

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the four skills that must be mastered in learning English. Reading is an important language skill that should be acquired by students because without this skill they cannot obtain the diversity of information through reading textbook, novels, comics, movies, newspapers, magazines, etc. Reading helps people become more knowledgeable and perceptive in addition to helping them comprehend the information they read, because the more we read the more we get and the more we know. Reading is also an outstanding approach to pass the time and the greatest way to learn new things. Books can be used for multiple beneficial purposes at once when reading them. Reading is the activity of creating meaning through engaging conversations among readers in written language, which helps readers comprehend the content.

Reading is an activity in understanding written texts. Reading activity brings positive effect to society, especially for educate. In education, students should be encouraged to read as much as possible. When students read, they will engage in many mental activities. While reading, almost all readers usually prefer to skip a few pages when they think that the topic is not interesting and the words in the text. On the other hand, students tend to stop reading when they think they barely understand the reading text. Students can learn new things and get some information through reading. Reading is important since it gives students more advantages and can have a significant impact on their future. Therefore, it is important to guide and train students in their understanding of reading a text or

passage to read as much as possible (Nation, 2013).

In addition, reading depends on understanding material that is written. It is an advanced action that calls for both perception as well as thinking. Reading is important for students for two primary reasons: it helps them learn languages and it is good for their personal lives, for spelling and vocabulary knowledge. Reading books written in English may help students in the future with their education and careers, or it may just serve as enjoyable reading. Students gain knowledge, facts, concepts, and attitudes by reading. Students should study the material carefully and consider its meaning in order to understand it. Moreover, reading books could improve students' comprehension and ability to learn from the books they have read. (Vaughn & Klingner, 2007).

Reading comprehension is the ability that shows knowledge and comprehension to take information from written texts and also something that is directly demonstrated about the information. The complicated complexity of reading comprehension is captured by theoretical frameworks that describe the language and cognitive processes involved. Certain models concentrate on the mental representations that readers form as they comprehend words, sentences, and the relationships between them in a text (McNamara & Magliano, 2009). Comprehension when the reader is able to respond, understand, act, and change the information presented in the written text in a way that demonstrates understanding reading books, texts and various types of books can improve students' abilities and knowledge. When readers can use text information into real-life situations, readers reflect understanding. The students should be able to improve their reading skills

to gain good reading comprehension.

According to (Dewi, 2018) state that a study entitled The Correlation Between Vocabulary Mastery and Reading Comprehension of the 2017/2018 in academic year, she did research for the junior high school in eight-grade student at SMP Shalahuddin Malang. Her research's objective was to determine whether students' proficiency with vocabulary and their ability to identify language are significantly correlated with their reading comprehension when reading e-texts. Furthermore, the eight-grade students in the prior study were tested using multiple choice questions. Her research's findings demonstrated the correlation between reading comprehension and vocabulary competence.

The second study's title is The Correlation Between Vocabulary Mastery and Reading Comprehension of the eight-grade junior high school students of SMPN 2 Sukawati in the academic year 2019/2020, were the subjects of her investigation. The aim of this study was to get empirical data about the existence of a correlation between students' proficiency in vocabulary and their reading comprehension. Students in the eighth grade were also included in the study. Furthermore, the study's findings showed a favourable association between the two factors. In addition to the capacity to comprehend vocabulary, the test's strategy and prior knowledge may aid students in understanding it.

Reading comprehension is the ability understand its meaning, to read a text, and process it. Reading comprehension is the ability in understanding written texts, and the readers will get meaning of the text (Kirby et al., 2008). In understanding the meaning, it also depends on the student's mastery of grammar

and vocabulary. Without mastery of grammar and vocabulary, students will find it difficult to understand the content of the reading text. Teachers can measure student understanding by using tests. Tests are part of the assessment that can be a useful tool for assessing students' abilities. According to (Harmer, 2008) reading comprehension can help in vocabulary acquisition by create to infer word meaning from context and also reading comprehension has a positive effect to students vocabulary knowledge.

The basic purpose of reading comprehension is to get some details found within a reading text. It's critical to fully understand The material for reading to get appropriate information and avoid incorrect assumptions. Understanding the main ideas of a book is what is meant by reading comprehension. Reading is thinking, being able to understand and get meaning behind a text. While most people have a good command of the English language, some readers may struggle to comprehend what they are reading. In addition to being a crucial component of language learning, vocabulary is also necessary for learning to write, read, speak, and listen. Acquiring vocabulary is an essential part of learning a foreign language and is crucial for reading comprehension and competency, which are closely related (Kamal et al., 2023). Vocabulary is essential to learning and comprehending the language. According to Nation (2013) mastery of vocabulary is the ability to understand word meanings. The knowledge that a person must have in order to determine what a word means is listed in the list.

Learning vocabulary is crucial to learning a language. Acquiring vocabulary is also necessary for learning how to write, speak, read, and listen. Acquiring

vocabulary through knowledge of particular behaviours. While this involves the correlation between symbols and meaning, it is evident that deepening the meaning of a term is equally important as its frequent use. Mastery of vocabulary is the ability to understand meanings of words. A limited vocabulary will hinder your comprehension and slow down your reading speed. In order to determine how strongly language expertise effects reading comprehension, vocabulary knowledge is essential. According to Serrano (2022) in the process of helping students master vocabulary, the technique and text background knowledge can also improve their vocabulary and reading comprehension.

Based on the above background by understanding the reading text well, students will obtain information clearly while avoiding misunderstandings. Reading comprehension is an important skill that provides many advantages for students. The correlation between reading comprehension and vocabulary mastery is substantial, understanding vocabulary is essential in comprehending how reading comprehension is influenced by vocabulary mastery. In summary, the researcher is interested in conducting research to examine and determine the correlation between vocabulary mastery and reading comprehension. Therefore, the researcher tried to conduct a research entitled The Correlation Between Vocabulary Mastery and Reading Comprehension of The Seventh Grade Students of SMP Negeri 1 Kuta Utara in Academic Year 2024/2025.

1.2 Research Problem

A problem is the starting point of any scientific inquiry. Before to conducting the research, the researcher should carefully consider and benefit from formulating the research. Based on the research background described above, the research held on the correlation between vocabulary mastery and reading comprehension of seventh-grade students of SMP Negeri 1 Kuta Utara in academic year 2024/2025. Additionally, the researcher wants to determine the significant of vocabulary mastery and reading comprehension of the students in Junior High school. Therefore, the researcher problem in this present in the form of question can be formulated as follows: Is there any significant correlation between vocabulary mastery and reading comprehension of seventh grade students of SMP Negeri 1 Kuta Utara in the academic year 2024/2025?

1.3 Objective of the Study

All research in general, has a purpose. Research objectives briefly outline the objectives of the study. A specific inquiry intended to offer a scientific resolution to the research issue. Furthermore, the study's goal need to be consistent with the background information and research problem that have already been developed for the investigation. Additionally, the goals of any activity that provides a scientific answer to the previously established and determined research topic. In the view of formulating problems, this research is certainly intended to answer and solve research problems that have been formulated for this research. Therefore, in line with the background and research problems above, the objectives of this study are to find out The Correlation Between Vocabulary

Mastery and Reading Comprehension of the seventh-grade students of SMP Negeri 1 Kuta Utara in the academic year 2024/2025.

1.4 Limitation of the Study

The limitation of the study is essential to avoid extensive discussion of this topic, restrictions are need in the study. Researchers limited the investigation to the correlation between vocabulary mastery and reading comprehension of seventh grade students of SMP Negeri 1 Kuta Utara in academic year 2024/2025. The researcher decides to the students' vocabulary mastery and reading comprehension. The researcher decides to focus on the content words such as nouns, verbs, adjective, adverbs, and preposition for the vocabulary test, because the teacher will teach the students.

In addition, tests given in the form of descriptive text are also the genre the preferred genre for the reading comprehension test. Especially in finding out general information, specific information, textual reference and textual meaning of reading texts in order to answer the provide questions. In addition, students which ask to complete a matching cloze procedure task that include a blank paragraph of random vocabulary provide by the researcher. The vocabulary aspects that is the focus of this study is students' vocabulary mastery such as nouns, verbs, adjective, adverbs, and preposition.

1.5 Significance of the Study

The significance of study is one of the important factors in conducting research, because the research conducted must have a specific purpose. The most important practical consideration discussed in this study is the significance of the study results. Because this research focuses on finding out whether there is a significant correlation between vocabulary mastery and reading comprehension of the seventh-grade student of SMP Negeri 1 Kuta Utara in academic year 2024/2025. In addition, the results of this study are expected to provide important research findings regarding vocabulary mastery and reading comprehension. In conclusion, this study is expected to provide theoretical and practical benefits regarding the relationship between vocabulary mastery and reading comprehension.

Theoretically, it is expected that additional empirical information would be included in further research. It can be used to select the appropriate word classes (nouns, verbs, adverbs, adjectives, and preposition) provided in the box and then fill in the missing word with the appropriate word choice, providing additional empirical support for the existing findings regarding the correlation between vocabulary mastery and reading comprehension. In addition, the results of this study may reveal alternative directions for further investigation in the same field. They might therefore produce worth while study results. It is anticipated that English teachers, students, and other academics will benefit from the current study's practical findings. The researcher believes that English teachers will be able to assist students in learning vocabulary and reading comprehension.

Practically, it is anticipated that English teachers, students, and other

researchers will gain from the current study's practical findings. The researcher believes that English teachers will be able to assist students in learning vocabulary and reading comprehension. By increasing their vocabulary more than previously, the kids will be able to learn a foreign language without difficulty. The last is for the researcher, who hopes that other researchers will find this study useful as a reference for future research on the relationship between vocabulary knowledge and reading comprehension.

1.6 Definition of the Key Term

In the present research, key terms are several typical words used in a search that are operationally defined by the researcher to make this study more clearly to be understand about the terms in addition to avoid misunderstanding and misinterpretation from the readers. There are operationally defined as follows:

1.6.1 Vocabulary Mastery

In this present study, vocabulary mastery operationally defined as the ability of the seventh-grade students of SMP Negeri 1 Kuta Utara in academic year 2024/2025 it involves five aspects content words : nouns, verbs, adverbs, adjectives and preposition are scored based on answer key.

1.6.2 Reading Comprehension

In this present study, reading comprehension is operationally defined as the ability of the seventh-grade students of SMP Negeri 1 Kuta Utara in academic year 2024/2025 in identifying of general information, specific information, textual meaning, and textual reference of descriptive texts and scored by scoring rubric.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is related review of some theories of the study. There are some descriptions of conceptions or relevant theoretical reviews from many related literature to support this study. Because scientific research is intended to have applications, it must be based on significant theoretical frameworks and empirical data. This serves to reinforce and strengthen the current study's fact-based foundation. The current research is supported by a number of related sources from various types of literature. A few key points need to be clarified and discussed in light of the important theoretical reviews the researcher carried out. The descriptions as follows vocabulary mastery and reading comprehension.

2.1.1 Vocabulary Mastery

Vocabulary mastery a list or sequence of words that are used to communicate concepts. Vocabulary is the whole set of words in a language, including all terms that are used in a certain book or subject and all words that are known to an individual. It seems from vocabulary that people learning a second language must be particularly worldly. Although this might be helpful in the future, it is not a necessary short-term objective. This is so because research on the increase of native speakers' vocabulary values every word equally. Studies based on frequency remarkably demonstrate that this is untrue and that certain words are far more beneficial than others (Nation, 2013). According to the aforementioned perspective, vocabulary which is built through a collection of lexemes that include

single words, compound words, and idioms is the fundamental element of language proficiency and serves as a major foundation for students' ability to talk, read, write, and listen. The current research will be conducted and strengthened with the help of this theoretical framework.

Vocabulary can be certain words that are necessary to comprehend in order to communicate effectively. According to (Pollard & Barnett, 2009) defines characterizes vocabulary as a crucial component of language acquisition. The words' meanings, spellings, and pronunciations must be understood by the students. It takes vocabulary to comprehend and communicate the message. Developing a useful vocabulary is the fundamental component of primary level foreign language acquisition. Students can pick up the language more quickly if they have a large vocabulary in English or another foreign language. A strong command of vocabulary necessary for linguistic comprehension. In order to communicate their views and comprehend the message, they must acquire language.

There are specific words in vocabulary that need to be grasped in order to communicate effectively. According to Pollard (2008), vocabulary is a crucial component of language learning. It is imperative that students comprehend the definitions, spellings, and pronunciations of the words. In order to comprehend and communicate the message, vocabulary is crucial. The foundation of elementary foreign language acquisition is the development of a practical vocabulary. Students who are fluent in English or another foreign language and have a large vocabulary can pick up the language quickly. Students that have a strong vocabulary base will

be better able to comprehend the language. To comprehend the message, they must acquire vocabulary.

Among the components of language is vocabulary. The essential component of language is vocabulary, which is composed up of words students need for speaking, listening, writing, and reading. It is possible to argue that readers lack basic understanding or specialized knowledge in a given area when they are unable to understand the meaning of a word. Developing a strong vocabulary gives students the ability to read, write, communicate, and listen. The more words they know, the more ideas they can comprehend. For the students, vocabulary is crucial because they will have difficulty in the understanding language without mastering vocabulary in learning process. According to Lawson & Hogben (2006) state that as a result, the students are better able to convey the ideas

To put it another way, vocabulary is a list or sequence of words that are used to communicate ideas. Students use new words to describe each other's actions as life gets more complicated. The precise number of words in the English language today is unknown. According to Mahwah et al., (2006) the explanation given above, vocabulary is the larger part of language proficiency that is made up of a collection of lexemes, including single words, compound words, and idioms. Vocabulary serves as a major foundation for how well language learners talk, read, write, and listen. Vocabulary is an essential language component for students since, without it, they will struggle to understand the language used in instruction and learning.

Generically, vocabulary is the understanding of word meanings. That words are present in at least two formats; oral and written. A list of terms that are familiar

with when speaking or reading aloud is known as our oral vocabulary. Print vocabulary is made up of words that when written or read aloud, that already know what they mean. When writing or speaking, a productive vocabulary is employed together with receptive vocabulary that is recognizable or understandable. Developing mastery vocabulary was essential for students learning English as a second language. According to Pearson et al., (2007) state that when learning English, vocabulary mastery can be extremely helpful to students in reading comprehension and word meaning understanding

According to Lawson & Hogben (2006) in order to help students communicate and express their thoughts, vocabulary is a crucial component. One might state that vocabulary is essential to become proficient in a language. A students vocabulary is essential to their English language proficiency. Vocabulary is among the first language components students learned in their foreign language. If the students have a strong vocabulary, they will have no trouble communicating with one another, and the vocabulary of an individual is the list of terms that are familiar with. It implies that unless that are familiar with a wide variety of vocabulary variations, and students must repeatedly study language. If the students have a strong vocabulary, they will understand what they are read.

Following up on their earlier discussions over vocabulary mastery, the writers engage in a similar debate with (Pearson et al., 2007), who define vocabulary as the understanding of word meanings. It implies that vocabulary acquisition will aid students in understanding what they read, and that students' abilities to comprehend what they read will depend on how well and how much

language they know. We might conclude that vocabulary, or the understanding of words and their meanings, is a crucial component of learning a foreign language. Because the teacher has only taught the noun, verb, adverb, and adjective forms of vocabulary in class, the researcher has limited her investigation to these four categories. In the sphere of education, having a strong vocabulary will aid students in language comprehension. Understanding word meanings can help students understand the reading text.

One of the requirements for learning English as a foreign language was having a strong vocabulary. It indicates that students are able to comprehend and apply the word's meaning. They can mould their English and consider English as one of their topics in school by being proficient in vocabulary. According to Nation (2013) Students can study English in a supportive environment with a wide range of vocabulary. Verb, noun, adjective, adverb, and preposition were all present. Because it was adapting to the player, the research would concentrate on verbs, nouns, adjectives, adverbs, and prepositions. In the area of education, having a strong vocabulary will aid students in language comprehension. Understanding word meanings helps students comprehend the reading texts they are assigned.

2.1.2 Reading Comprehension

Reading is crucial for a variety of activities, including teaching and learning. Reading is essential to human life and is involved in many different activities. People can use reading as a source of information and to help them solve problems. Reading is a critical component of education, particularly for students who wish to

expand their knowledge and learn new things. Reading also involves being able comprehend the meaning of the symbols used in written language. Reading has a beneficial impact on kids' vocabulary knowledge writing and spelling (Harmer, 2008). In order to understand a book, readers must pay attention to what they read in order to process the information. Therefore, in order to improve reading comprehension, readers must learn to focus when reading.

Reading is one of the four skills which is very important to be taught and practiced. Reading is an activity or process transferring knowledge or information and add the ideas through discovery process of decoding more written symbol and meaning it carries. Reading is likewise a skill that teachers simply expect learners to acquire. From that, the student got information about knowledge through textbooks, magazine, etc. Moreover, we can create assessments of general language ability. Reading comprehension is the process by which we are able to understand the text we read. Reading comprehension is the goal of reading and teaching, as well as how we care about reading. That is, also a prerequisite for meaningful learning from texts. According to Kirby et al., (2008) Reading comprehension need to incorporate multiple indicators to enhance the precision in which the underlying latent variables are measured.

The main objective of reading is comprehension. Making meaning is the one necessary component of reading. According to Tysinger et al., (2010) the majority of reading specialists. Put another way, transforming the written squiggles on a page into meaningful concepts that not only the author expresses but also trebles in the reader during the reading process. These ideas might even

go beyond what the text itself says. Reading is the process of deriving meaning from a printed page in order to comprehend reading materials more fully. While it may entail word sounds, word meaning retrieval, proper fluency reading, and expressiveness, these are all incidental to the primary function of meaning-making.

According to McNamara & Magliano (2009), reading comprehension is an extremely difficult cognitive process that requires the reader and the text to intentionally engage in order to produce meaning. Put another way, understanding takes work and doesn't just happen. It takes conscious effort on the part of readers to interpret what they read. You rarely "see" the work that proficient readers do because their strategic comprehension processing becomes so effortless and seamless. In order to comprehend texts efficiently and effectively, one must engage in strategic processing, which involves using comprehension strategies, knowing when to use them, actively considering and keeping track of what is read, comprehending text structure, and having thoughtful discussions about a text.

According to Chard (2008), reading comprehension is a very complicated cognitive process that involves the reader and the text intentionally interacting to produce meaning. Put another way, reading comprehension demands work and does not happen automatically. It takes deliberate effort on the part of readers to interpret what they read. It is rare to "see" the work that proficient readers complete since they become so automatic and fluent in their strategic comprehension processing. Strategic processing, which is required for effective and efficient comprehension, include applying numerous methods to grasp texts, knowing when to use them, actively considering and keeping track of what is read, comprehending text

structure, and having meaningful conversations about texts.

According to Rand (2002) states the process of obtaining meaning from text to fully comprehend what is explained in the text and to understand words or sentences that have been read is also referred to as reading comprehension. Throughout the reading process, students create this reading or representation of the meaning of the text. It implies that readers must be able to deduce a paragraph's meaning from what they read. It highlights the significance of reading comprehension for students learning English. The readers must comprehend a few terms in order to comprehend the reading passages' meanings. It will be difficult for the students to fully comprehend the reading materials or the other written sources if they lack sufficient vocabulary

(Snow et al., 2008) also states reading comprehension is the process of concurrently constructing and extracting meaning from written language through engagement and involvement is known as reading comprehension. It will entail recognizing and identifying written or printed symbols that excite the reader to recall meaning that has been assembled through manipulation of appropriate concepts that they already possess. It means that in order for them to comprehend what they have read, their past knowledge is essential. Although each reader's background provides unique meaning to the printed page, not every reader will fully and uniformly understand the content. The reader's background comprehension is a crucial factor to take into consideration when engaging in reading activities.

The process of obtaining suitable meaning from text is known as reading comprehension. Reading comprehension is advised as the primary reading activity

across all definitions (Rand, 2002). The students would not be able to comprehend the material being read aloud if they lacked reading comprehension. Students who read can expand their vocabulary and understand meaning. Thus, the process of deriving meaning from the text is defined as reading comprehension in the current study. General information, specialized information, textual allusions, and textual meaning will all be highlighted in this study as components of reading comprehension that are used to evaluate task reading comprehension.

Furthermore, reading comprehension is a crucial objective of reading and reading training. According to Woolley (2011) throughout the reading process, students create this reading or representation of the meaning of the text. It implies that readers must be able to deduce a paragraph's meaning from what they read. Reading comprehension becomes crucial for students learning English. The printed page will take on personal significance for each reader based on their background; nevertheless, not every reader will fully and consistently understand the content. The reader's background comprehension of the reading text is a crucial factor to take into account when engaging in a reading activity.

UNMAS DENPASAR

2.2 Empirical Review

In terms of research methodology, an empirical review is when a researcher examines the theories and data that are currently accessible regarding a topic as well as its historical context. Researchers provide an empirical review that includes research variables comparable to this study in order to support the theoretical review that was previously described. The thesis uses an ex-post-facto research

design in which they elaborate more on reading comprehension, the correlation between vocabulary mastery and reading comprehension. The following is a description of the two related research studies that are utilized as empirical reviews.

The first research of the present study was carried out by Meirawati (2020) entitled “The Correlation Between Vocabulary Mastery and Reading Comprehension of Eight-grade Students of SMP Negeri 2 Sukawati in Academic Year 2019/2020”. Finding a relationship between the eighth-grade students at SMP Negeri 2 Sukawati's vocabulary mastery and reading comprehension was the study's main goal. 50% of the eighth-grade students of SMPN 2 Sukawati participated in the research. Reading comprehension and vocabulary mastery were found to be correlated in the research instrument used to gather the necessary data. These study results clearly established a substantial positive relationship between vocabulary mastery and reading comprehension.

Furthermore, the research findings of the earlier study were one of its strongest points. The results of earlier studies indicated a relationship between reading comprehension and vocabulary competence. Additionally, the theoretical review provided no specific explanation for any of the rubric's aspects, leaving the readers perplexed and unable to understand what was being evaluated. Therefore, the researcher used some terms from each of these five categories of vocabulary: nouns, verbs, adverbs, adjectives and preposition, to assess the students' mastery of vocabulary in the current study. Additionally, the four components of reading comprehension identifying general information, specific information, textual reference, and textual meaning were assessed more on short answer tasks. It was

anticipated that this would inform the students of the reading-related areas they wish to evaluate in order to highlight the aspects.

The second research was concluded by Astini (2020) entitled “The Correlation Between Student’s Vocabulary Mastery and Reading Comprehension of Eighth-Grade of SMP Negeri 1 Ubud in Academic Year 2019/2020”. The objective of this study was to find out the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP Negeri 1 Ubud in academic year 2019/2020. 70 samples of SMP Negeri 1 Ubud's eighth-graders were used in the study. Additionally, the necessary data on vocabulary knowledge and reading comprehension were gathered using the study instruments. The research factorsshowed a substantial association with one another, according to the findings.

Additionally, the study found a strong positive association between reading comprehension and vocabulary mastery. The study was effectively carried out, and the theories she developed to support it were sound and relevant. The research instrument did not provide clear directions, though, specifically about how the students were to divide theallotted time for answering questions. As a result, it worked on the questions less effectively. To help students answer questions quickly and easily, the researcher in this study gave them explicit instructions regarding the time allotment. In the current study, participants had 45 minutes to complete the 30 question matching cloze procedure test and 45 minutes to complete the 30 short answer test.

2.3 Hypothesis

A hypothesis centres on the link between two separate variables that are the subject of the inquiry and predicts what will be found as a result of the investigation. The theoretical predictions and current scientific understanding of its operation serve as the foundation for the investigation to answer the questions. In this research, the researcher assumes that there is correlational research, namely directional hypothesis. This is interpreted as a hypothesis that there is a relationship between the two variables studied. Note that this result is not coincidental and important in supporting the theory under study. At the moment research, the hypothesis put forward is as follows: there is a significant relationship between vocabulary mastery and reading comprehension in seventh grade students SMP Negeri 1 Kuta Utara

1. Alternative Hypothesis (H_a): There is a significant correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMP Negeri 1 Kuta Utara in academic year 2024/2025.
2. Null Hypothesis (H_o): There is no significant correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMP Negeri 1 Kuta Utara in academic year 2024/2025.