

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the skills that must be mastered by people especially students. Moreover, reading can help students to find and understand the information contained in the text when carrying out the learning process. In addition, when students read a text, students will find a meaning contained in a reading text. Students' reading ability can improve their general skills, especially in English and also can increase their vocabulary. Therefore, in order to understand the meaning contained in a text, students must be able to master reading skills well.

Reading is a cognitive activity carried out to find information from a written text (Dalman, 2014). Reading is an activity that is often done by students to increase their knowledge about various things. Besides, through reading students can easily find information in a text so that students become faster to understand a text. In addition, Nurhadi (2016) states that reading is an activity carried out by students to process a reading critically and creatively to gain an understanding that includes the entire reading. Reading activities are very useful for students in the learning process. Because by reading students become more critical in receiving information. Besides, comprehending a written text is very necessary to be mastered by readers so that the information can be understood properly.

Reading comprehension is a process to understand meaning in written text. By mastering reading comprehension, students become easier to understand a text. According to Klinger et al. (2007) reading comprehension is a process to understand and build a meaning in a reading which is done by collecting several processes and

also in the form of interaction between the reader and the reader's prior knowledge. Besides, reading comprehension is an activity carried out to process words, understand information from a text, and interpret it appropriately (Grabe & Stoller, 2002). Furthermore, reading comprehension will be useful for students when students answer questions related to a text. If students already have a good comprehension of a reading, it will be easier for students to answer these questions. In addition, students need to know and understand the meaning of every word to comprehend a text. Vocabulary is one of the components that must be mastered because by mastering the vocabulary, it will be easier to comprehend the meaning of a text.

Vocabulary is important for someone when they are learning English. According to Lehr (2004) vocabulary is a knowledge of words and a meaning of words both in oral or written form. In addition, vocabulary is the words that are known and used by someone to communicate about a particular subject and a list of words with their meaning (Hornby, 2006). It means vocabulary is a word that is often used by someone, especially students, to communicate or learn new things. Such as students use vocabulary as a basic knowledge when they will learn a language. Mastering vocabulary is something that is needed by students. By mastering vocabulary it can help students to learn and understand the language in several skills such as reading, writing, listening, and speaking. In addition, by mastering vocabulary, it can help someone to comprehend a text and a discourse well.

Someone's reading comprehension will be very good if they mastered the vocabulary very well. Vocabulary is one of the most important components which

should be mastered when learning English because it can give an effect to someone's reading comprehension ability. This is also supported by Roehrig and Guo (2011) which states that vocabulary is one of the main factors that can affect a person's reading comprehension of a text. In addition, Hirsch (2003) states if the students know 90 percent of the words in a text, then the students will easily find and comprehend the information contained in the text. Moreover, mastery in vocabulary can help someone to understand a language. Besides that, reading comprehension also helps someone to increase their vocabulary because through comprehending a text it can increase the vocabulary indirectly.

Vocabulary mastery and reading comprehension have a very close correlation. By mastering vocabulary, someone's reading comprehension will also increase. This is supported by Raya (2019) in her article entitled "A Correlation between Vocabulary Mastery and Students' Reading Comprehension" which used 34 students as the sample. The finding of this study shows that there is a significant correlation between vocabulary mastery and reading comprehension. In addition, the relevant study was conducted by Rizola (2019) in her article entitled "The Correlation between Vocabulary Mastery and Reading Comprehension of The Second Year Students of SMP Negeri 3 Tambang". The researcher used 58 students as the sample and used cluster random sampling to get the sample. The finding of this study shows that there is a significant correlation between vocabulary mastery and reading comprehension students.

Based on the explanation above, the researcher would like to conduct a research to figure out the correlation between vocabulary mastery and reading comprehension of eighth grade students of SMPN 1 Payangan. Thus, the researcher

is interested in proposing a research entitled “The Correlation between Vocabulary Mastery and Reading Comprehension of the Eighth Grade Students of SMPN 1 Payangan in Academic Year 2022/2023”.

1.2 Research Problem

According to the background of the study, the research problem can be formulated in the form of a question as follows: Is there any significant correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMPN 1 Payangan in academic year 2022/2023?

1.3 Objective of the Study

The main objective of the study is to find out the solution of the research problem. Based on the research problem, the primary objective of the study is to figure out the correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMPN 1 Payangan in academic year 2022/2023.

1.4 Limitation of the Study

To avoid the study being too broad the researcher focused on correlation between vocabulary mastery and reading comprehension students. The researcher chose this topic to figure out further information about the correlation between vocabulary mastery and reading comprehension students. Vocabulary mastery in this study is limited on the use of adjectives, verbs, adverbs, and nouns. Reading comprehension in this study is focused in four aspects of reading such as find out

general information, specific information, textual meaning, and textual reference of reading texts in a descriptive paragraph.

1.5 Significance of the Study

This study aims to figure out the correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMPN 1 Payangan in academic year 2022/2023. Therefore, the results of this study are expected to provide benefits related to correlation between vocabulary mastery and reading comprehension students. In addition, the findings of this study should provide both theoretical and practical significance.

Theoretically, this finding is expected to be useful as a reference for research conducted by other researchers related to the correlation between vocabulary mastery and reading comprehension students. In addition, this research is expected to provide information regarding the correlation between vocabulary mastery and reading comprehension students.

Practically, this finding is expected to be useful for English teachers, students, and other researchers. This finding is beneficial for English teachers to know about the correlation between vocabulary mastery and reading comprehension in order to use an effective way in the teaching learning process. Besides, this finding is expected to be useful for students in increasing their motivation to learn English, especially in reading. In addition, this finding is expected to be useful for other researchers as a reference in their research.

1.6 Definition of Key Term

The present study aims to figure out about the correlation between vocabulary mastery and reading comprehension students. The researcher needs to operationally define the key terms used in this study to avoid misunderstandings. There are two key terms provided in this study to make sure the readers have clear insights into this study. The key terms are vocabulary mastery and reading comprehension.

1.6.1 Vocabulary Mastery

In this study, vocabulary mastery is defined as the knowledge of eighth grade students of SMPN 1 Payangan in academic year 2022/2023 to understand about how the adjectives, verbs, adverbs, and nouns are used in the descriptive paragraph.

1.6.2 Reading Comprehension

In this study, reading comprehension is defined as the ability of the eighth grade students of SMPN 1 Payangan in the academic year 2022/2023 to find out general information, specific information, textual meaning, and textual reference of reading texts in a descriptive paragraph.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The present study was conducted based on the following theoretical frameworks which were taken from the experts. There are some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. Furthermore, the researcher explained several theoretical reviews related to the research, such as vocabulary mastery and reading comprehension.

2.1.1 Vocabulary Mastery

Vocabulary is a collection or combination of various words and their meanings that are commonly used to communicate (Barnhart, 2008). It means that vocabulary is the words used by someone to communicate with other people in society. In addition, Hornby (2006) states that vocabulary is all the words that person knows and list of the words with their meaning which used to learn a new knowledge. It means that vocabulary is words that someone uses as a basis of knowledge when they are going to learn new knowledge or new language.

Vocabulary is important because vocabulary is knowledge that includes all the words that someone must know to be able to access and expand the knowledge, express opinions, and communicate with others (Sedita, 2005). Through vocabulary, a person can gain a new knowledge or new words from a new language which can be useful for communicating in a society that uses different languages, giving opinions when discussing, and vice versa. In addition, vocabulary has a very important role for students because through vocabulary students can easily learn a

new language, and it can help students to improve their skills.

According to Hiebert and Kamil (2005) vocabulary is a knowledge of words and their meaning. They also state the kind of vocabulary such as oral vocabulary and print vocabulary. Oral vocabulary is the words that are used in listening and speaking. Meanwhile print vocabulary is the words that are used in reading and writing. In addition, Hiebert and Kamil (2005) also stated that the knowledge of words in vocabulary is divided into two forms such as receptive and productive. Receptive vocabulary is the words that are recognize when we hear or see them. Receptive vocabulary is also the words that usually are used in listening or reading. Productive vocabulary is the words that are recognize when we speak to another person or when we write a text or vice versa. Productive vocabulary is also the words that usually are used in speaking or writing.

Vocabulary is the kind of words that students must know to read increasingly demanding text with comprehension (Lehr, 2004). It means that students must know many words because by mastering vocabulary, students will find it easier to improve their skills and understand a text. On the other hand, vocabulary mastery is an aspect that is closely related with reading skill.

2.1.2 Reading Comprehension

Reading is a process of readers in combining information from a text and their own background knowledge to build meaning (Nunan, 2003). It means that when readers carry out the reading process, the readers will combine their background knowledge with the information that they get in the text to find the meaning which is contained in the text. Furthermore, the readers should read the

text until they understand the text. This is also supported by Nunan (2003) which stated that the purpose or goal of reading is to understand or comprehend the text well.

Reading is an activity that is very useful for students to improve their knowledge and to achieve learning outcomes when participating in the learning process at school. If students are mastered in reading skills it will help students to understand the text and get a good meaning. In addition, Pang et al (2003) states that reading is a complex activity and involves the perceptions and thoughts of the reader. It means that the readers use their thoughts and perceptions when reading a text so that readers can better understand the contents of the text. Moreover, reading is an activity that is carried out to understand written text. In understanding and comprehending written text, readers use vocabulary knowledge to assemble and understand the words contained in the context or text (Pang et al, 2003).

Comprehension is a process that refers to understanding of a text which is read by the readers. In addition, comprehension is an active process which should be developed if readers want to become experts in understanding a text. Moreover, comprehension is a very useful skill for students because mastering in comprehension can help students to understand more about learning materials that require high understanding in the learning process. According to Pang et al (2003) comprehension is a process to understand a meaning from the text by the reader. It means that through comprehending a text the reader gets a reasonable meaning from each word, sentence or text so that the reader understands the meaning of the text correctly.

Reading comprehension is an activity carried out to find or understand a meaning (Nunan, 2003). Written text usually has a meaning which is difficult for readers to understand so it becomes difficult for readers to understand the content and information contained in the text. Through reading comprehension ability, readers will be helped to understand and gain the information contained in the text that is read. On other hand Brown (2000) states that reading comprehension is an appropriate and efficient ability to develop someone's understanding. It means that the readers should develop their comprehension ability because it will be greatly helped to get information or meaning contained in a text more easily.

According to Snow (2002), reading comprehension is a process of extracting and constructing the meaning contained in the text through the interaction of the text which is carried out simultaneously. In addition, reading comprehension is a process to understand and construct meaning in a text based on the interaction process between information contained in the text and their prior knowledge (Klinger et al., 2007). Prior knowledge is knowledge gained based on someone's life experience related to new knowledge that will be obtained on the content of a text. Besides, prior knowledge is very useful for improving someone's reading comprehension. Because if someone has mastered their prior knowledge then they can more easily understand and get information from a text.

Reading comprehension is an ability or skill that is important for students because reading comprehension likes the essence of the reading. In addition, through reading, the students can improve their vocabulary knowledge because they will get new vocabulary from a text which will be useful to improving the other skills. Reading comprehension is a skill or ability related to understanding the

meaning of vocabulary or words in a text. Good reading comprehension skills can be obtained through the process of interaction between the information contained in the text and their prior knowledge. From the previous arguments regarding reading comprehension, the researcher has similar arguments to Klinger et al. (2007).

2.2 Empirical Review

The empirical review is needed to prove the empirical evidence used by the researcher in this research. The empirical review should relate to the current research. The first study was conducted by Setiari (2022) entitled “The Correlation Between Vocabulary Mastery and Reading Comprehension of The Eighth-Grade Students of SMP Negeri 3 Ubud in Academic Year 2021/2022”. The objective of this study is to find out the significance correlation between vocabulary mastery and reading comprehension. Researchers used 30 of 279 samples and the sample was chosen using random sampling with a lottery system. In collecting the data, the researcher used two instruments, such as a vocabulary test using a matching cloze procedure test and a reading comprehension test using a short answer test. The finding showed that there is a significant correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMP Negeri 3 Ubud in academic year 2021/2022.

The second study was conducted by Erniwati (2019) entitled “The Correlation between the Student’s Vocabulary Mastery and Their Reading Comprehension Ability in Learning English at the first grade of SMA Muhammadiyah 9 Makassar”. There are three objectives of study such as to find

out the students' vocabulary mastery, to find out the Students reading comprehension, to find out the correlation between the student's vocabulary mastery and their reading comprehension ability. The researcher chose the sample using total sampling. Total sampling is a sampling technique that involves a problem (based on specific goals). In this research, researchers used two instruments to collect the data, such as a vocabulary test consisting of 20 questions in the form of multiple choice and a reading comprehension test consisting of 20 questions in the form of multiple choice. The result of the study showed that there was a positive correlation between students' vocabulary mastery and the students' reading comprehension at the first grade of SMA Muhammadiyah 9 Makassar.

Both studies used good instruments to obtain data. However, previous research from Erniwati (2019) used the same instrument to obtain data, such as multiple choice tests. Whereas the instruments that will be used to collect the data can be varied so that students do not feel monotonous when doing the test. Thus, in this present study the researcher uses different instruments such as the previous research from Setiari (2022). In addition, previous studies used a different sampling technique. Previous research from Setiari (2022) used a random sampling technique with a lottery system, while previous research from Erniwati (2019) used a total sampling technique. Thus, in the present study the researcher uses clustered sampling to chosen the sample.

2.3 Hypothesis

Hypothesis is a prediction about the results that will be found from a research project. It is usually focused on the relationship between two different

variables studied or investigated in a study. In addition, hypothesis is usually based on theoretical expectations about how things work and scientific evidence from existing research. To solve and answer the problem in this research, the researcher assumes that there is a relationship between vocabulary mastery and reading comprehension. Based on the frame of thinking above the researcher proposed the hypothesis as follows:

Alternative Hypothesis (H_a): There is a positive correlation between vocabulary mastery and reading comprehension at eighth grade students of SMPN 1 Payangan in academic year 2022/2023.

