

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses some short reviews of related literature. There are definitions of learning reading, the competences of reading ability, aspect to measure vocabulary mastery, aspect to measure reading comprehension, the correlation between vocabulary mastery and reading comprehension, and the summary.

#### **2.1 Learning Reading**

Reading is one of the important aspects in English, According to Boer (1970:161) reading competence is not only important because it underlines success in all areas of study in the high school, but also it is essential to personal enrichment and development of intelligent citizenship.

In reading ability there are five components that should be attention. They are phonemic awareness, phonic, vocabulary, and comprehension. According to Harris and Sipay's (1980:10) Reading ability increases in importance as the society becomes complex and industrial. As technology advance, more occupation requires high level of education or specialized training which good reading ability is vital.

From the definition above reading is not only a process of understanding the text, but includes the fluency, phonemic awareness and phoneme. In this research, the researcher focuses in comprehension skills and vocabulary mastery because it is focus on written test. To get the idea and information that either explicitly or implicitly stated. Reading requires the reader's knowledge of what being presented in the text so

that the idea and information delivered can be precisely. It means that, in reading the writer knows that reading is the process to getting meaning or information. The reader interprets the meaning of the text based on their prediction and expectation.

## **2.2 The Competence of Reading Ability**

In reading ability there are five competences, students should capable all the component of reading ability. Here there are some explanations about them.

### **2.2.1 Phonemic Awareness**

Phonemic awareness is the understanding of spoken words or pronouncing a word. In reading a text, hearing and producing word is also needed because the reader can be easy to recognize the word. Although, in every words are different to pronounce it. According to Nichd (2000) it is reading ability to focus on and manipulate phonemes in spoken words. As we know that phonemic awareness is important in learning process to read languages that are based on an alphabet. Phonemic awareness can also be used to predict how well students will learn to read.

### **2.2.2 Phonic**

As we know that spoken language had existed for a very long time before the need for written communication brought about the invention of various alphabets. Phonic is the understanding that there is a predictable relationship between phonemes (sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Readers use these relationships to recognize

familiar words accurately and automatically. Phonics is also a key to decoding unfamiliar words.

### **2.2.3 Fluency**

Reading fluency is the ability to read a text accurately and quickly. The fluency of reading is also important competence in reading ability. The readers who can read fluently they have recognized the vocabulary in the text, so with automatic word recognition, reading becomes faster, smoother, and more expressive, and students can begin to read silently, which is roughly twice as fast as oral reading. Therefore, in reading ability there are three skills which are important to know. They are accuracy, automaticity, and prosody.

The first is accuracy, it is the ability to present word by word correctly, such as sounding of the word that include alphabetic principles, the ability to blend sounds, the ability to use cues to identify words in text, and a large sight-word vocabulary of high-frequency words. The second is automaticity, the automaticity requires quick and accurate identification of individual words as well as speed and fluidity in reading connected text. The third is prosody, it is the ability to read with proper phrasing and expression, imbuing text with suitable volume, stress, pitch and intonation.

### **2.2.4 Vocabulary**

Vocabulary mastery is the ability of knowing word meaning, according to Tour (2009) vocabulary is the most important aspect in language. In learning English

vocabulary is the key to understand the meaning of text, especially in reading ability. We can understand the reading text and make ourselves understood without correct grammar but we cannot get anywhere without vocabulary. Mastering vocabulary is the ability to get or to receive a lot of words. By having and mastering vocabulary the reader will know the meaning of vocabulary in the context. Mastery of vocabulary is essential in learning reading and vocabulary becomes an important role in interpreting and understanding a text reading. Previous research said that vocabulary which has a strong relationship with reading skills therefore vocabulary is the part of the reading component which has an important role.

This study the researcher put some definition about vocabulary, as we know that there are many researcher define the vocabulary differently, according to Longman Dictionary of Contemporary English defines, vocabulary means all the words that someone know, learn of uses, or the words that are typically used when talking about particular subject or a list of words with the explanations of their meanings in a book for learning foreign language. In other hand Hornby (1974:131) said that vocabulary is collection of words or phrase and a list of words in language textbook that makes up language.

Vocabulary has several types, Jo Ann Aebersold and Mary Lee Field classify the vocabulary into two, and they are productive vocabulary and receptive vocabulary. In productive vocabulary the leaner can use appropriately in speaking or writing, it is more difficult to practice for the learner because they must know how to pronounce it well. They must be familiar with collocation and understand the

connotation meaning of the word. This type is often used in speaking and writing skill. Receptive vocabulary it focuses in the context of reading or listening.

Webster (2003:1400) has three definitions of vocabulary as follow:

- A list of collection of words and phrase usually alphabetically arranges and explained or defined
- A list or collection of terms or codes available for use
- A sum or stock of word employed by language group, individual or work or in a field knowledge

Based on the definition above, the researcher concludes that vocabulary is the number of words with the meaning of language that is known by person.

#### **2.2.4.1 Aspects to Measure Vocabulary Mastery**

Measuring vocabulary is testing how big the learner's vocabulary size is and how well the students know a word. Vocabulary has a big importance as much as the language skill in the whole language system, the importance of the assessment of vocabulary is the same as the assessment of other skills. According to Schmitt (2000) that vocabulary is an essential building block of language and it makes sense to be able to measure learners' knowledge of it, with regard to second language acquisition vocabulary is an indispensable and basic part. According to Read (2000) that in the achievement test, the vocabulary section may be designed to measure how well the students have mastered a vocabulary skill that they have been taught. Moreover,

vocabulary test can be utilized as a means of motivating students to study and showing them their progress in learning new words.

The way to measure vocabulary mastery is use the test, there are kinds of tests to measure vocabulary, they are multiple choice test, cloze test, true false, matching, etc. According to Cameron (2002) that vocabulary levels do reflect language development more generally, then vocabulary testing might offer a relatively quick and easy way for researchers and schools to monitor progress in language development. Vocabulary test results provide useful information on how vocabularies develop. It is important to know how many words foreign language learners know, how fast their target vocabularies grow, and how these factors are related to other aspects of their linguistic competence. Rather than simply measuring vocabulary mastery, objective vocabulary tests seem to be valid indicators of language ability in a broad sense.

### **2.2.5 Comprehension**

Comprehension is to understand the information from the text. In previous research known that Comprehension has strong relation with vocabulary knowledge. Students who have a lot of vocabulary knowledge can understand the information in the text, however knowing and understanding what is being read is the key to comprehension. Students should be able to know the meanings of ninety percent of the words in a text to be able to gather meaning from the text. In comprehension text the students not only understand the meaning word by word but also they have to understand the meaning of phrase that cannot be translating each word. To

comprehend the text, the students have to think about what is already known about the story of the subject, in order to make connection between story and their knowledge, the students make prediction what they read through the story, besides that they have to know how the story is organized. Therefore, to gain the information and idea comprehension is one of the components of reading ability that should be thought by the students in learning process.

In the previous research there are some definitions about comprehension, according to Pardo (2004) comprehension is the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text. Besides that, according to The National Reading Panel (2000) Reading comprehension is a cognitive process that integrates complex skills and cannot be understood without examining the critical role of vocabulary learning and instruction in its development. From the definition above, the researcher concludes that comprehension is understand, gaining meaning, and interpreting the text.

#### **2.2.5.1 Aspects to Measure Comprehension**

Measuring comprehension is the way to know how the students comprehend the text. As we know that comprehension is one of the components of reading ability that is about the knowledge or understanding of what has been read the first step of which is recognizing and giving meaning to words. In the previous research comprehension has been measured by using a test, it is conducted by Davis (1994) that measuring comprehension is by using multiple choice tests. In other research multiple

choices have also used to measure the literal reading comprehension and inferential reading comprehension that conducted by Pettit (1970).

According to Harris (1968) the same general types of tests which were used to test the reading ability of the Native English have the same effectiveness with the foreign learners of the language. In English as a foreign language, reading comprehension tests include a series of related items that are based on the same reading passage (Lee, 2004). These items can be posed after a passage as traditional comprehension questions multiple-choice, short-answer, and cloze or c-test which are embedded in the passage itself (Klein-Braley, 1985). So, as Alderson (2000) argues, the selected text and test methods are so effective in testing reading comprehension. From the explanation above it is known that most of the previous researches measure comprehension by using test.

## **2.3 The Correlation between Vocabulary Mastery and Reading**

### **Comprehension Skill**

This study the researcher makes correlation between two variables in reading ability. They are vocabulary mastery and comprehension. As we know that both of them are the competence of reading ability which has influence in reading ability, so that the researcher wants to know which one has significance correlation in reading ability.

In the previous study, the researcher include three researches about correlation in reading ability, the first is about *the correlation between students' achievement in vocabulary and reading ability (Ikah:2006)* the goal of this research is



to know how far vocabulary support the students in reading. The participants of that research are the students of social science MAN II Bekasi. From the data analysis of the research it is found that vocabulary and reading comprehension is significance correlated, so it is concluded that students who have vocabulary knowledge they are good in reading.

The second is research about *the correlation between vocabulary knowledge depth and reading comprehension* (Ming- Alan Ho, Hsien- Yi Lien) the goal of this research is to know how learners' depth vocabulary knowledge correlate with reading comprehension , the correlation between learner's reading speed and their reading comprehension, and the comparison of the high and low achievers' performance. The participants are the undergraduates of Ming Chuan University, all of them have academic training in English. From the results of the research showed that the depth of EFL learners' vocabulary knowledge was positively correlated with their reading comprehension.

The third is research about *the relationship between text comprehension and second language vocabulary acquisition: word- focused task* (Selma Kara: 2013) the purpose of this study is to find out the correlation between text comprehension and vocabulary learning through reading. The participants are the students from Anadolu University Education Faculty English Language Teaching Department, they are in the first year at Education Faculty. The result showed that there is not a significant correlation between vocabulary learning trough word-focused activities and text comprehension. It is concluded that to learn vocabulary through reading, text comprehension is a necessary condition.

Vocabulary has been regarded as an important aspect in foreign language learning and the numbers of researchers have explored vocabulary and reading comprehension. However, research on correlation between vocabulary mastery and reading comprehension skill is rare, as known in the previous researcher most of the participants are in senior high school and university level that have enough knowledge in reading especially their level of mastering vocabulary. Therefore, in this study the researcher presents about the correlation between vocabulary mastery and reading comprehension skill at junior high school level.

#### **2.4 Summary**

Reading ability is one of the important skills in English, especially in learning process. There are some components in reading ability. From those components students should be able to master it. However, vocabulary and comprehension are the most important skill because both of them have strong influence in reading ability. As we know that vocabulary and comprehension have important role in reading. Vocabulary is the key in learning English, all of the skills depend on the vocabulary knowledge. Besides that, comprehension becomes important in learning reading because to know the information of the reading passage the students not only know the meaning of the words but also should comprehend the text analysis suggests that accurately to get the idea of the text.