# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

Reading is one of the four skills that must be mastered in learning English Language. This skill takes more attention, because reading is a process in which reader finds information given by the writer in the form of written. Reading is one of the ways that we can use to update our knowledge because we can get much of information and helping to open up the mind to new ways of thinking, and perceiving while book can be the teachers, mentors, and inspirations. Reading activity brings important effect to society, also will educate the eyes speed. There for reading gives us many benefits especially for getting information that helps the readers to consolidate their knowledge by comprehending the reading material.

According to Harmer (2007b:99), reading is crucial because of two main reasons. First, it is beneficial to the students' personal life. Reading English texts may have a positive impact on students' further studies and carriers or it may simply play the role of joyful reading. Second, it is beneficial to their language acquisition for spelling and vocabulary knowledge. Through reading, students develop knowledge, information, concepts and attitudes. Moreover, students get many vocabularies which are need in other skills if they read a lot. Students also need to comprehend the text during the reading process. They are not only expecting to read in good pronunciation but they also have to construct

and find the meaning through interaction and involvement with written language.

Reading comprehension is the ability in understanding written texts. When the relationship between paragraphs have been understood, the readers will get the meaning of the text. According to Klingner (2007:107), reading comprehension is "the process of construct meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas convey in a text. Reading also has a positive effect on students' vocabulary knowledge (Harmer, 2007b:100). Reading helps in vocabulary acquisition by create opportunities to infer word meaning from context.

A research was conducted by Dewi (2018) who carried out a research entittle The Correlation Between Reading Comprehension. Her research was conducted for the eighth-grade students of junior high school in SMP Shalahuddin Malang in academic year 2017/2018. The objective of her research study was to find out whether there is any significant correlation between students' vocabulary mastery and reading comprehension in reading a text and students` ability in identifying vocabulary. Moreover, the previous research used multiple choice to test the eighth-grade students. The result of her research showed that vocabulary mastery has correlation with reading comprehension.

The second research entitled The Correlation between Vocabulary Mastery and Reading Comprehension was conducted by Meirawati (2020). Her research involved the eighth-grade students of junior high school in SMPN 2

Sukawati in academic year 2019/2020. The objective of this research study was to get empirical evidence on wheatear or not there was any relationship between students' vocabulary mastery and reading comprehension. Furthermore, the study applied the eighth grade students. In addition, the result of the study indicated there was positive correlation between two variables. Moreover, to the ability of vocabulary mastery, the strategy and background knowledge of the text could help the students in comprehending the text.

Vocabulary plays important role in language learning. Vocabulary is alsoan essential skill for learning to read, speak, write and listen. The more people master vocabulary, the more they can speak, write, read and listen as they want. Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked. Learning of vocabulary based on the formation of specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition.

Vocabulary is a crucial component in acquires and understand the language. According to Lubis (2017:10), vocabulary mastery is the competence to know words mean. Nation (2000:5) proposes the following list of the kind of knowledge that a person must master to know a word is the mean of the word, the letters form of the word, the speaking form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the associations of the word and the frequencies of the word. According to Langan

(2002:341), if you have a poor vocabulary, it will slower the reading speed and limit your comprehension.

Vocabulary is a crucial component in acquires and understand the language. Related to Sedita's theory (2005:1), vocabulary knowledge is crucial in reading comprehension how find out how strong the vocabulary mastery influences the reading comprehension. In conclusion, the researcher is interest in conduct research to analyze and to know the correlation between vocabulary mastery and reading comprehension in the eighth-grade students of SMP Sila Dharma. Research Entitled "The Correlation between Vocabulary Mastery and Their Reading Comprehension at the Eighth Grade Students of SMP Sila Dharma in academic year 2021/2022.

## 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 Sila Dharma in academic year 2021/2022. Moreover, the researcher is interested 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 follows: is there any significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP Sila Dharma in academic year 2021/2022?

## 1.3 Objectives of the Study

Generally, every research has its own objective. Research objective described concisely what the research trying to achieve. A particular investigation expected to provide a scientific solution to the research problem.

Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the study. Furthermore, the aims of any activities which were related to the scientific investigation were always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Based on the research problem that had been mentioned, the objective of the study was to find out the significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP Sila Dharma in academic year 2021/2022.

## 1.4. Limitation of the study

The limitation of the study is crucial to make a discussion about research problem more specific and avoid a board discussion. In the present study, the researcher focuses on finding out the correlation of vocabulary mastery and reading comprehension of the eighth-grade students of SMP Sila Dharma in the academic year 2021/2022. The researcher limits the students' vocabulary mastery and reading comprehension especially by giving them vocabulary mastery tests and reading comprehension tests. For the vocabulary mastery test, the researcher assessed the students' ability by identifying five aspects of the vocabulary test: noun, verb, adverb, adjective, and preposition.

Furthermore, for the reading comprehension test, the genre of the reading comprehension test was descriptive text. The researcher assessed the students' ability by identifying four aspects: The students can identify the general information in descriptive text, the students can identify the specific information in descriptive text, the students can identify the textual reference information in descriptive text and the students can identify the textual meaning in the descriptive text. Furthermore, the researcher used the answer key to scores the vocabulary test and for the reading comprehension test, the researcher used scoring rubric.

## 1.5 Significance of the study

The main practical consideration which is taken into explanation in the

present study is the significance of the research finding. Moreover, the significance of the study is important in conducting research. Besides, the study was only focused on figuring out whether there is a significant on the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP Sila Dharma in academic year 2021/2022. After doing research, the researcher hopes the result can be useful for English teachers to consider the right method to teach reading to students. The researcher hopes that this research can have some benefits in the study of English especially in teaching reading comprehension. There are two kinds of benefits in this research as follows: Theoretical and Practical.

Theoretically, the findings of the present study are expected to distribute and support the theoretical and empirical outcome of the existing correlation theory especially about vocabulary mastery and reading comprehension. The results of this research are intended to strengthen the existing theory. Moreover, the additional empirical evidence is expected to be used in the future studies or to give more empirical evidence to the existing findings related to the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP Sila Dharma. Besides, the findings of this study can reveal more about the research field so that it can be used by other researchers as a basis for conducting similar research.

Practically, the findings of the present study are intended as valuable informative feedback to English teachers of the eighth-grade students of SMP Sila Dharma concerning the correlation between vocabulary mastery and reading comprehension of junior high school students. For the teachers, it will be useful for them as it gives information to the teacher about the correlation between vocabulary mastery and reading comprehension. Furthermore, English teachers can use learning outcomes as feedback in teaching reading activities so that the objectives of the English language teaching program can be achieved. Moreover, the researcher hopes that students can know that by learning reading comprehension, students can obtain information to identify their problems in vocabulary mastery and reading comprehension. So, they can also think about their abilities in vocabulary and reading comprehension. In addition, for the

researcher, this study is hoped to be used as some references or to help other researchers to take a correlation between vocabulary mastery and reading comprehension in other research.

## 1.6 Definition of Key Term

There are some terms that will be used in this present study untitled The Correlation Between Vocabulary Mastery and Reading Comprehension of The Tenth Grade Students of SMP Sila Dharma in academic year 2021/2022 will be defined operationally to avoid misunderstanding on the part of the readers and provide a clear insight about what is all about some definition of key term a give as follows:

1. Vocabulary Mastery

Vocabulary Mastery is operationally defined as the psychological drive the tenth grade students of SMP Sila Dharma in academic year 2021/2022 which has focused on the aspects of positive task orientation, ego- involvement, need for achievement, high aspiration, goal orientation, perseverance, tolerance of ambiguity.

2. Reading Comprehension

Reading comprehension is operationally defined as the ability of the tenth grade students of SMP Sila Dharma in academic year 2021/2022 in identifying general information, specific information, textual meaning, and textual reference.

# CHAPTER II

# THEORETICAL AND EMPIRICAL REVIEW

## 2.1 Theoretical Review

In this chapter, the researcher concerns theoretical reviews of related theories that are focused on the topic. The related theoretical reviews are scientifically expected to contribute some relevant theoretical constructs and empirical evidence. A review of a related theory is an important part of scientific research because it allows the readers to understand the foundation of the research. It can give a theoretical basis for the research and help the researcher to determine the nature of the research. On the other hand, it needs a foundation that can guide this study. The research background is related some theoretical reviews, vocabulary mastery, and reading comprehension which are discussed as follows. A theoretical review is a review theory for the present study. Therefore, it is used to support and build the present study. It is used a references and frameworks to solve the problem in the present study. A scientific research should be conducted based on some relevant theoretical constructs and hope to give practical significance and empirical evidence. The theoretical review is including (1) Vocabulary Mastery, (2) Reading Comprehension.

### 2.1.1   Vocabulary Mastery

Schmitt (2000) states that vocabulary knowledge gives a large deal to whole
language success such as for reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency. It can be impossible when people want to master language without vocabulary. Therefore, to get many vocabularies, it needs many practices, such as by reading magazine or newspaper, watching films, listening to the music, etc. However, from those practices, the large contribution in getting vocabulary is by reading as Schmitt (2000) states that reading is a key to vocabulary improvement.

According to Lehr, Osborn, and Heirbert (in Kamil and Heibert, 2004:2-3),

vocabulary as knowledge of words and words meaning both oral and print language and in productive and receptive forms. More specifically, they use it to refer to "kind of word that students must know to read increasingly demanding text with comprehension Vocabulary seems like an important element in English teaching for slow learner or normal students. Understanding English acquisition depends on how far students able to know about the meaning of sentence or words. In vocabulary mastery, it involves memorizing. It is hard to be done by student. When introducing vocabulary, it should ideally be presented in a context which is familiar to child. It means that, as a teacher, we must be able to choose which material appropriate to our students.

Thornbury (2002:16) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Because vocabulary was vital aspect in language, it appears in every skill of language listening, speaking, reading and writing skill. Mastering vocabulary was very important for the students who learned English as a foreign language. That was why everybody who le arnned English or a certain language should know the words. The mastery of vocabulary can support them in reading and speaking when they were communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything English. The students can be said gaining progress in English, the mastery of vocabulary.

According to Richard and Renandya (2002:255), vocabulary was core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. How many vocabularies that learners have, influence their skill. Besides that, vocabulary also has advantages, such as vocabulary used to understand what we heard or read and used to communicated successfully with other people. Without extensive vocabulary and strategies in acquiring new vocabulary, learners often achieve less than their potential and may has discouraged from made use of language learning opportunities around them such as listening to the radio, listening to the native speakers, used the language in different contexts, reading, or watching television (Richard and Renandya,

2002:255). It implies that vocabulary was important that must have mastered by learners in learning English as a Foreign Language.

According to Syarifudin (2006:2), vocabulary mastery was one of the factors to master English as foreign language. It means that the students have the ability in understand and used the word and meaning. The richer vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill. By mastering vocabulary, they can shape their English and think that English as one of their subjects at school. So that they can use their English in order to communicated to other people from other countries. By having knowledge of what the purpose is, the mastery of vocabulary could be arranging or design to reach the goals. The environment supports student in learning English. There were many kinds of vocabulary. There was verb, noun, adjective, adverb and preposition. In this research, it will focus on verb, noun, adjective, adverb, and preposition because it was adjusting to the player that is the students of the second grade of junior high school and category.

a. Verbs

Verbs are words that denote action (Hatch and Brown, 1995:222). It describes an action, state, or occurrence, and formes the main part of the predicate of a sentence. Vendler (1967) as cited in Hatch and Brown (1995:222) places verb into four classes: activities, accomplishments, achievements, and states.

| | |
|---|---|
| Activities | : run, walk, write. |
| Accomplishments | : paint, draw, build. |
| Achievements | : recognize, find, lose. |
| States | : know, love, have, desire |

b. Noun

According to Lycons as citied in Hatch & Brown (1995:219) are all part

of speech having a semantic core that is language independent. The most core like nouns (which he calls the first order) are names of people and physical objects, and entities that exist in time and space. Second-order nouns are observable entities which take place and time so these would include nouns of states (e.g., sleep), process (e.g., weaving), and events (e.g., a crash). (Hatch and Brown, 1995:219). The more cores like the nouns are, the easier it should be learned (Hatch and Brown, 1995:220). In short, noun is the name of person, place thing, idea, or quality.

c. Adjectives

Adjectives are used to highlight qualities or attributes (Hatch and Brown, 1995: 228). Certain adjectives are typically use to describe particular nouns (Hatch and Brown, 1995). For example, light, dark, bright, and dull are use with color names.

d. Adverb

An adverb was word that modifies (describes) a verb (he sings louly), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella). According to Hatch and Brown (1995: 229) adverbs often end in -ly, but some (such as fast) look exactly the same as their adjective counterparts.

e. Preposition

According to Hatch and Brown (1995: 230) a preposition was word that indicates the relationship between and the other words of a sentence. They explain relationships of sequence, space, and logic between the object of the sentence and the rest of the sentence. They help us understand order, time connections, and positions.

### 2.1.2 Reading Comprehension

According to Hedgcock et al (2009: 210), a complex construct that involves

the interaction of several psycholinguistic processes was known as reading comprehension. It will show when it goes far beyond the ability to state the main idea of a text in one sentence or more, answer questions about details related to impromptu so that the student can answer the questions after reading the passage, define vocabulary by finding the difficult word, and accurately read the text aloud that we can improve in the classroom activity. Those processes are the part of decoding asset of written symbols that have assign the linguistic meaning. The decoding process can involve getting the meaning from writing material, so the reader can decode the symbols into a larger language unit.

According to Harmer (2007:99), reading was crucial because of two main reasons. First, was beneficial to the students' personal life. Reading English texts had a positive impact on students' further studies and carriers or it may simply have played the role of joyful reading. Second, was beneficial to their language acquisition for spelling and vocabulary knowledge. Through reading, students develop knowledge, information, concepts, and attitudes. Moreover, students get many vocabularies which are need in other skills if they read a lot. Students also need to comprehend the text during the reading process. They are not only expecting to read in good pronunciation but they also have to construct and find the meaning through interaction and involvement with written language. Reading comprehension was the ability in understanding written texts. When the relationship between paragraphs already understood, the readers will get the meaning of the text.

According to Klingner (2007:2), reading comprehension was "the process of construct meaning by coordinate a number of complex processes including word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning. practicing, and assessing. That were teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Reading comprehension refers to understanding print text. Readers engage in problem-solving processes that are intentional to understand. This process has a before, during, and after component. Most readers who are explicitly taught reading comprehension skills and strategies tend to learn, develop, and use terms spontaneously (Block & Pressley, 2002: 36). In this section, these implementations have their respective objectives. For example, learning to read comprehension means knowing something new. After readers read the text, they will discover new words and vocabulary. Developing means exploring and constructing something related to the words they find.

Furthermore, there were also three elements entailed in reading comprehension. Snow (2002: 11) explains these three elements are the reader, the text and the activity. The first element was the reader who was doing the comprehending. A reader, when he tried to comprehend a text, brings all his capacities, abilities, knowledge and experiences to the act of reading. The text that was to comprehend was also has a large effect on reading comprehension. The third element is the activity in which comprehension is a part. This includes the purposes, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process.

Camille (2008: 33) adds that understanding was a process that requires a strategic approach and readers actively construct meaning while reading, they also direct their own understanding by use basic strategies and by monitoring their own understanding. This means that in reading to achieve understanding, the right strategy is very important to motivate students to carry out reading activities. The strategy applies in reading activities have a very important role because it is a way for readers to more easily understand the text which can be directed through a series of reading steps included in a strategy. A good strategy will make the reader reach the goal of reading comprehension more easily and will allow the reader to relate his ideas by monitoring their accuracy based on the procedure or strategic steps.

Reading comprehension can be defined as a process to get appropriate Meaning from information. All of the definitions recommend reading comprehension as the main action of reading itself. Without reading

comprehension, the students could not understand the information on the reading a text. Reading also can evaluate student's vocabulary and they also can interpret the meaning. Therefore, in this present study the reading comprehension is define as the process of constructing meaning from the text. In this research, it will be focus on general information, specific information, textual references and textual meaning as the aspects of reading comprehension to assess the task of reading comprehension.

    a. General information

General information was normally vague and represents a broad description. The most prominent feature of this type of question is the use of questions word or WH-questions. For the example:

-What is the text about?

-What is the best title of the text?

-Why does Sehun really love his dog?

    b. Specific information

Specific information refers to exact, precise fact or description of something mention in the text. The most prominent feature of this type of question is the use of WH-questions or question words. For the example:

-What is the color of his hair?

-How many pens are there in the pencil case?

-Where is Ayu from?

    c. Textual references

Textual reference is asking for a reference to a pronoun. For the Example;

- "It" refers to....

-The underlined word "she" refers to...

-What does "they" refer to?

d. Textual meaning

Textual meaning usually asked for synonyms or antonyms of a word in the reading. If you really do not know, then the answer can be estimate by studying the context. Context was the vocabulary and grammar around the search word. For the example:

Which of the followings has the closest meaning with the underlined word?

The followings have same meaning with "word", except...

What is the opposite of "Tall"?

## 2.2 Empirical Review

An empirical review was the review of the relevant researches that have been conducted; in which it reviews the research of the preview that relevant to 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 wanted to make a correlation between vocabulary mastery and reading comprehension. Several researchers have been done related to this study which discussed the correlation between vocabulary mastery and reading comprehension. The related study which is used as references are described in chronological order below:

The first relevant research was conducted by Bahri (2018) entitled "The Correlation between Students' Vocabulary Mastery and their Reading Comprehension at the Seventh Grade Students of MTS Darul Ihsan in Academic Year 2018/2019. The objective of the study was to know the students' vocabulary

mastery, to know the students' reading comprehension and to know if there is a correlation between vocabulary mastery and ability in reading comprehension. Moreover, the previous research used multiple-choice to test the seventh-grade students. Based on the data of the researcher, vocabulary and reading was significant because Sig. 1-tailed (0.000) was smaller than 0.05. It means that if the students mastered vocabulary, so they would master reading comprehension.

This research finding clearly defined that there is a positive and high correlation between students' vocabulary mastery and reading comprehension. Moreover, the strengths of this research, there was a clear theoretical explanation about reading comprehension. Moreover, there was no clear explanation about the type of vocabulary. According to research findings, this research just mentions the type of vocabulary mastery. This research used a multiple-choice test to test the vocabulary mastery test and reading comprehension test. Besides, there was no clear explanation about the multiple-choice test in the research instrument. The researcher already provided aspects used in the multiple-choice test for vocabulary mastery and the reading test.

The second was conducted by Rizola (2019) entitled "The Correlation between Student's Vocabulary Mastery and Reading Comprehension in the Eighth Grade Students of SMPN 3 Tambang". The objective of the study was to find out whether there is a significant correlation between students' vocabulary mastery and reading comprehension. This research has a similarity in the correlation coefficient and the type of test with the first research, this researcher also used multiple-choice to test the student's vocabulary mastery and reading comprehension. This research found that there was a positive correlation. The result of computation was 0.739. This value is categorized into high correlation it can be stated that there is a significant correlation between students' vocabulary mastery and their reading comprehension.

This research finding clearly stated there is a relationship between a student's vocabulary mastery. According to the research finding, it could be considered as a strong relationship. In addition, the strength of the research was a clear theory between vocabulary mastery and reading comprehension. The researcher added theory about multiple-choice tests adapted from Brown (2003).

Moreover, this research was also no clear specification aspect of the vocabulary test and reading comprehension test. This research used a multiple-choice test to test the vocabulary mastery test and reading comprehension test.

**2.3 Hypothesis**

> Hypothesis needed to predict the existence or nonexistence of a relationship.

It is because the only persuasive argument we know of is that of contradicting an existing widespread belief (Frankel and Wallen, 2009:39). Based on the theoretical and empirical above, the writer formulates the hypothesis of this research: there is a correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMPN 3. The statistical hypothesis is formulating as follows: Alternative Hypothesis (Ha): there is significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP Sila Dharma. Null Hypothesis (Ho): there is no significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP Sila Dharma.