

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

In English language learning, four language skills should be focused on listening, speaking, reading, and writing. Those skills are into two; receptive skills and productive skills. Receptive skills are listening and reading. Because the students receive the information and understand it productive skills are writing and speaking because the students need to produce their ability in written and orally.

One of the skills that take more attention was reading skill. Reading is one of the four skills that must be mastered in learning the English Language. This skill is given more attention because reading is a process by which readers can improve reading comprehension. Reading comprehension is the goal of the reading activity. According to Broadman (2007:8), reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. Based on that statement, the information from the text will be worth it if students pay attention to it. Because students develop a new knowledge as the result of comprehending the reading text

Students construct new knowledge as a result of comprehending the reading text. Consequently, it is made the ability to comprehend the reading is crucial to students

The frequent problem that students often face when reading is the lack of English vocabulary which makes them miss the idea from the reading. It can be said that having poor ability in English vocabulary makes students find difficulty in comprehending the text because vocabulary is the main aspect of reading, since without well-developed vocabulary; the process of comprehending reading will completely break down.

The students cannot reconstruct the meaning without having a good vocabulary. Vocabulary becomes a very important language aspect to master. To achieve success in English reading, students need to master the English vocabulary. The learners of English as foreign languages will be able to speak and read accurately and understand what they read if they have enough vocabulary and the capability of using it. By mastering vocabulary, the students will know the meaning of words in the text. It can also help to avoid making mistakes in understanding a written text. Most students when they find the difficult words in a written text, they just continue reading in hope that the word that has been read is not really important or its meaning will become clear, but sometimes the word that has passed is usually the key to the reading and understanding. Therefore, students cannot grasp the idea from the text.

Vocabulary represents one of the most important skills necessary in learning a foreign language . It is the basis for the development of all the other skills like reading comprehension. Wainwright (2006:33) states that vocabulary is an important factor in comprehending a reading text. Without vocabulary, it is difficult for students to obtain any kind of information that is stated in the text. Hence, the students need to master singulars to understand the reading text. From

the explanations mentioned above, we know how important vocabulary is in reading activities and in improving reading comprehension. It shows that they have a close relationship. Reading and comprehension could not be separated because they are interconnected. According to Boardman (2007:46), there is a correlation between vocabulary mastery and reading comprehension. In education, the students are required to master reading comprehension to make it easier to get the information those students need. To make successful comprehension in reading text is necessary for students to have skills in reading.

In junior high school, one of the texts that students must master is descriptive text. Descriptive text is an explanation of the Simple past tense. Reading descriptive text is a paragraph that retells someone's past experiences etc. With reading comprehension and having a lot of vocabulary, students can learn descriptive text, both of which will make students understand more about descriptive texts because they have mastered reading comprehension. Therefore, students must master vocabulary, and understand reading comprehension so that it is easier to understand the text

Several studies have been conducted related to the correlation between vocabulary mastery and reading comprehension which revealed that vocabulary mastery and reading comprehension is closely correlated (Bahri, 2018; Astini, 2020). Both studies conducted intensive investigation on the correlation between vocabulary mastery and reading comprehension, it is however, Bahri (2018) employed unclear explanation on the research instrument, meanwhile Astini, (2020) used the scoring rubric without any detail specification in content criteria which made the students confused on how to write a good paragraph.

In accordance with the explanation above, the previous theories about vocabulary mastery and reading comprehension have convinced the researcher that vocabulary mastery can help students improve their reading comprehension and can have an impact on the learning process. Moreover, based on the background above, the researcher is curious about the significant correlation between vocabulary mastery and reading comprehension especially in reading descriptive text. Therefore, the researcher is interested in conducting the research entitled “The Correlation between Vocabulary Mastery and Reading Comprehension of The Eighth Students of SMP TP. 45 Denpasar in Academic Year 2021/2022”.

## **1.2. Research Problem**

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing an 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 TP. 45 Denpasar in the academic year 2021/2022. Moreover, 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 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 SMP TP. 45 Denpasar in the academic year 2021/2022?

### **1.3. Objective of the Study**

Every research has its own 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 to the research problem that has been previously formulated and determined. Thus, in line with the background and the research problem above, the primary objective of the present study is to figure out the significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP TP. 45 Denpasar in the academic year 2021/2022.

### **1.4. Limitation of the 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 the present study, the researcher focused on investigating the significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP TP. 45 Denpasar in the academic year 2021/ 2022. Besides, vocabulary mastery in this study was limited to the ability of the students in understanding textual meaning in descriptive and they also must master the nouns, verbs, adverbs, and adjectives of descriptive text given by the teacher. Furthermore, reading

comprehension aspects. The researcher focuses on the correlation between vocabulary mastery that is used in descriptive text and reading comprehension in descriptive text.

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

One of the practical reflections which are taken into account in undertaking the present study was 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 was only focused on figuring out whether there was a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP TP. 45 Denpasar in the academic year 2021/2022. The result of the present study was highly expected and recommended to provide significant research findings related to students' vocabulary mastery and reading comprehension. In conclusion, the findings of the present study were expected to give both theoretical and practical significance to the correlation between vocabulary mastery and reading comprehension that will be conducted in the future.

Theoretically, the results of the study were expected to distribute and support the theoretical and empirical outcome of the existing correlation theory, especially regarding vocabulary mastery and reading comprehension. Furthermore, the results of the present study are also intended to strengthen the theory that has 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 in comprehending text reading, particularly in descriptive text. In addition, the

findings of the present study can disclose further areas of research so that they could be used by other researchers as bases for undertaking a similar study.

Practically, the results of the present study were expected to be beneficial for English teachers, students, and other researchers. The English teachers, it was expected to give information that can be used as a consideration to get better results for the students being taught in SMP TP. 45 Denpasar. It also gives the teachers results on how to teach reading comprehension. For the students, it was expected that it can help them overcome the issue by considering better learning strategies in the future so that they can solve their problems in reading comprehension especially when they don't know the vocabulary in reading text. In addition, the results of the present study were also beneficial for other researchers. Moreover, this study can be used as a reference for future researchers who want to carry out research that is related to the correlation between vocabulary mastery and reading comprehension in descriptive text.

#### **1.6. Definition of Key Term**

Key terms are important to be defined to give a clear understanding of the topic. 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. The key terms used in the present study were clearly and concisely clarified as follows:

##### **1. Vocabulary Mastery**

Vocabulary Mastery is operationally defined as the ability of the eighth-grade students of SMP TP. 45 Denpasar in the academic year 2021/2022 in mastering the English vocabulary especially nouns, verbs, adverb and



adjective from written text.

## 2. Reading comprehension

Reading comprehension is operationally defined as the ability of the eighth-grade students of SMP TP. 45 Denpasar in identifying general information, specific, textual meaning and textual reference Reading comprehension is operationally defined as the ability of the eighth-grade students of SMP TP. 45 Denpasar in comprehending the reading texts especially in identifying general information, specific, textual meaning and textual reference.





## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is a review of theories related to the research conducted. It discusses the correlation between vocabulary mastery and reading comprehension. This research was conducted based on a theoretical framework based on experts.

##### **2.1.1 Vocabulary Mastery**

Vocabulary is one of the important parts of learning English, particularly in reading comprehension. In this case, in learning a foreign language, the mastery of vocabulary is the first step of the learning process. Learning vocabulary is important because to be able to speak, write and listen well, we must know the vocabulary first. 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 themselves and can use it in making sentences.

According to Kamil and Hiebert (2005:3), vocabulary is the knowledge of the knowledge of the meanings of words. The definitions become complicated when the fact those words come in at least two forms: oral and print. Oral vocabulary is the set of words for which we know the meanings when students speak or read orally. Print vocabulary consists of those words for which the

meaning is known when we write or read silently. Knowledge of words also comes in two forms. There is productive vocabulary that is used when writing or speaking, and receptive that is able to be understood.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. According to Duffy (2009:14) vocabulary is fundamentally important for understanding the message. Students 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 spoken vocabulary, in order to understand text messages; First, the students have to build their vocabulary. Secondly, they have to know what kind of text they are reading and how the structure of the text. Third, they have to be able to understand the text and find new vocabulary in the texts they make or what they find.

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

In this study, the researcher focuses on the theory of Kamil and Hiebert

(2005:3), who said that vocabulary is the knowledge of the meaning of words. This theory says that mastering vocabulary will help to understand the reading, and qualities of the reading comprehension depend on the quality and quantity of vocabulary that the students have.

According to Hackman (2008:3), 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 ones which matter most. Moreover, everyday life provides most of the vocabulary needs. Words are all around, but taking them in takes time to become acquainted with their numerous uses and the contexts in which they are appropriate. A mix of rich language experiences helps to expose words and appreciate their meanings, but not all students get this in their lives. Vocabulary refers to the words that must be understood to communicate effectively.

According to John Read (2000:16), vocabulary is knowledge that 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-type definition, or an equivalent word in their own language. In learning vocabulary automatically, we have to know the meaning of words themselves and can use it in sentences

Pollard (2008:13) assumes that vocabulary is a basic building block of language learning. It will help the learners in learning the English language well. They need to know words, their meanings, spellings and pronunciations. When teaching vocabulary, teachers are required to make sure that they have explained the meaning as well as spelling and pronunciation. 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

### **2.1.2 Reading Comprehension**

There are many definitions of reading comprehension. Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah:2010:1). Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning.

In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes Khoiriyah (2010:1). Comprehension is the process of generating meaning from varied sources-directly observing phenomena, reading, looking at a sign, cartoon, painting, listening to a lecture or discussion, or viewing a film Robert (2010:63).

Comprehension is the process of building a connection between what the reader knows and what he or she does know, between the new and the old. Comprehension is an involving process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed. Comprehension is constructing meaning 16 from the printed material Wilma H (2000:183). It is an interactive process that requires using prior

knowledge in combination with printed material. The developmental nature of comprehension is enhanced when the child interacts with others about aspects of the material after it has been read.

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The RRSg define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Chaterin:2002:1). Reading comprehension refers to reading with comprehension. Reading comprehension is a complex process that comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterward. Reading is one of the important language skills that must be mastered by the students. The significance of reading is going to bring a big change in human life, especially for the learner or student. Harmer (2007:99) argues that reading is useful for language acquisition. The students more or less understand what they read, the more they read, the better they will get it. This statement explains when people learn a new language by doing practice and reading more, it will be a good combination to improve their language ability. These two factors will be related to each other. Reading also can increase the student's ability of reading comprehension and also can help them to find information from the textbook that they have read.

In addition, Nunan (2003:68) states that reading is defined as the ability to read at an appropriate rate with adequate comprehension, the process of readers combining information from a text and students' background knowledge to build meaning. The text, the reader, fluency, and strategies are combined together to define the act of reading. It means that when the readers read a text, they should connect the text. In order to comprehend the text, grammar and vocabulary are two language components that need to be mastered. Moreover, without reading comprehension, students do not understand the information that is stated in the reading text.

According to Wilma (2000:183), comprehension is constructing meaning from the printed material. Comprehension is an involving process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed. Camille (2008:33) adds that comprehension is a process demanding strategic approaches and the readers actively construct meanings as they read, they also direct their own comprehension by using basic strategies and by monitoring their own understanding. It means, that in reading to achieve comprehension, an appropriate strategy is very important to motivate students in doing the reading activity. The strategy applied in the reading activity has a very important role since it is a way for readers to get an easier understanding of the text which can be directed by a series of reading steps which is involved in a strategy. A good strategy would lead readers to achieve a goal of reading comprehension and it will get readers easier in connect their ideas by monitoring their accuracy based on the procedures on steps of the strategy.



Mikulecky and Jeffries (2007:74) state that reading comprehension means making sense of what readers read and connecting the ideas in the text to what they already know. In addition, Duffy (2009:14) simply defines reading comprehension as the essence of reading because if we do not understand the message, we are not reading. McNamara (2007:109) states that reading comprehension arises from a series of cognitive processes and activities, including word decoding, lexical access, syntax processing, inference generation, reading strategies and post-reading activities. All of these processes should be taken into consideration in developing students' reading comprehension

Based on the understanding of reading comprehension according to the experts above, the researcher agrees with Harmer (2007:99) argues that reading is useful for language acquisition. The students more or less understand what they read, the more they read, the better they will get it. This statement explains when people learn a new language by doing practice and reading more, it will be a good combination to improve their language ability. These two factors will be related to each other. Reading also can increase the student's ability of reading comprehension and also can help them to find information from the textbook that they have read.

As a result, vocabulary, and reading have correlation one to the other. For understanding reading comprehension students must know the vocabulary first because it is a basic of language. It is impossible for the students to read a foreign language without having enough knowledge of vocabulary. Besides that, grammar has an important role in learning English, so it also has a big influence to reading comprehension. Students who want to get a text message, have to know



about how the text is form or they will not able to have complete understanding about the text was mean. So, when their score of grammar and vocabulary is high, their score in reading comprehension is also high

## **2.2 Empirical Review**

An empirical review is the review of previous research that is relevant to the present research. The purpose of an empirical review is to elaborate a deep understanding of the theories previously. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first research was done by Bahri (2018). The title of the research was “The Correlation Between Students’ Vocabulary Mastery and Their Reading Comprehension at The Eighth Grade Students of Mts Daarul Ihsan”. 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 a matching cloze procedure test to test the eighth-grade students. Based on the data of the researcher, vocabulary and reading was significant because of 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. Moreover, the strength of this research, there was a clear theoretical explanation of reading comprehension. Moreover, there was no clear explanation about the types of vocabulary. According to research findings, this research just mentions the type

of vocabulary mastery. This research used a matching cloze procedure test to test the vocabulary mastery test and reading comprehension test. In addition, there was no clear explanation about the matching cloze procedure test in the research instrument.

The second research was conducted by Astini (2020) in her 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 was to show the relationship between students' vocabulary mastery with reading comprehension and this research will be carried out very thoroughly and in detail and show good research results, namely, 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. This research used a matching cloze procedure test to test the vocabulary mastery test and reading comprehension test. Based on the data of the researcher, vocabulary and reading were significant because of Sig. 1-tailed (0.000) was smaller than 0.05. The result of this research has been answered that there is a correlation between students' vocabulary mastery and their reading comprehension. In addition to the ability of students' vocabulary mastery, the strategy, and background knowledge of the text help students comprehend the text. Furthermore, there was not only a strength but there was also a weakness. In the previous research, the researcher provided the scoring rubric without any detailed specification in content criteria. Thus, it made the students confused about how to write a good paragraph that fitted the assignment.

The researcher above gained the same results in which the findings showed that there was a significant correlation between vocabulary mastery and reading comprehension. Based on both previous research, in the present study, the researcher explained the types of vocabulary mastery in more detail. Furthermore, in the present study, the researcher provided the scoring rubric with detailed specifications by adapting the scoring rubric from Brown (2004).

### 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. 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:

- **Alternative Hypothesis (H<sub>a</sub>)** :  
There is a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP TP. 45 Denpasar in academic year 2021/2022.
- **Null Hypothesis (H<sub>o</sub>)** :  
There is no significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP TP. 45 Denpasar in academic year 2021/2022.