

# **CHAPTER I**

## **INTRODUCTION**

### **1.1. Background of the Study**

In the teaching and learning process, reading plays an important part in facilitating students' understanding of the learning material. Reading can expand their knowledge about some information they find in the text. According to Patel and Jain (2008:113- 114), reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading skills allows student to access ideas that are communicated by people in the form of written or printed material from different countries, give them the opportunity to broaden their horizons and increase their knowledge. This is supported by the reason that reading is can help improve the quality of listening, speaking, and writing in learning a language.

Pang et al (2003:6) state that reading consists of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to the spoken language. In addition, comprehension is the process of making sense of words, sentences, and connected paragraphs. Reading will make vocabulary expansion because the more people read something, the more words they gain exposure. As a result, the students must master vocabulary and understand reading comprehension to make if it easier to understand the reading text. Thus, those variables of reading comprehension should be emphasized to make students understand what they

have read.

Reading comprehension was the goal of reading activity. According to Boardman (2007:8), reading comprehension involves much more reader responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text itself (interest in the text understanding of text types). Based on that statement, the knowledge or information from the text will be worth by students if they take attention on it. Students construct or supplies a new knowledge as the result of comprehending the reading text.

According to Richard (2002:255), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. From the explanation mentioned, we know that reading is one of the things that has a big impact in increasing students' vocabulary. Mastering vocabulary is the ability to get or to receive a lot of words. Mastery of vocabulary, of course students must understand written text to better understand the information contained in the text. In learning English, vocabulary ins the important aspect which has to be mastered by students, because it is used in speaking, listening, reading, and writing. A learner of a foreign language will speak fluently and clearly if the students understand what they read, listen and write easily and also they have enough vocabulary.

In addition, Pang et al (2003:12) states vocabulary knowledge is difficult to measure. However, it is very important in learning to read and in the development of reading in the future. That means vocabulary mastery is really needed. Vocabulary mastery is the basis for someone in language. By mastering

a lot of vocabulary, it is expected to develop students' comprehension power. Besides that, there are various ways to learn vocabulary such as watching movies, listening to music, reading news, and so on. By having adequate knowledge about vocabulary they can master the four skills. One of the advantages of mastering vocabulary is that they can be easier in reading because reading skill is one of four basic skill in English Language that has a very important role in language learning process.

One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success. This relationship seems logical to get meaning from what they read. Students need both a great many words in their vocabulary and the ability to use various strategies to establish the meanings of new words when they encounter them. Students who do not have a large vocabulary or effective word learning strategies often struggle to achieve comprehension. Their bad experiences with reading set in motion a cycle of frustration and failure that continues throughout their schooling. Because these students do not have sufficient word knowledge to understand what they read, they typically avoid reading. Because they do not read very much, they do not have the opportunity to see and learn very many new words.

Basically, reading comprehension and vocabulary mastery have a strong relationship. According to Brasell and Rasinski (2008:99) state that vocabulary knowledge plays an important role in students' reading comprehension. Besides that, Langan (2002:341) state if you have a poor vocabulary, it will make you have a slow reading speed and limit your comprehension. Vocabulary can help

students when they learn reading comprehension and impact the learning process. From here the teacher can determine how well students understand the text. Vocabulary has a significant impact in reading comprehension.

A research was conducted by Astini (2020) entitled “The Correlation Between Vocabulary Mastery and Reading Comprehension of the eight grade students of SMP Negeri 1 Ubud. The results of her research showed that vocabulary mastery and reading comprehension were correlated. Moreover, the researcher used multiple choice as an instrument to measure vocabulary mastery and reading comprehension. In addition, the results of her research also provided an answer key to make the researcher easily in scoring students; work. Based on these research findings, this research has scientifically proven that vocabulary mastery and reading comprehension of the eight grade students of SMP Negeri 1 Ubud had a significant correlation.

To sum up, mastering vocabulary is the ability to get or to receive lots of words. By mastering vocabulary and understanding in reading comprehension we will know the meaning of vocabulary in the context. Moreover, based on the background above, the researcher is curious about the significant correlation between vocabulary master and reading comprehension, especially in reading descriptive text. Therefore, the researcher is interested in conducting a research entitled “The Correlation between Vocabulary Mastery and Reading Comprehension of the eighth-grade students of SMPN 3 Mengwi in academic year 2021/2022.

## **1.2. Research Problem**

A research is conducted because a significant problem happens and it should be solved straight away. Formulating research problem is very important at the starting point of the present study to make the research focus on a certain purpose. A scientific investigation initiated from problem which needs to be solved by using scientific. Research problem is important to make the discussion clear and specific. Based on the background of the study that has been stated above, the researcher conducts a study concerning the correlation between vocabulary mastery and reading comprehension. The research problem is formulated in the form of the question as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 3 Mengwi in academic year 2021/2022?

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

Research is where the researcher does an experiment to find a solution to a problem in an organized investigation. Any scientific studies are done in order to answer the research problem which has been formulated for the study. In order to get the right solution a precisely defined objectives are very important. Based on the explanation about how significant is the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 3 Mengwi in academic year 2021/2022, the researcher wants to find out the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 3 Mengwi in academic year 2021/2022.

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

Limitation is important to make this study focus in one aspect. The limitation of the study is fundamental to make a discussion about the research problem more specific. Moreover, it also can avoid a broad discussion. Considering the complexity and broadness of the problem mentioned above, the study's limitation was formulated. In the present study, the researcher focused on investigating the significant correlation between vocabulary mastery and reading comprehension of eighth-grade students of SMPN 3 Mengwi in academic year 2020/2021. Then the researcher limited the research variable. Besides that, vocabulary in this study is limited to the students' ability to understand the textual meaning in descriptive text. They also have to master the noun, verbs, adverbs, and adjectives of the descriptive text especially in describing animal, person, thing and place because that is only four types that are related to the topic and material they have learnt from their English teacher. Moreover, the reading comprehension assessed is the ability to identify four aspect of reading: general information, specific information, textual reference, and textual meaning.

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

One of the practical reflections taken into account in undertaking the present study is the significance of the study is vital in conducting research. The study only focuses for figuring out whether there was a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 3 Mengwi in the academic year 2021/2022. The present result are highly expected and recommended to provide significant research findings related to vocabulary mastery and its correlation with reading comprehension. In

conclusion, the present finding is expected to give both theoretical and practical significance on the correlation between vocabulary mastery and reading comprehension that will be conducted in the future.

Theoretically, with this research hopefully expected to give information about correlation between vocabulary mastery and reading comprehension. This research will be useful for researchers, and hopefully can be used as a reference for future researchers in conducting the same research in observing students' reading comprehension. Moreover, the researcher hopes the result of this study are expected to enrich the evidence on the correlation between vocabulary mastery and reading comprehension.

Practically, the results of this study are intended as informative feedback that is valuable for teachers and students which is certainly expected to be useful for teacher and students. For English teachers, the results of this study can be used as feedback and solution in teaching, so that it can be achieved properly. For the students, they can have a learning source about what they should do, especially in reading comprehension of an English text. Besides that, the students can improve their vocabulary mastery better than before, so they will not face difficulties learning a foreign language. The last is for the researcher, this study can be useful information in conducting a scientific research that is focused on the correlation between vocabulary mastery and reading comprehension.

### **1.6 Definition of the Key Terms**

In this research, researchers have several key terms related to this research. In order to avoid misunderstanding and confusing on the parts of the readers concerning the key terms used, the researcher needs to operationally

define the key term. This study is focused for knowing the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMPN 3 Mengwi in academic year 2021/2022. In order to avoid misunderstanding readers, definition of the key terms as follows:

1. Vocabulary mastery

Vocabulary mastery in this study is operationally defined as the ability of the eighth-grade students of SMPN 3 Mengwi in academic year 2021/2022 in mastering the meaning of the content words especially noun, verbs, adverbs, and adjectives of the descriptive text especially in describing animal, person and thing.

2. Reading Comprehension

Reading comprehension in this study is operationally defined as the ability of the eighth-grade students of SMPN 3 Mengwi in academic year 2021/2022 in identifying general information, specific information, textual reference, and textual meaning of descriptive text.

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## **CHAPTER II**

### **THEORITICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

The theoretical was a review of the theories that were related to the conducted study. This is used to support and build the present study to be more firm and based on fact. Research argument must be relevant to strengthen the theory that has been observed, so that it can be believed by the reader. In this chapter, the researcher describes the prominent point which include theoretical reviews which were related literatures to this study. The present study was conducted based on the following theoretical frameworks that were taken from the experts. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical reviews included vocabulary mastery and reading comprehension.

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

Vocabulary is considered as the most important part in learning a language. Vocabulary is a group of words in a particular language that will be very helpful for mastering a foreign language. Besides that, Vocabulary is a list of words or stock of words used by a person in a language containing meaning, some easily taking and reaching meaning, especially that refer to concrete objects and activities. It is impossible for the students to read or even comprehend reading 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. Good mastery in vocabulary is important for anyone

who learns the language using listening, speaking, writing and reading. It is obvious that vocabulary is very important in learning a language, especially English.

The key to improving vocabulary is to practice vocabulary everyday. Good vocabulary mastery is important for anyone who learns a language by listening, speaking, writing, and reading. A learner of the foreign language will speak fluently and accurately, write easily, or understand what they reads or hears. It is obvious that vocabulary is very important in learning a language, especially English. As is well known that English is an international language. In English, English vocabulary is extremely large and varies. Therefore, the importance of a great role for teachers to help and guide their students to master vocabulary so that students can master vocabulary as much as possible.

Vocabulary mastery can improve the ability to read English test. Vocabulary mastery will indeed be very helpful in honing skills in English. Willis (2008:63) adds that with strengths in vocabulary building, memorizing, and learning foreign languages. Vocabulary is considered as the most important part in learning a language. In addition, memorizing vocabulary is also the most important part of vocabulary mastery. By vocabulary mastery, the process of speaking, writing, listening and reading will be very enjoyable because they understand and master every word used.

In addition, Duffy (2009:14) vocabulary is fundamentally important for understanding the message. When students learn to read text, it is certain that students find new vocabulary. Usually students will translate vocabulary that has never been discovered or just known to be able to understand that meaning of the

text. If all the sentence in the text can be understand, then students can understand the meaning of the reading. Understanding the reading will be hard to do by a students if the student does not know most of the words in reading. As children learn to read more advanced text, they must learn the meaning of new words that are not part of their oral vocabulary, to understand the passage of a text, firstly students should build their vocabulary.

According to Kamil and Hiebert (2005:3), vocabulary is the knowledge of the meaning of words. This definition becomes complicated when the fact that words come in at least from two forms: print and oral. Print vocabulary consist of those words for which the meaning is known when they write or read silently. Oral vocabulary is the set of words for which the students know the meanings when they speak or read orally. Knowledge or words also comes in two forms. There is a productive vocabulary used when writing or speaking, and receptive that can be understood or recognized. Building vocabulary can be started from teacher practice, students influenced by the conversation, short reading text and games.

The first is language exists in two forms, spoken and written. Both of them need a vocabulary to develop the existence itself. Secondly, vocabulary is needed for production in learning English as a foreign language rather than only needed to recognize. Wagner et al (2007:24) state that varied vocabulary means that the learners do not keep using the same words and phrases. It is an individual achievement and possession. It means that students have to master other vocabulary to learn English by increasing their knowledge of words. In addition, vocabulary mastery becomes an important component when students are learning

a foreign language to support the development of their language skills.

One of the purpose of teaching English as a foreign language to Indonesian students is reading, grasping the idea, and understanding the book written in English. To achieve those purpose, students need a lot of words of English to master. Pollard (2008:13) assumed this is a basic building block of language learning. The main purpose of language learning is to find out the meaning of words in the text. Students must be able to build vocabulary because vocabulary is the basis of learning English. Without sufficient vocabulary they cannot communicate well. In addition, language will be meaningless without a vocabulary. Therefore, a student who learns a foreign language is expected to be able to understand each vocabulary in the text.

Vocabulary is the knowledge of meanings the words. In this case, learning a foreign language vocabulary presents the learners with the following challenges (Thornbury, 2002:2). The first is making the correct connections when understanding the language between the form and its meaning, including discriminating the meanings of closely related words. The second is when producing the language, and the learners can use the correct form of the words for the meaning intended. Thus, it will indirectly affect students' vocabulary mastery and in developing language skills.

Blachowicz and Ogle (2008:178) state that vocabulary is a reflection of our knowledge and experience and of our social interactions. This can be interpreted that students' knowledge of English can be known with a lot of student's vocabulary. Social interactions is very influential in learning English. As life becomes more complex, people borrow new words to describe someone's

activities. No one knows exact numbers of word in the English vocabulary today. Students can increase their vocabulary by reading or speaking with their friends or with their families. As students in a school, they need to know part of speech especially verb, noun, adverb and adjective.

Vocabulary is a set of words that is used to communicate in a language. Word belonging to one category have different functions from other categories. In English, the division of this category is known as part of speech and there are eight kinds namely noun, pronoun, verb, adjective, adverb, preposition, conjunction and determiner. In this research, the researcher only focused on verb, noun, adverb and adjective because only four types that are related to the topic and material they have learnt from their English teacher. According to Harmer (2001:65) there are eight types of part of speech such as noun, pronoun, verb, adjective, adverb, preposition, conjunction and determiner.

First, noun is a word (or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Second, pronoun is a word that is used in place of a noun or noun phrase. Third, adjective is a word that gives more information about a noun or pronoun. Fourth, verb is a word (or group of words) which is used in describing an action, experience or state. Fifth, adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Sixth, preposition is a word (or group of words) which is used to show the way which other words are connected. Seventh, determiner is a word that can be used to indicate an object both physically and quantitatively. Last, conjunction is a word that connects sentences, phrases or clauses.

### 2.1.2 Reading Comprehension

Reading is important in the teaching and learning process and various activities. Reading can help to get the solution to the problem and also as a source of information. In education, reading is very important especially in reading comprehension in text. Reading comprehension is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that symbolize meaning. The reader uses knowledge, skills and strategies to determine what the meaning is. Reading comprehension is defined as the level of understanding of a writing. In addition, reading is the process of understanding and catch information in text. That means if someone just read someone will not really understand the information in the text.

According to Brown (2004:185) reading is likewise a skill that teachers simply expect learners to acquire. Reading it is the essential skill for success in all educational contexts, and it remains a skill of paramount importance. The reader recognizes to play an influential role in the reading process. When students can recognize the meaning of the word in the reading text or passage, they can comprehend what they read. By reading students can develop thinking to understand the text. Good ability in reading will help the student to comprehend text and its meaning better. Component of language such as vocabularies would help to understand the meaning of the text.

Pang et al (2003:6) state that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading can improve students' vocabulary and students' speaking skills. Reading improves

language skills and can develop fluency which enables students to better express ideas. To be able to take meaning in the text, the reader needs to conclude or point in the text. Reading consists of two related processes word recognition and comprehension. Word recognition is where the process of how written symbols appropriate to a certain language while comprehension is the process of how to make tense of word, sentence and connected text.

Duffy (2009:14) reveals that comprehension is the root of reading because the target of written language is the communication of message. Of students just read without knowing what they have read, students will not know the message in the reading. Reading requires sufficient concentration to be able to understand the content of the message in the reading. In addition, reading is not an activity that can be done once or twice but must be done regularly to get skills or understanding. In addition, prior knowledge is expressed with words. When the meaning of the word is unknown, it means that the readers do not have background knowledge. Real readers do something with what they read.

According to Pang et al (2003:19), reading comprehension is about relating prior knowledge to new knowledge contained in written texts. By connecting the knowledge and experience that the reader have with new information, it is hoped that the ability to understand the content of the reading will be better. If the reader does not know the meaning of a word, it means that the reader does not have sufficient background knowledge. Without background knowledge, students cannot understand the content of the text or get new information in the text.

Furthermore, Wolley (2011:15) states that reading comprehension is the

process of making meaning from text. It means, to get a thorough understanding of what is explained and meaning of words or sentences that have been read is the purpose of reading comprehension. Besides that, someone can add new knowledge and associate's information in the text with the other text to find the real facts from the information obtained from the reading activity. In order to understand the information, obtain the main idea that the writer delivers in the text, reading comprehension becomes so important.

## **2.2 Empirical Review**

The empirical review is a review of previous research that is relevant to the present study. Empirical review deals with original research such as scientific experiments, surveys and research studies which is based on experience and observation, rather than systematic logic. In order to build the strength of this present study, the researcher reviews similar studies which have been conducted by the other researchers in the past. Here, the researcher has found two results of the studies which had the same discussion. There are two research investigations which are used as the empirical review.

The first research was conducted by Nadya Aprilia (2019) entitled "The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension in Descriptive text at State Senior High School 2 Pekanbaru". The objective of research wants to know the correlation between students' vocabulary mastery and reading comprehension. Based on the result of research using multiple choice test, the results show that there is a correlation between vocabulary mastery and reading comprehension.

The second research was conducted by Erniwati (2019) in her

correlational research entitled “The Correlation between the Student Vocabulary Mastery and Their Reading Comprehension Ability in Learning English at the first grade of SMA Muhammadiyah 9 Makassar”. The study’s objective was to determine if there was a significant correlation between vocabulary mastery and reading comprehension of the first grade students of SMA Muhammadiyah 9 Makassar. In researching the researcher emphasizes for teachers to be more creative in applying different techniques.

In addition, the strength of previous research is the existence of theory from experts who support it. However, previous researcher used multiple choice for collect the data. Brown (2004:206) says that multiple choice items are difficult to construct and validate. This is very ineffective because students may just read and do not understand the contents of the test. By multiple choice test it is difficult to measure whether students correctly understand or not. Thus, in this study researcher use matching cloze procedure test and short answer test to check students’ vocabulary mastery and reading comprehension. By using matching cloze procedure test and short answer test, students must really read and understand the text to answer question and get answer.

### **2.3 Hypothesis**

The purpose of hypothesis is to provide a tentative preposition suggested to any research problem of a study. In this present study, the researcher is use non directional hypothesis. A hypothesis is a precise, testable statement of what the researcher predicts will be the study’s outcome. It is focused on the relationship between two different variables studied in this research. it was a

specific, testable prediction about what expectation of a study. To answer the research problem in this study, the researcher assumed that there was a correlation between the research variables. The hypothesis of the present research can be clearly stated as follows: there is the significant correlation between vocabulary mastery and reading comprehension of the eighth-grade student of SMPN 3 Mengwi in academic year 2021/2022.

