehension, which involves making sense and deriving meaning from printed words for different purposes. Moreover, Wood and Neal (2007) state that habits are learned dispositions to repeat past responses. They are triggered by features of the context that have covaried frequently with past performances, including performance locations, preceding actions in a sequence, and particular people.

2.2 Empirical Review

The empirical review is provided to showing the review of theories related to the present study. Moreover, it can be used as references in conducting the study since it gives a look at the result of the study that is fairly the same as what is going to be conducted. The empirical review is important to review studies that can be reflections for this research. The purpose of providing an empirical review is to show the relevant studies that have similarities with the present study. Therefore, it can be used to support the present study by considering the results and as consideration whether the present study could be as successful as the relevant studies as this empirical review. The researcher wanted to know about the

correlation between vocabulary and reading comprehension. to conduct the present study. The empirical reviews were presented as follows.

The first was conducted by Nena Afritri Yessika (2017) from University of Malang, Jawa Tengah. This study focused on "The Study of Correlation between Vocabulary Mastery and Reading Comprehension of the Eighth Grade Students in SMPN 1 Kepung". This research was concerned with the inquiry of the correlation between vocabulary mastery and Vocabulary mastery of the eighth-grade students of SMPN 1 Kepung. Mastering vocabulary is much needed in order to be good at reading. The problem of the study is to investigate the correlation between vocabulary mastery and Reading comprehension of the eighth-grade students of SMPN 1 Kepung. This is a quantitative study. The data collection is deliberated by multiple-choice test and r Product Moment Correlation is used to analyze the data. Findings show that there is correlation between students' vocabulary mastery and reading comprehension.

The second research was conducted by Ni Made Astini (2020) in his 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 is to show the relationship between students' vocabulary mastery and reading comprehension. This research will be carried out very thoroughly and in detail and show good research results, namely that 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.

The researcher above gained the same results, in which the finding showed that there was a significant correlation between vocabulary mastery and reading comprehension. Furthermore, there was not only strength but also weakness. Based on the explanation above, the researchers provide the scoring rubric with any detailed specifications in the content criteria.

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. In this present study, the hypothesis is stated as follows: there is a significant correlation between vocabulary mastery and reading comprehension. 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 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: there is objective correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP Wisata Sanur in academic year 2021/2022.