

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, English as an international language becomes very important. It means that English is used as a communication language by people in several countries. In English there are four basic skills to be mastered by the students. When we talk about English skills, the 'four skills' of listening, speaking, reading, and writing readily come to mind. Of course other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication. The amount of attention you give to each skill area will depend both the level of your learners as well as their situational needs. Generally beginners, especially those who are not literate, benefit most from listening and speaking instruction with relatively little work on reading and writing. As fluency increases, the amount of reading and writing in your lessons may also increase. With advanced learners, up to half of your lesson time can be spent on written skills, although your learners may wish to keep their focus weighted toward oral communication if that is a greater need. However, one of the skills that take more attention is reading and vocabulary skill.

Reading comprehension is also the process of recognizing text and remembering any information and being able to understand a reading easily can make it easier for students to learn reading comprehension in the text. Patel and Jain (2008: 133) state that reading is the most useful and important skill for humans. Reading is a source of joy. Good reading is what keeps students organized in reading and gives students fun and advantage. Reading is an important activity in

many language classes. By reading, readers can get a lot of important information and add insight. Students achieve this goal if they understand the text.

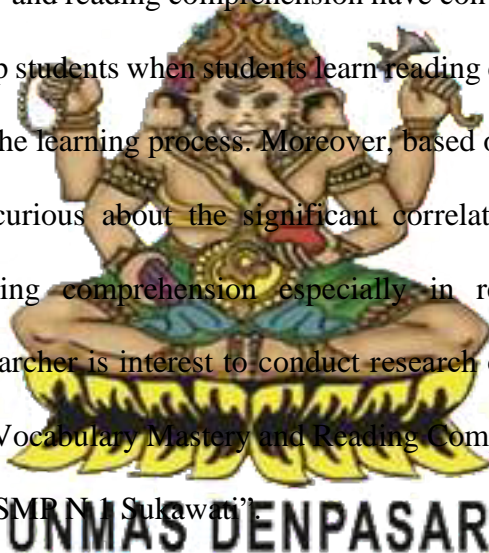
Vocabulary is an essential building block of language and it makes sense to be able to measure learners' knowledge and use of it (Schmitt, Schmitt, & Clapham, 2001). However, much less time is dedicated to the teaching and thereby testing of vocabulary than to that of the other language skills. Despite the inadequate attention paid to it in the field, assessing vocabulary should have the same priority as other skills in that the important cornerstones of testing (validity, reliability, practicality, wash back, authenticity, transparency and security) need to be considered in designing and evaluating tests of lexical knowledge and use. In addition, the definition of vocabulary mentioned by Richards (2002, p.4) that vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention to.

By reading, students can get new vocabulary or they can practice to apply the vocabulary which they got. It means that vocabulary knowledge is a major component in the language learning/acquisition process and can no longer be disregarded in language acquisition research. Foreign language learners in general including EFL learners in general are conscious that restrictions in their lexical knowledge are a major cause of communication problem.

There was study which conducted to investigate the correlation between vocabulary mastery and reading comprehension. A research from Armykirana (2017) in her thesis about "The Correlation between Students' Vocabulary Mastery and Their Reading Comprehension of the Third Grade of SMA Negeri 7 Kediri in Academic Year 2016/2017". The results of her research showed that vocabulary

mastery and reading comprehension were correlated. Moreover, the researcher used vocabulary test and reading comprehension test as an instrument. In addition, the results of her research also provided an answer key to make the researcher easily in scoring students' work. Based on these research findings, this research has scientifically proven that student's vocabulary mastery and their reading comprehension of the third grade of SMA Negeri 7 Kediri In Academic Year 2016/2017 had a significant correlation.

In accordance with the explanations above, the previous theories about vocabulary mastery and reading comprehension have convinced the researcher that vocabulary can help students when students learn reading comprehension and it can give 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 interest to conduct research entitled “The Correlation Between Students Vocabulary Mastery and Reading Comprehension of The Eighth Grade Students of SMP N 1 Sukawati”.



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 N 1 Sukawati. Moreover, the researcher is interest in finding out the significant

correlation of 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 question as follow: Is there any significant correlation between the vocabulary mastery and reading comprehension at the eighth-grade students' at SMP N 1 Sukawati?

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 are related to the scientific investigation are always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Concerning the problem above, the objectives of this research is to find out whether there is correlation between vocabulary mastery and reading comprehension at the eighth-grade of SMP N 1 Sukawati.



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 this research, the researcher intends focus on The Correlation between vocabulary mastery and reading

comprehension at the eighth-grade students of SMP N 1 Sukawati. The basic competency that researchers want to use for them is Descriptive Text about place, person and animal. Besides, vocabulary in this study is limited to the ability of the students in mastered the nouns, verbs, adverb and adjective. Those are learnt in the eighth-grade students. Furthermore, reading comprehension aspects that are focus in the present study are identifying general information, specific information, textual meaning, and answering short answer text with correct grammar. Those aspects that the researcher wanted to score in the present study.

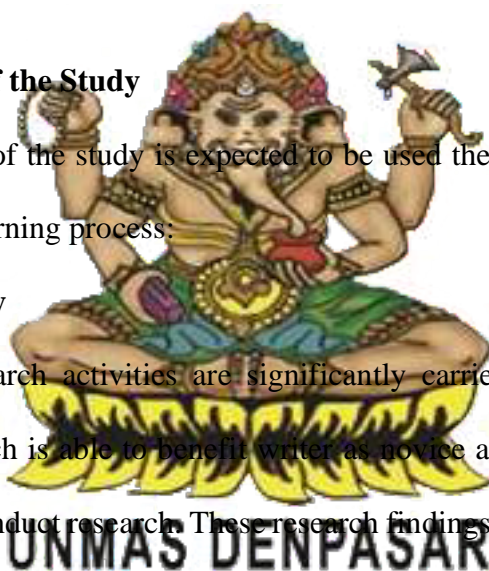
1.5 Significance of the Study

The result of the study is expected to be used theoretically and practically in teaching and learning process:

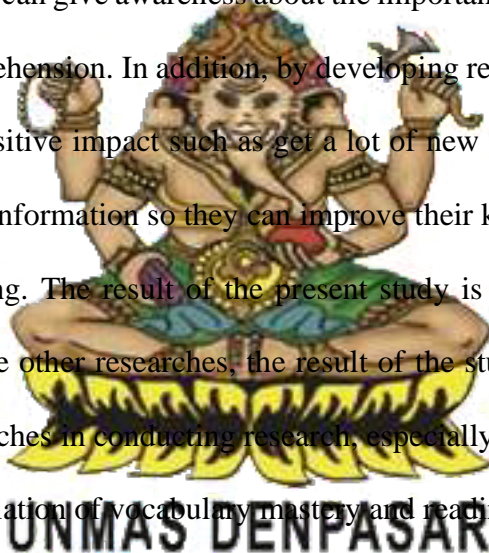
1.5.1 Theoretically

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 N 1 Sukawati for their future learning process. 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 theoretical information to development of theories on language teaching.

1.5.2 Practically



The result of the present study is expected to be beneficial for English teachers, students, and other researchers. For the English teacher, this study can be used as reflection by a teacher to the future teaching process to get better results of learning. The findings of the study can be used as a suggestion to make the best solution in the correlation between vocabulary mastery and reading comprehension. Moreover, this study can be attracting the students in learning during the teaching-learning process especially in students' reading comprehension. For the students, the finding of the study can be a reflection and motivation for the students in learning reading. It can give awareness about the importance of vocabulary mastery and reading comprehension. In addition, by developing reading comprehension the students have a positive impact such as get a lot of new vocabulary, modification of new sentences, information so they can improve their knowledge by vocabulary mastery and reading. The result of the present study is also beneficial for other researchers. For the other researches, the result of the study is used as references for the other researches in conducting research, especially in this research which is related to the correlation of vocabulary mastery and reading comprehension.



1.6 Definition of the Key Terms

In order to avoid misinterpretation and misunderstanding in reading this paper, the definitions of the term used in this research, given as follows:

1.6.1 Vocabulary Mastery

In this study, vocabulary mastery refers to the number of words in a language that is mastered by the eighth-grade students of SMP N 1 Sukawati, and it involves four types: verb, noun, adjective, and adverb.

1.6.2 Reading Comprehension

In this study is operationally defined as the ability of the eighth-grade students of SMP N 1 Sukawati in academic year 2021/2022 in identifying general information, specific information, textual meaning, and textual reference of descriptive text.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories relate to the study. This is used to support and built the present study to be firmer and more based on the fact. Therefore, theoretical review was used to support and build this study. The present study was based on the discussion of the following theoretical framework: vocabulary mastery and reading comprehension. For the purpose of the present study, some theoretical new points as well as empirical evidences were review. Some of the viewpoints were as follow:

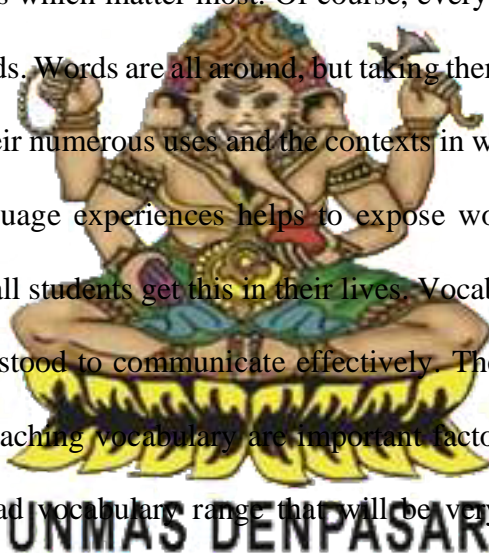
2.1.1 Vocabulary Mastery

Vocabulary is the important element in learning English; it is the first step for the students if they want to achieve their goal in learning English skill. Vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken. In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. However, English is still regarded as a difficult subject and a difficult language to be mastered by the students.

When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills like grammar, vocabulary and pronunciation are important. One of those aspects that should be mastered is vocabulary. 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.

There are many definitions of vocabulary achievement that are proposed by some experts as follows. Hackman (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 ones which matter most. Of course, 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. The choice in selection and methods used in teaching vocabulary are important factors. In addition, speaking practice has a broad vocabulary range that will be very helpful for developing sentences.



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. The primary thing in learning a language is the acquisition of vocabulary. 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.

Moreover, Thornbury (2002: 14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learners in learning a language depends on not only the size of vocabulary he or she has learned but also vocabulary building. In addition, realizing that the knowledge of vocabulary is very important, learners have to pay attention to vocabulary teaching. The teacher must have a good, effective and efficient method in order that the teaching vocabulary is successful. Therefore, if someone can master vocabulary well, she or he will be able to promote fluency, boost comprehension, improve achievement, and enhance thinking and communication in their daily lives.

In conclusion, realizing that vocabulary knowledge is very important for students to understand vocabulary, the addition of one's vocabulary is generally considered an important part, both from the learning process of a language or the development of one's abilities in a language that has been mastered. School students are often taught new words as part of a particular subject and many adults consider vocabulary formation as an interesting and educational activity. The teacher must have a good, effective and efficient method for teaching successful vocabulary teaching and a teacher must be a guide, therefore if a person can master vocabulary well, he will be able to increase fluency, increase understanding, increase achievement, and improve thinking and communication. In this study, the researcher only investigates four types of vocabulary: noun, adjective, verb, and adverb because it has been taught in class by the teacher. In the education field,

good vocabulary knowledge will help students understand the language. Knowing the meaning of the words can make the students understand the reading texts.

2.1.2 Reading Comprehension

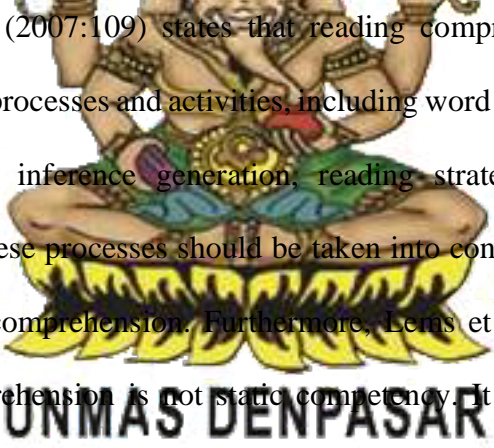
Based on Oxford Advanced Learner's Dictionary the word "comprehension" is a part of the communication process getting the thoughts that were in the author's mind into the reader's mind. Comprehension is the essence of reading because the goal of written language is communication of message. In addition, comprehension also involves the recovery and interpretation of the abstract deep structural relations underlying sentences.

Reading is the act of linking one idea to another. It is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when we learn English as a foreign language.

Based on the definition above, reading comprehension is looking for the information suggested from the text or written language, the readers understand the total meaning of the reading text is selections.

William Grabe (2009: 14) states that the ability of individuals to understand reading is influenced by their skills and their ability to process information. When word recognition is difficult, readers use too much of their processing capacity to read each word individually, which interferes with their ability to understand the text. There are a number of strategies for improving reading comprehension and drawing conclusions, including improving vocabulary, critical text analysis and in-depth reading exercises.

Reading is thinking, understanding and getting at the meaning behind a text (Serravallo, 2010:43). Reading means understanding and catching the idea that the writer expresses on the text. Before the students read, they will think about what they know about the topic. Learning to read is an important educational goal for people especially students. The ability of reading will open new world for students. Willis (2008:126) states that to comprehend text, the readers must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate the related information in students long term memories. Reading comprehension also allows the readers to use their own existing knowledge about the topic.



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. Furthermore, Lens et al. (2010:170) describe that reading comprehension is not static competency. It varies according to the purposes of reading and the text that is involved. There are also some benefits which can be taken from reading text; for example, reading text can give opportunities to study vocabulary, grammar, pronunciation, and the way the researcher constructs sentences, paragraphs, and texts. By reading, students will get information that can enrich their knowledge and also enhance their mind concept.

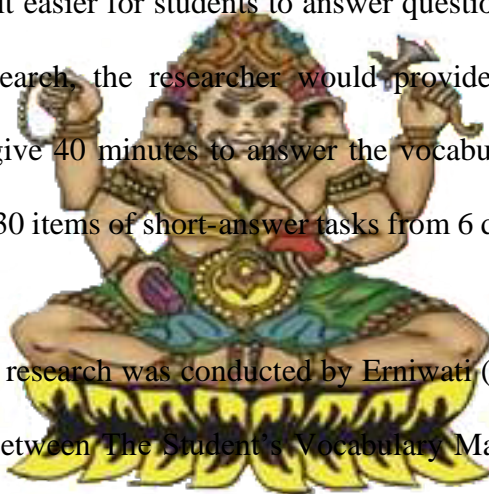
In relation with the statements above, reading comprehension can be defined as process to get appropriate meaning from information suggested from the text or written language. Without reading comprehension, the students could not

understand the information on the reading text. Reading comprehension is also how to understand the context and meaning of the information presented in printed text.

2.2 Empirical Review

The first research was conducted by Armykirana (2017) in her thesis about “The Correlation between Students’ Vocabulary Mastery and Their Reading Comprehension of the Third Grade of SMA Negeri 7 Kediri in Academic Year 2016/2017”. In this research, the researcher used quantitative-correlation method. SMA Negeri 7 Kediri was taken as a place in conducting the research. The population of this research is 322 students. In choosing the sample, XII-IPA 2 was taken as the sample with 32 students (12 male students and 20 female students). All the data gained in this research was analyzed by using the formulation of Pearson product moment correlation. There are two variables in this research, students’ vocabulary mastery as independent variable (variable X) and reading comprehension as dependent variable (variable Y). Instrument used in this research is vocabulary test and reading comprehension test which contains 20 questions each. After data were collected, the students’ final score in vocabulary mastery and reading comprehension was calculated to find the students’ level. The correlation coefficient then calculated by using the Pearson product moment formula. The result shows that the coefficient correlation is 0.361 with the degree of freedom ($df = N - nr$) is 32, the significance 5% is 0.349 and 1% is 0.448. It means that t-count higher than t-table ($0.361 > 0.349$) and ($0.361 < 0.448$). So, H_a is accepted, H_o is rejected. In conclusion, there is correlation between students’ vocabulary mastery and their reading comprehension at the third-grade students of SMA Negeri 7 Kediri

in academic year 2016/2017. Furthermore, the researcher found there was a significant positive correlation between vocabulary mastery and reading comprehension. The researcher conducted the research well, and also the theories used in supporting her research are strong and appropriate. However, there are unclear instructions in the research instrument, namely the absence of clear instructions regarding the division of time allotment given to each student when answering questions. Thus, it is less efficient in working on the questions. Therefore, in this study, the researcher provided clear instructions about the time allotment to make it easier for students to answer questions easily and efficiently. In the present research, the researcher would provide clear instructions. The researcher would give 40 minutes to answer the vocabulary mastery test and 40 minutes to answer 30 items of short-answer tasks from 6 descriptive texts that have been provided.



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The second research was conducted by Erniwati (2019) in her thesis about “The Correlation between The Student’s Vocabulary Mastery and Their Reading Comprehension Ability In Learning English of The First Grade of SMA Muhammadiyah 9 Makassar”. This research used correlational research. The population of this study was the first-grade students of SMA Muhammadiyah 9 Makassar in the academic year of 2018/2019. The researcher took all population as the research sample who have 31 students, but only 20 students attended in the test. The process of taking sample above was taken by used total sampling. The basic problem the writer discussed in this final project was to find out there is correlation between the student’s vocabulary mastery and their reading comprehension ability in learning English.

The techniques used for obtained data was: first, collected data from students' vocabulary test and reading comprehension test; second, compute and classified the students' vocabulary mastery test and the students' reading comprehension; third, analysed the score of the students' vocabulary and the students' reading comprehension; the last, drew the conclusion based on the data.

Having analyzed this result used the formula of the Pearson Product Moment Correlation it was clearly conceivable the correlation score was 0.827. In the table of indexes correlation, it can be concluded that the level of this correlation is 0.70 – 0.90, based on the table of criteria r Product Moment was in the high Correlation. It means that when the student was poor knowledge about vocabulary, so in their reading comprehension it was also poor. According to the Correlation on Index Interpretation of the $r = 0.827$ belongs to the group of “perfectly correlated”. Based on the above finding, the writer indicates a conclusion that the students' vocabulary mastery correlated to reading comprehension.

Additionally, the strength of the previous study was in its research findings. The previous research findings showed a correlation between the two variables; they were vocabulary mastery and reading comprehension. Additionally, there was no specific aspect explained in the theoretical review related to the rubric elements that made the students unable to know what was assessed and confused them. Thus, the researcher tested the students' vocabulary mastery in the present study by giving some words of these four aspects in vocabulary: nouns, verbs, adjectives, and adverbs. Besides, short answer tasks tested more on the four aspects of reading comprehension, such as identifying general information, specific information, textual reference, and textual meaning. This was expected to make the students

know about the reading aspects they want to assess, so they can emphasize what aspects they have to master to get a good reading comprehension score.

In conclusion, from the study above gained the same results in which the findings showed that there was a significant correlation between vocabulary mastery and reading comprehension. The first study using cluster random sampling to take the sample and the second study using total sampling to take the sample. The both of research above using multiple choice to collect the data.

Thus, in this present study the researcher uses cluster random sampling to taken the sample and use the multiple choice and short answer task to collect the data which is done online with the platform that the researcher has determined.

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. 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 a significant correlation between vocabulary mastery and reading comprehension at the eighth-grade students of SMP N 1 Sukawati.

