

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the four skills that must be mastered in learning English Language. 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.

In addition, Patel and Jain (2008:113) states that reading is an important activity in life with which one can update his or her knowledge. It is an important tool for academic success, because through reading students can understand and they will get more information from what they read. It will help them to improve their knowledge. Reading activity also good for learners to train the other language skills such as writing and speaking activity. Reading activity also brings important effect to society, especially for themselves.

Reading is the activity where the readers comprehend the text then they relate it with the readers' prior knowledge. All learning and comprehension are interpretation, understanding an event from its context. Reading and comprehension could not be separated because they are interconnected each other. In education the

students are required to master reading comprehension to make it easier to get the information that students need.

Besides, reading is one of English skills that becomes crucial in learning English because reading is a key in learning something. By reading, students can learn other English skills or components such as writing, grammar or new vocabulary. Even, students can read a story in learning English. Reading the story of English itself in order to know the culture of a country in which English was born, for instance. Because learning English is not only studying about skills and components, but also learning the culture or the story of that language. In fact, students have low interest in reading, even some students say that reading is a boring activity because reading is not only reading a text but also comprehending it. Yet, many students have difficulty in comprehending a text since they do not know the meaning of certain vocabulary on the text. In this case, reading has an effect in developing students' vocabulary mastery, since the students will have difficulty in reading if they do not know the meaning of certain words in reading text.

In relation to reading ability, so that the reader understands the contents of reading, an understanding is needed, this understanding is influenced by some factors. Among them are linguistic factors (language) and non-linguistic factors. The linguistic factor is related to linguistic skills, including mastery of grammar, morphology, syntax, and vocabulary. Meanwhile, non-linguistics factors are in the form of background experiences related to various affections or psychological conditions of students. One of the linguistic factors that is closely related and often becomes obstacle to the ability to read comprehension is the factor of vocabulary

mastery. Mastery of vocabulary plays a very important role in language skills, one of which is reading skills. Reading skills in question are reading comprehension skills, namely reading comprehension skills.

As we know that the lack of understanding in reading that is often found from students is reading a story text and the ability to read the understanding of the story text is partly still low. This is due to the low vocabulary owned by students, so students cannot understand the meaning of the words read in accordance with the context of the reading so that it prevents students from understanding the meaning in large units, namely sentences or paragraphs in the reading process. Vocabulary that is mastered by many students, students can express their feelings, desires, and ideas smoothly and well. In addition, with a lot of word mastery, students are expected to be able to understand the content of a discourse or reading that they have read. In other words, the quality of students' language depends on the quantity and quality of the vocabulary they mastery. The richer the vocabulary we have, the more likely we are to be skilled in language (Tarigan, 2015:2). 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. Based on the problem, the researcher is interested in conducting research to analyse and to know the correlation between vocabulary mastery and reading comprehension of eighth grade Students of SMP. TP 45 Denpasar 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. The researcher is interested in finding out the correlation of students' vocabulary mastery and reading comprehension of the students in junior high school. Therefore, the research problem in this present study can be formulated in the form of question as follow: is there any significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP TP. 45 Denpasar 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. Based on the research problem that had been previously 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. TP 45 Denpasar in academic year 2021/2022.

1.4 Limitation of the study

The limitation of the study is very important to make a discussion about the research problem more specific. Moreover, that also can avoid a broad discussion. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study is formulated. In the present study, the researcher focused on investigating the significant correlation between vocabulary mastery and reading comprehension of the eight-grade students of SMP. TP 45 Denpasar in academic year 2021/2022. The researcher limits the students' 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, reading comprehension aspects that are focused in the present study are in identifying general information, specific information, textual reference, and textual meaning. Those aspects that researcher want to score in the present study.

1.5 Significance of the study

The result of the present study 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, the result of the study is expected to distribute and support the theoretical and empirical outcome of the existing correlation theory, especially about vocabulary mastery and reading comprehension. Furthermore, the results of the present study are also intended to strengthen the theory that has been existed. 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 and reading comprehension in comprehending text reading particularly in descriptive text. In addition, the findings of the present study can disclose further areas of research so that they could be used by other researcher as bases of undertaking a similar study.

Practically, the result of the present study is expected to be beneficial for English teacher, students, and other researchers. For the English teachers, it expected to give information that can be used as a consideration to get better results of the students being taught in SMP TP. 45 Denpasar. It also gives the teacher

results on how to teach reading comprehension. For the students, it is expected that it can help them overcome the issue by considering better learning strategies in the future so that they can solve their problem in reading comprehension especially when they do not want to do the activities given by the teacher in reading topic. In addition, the results of the present study are also beneficial for other researchers. Moreover, this study can be used as a reference for future researcher who want to carry a research which is related to the correlation between vocabulary mastery and reading comprehension in descriptive text.

1.6 Definition of Key Term

There are some terms used in this present study to avoid misunderstanding on the part of the readers and provide a clear insight about what is all about some definition of key term as follows:

1. Vocabulary Mastery

Vocabulary Mastery is operationally defined as the psychological drive the eight grade students of SMP TP. 45 Denpasar 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 eight grade students of SMP TP. 45 Denpasar 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

The present study was conducted based on the following theoretical frameworks that were taken from the experts. There were some important to be explained and discussed based on the relevant theoretical reviews that will be taken by the research. The theoretical reviews include vocabulary mastery and reading comprehension.

2.1.1 Vocabulary Mastery

Vocabulary refers to the words that must be had by any languages in entirely world. A Mother will recognize a certain word to their born baby before recognizing another thing, as well as teachers, they will recognize a certain word to their students who learn a language before another subjects. Both mother and teacher have the same aim in order to make their students having a lot of vocabulary. Vocabulary means words that have to be known and learnt in order to ease people communicate each other or learn something new. In addition, Alizad et al (2016) statement that most people define vocabulary is understanding words and meaning of words or many people argue that vocabulary is a pile of words arranged alphabetically and continuously with their meanings.

Furqon (2013) statement that students will ease learning a language if they have a lot of vocabulary as it is all about words. So, good mastery of vocabulary

will ease students in understanding a language especially English. Hence, it cannot be denied that vocabulary is the foundation of a language and it is very essential to be learnt before other skills and components. The students will have difficulties in communicating, reading, or learning grammar if they do not know any single vocabulary, for instance. “If the students want to learn a foreign language especially English, they have to learn vocabulary first” (Bahri, 2018, p. 78).

Vocabulary is one of component that becomes a basic in learning any languages especially in learning English. The students are able to read, write, or listen a single word since they are recognized it whether only read or memorize it. When the students find a new word than they read, write, understand and memorize it, it can be called as vocabulary mastery. Besides that, Furqon (2013) explained that mastering vocabulary is not only recognizing the words and its meaning, but also understanding the sound of the words and how the words used in sentence context. John (1978) as cited in Ali (2010) stated that vocabulary is the knowledge which includes understanding the words’ meaning even knowing the vocabulary test’s purpose in order to find out whether the students are able to compare each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. “In fact, using or implementing a language without understanding the meaning of the words is impossible” (Anjomshoa & Zamanian ,2014). Thus, from the explanation above it can be said that vocabulary is a complex component in learning English since the students are not only knowing and memorizing a certain words but also they are able to understand the meaning and how to use it in daily life such as using vocabulary in written or spoken context.

Talking about vocabulary, many researchers divide vocabulary into two types. According to Al-Qahtani (2015), some researchers said that there are two kinds of vocabulary, those are active and passive vocabulary. But another researcher differentiates it into two types. The first type vocabulary refers to the words that have been taught and studied in order to be implemented. While another type refers to the words recognized by student in which they are able to pronounce it or not. Those types called productive and receptive vocabulary. On the other hand, receptive vocabulary is a word that can be understood when reading and listening while speaking and writing well can be assumed as productive vocabulary (Maskor & Baharudin, 2016). If students can understand the meaning of vocabulary when they are reading and listening a text but they cannot speak and write correctly, it can be called as receptive vocabulary. Otherwise, if they can pronounce and write correctly yet they are not used to read and listen a word, it can be said as productive vocabulary, for instance.

Besides receptive and productive vocabulary, some researchers argued that vocabulary is divided into two types as what have been said above. Those types are active and passive vocabulary. As well as Hernawati (2015) said that “commonly, vocabulary is typed into active and passive vocabulary. The words that are commonly used in speaking or writing since they can be understood when reading, it is called active vocabulary. While the words that are not used to use or pronounce, but can be understood while reading or listening, it can be said as passive vocabulary. Hence, from the explanation above, it can be said that vocabulary has several types. Some researchers said that types of vocabulary is receptive and productive vocabulary, while another one argued that active and passive are the

kinds of vocabulary. Even though among one researcher to another researcher have different sense, those types have almost similar meaning.

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 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. Verb

Verbs are words that denote action (Hatch and Brown, 1995:222). It describes an action, state, or occurrence, and forms 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 Lyons as cited 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 colour names.

d. Adverb

An adverb was word that modifies (describes) a verb (he sings loudly), 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

Reading is one of English skills that must be learnt by all English students whether second or foreign language students. While reading, the students can improve their English language. That's why reading is an essential skill to be learnt. There is a bunch definition of reading. Many researchers give meaning on reading based on their sense or experience. Generally, reading is an active activity that the readers use to get new words and information from a text. Varita (2017) claimed that reading is an activity where the readers has relation with a text. It means, an activity where there is interaction between the readers and the text. Thus, reading skill is important to be learnt since junior high School until university level. While another researcher said that reading skill is a cognitive potency or competence to interact with a written text (Bojovic, 2010:1).

Reading comprehension is defined as readers' activity to read a text, but they do not only read a text but also understand the authors' sense by using several strategies. Whereas Sabouri (2016) argued that prioritize understanding the content of the text than acquiring the meaning of words is the meaning of reading comprehension. And having outcome to combine what has been gained from the text and previous knowledge which is still related with the text is the aim of reading

comprehension. Another study said that reading comprehension is about utilizing the readers' previous knowledge in order to predict what will be explained in the next passage and about how many unknown information gained which are still relevant with information which have already known (Bojovic, 2010:1). Meanwhile, reading comprehension is the core of reading activity Since when reading, the readers do not only need new unfamiliar words for improving their English knowledge but also what information that the authors explained in the text.

On the other hand, reading is one of English skills that must be learnt by all English students whether second or foreign language students. While reading, the students can improve their English language. That's why reading is an essential skill to be learnt. There is bunch definition of reading. Many researchers give meaning on reading based on their sense or experience. Generally, reading is an active activity that the readers use to get new words and information from a text. Varita (2017) claimed that reading is an activity where the readers has relation with a text. It means that an activity where there is interaction between the readers and the text. Thus, reading skill is important to be learnt since junior high Scholl until university level. While another researcher said that reading skill is a cognitive potency or competence to interact with a written text (Bojovic, 2010:1).

Talking about reading, it is categorized into two types. Gilakjani & Sabouri (2016) claimed that reading is categorized into two types in term of intensive and extensive reading. Then, Rashidi (2011) argued Nowadays, there are two approaches that are commonly implemented. Those are intensive and extensive reading. Those approaches play important role in developing reading skill. The first, it helps reader to get a lot of vocabulary while another one can help readers to

improve their reading comprehension skill. Intensive reading is a conventional reading approach which is aimed to help readers understand the text by analyzing and translating the words of the text while extensive reading means an approach which has purpose to make reading activities enjoyable (Park, 2017:1)

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 focused on general information, specific information, textual references and textual meaning as the aspects of reading comprehension to assess the task of reading comprehension. 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? . While 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? And Where is Ayu from?. Then, Textual references is asking for a reference to a pronoun. For the Example; "It" refers to.... , The underlined word "she" refers to, and What does "they" refer to?. Last, 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 and What is the opposite of "Tall"?.

2.2 Empirical Review

Empirical review is the review of relevant researches that has been conducted in which it reviews the previews researches that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous study result and to clarify as well as define the concept of the study. In conducting this study, the researcher wants to know about the correlation between vocabulary mastery and reading comprehension. There are other researchers that showed the correlation between vocabulary mastery and reading comprehension. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews is presented as follows:

The first study was conducted by (Rahmawati, 2017) in her correlational research entitled “The Correlation Between Vocabulary Mastery and Reading Comprehension of The Second Year Students of SMP Shalahuddin Malang”. Furthermore, the objective of this study was to investigate the correlation between vocabulary mastery and reading comprehension. Moreover, based on research results using the instrument of vocabulary mastery and reading comprehension, the result showed that there was a correlation between vocabulary mastery and reading comprehension. In addition, the strength of previous research lies in its research findings, the findings of previous studies show that there is a correlation between

vocabulary mastery and reading comprehension. In collecting data from previous research, the researcher used two instruments, namely a test consisting of 20 vocabulary test questions and 20 reading comprehension test questions. However, in his research, the researcher uses one type of objective test. The instrument used in this research is an objective test in the form of multiple choice. In his research, the researcher wanted to find data with short answer assignments. One of the most common types of questions used to measure the level of student understanding is multiple choice questions because this type of question has high predictability so it cannot measure it comprehensively. Furthermore, in this study the researcher collected the data by applying short answer assignments to determine students' reading comprehension, because by using short answer assignments students cannot guess the answers as in multiple choice, so they need to understand what they read to get answers.

The second research was conducted by (Hidayatullah, 2017) in his correlational research entitled "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension". The objective of this study was to find out if there is a significant correlation between students' vocabulary mastery and reading comprehension at X IPA 1 of SMAN 1 Talun. The research findings showed that there is correlation between students' vocabulary and reading comprehension. The researcher used a vocabulary mastery test and reading comprehension test in the form of multiple choices with 25 questions. In addition, the strength no specification of the tests used by the researcher on the previous study. In the present study the researcher specified the word class and genre of the text, be more specific in finding the correlation between students' vocabulary

mastery and their reading comprehension ability in reading comprehension of descriptive text.

Vocabulary is an important component in acquiring and understanding language. Related to Sedita's theory (2005:1), vocabulary knowledge is very important in reading comprehension, how to know how strong vocabulary mastery affects reading comprehension. In this study, researchers are interested in conducting research to analyze and determine the relationship between vocabulary mastery and reading comprehension, more specifically in finding a correlation between students' vocabulary mastery and reading comprehension ability in reading comprehension descriptive texts in eighth grade students of SMP TP 45 Denpasar. The researcher used the cloze task as a vocabulary mastery test, and for reading comprehension, the writer used a short answer task in the descriptive text. Research With the Title "The Correlation between Vocabulary Mastery and Reading Comprehension of the Eight grade Students of SMP TP. 45 Denpasar in Academic Year 2021/2022.

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 SMP TP. 45 Denpasar. The statistical hypothesis is formulating as follows:

- Alternative Hypothesis (H_a): there is significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP TP.45 Denpasar.
- Null Hypothesis (H_o): there is no significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP TP. 45 Denpasar.

