

CHAPTER I

INTRODUCTION

1.1. Background of study

In English language there are four basic skills that students must master, one of those skills is reading. Reading is one of the integrated skills in English, with reading we can get a new information and probably we can also transfer that information to others by reading some kinds of text, by reading we can also know about how is our comprehension skill toward text. According to Mikulecky (2011:5) defined that reading is complex conscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that author is assumed to have intended, based on data from the text and from the reader prior knowledge. In real life reading is often part of series activities and everyone could be ever done it, including locating texts and presenting material orally and in writing, even if in a class activities that involve speaking and writing are well motivated.

We know that reading is one of the most principal of the four skills in a second language, particularly in English as a second language or foreign language. Actually, we should have a good skill in comprehension the text especially for academic institution. According to Grabe and Stoller (2002:18) they defined that comprehension as processing words, forming a representation of general ideas and integrating it into a new understanding, in other word, a successful reader who can successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own. Moreover, if we consider the study of English as a foreign language around the world, the situation in which most English learners find themselves that reading is the main reason why student

learn the language. Without reading ability and good comprehension, second language readers cannot be completed the knowledge and transfer the information from the text.

The main goal of reading is comprehension because based on the Camille (2008;1) who states reader with comprehension, can almost equate as the readers know that reading is comprehending-making sense of what is read. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency, furthermore, reading comprehension refers to reading for meaning, understanding and entertainment. Reading comprehension also has an important role in learning process because it determines the students success in learning other things especially English. Students can grasp a large amount of knowledge and can obtain a wide range of information by having a good reading comprehension, Meanwhile, reading is a constantly developing skill. Like any skills, the readers get better at reading by practicing. Furthermore, if the readers do not practice, they will not get better and their skills may deteriorate.

Reading is very complex process. In the process of reading, we try to understand the meaning of text or reading. In reading activities we will get important information, namely visual information in the form of all written elements in reading text. In addition, reading a skill that requires intensive, continuous training. Reading activities and assignments are very important in the world of education because these activities will determine the quality and success of a students as a student in his studies. In essence, reading is the act of understanding the idea of the authors message through interaction with written text

in volving visual and non visual information. However, data showing that 98% of Indonesian can read seems to be a very great achievement. In fact, the achievement is only in the number “can read”. Based on data from the word Bank’s Indonesia Economic Quarterly Report in the June 2018 edition, Indonesian’s population actually 55% is still experiencing “functional illiteracy”. It means, the ability to read Indonesian people is apparently only able to read at the level of being able to understand the reading properly and correctly, unable to make conclusions, unable to find the main ideas of writing or even be able to distinguish whether the writing they read contains truth or hoaxes, and so forth. From the data above, automatically students in Indonesian are also relatively low in reading comprehension as well.

Vocabulary mastery is how students can master or know many words in English. There would be no sentences exist if there is no vocabulary. Moreover, Thornbury (2002: 13) argues that nothing can be conveyed without vocabulary. We can state that the more students master vocabulary, the more they can convey or deliver something verbally. The students do not need to use translation help in speaking when they are already mastering vocabulary in their mind. Choosing words to be spoken will be easy if students already have good vocabulary mastery.

Vocabulary mastery can help students in avoiding misunderstanding of the listener. Sometimes, people choose a wrong dictation which does not match with the idea they want to share. This may affect misunderstanding for both speaker and listener. According to Willis (2008:80) students’ skill in delivering the ideas, knowledge, and voice will be more effective if they are already mastering vocabulary

Based on the fact, there was a significant difference in reading comprehension of the seventh grade students of SMP Wisata Sanur 4 in academic year 2021/2022. This problem was caused by individualistic model that was used by the teacher that could not cover all of the students' ability. This model made students become selfish and failed to lead students to share their knowledge between the high-ability and low-ability students. Therefore, the lower-ability students had less motivation and reading and they were left behind. It made students feel frustrated immediately; moreover, they could not feel comfortable during the lesson. Teacher also only gave a chance to the students who often lifted a hand, so it made the lack of motivation from other students to answer the question.

The teacher still used traditional method in teaching reading comprehension such as questioning and answering. First, the teacher gave an example to the students about how to read the text. And the teacher then asked the students one by one to read the text in front of the class, while the students read the text in front of class, the teacher only focused on the pronunciation. And the problem was most of the students did not understand the meaning about what they have read, and when the teacher delivered some questions most of the students did not have any idea to answer the questions that were given. The students also did not know how to answer the question correctly. Most of the students could not find the general information, specific information, textual meaning, and textual references of the text. Referring to the issue, it requires a proper technique to help students develop their reading comprehension that emphasizes on cooperative learning. It encourages students to

share their knowledge and create a comfortable learning atmosphere both for high and low-ability students. Thus, the lower-ability students were not left behind.

One strategy which is assumed to be appropriate as a solution for the problem is small group discussion. Gibson (2010:4) writes that the purpose of using small group discussion is to develop students' abilities to formulate and debate arguments in the group. Every member of the group will be given the reading text with exercises to assist them in finding general information and specific information, textual meaning and textual reference of the text.

According to Serravallo (2010:6), some benefits of small group discussion are addressed instructional goals by matching students' needs with a purpose and method, create efficiency: more children can be seen more frequently for intervention or enrichment, allow students to feel like part of a team as they work on the same goal with other students, and build in peer support as students mentor one another their goal and they can solve the problem together.

In accordance with the facts above the researcher is highly motivated to find out the effectiveness of small group discussion technique in improving the students' ability and reading comprehension. Using group discussion technique is very well in the teaching and the learning process; thus, students will get involved actively in the teaching and learning activities in the classroom.

1.2. Research problem

Formulating a research problem in doing an investigation was important in doing the research. The researcher was interested in finding out the significant correlation between vocabulary mastery and reading comprehension of the students in junior high school. Therefore, the research problem in this present study could be

formulated in the form of questions as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMP Wsata Sanur in academic 2021/2022?

1.3. Objective of the study

Research objectives describe concisely what the research is trying to achieve. Moreover, the objective of the study must be in the same goals with the background and the research problem which has already been stated for the study. Thus, in line with the background and the research problem above, the primary objective of the present study was to figure out the significant correlation between vocabulary mastery and reading comprehension of the seventh grade student of SMP Wisata Sanur in academic 2021/2022

1.4.Limitation of the study

It has been mentioned in the background that reading is one of important skills that must be mastered by all of the english learners. The features of reading are absolutely to broad and complex study in a single research. In the present study, the researcher would like to limit this study on the use of small group discussion to improve reading comprehension of the seventh grade student of SMP Wisata Sanur in academic year 2021/2022.

This research used 2013 curriculum. The present research was focused on the third main competency that was understanding knowledge (factual,conceptual, and procedural) in science, technology, art, culture, and the phenomenon-concerned civilization and existing phenomenon which looks real and the based competence was understanding text structure and language feature to conduct social function of descriptive text by stating and asking about vocabulary mastery and reading

comprehension in shorth and simple based on the context. Reading comprehension in the present study is focused on identifying general information, specific information and recognizing textual meaning and textual reference of the descriptive text.

1.5. Significance of the study

The significance of the study was important in conducting research. The result of the present study was highly expected and recommended to provide significant research findings related to vocabulary mastery and reading comprehension with the results obtained, it was hoped that it can help and facilitate many parties in the field of English, especially reading and vocabulary. In conclusion, the finding of the present study was expected to give both theoretical and practical significance on the correlation between vocabulary mastery and reading comprehension that will be conducted in the future. In practice, the result of the study would be

Hopefully, the result of this study is useful for students, teachers, and all the readers. The results will be used for the follows:

a. For the writer

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.

b. For the students

By learning reading comprehension, the students can take some information to identify their problems in mastering both vocabulary and reading comprehension. Furthermore, they can also increase their ability in

vocabulary and reading comprehension.

c. For the teachers

This research 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.

d. For the readers

It is expected 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 Term

This research has clarification of the key terms To make the terms in this research clear and understandable, both of two variables need to be defined operationally. Moreover, defining the key terms was important to avoid misunderstanding and too broad discussion. In this present study, the key terms were such as speaking ability and vocabulary mastery which can be defined as follows

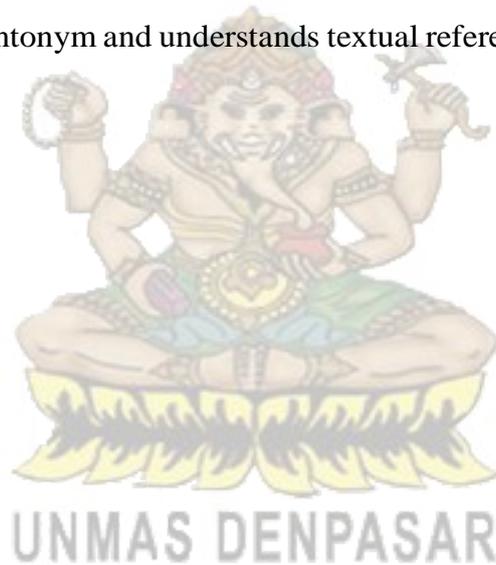
a. Vocabulary mastery

Vocabulary Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill, or through knowledge 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 characterize

b. Reading comprehension

Reading comprehension is operationally defined as the ability of the seventh-grade students of SMP Wisata Sanur in academic of the year 2021/2022 to understand the descriptive texts, understand and knowing meaning of words, sentence paragraph and what text talk about in general and specific information on the reading that has been read. Moreover, reading comprehension is also ability to finding out text textual meaning of the text such as synonym and antonym and understands textual references of descriptive text.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

The theoretical review is asset of concepts and term from experts that are used and required in this study. Therefore, scientific research should be conducted on the basis of relevant theoretical constructs and is hoped to give practical significance and empirical evidence. Theories are showing the expert opinion and signification about the subject. There are two areas which are clearly and briefly described and discussed in this chapter as follows; Vocabulary mastery and reading comprehension.

2.1.1. Vocabulary mastery

Vocabulary mastery is a crucial aspect in English. According to Lehr et al (2004:5), vocabulary is the knowledge of words and interpreting the meaning of words. However vocabulary is more complex than the definition stated. All aspects in English need vocabulary to be existing. No sentences can exist when there is no vocabulary or word. As stated before, Cameron (2001:1) stated that the central thing in learning foreign language is vocabulary. All human beings are using words to show or deliver something. Without vocabulary, nothing can be stated.

Mastering vocabulary actually is not too hard to be done. Vocabulary mastery is the way students master the word bank. Everyone in this world always uses many words to speak in daily life. No one can deny the importance of words in life. According to Thornbury (2005:35), there are ten thousand words which people can produce per day; even some experts may produce more than that.

This can strengthen the statement that no one can speak without words. Learning vocabularies is a basic thing to do especially in foreign language like English. It is like a base for the future when students are already mastering vocabulary well.

Knowing many vocabularies may make students more confident in learning foreign language. The more words they know, the longer sentences they are able to make. When students feel knowing many words, their adrenaline in learning something will be increased. Willis (2008:80) stated students with advanced vocabulary mastery will be more fluent and good at comprehension. On the other hand, students with lack of vocabulary mastery will have a lower confidence in learning foreign language. They will be stuck or find it difficult to do something because of knowing less words.

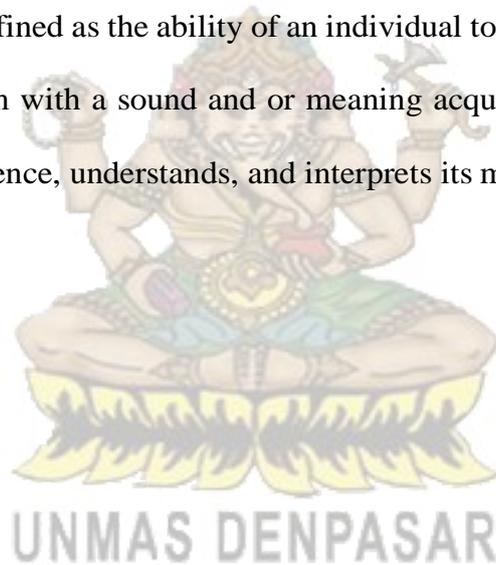
Students who lack in vocabulary mastery may be having difficulties in learning foreign language. This shows that mastering vocabulary is not an easy thing. It needs a long process, effective, and also efficient considering the large number of words. Hiebert and Kamil (2005:2) state that vocabulary mastery is not a development skill or one that can be seen as fully mastered. Vocabulary mastery does not mean knowing the meaning of each vocabulary. It means that students are able to recognize, understand, and produce a stock of words and their meaning. Although it is difficult, it can still be studied well and seriously.

In conclusion, vocabulary mastery is a crucial aspect in life where people use it every day. Without words, nothing can be conveyed and no sentences will exist. Mastering vocabulary is such a foundation for students in facing the future because it can build up their confidence when they already mastered it well. Even

though it is not easy yet difficult, students are still expected to master vocabulary well in order to make them communicate easily, especially in foreign language

2.1.2. Assessment of Reading Comprehension

According to Bond, Pinker and Wason (1979:3) that in our world, reading more will provide more information and it makes our knowledge become increasingly in great numbers. Clark and Sandra (in Simanjuntak, 1988: 15) define reading as an active cognitive process of increasing with print and monitor comprehension to establish meaning. Kennedy (1982:5) has argument that reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning



From the statement above, reading is a process that is done and also is used by the readers to get the message that will be informed by Finocchiaro (1974:77) as follows: reading is getting meaning from the printed or written material. How far is someone said to be successful in reading the written material? In relation with this, Mon's sates:

“The reader is called upon, not only to understand the message of the author, but also to reflect upon it, asses its value by comparison with previously learned concepts and finally to reach out in imagination to new real as a result of the stimulus of the text (Morris Moyle, 1976: 26)”.

According to Recheck Lost and Learner (1983: 7), in general, reading is the ability to gather meaning from printed symbol. For the beginning reading stage students recognizing word and comprehending literal meaning are important components. The reading levels for the students are immediate, the definition of reading includes a deeper understanding of passages.

In order to comprehend reading selection roughly a person must be able to use the information to make inferences and read critically to understand the figurative, determine the author's purpose, evaluate the ideas presented, and apply the ideas to actual situations. All of these skills involve thinking process (Burn, 1984: 10-11).

Goodman (1988) views reading from another point. He defines reading from the psycholinguistic perspective and describes reading as a “psycholinguistic guessing game”. He writes:

“Reading is a receptive language process. It is a

psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs (Goodman in Carrell et al.1988:12)”

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.

2.2. Empirical Review

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

The first study was conducted by Fajar (2019) entitled “Correlation between Students Vocabulary Mastery and Reading comprehension”. This study attempts to find out the correlation between the students’ vocabulary mastery and reading comprehension and to find out how high the correlation between vocabulary mastery and reading comprehension is. The subjects of this research are the student at a junior high school in Bandung. The results of this study are expected enrich the

literature on research regarding to the relation of student's vocabulary mastery and their reading comprehension.

Furthermore, the researcher found the result of the study is there is significant correlation between vocabulary mastery, and they are reading comprehension. The researcher has conducted the research using achievement test such as multiple choices. The researcher has taken the test from 2016-2017 UAN test item which is a standardized test for Indonesia student by using multiple choices. However, the researchers tested student only in general meaning that the researcher was not focusing on a specific world class. Vocabulary test in general

The second research was done by Bahri (2020). The title of 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 student. 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. 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 the types of vocabulary. According to research just

mentions the type of vocabulary mastery. This research used a multiple-choice test to test the no clear explanation about the multiple-choice test

Both researchers had given a clear description of the observation process. The research gave clear elaboration about what had been happened between vocabulary mastery and reading comprehension of the student.

2.3. Hypothesis

The hypothesis was a produced outcome that was being expected in the study. Normally, the hypothesis focused on two variables that are being discussed. All of this depended on the theory used and several other aspects of examining how things work. The researcher revealed that there was a theory called the directional correlation which could answer the problem formulation. Hypothesis was 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 were stated as follows:

- a. Alternative Hypothesis (H_a): there was a significant correlation between vocabulary mastery and speaking skill.
- b. Null Hypothesis (H_0): there was no significant correlation between vocabulary mastery and speaking