

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

One of the four important language skills that must be mastered in learning English is reading. Reading is a process in which reader finds information given by the writer in the form of written so that this skill takes more attention. By reading, people get a lot of information. They get more information when they read. Someone can be smarter and more creative by reading. Reading is also one of the ways that we can use to update our knowledge because we can get much of information and helps us to open up the mind to the new ways of thinking and perceiving while books can be the mentors, teachers, and inspirations. Reading gives us many benefits especially for getting information by comprehending the reading material that helps the readers to consolidate their knowledge.

As stated by Nunan (2005:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Although some information can be obtained without reading, for example by listening to teacher in the classroom, seminar, radio, television etc. But someone may get wider information than listening by reading. For another examples, students who read a material book will get more information than students who listen the material on speaker. Reader can read the text again when they forget or try to get detailed information, while a listener cannot. This is supported by Willis (2008:285), which states that someone can find the information that they need with specific information by reading so that we can find the relevant part carefully to get a full and detailed understanding.

Reading comprehension and vocabulary mastery have relationship. Day and Park (2005:61) proposed several types of comprehension as follows; literal comprehension, inferential comprehension, reorganization, predictive comprehension, evaluative comprehension and appreciative or personal comprehension. Based on some of the definitions above, it can be concluded that reading is a process of understanding or enjoying reading text that involves the process of thinking, reasoning and processing information, as well as observing writing visually by utilizing the ability to see (eyes) for the purposes of obtaining information. In order to gain spesific information, students at school should be taught how to read effectively and efficiently, such as making prediction about what will happen, Klingner, Vaughn and Boardman (2007). Another way to help the students to understand the text without knowing all the vocabulary in the text is by finding key words.

Without having enough knowledge of the vocabulary, it is impossible for the students to read a foreign language content. Learning new vocabularies does not only mean memorizing the form of the word but also understanding its meaning. It is in line with Sedita (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts. In the regard to this matter, this research attempts to find out the ability of students' reading comprehension, students' vocabulary mastery and the correlation between students' reading comprehension and their vocabulary mastery. Ambruster, Lehr and Osborn (2001:49) explained that to understand a text, we need to find the key words of the text. By doing this strategy, students can cover their

vocabulary weaknesses since vocabulary knowledge is one of the major factors that influence reading comprehension (Roehrig & Guo, 2011:176).

In previous research, Aprilia (2019) in her correlational research shows that vocabulary mastery is one of several things that plays an important role in reading comprehension. It proves that the students who had high vocabulary mastery can do reading comprehension much better. It also explains that the achievement of the students under study not only depend on the types on the instrument that were used, but also that were some factors that might affect the students skill in vocabulary mastery and reading comprehension.

In this research, the researcher prefers to measure the reading comprehension of the students because this comprehension is very needed to catch the meaning of the test written information. Recently, students can not get the purpose or message of author with comprehension properly. The comprehension of this case means the ability of the students to make prediction or catch the meaning of the written information and try to understand the thinking process of the writer. By getting all of the description above, the researcher try to figure out how is the correlation between the vocabulary mastery and their reading comprehension. The subject of this research are the students of the tenth grade of SMAN 6 Denpasar in academic year 2021/2022. The result of this research are expect to enrich the literature on research regarding to the relation of students' vocabulary mastery and their reading comprehension.

## **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. Concerning to the description above, vocabulary mastery and reading comprehension are important especially in English. Furthermore, the researcher interests in finding out the correlation between vocabulary mastery and reading comprehension of the senior high school students. Thus, the researcher question of the present research can be formulated as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 6 Denpasar in academic year 2021/2022?

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

Every research has its own objective. Research objective describes consisely 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 research should be in line with the background and the research problem that has already formulated for the research. Objective of the research is the goal of which the researcher plans to do or achieve after the research is carry out. By knowing the objective of the research, it helps the researcher to concern on the process of collecting the data in this research. The undertaking of any scientific investigation is certainly to answer the research questions and find out scientific solution of research problem. This present research intend to answer the research problem that has previously formulated and determined. Based on the research problem on the background, the objective of the research is figuring out whether there is any significant correlation between vocabulary mastery and reading comprehension of the tenth grade students at SMAN 6 Denpasar in academic year 2021/2022.

#### **1.4 Limitation of the Study**

Recognizing the fact that vocabulary mastery and reading comprehension is too broad and complex to be dealt in a correlational study. The researcher needs to narrow down the area of the research. To avoid overlapping and confusion of the reader, the researcher focuses on finding the correlation between vocabulary mastery and reading comprehension. This present research is administered for the tenth grade students of SMAN 6 Denpasar in academic year 2021/2022. The researcher limits the research only on the result of the relationship between the students' vocabulary mastery and reading comprehension at the tenth grade students of reading comprehension that they have learnt from their English teacher. To make the problem clear, it was necessary for the researcher to limit the research. The limitation of the students' vocabulary is focus on noun and verb. For the students' reading comprehension is focus on identify the aspects of reading which is general information, spesific information and textual reference. The reading text that will students have is descriptive text, that is about famous tourist attraction and historical buildings. Those aspects that researcher want to identify in the present study.

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

One of the practical reflections which is taken into account in undertaking the present research that is significance of the expected research findings. Moreover, it is because the significance of the research is important in conducting research. The main practical consideration which is taken into explanation in the present research is the significance of the research finding. In addition, this research concerns and figures out whether there is a significant correlation between

vocabulary mastery and reading comprehension of the tenth grade students of SMAN 6 Denpasar in academic year 2021/2022. The results of the present research is highly expected and recommended to provide meaningful and significant outcome of the research findings related to students' vocabulary mastery and its correlation with reading comprehension. Moreover, the researcher expects that this research brings more advantages in terms of theoretical and practical significance. In conclusion, the findings of the present study is expected to give both theoretical and practical significance on the correlation between students' vocabulary mastery and reading comprehension that will be conducted in the future. The result of the research is expected to be used theoretically and practically.

Theoretically, the findings of the present research expects to give contribution, distribution, support and material for the next researcher regarding to investigate the correlation between vocabulary mastery and reading comprehension. Furthermore, the results of the present research are also intended to strengthen the theory that has been existed. Moreover, the additional empirical evidence is expected to be used in the future research or to give more empirical evidences to the existing findings related to the correlation between students' vocabulary mastery and reading comprehension in comprehending reading text. The result of this research is expected to be able to widen the skill of students in mastering vocabulary in order to improve their reading comprehension ability. As a reference to other researchers who want mastering vocabulary more intensively in teaching reading.

Practically, the results of the present research is expected to be beneficial for English teachers, students and other researchers. For the English teachers, it



expects to give information that can be used as a consideration to get better results for the students being taught in SMAN 6 Denpasar. It also gives the teachers results on how to teach reading especially in reading comprehension. For the students, it expects that it can help them to overcome the issue by considering better learning strategies in the future so that they can increase their vocabulary mastery and solve their problem in reading comprehension especially when they are not familiar with the vocabulary in the reading text. The last is for the other researchers, this present research expects to become a reference which can help future research, to improve and develop their research which related to the correlation between vocabulary mastery and reading comprehension.

### **1.6 Definition of the Key Term**

Key terms are important to be defined in order to give clear understanding of the topic. In the present research, the researcher has several key terms that are relate in the research. The key term were based on the research variables on the present research. Moreover, the focus of this study is to find out the correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMAN 6 Denpasar in academic year 2021/2022. Thus, the key term in this present research are vocabulary mastery and reading comprehension. In order to avoid misunderstanding and confusion on the parts of the reader concerning the key terms significantly used in the context of the present research, the researcher needs to operationally defined the following terms:

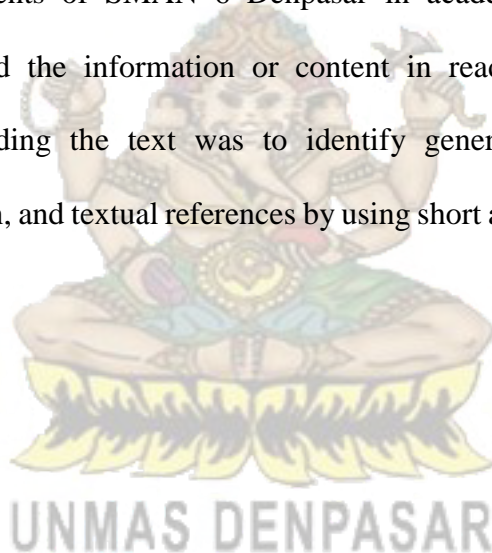
#### **1. Vocabulary Mastery**

In this research, vocabulary mastery is operationally defined as one of the factors to master English as foreign language. It continually contributed and

committed to attain the goal of the tenth-grade students of SMAN 6 Denpasar in academic year 2021/2022. It means that the students have the ability in understanding and reading the word and meaning, especially in part of speech. The larger vocabulary the students master, the better they perform their comprehension of reading. The focus of part of speech that the researcher investigates are noun and verb.

## 2. Reading Comprehension

Reading comprehension is operationally defined as the ability of the tenth-grade students of SMAN 6 Denpasar in academic year 2021/2022 to comprehend the information or content in reading text. The focus of comprehending the text was to identify general information, specific information, and textual references by using short answer task in descriptive text.





## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is a review of some theories relate to the conducted research. It is used to support and build the present study to be more firm and based on the fact. Therefore, theoretical review is used to support and build this research. The present research need to be supported by theories which have already given by the experts. There were several sources from several literatures that is relate and support this present research. There are some important points to be explained and discussed based on the relevant theoretical reviews that are taken by the researcher. The present research is based on the discussion of the following theoretical framework: vocabulary mastery and reading comprehension. For the purpose of the present research, some theoretical new points as well as empirical evidences are reviewed. Some of the viewpoints as follows:

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

Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of certain words. In other words, it is more precisely defines as ‘to know a word’ because the learners are said to have a good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and word formation (Ur, 1991:60). In relation to reading subskills, vocabulary mastery can be defined as a number of vocabulary or words in the memory of users or learners. The vocabulary test which can be utilized to measure the learners’ vocabulary mastery is dealing

with the measurement of receptive skill that is the vocabulary knowledge required for reading, Nation (2012:15).

Thornbury (2002:14) states that vocabulary means a large collection of items. It adds that learning vocabulary is important because it enriches someone's knowledge of words. In reference to the reading comprehension, the students should acquire a number of vocabularies to get better understanding in reading an English text. Vocabulary is considered as the most important part in learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understanding its meaning. That is why every students who read a text or a certain language should know the word.

According to Nation and Newton (1997) vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sounds and how the words are used in the context. It is according to Miller and Gildea (1987) that knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts. Vocabulary learning requires two basic conditions; repetition (quantity of meetings with words) and good quality mental processing of the meetings. Other factors also affect vocabulary learning. For example, learners may differ greatly in their motivation to engage in learning and words may differ greatly in their learning burden. However without quantity and quality of processing, learning cannot occur. The greater the

number of repetition, the more likely learning is to occur. The deeper and more thoughtful the quality of processing, the more likely learning is to occur. This research explains quantity and quality and shows how teachers and learners can increase the quantity and quality of their processing of vocabulary, thus increasing their vocabulary size.

Cameron (2001), building up a useful vocabulary is central to learning of the foreign language at primary level. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language, it is supported by Wallace (1982) who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what the speakers mean. When a learners intend to learn foreign language, they have to learn the vocabulary of the foreign language first.

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the word that students recognize and understand when they read or listen to something. Productive vocabulary are words which are the students understand, can pronounce correctly and use constructively in speaking and writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore, it can be concluded that vocabulary can be presented in four units. They are reading, listening, speaking and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the word that people hear and understand

when they are talking to others or listening to the radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people used in writing essays, reports, letter, etc.

Furthermore, Lehr and Osborn (2001) explains two kinds of vocabulary description. First, word comes in two forms, oral and print. Oral vocabulary includes the words that are recognized and used in listening and speaking. Print vocabulary includes the words that are recognized and used in reading and writing. Second, word knowledge is composed of two forms, receptive and productive. Receptive vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context. Productive vocabulary includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing.

The major ingredient of vocabulary building is reading. Reading grows and develops vocabulary. The words that we get to learn while reading a text are termed as reading vocabulary. It may happen that we understand words through reading vocabulary even if we do not use it in speaking vocabulary but we can get to know it intimately through reading. Vocabulary in English can be categorized into two types, namely active and passive vocabulary the words that we use and understand in day to day language is termed as active vocabulary while the ones which we know but use rarely are said to be passive vocabulary. Furthermore, knowing and understanding words mean knowing their “form” (how they sounds, how they spelt, grammatical change that could be made to them), their “meaning” (their conceptual content and how they relate to other words and in particular types of language use,

Cameron (2001). Based on those definitions, it can be concluded that vocabulary is a stock of words on a language complete with their meanings which is used by individual or group of people, either in oral or written communication. Moreover, the term 'mastery' means having great skillfulness and knowledge or some activities or subjects. So, vocabulary mastery is comprehensive knowledge to recognize, to understand and to produce the stock of words and their meaning. In the part of speech, there are subject, verb, object, adverb and adjective. The vocabulary that the researcher wants to investigate related to the descriptive text are noun, verb, adjective and pronoun.

### **2.1.2 Reading Comprehension**

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 for human life, especially for the learners or students. According to Tarigan (2008:7) states that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to categorize, understand and interpret in words. It means that a general understanding of reading can be derived as an active process of getting meaning. This process is done by knowledge and influenced by nonlinguistic internal and external variables. Besides that, reading can be taken as a life skill which is relevant to immediate as well as long term life success and reading generally serves as source of information and enjoyment.

Reading comprehension is not a skill or ability that can be developed once and for all at any level or instruction. It needs process that begins from early

childhood and continues as long as they still reading. Pang (2003:6) states that reading is defined as understanding written texts. He says that reading consists of recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making meaning of words, sentences and connected text. To understand the written texts, the reader has to know more vocabularies, grammatical knowledge and experience with texts.

Healy (2002:3) says that reading comprehension is the understanding of the content that is being read and the meaning's construction of the text. During the act of reading, the visual information found on the pages combines with non-visual information contained in your head to create meaning. In that way, what is in your head is just as important as what is on the page in the process of creating meaning. So that, when people read, they should be able to recall information afterward. Reading comprehension is the final stage that should be gained by the students as the essence of reading activity. It means that the function of reading is when the reader undertand the theory of text that they have read.

Lems et al. (2010:170) reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the pre-requisite skills are in place, reading becomes an envolving interaction between the text and the background knowledge of the reader. Johnson (2008:5) argues that sound out word or looking it up in a dictionary would have disrupted the meaning-making, idea linking process and made comprehension more difficult. Furthermore, it is not always important that readers know the meaning and pronunciation of every single word that they read as long as they put ideas together



to create meaning. Johnson (2008:4) states reading integrates visual and non visual information. During the act of reading, the visual information found on the pages combines with non-visual information contained in your head to create meaning. In that way, what is in your head is just as important as what is on the page in the process of creating meaning.

According to Ahmadi and Gilakjani (2012) said reading comprehension is not an easy process because students need to be able to read the written text, decodes the words and identify the meanings of the words. Reading comprehension is the one of the main significant elements in English language learning for all learners because it provides the foundation for a substantial amount of learning in education. Because reading comprehension is so logical in terms of academic success, it can be argued that motivating a student to read is essential. In order to understand the importance of what is read one must be a critical reader. Critical readers have the ability to follow the written text factfully and can relate sentences to each other to achieve a deep understanding of it.

According to Klingners (2007:2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word and word knowledge and fluency. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as a following a three-step procedure: mentioning, practicing and assessing. That is, teachers mention the skills through workbooks or work sheets and finally assess whether or not they use the skill successfully.

Pang (2003: 15) states that that purposes for reading is closely connected to a people's motivation for reading. It will also affect the way a book is read. They read a dictionary in a different way from the way we read a novel. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives. A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. According to McNamara (2007:3) reading comprehension is an interactive process between the writer and the readers with the expression and reception of meaning as the primary goal of both sides. It is the way how the readers try to get the messages of the method or the intended meaning from the writer. In this process, the readers try to create the meanings intended by the writer; readers can get the message and the writers; meaning sense. A writer expresses his or her thoughts, ideas, and feeling through the written words. The reader understands of the reading text materials will be affected by the comprehension strategies and techniques.

Linse and Nunan (2005:71) states reading comprehension refers to reading for meaning, understanding and entertainment. Reading comprehension involves high order mastering vocabulary and more complex than specific words. The thing that is needed to be taught to the students is to get the meaning or the information of the text. It can be specific or general information that they have read. Thus, it will prove the students comprehend the text or not. Moreover, teaching the students about textual reference and textual meaning is also important aspects of reading. Textual meaning can be found by thinking the word which has another meaning

based on the content of the text while textual reference can be found based on the pronoun of the text. In conclusion, there are four aspects that should be mastered by the students in reading comprehension. They are general information, specific information, textual meaning and textual reference.

Grabe and Stoller (2020) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own. Furthermore, Day and Park (2005) also proposes several types of comprehension, as follows:

1. Literal comprehension is to have a straight forward understanding meaning of the text, such as vocabularies and facts, which is explicated in that text.
2. Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text.
3. Reorganization is rearranging information from various parts of a text in order to get new information.
4. Predictive comprehension is integrating readers' understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.
5. Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires readers' comprehensive judgement about some aspects in a text and ability to redevelop an understanding by using related issues.

6. Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

From definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the readers's experience and background knowledge.

## **2.2 Empirical Review**

Empirical review is the review of the relevant researches that have been conducted; in which it reviews the previous research that relevant with the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous studies results and to clarify as well as define the concepts of the study. In conducting this study, the researcher want to know about the correlation between vocabulary mastery and reading comprehension. Several researchers have been done related to this study which discussed about correlation between vocabulary mastery and reading comprehension. The researcher uses those studies as the basic consideration to conduct the present study. The related study which were used as references were described in chronological order below:

The first study was conducted by Junianti (2020) in his correlational research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of Eight-Grade Students of SMPN 5 Mengwi in Academic Year 2019/2020". Furthermore, the objective of this study was to investigate the correlation between students' vocabulary mastery and reading comprehension. Moreover, based on research results using the instrument of students' vocabulary

mastery and reading comprehension. Additionally, students with high vocabulary mastery would have good in reading comprehension scores. In contrast, students with low vocabulary mastery would have low in reading comprehension scores.

Additionally, the strength of the previous study is in its research findings, the finding of the previous research showed that there is a correlation between two variables; those are vocabulary mastery and reading comprehension. However, the researcher using multiple choice when collecting the data. In the present study, the researcher would like to finding the data by short answer test because according to Brown (2004:206) states that multiple choice items are difficult to construct and validate. Multiple choice have a high guessing that make unable to measure comprehensively. That is why in the present study, the researcher will collect data by applying cloze test and short answer test in order to check the students' vocabulary mastery and reading comprehension. Because by using those tests, the students cannot guessing the answer as in multiple choice, so they need to understand what they read to get the right answer.

The second research was conducted by Aprilia (2019) in his correlational research entitled "The Correlation Between Student's Vocabulary Mastery and their Reading Comprehension in Descriptive Text at State Senior High School 2 Pekanbaru". The objective of this study was to find out if there is a significant correlation between students' vocabulary mastery and reading comprehension. In addition, this research has been already composed based on good test components which emphasized the purposes of giving more important points. The research findings showed that there is correlation between students' vocabulary mastery and reading comprehension. In the other side, this study states that the vocabulary

mastery can influence the reading comprehension. It means that the higher scores in vocabulary mastery, the higher reading comprehension scores will the students have.

In addition, the strength of the previous study was in its research findings. The finding on the previous research showed that there was positive significant correlation between students' vocabulary mastery and reading comprehension. The researcher in the previous study using a short answer test for the instrument to measure students' reading comprehension. However, there is no clear aspect and too much number of questions to test. It is like there are no match for the theoretical review and the instruments. In the present study, the researcher will make a spesification aspect table of reading comprehension related with the theoretical review to make it clear enough when making the short answer test and makes the readers feel easier to identify each item on the short answer test. Based on Brown (2004:228) states there are four specification aspects in reading test; general information, spesific information, textual reference and textual meaning, so the instrument is based on the theoretical review.

### **2.3 Hypothesis**

A hypothesis is a prediction of what can be found as the outcome of research project and it is typically focus on relationship between different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidences. According to Singh (2006:54) hypothesis is defined as a tentative solution for the problem. To answer the research problem in this research, the researcher assume that there is a correlation research namely the directional hypothesis. It defines as a hypothesis that there is a



relationship between the two variables being studied. It states that the research were not due to change and that they are significant in terms of supporting the theory being investigated. Based on the theoritical and empirical above, the researcher formulate the hypothesis of this research: there is a correlation between vocabulary mastery and reading comprehension of the tenth-grade students of SMAN 6 Denpasar in academic year 2021/2022. In this research, the researcher purpose hypothesis as follow:

1. Alternative hypothesis ( $H_a$ ): there is a significant correlation between vocabulary mastery and reading comprehension.
2. Null Hypothesis ( $H_0$ ): there is no significant correlation between motivation and reading comprehension.

