CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the the literature review. The subs are Vocabulary that consist of Definition of Vocabulary Mastery, Kinds of Vocabulary, and Importance of Vocabulary; followed by Reading that includes Definition of Reading Comprehension, Kinds of Reading, Importance of Reading; next is Correlation between Vocabulary Mastery and Reading Comprehension, Summary; and last is hypothesis

2.1 Definition of Vocabulary Mastery

In some literature, we found the meaning of vocabulary. According to Lehr (2004) states that vocabulary is knowledge of words and words meaning in both oral and written language in productive and receptive form. Neuman & Dwyer (2009:385) also states vocabulary can be defined as "Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). And then, Snell-Homby (2000) also states that vocabulary is all of the words that a person knows or uses your active vocabulary (the words that you uses) and your passive vocabulary (the words that you understand but do not use) all the words that people use when they are talking about particular subject, a list of words with their meanings, especially in a book for learning a foreign language.

Based on the explanation above, The researcher concluded that vocabulary is a list of words in a language that are very important to express the idea,

acquiring knowledge and also communication. In order to understand the language, vocabulary is crucial to be mastered by the learner. According to Hornby (1995) defines mastery as complete knowledge or complete skill. The term 'mastery' which is defined as complete knowledge is also often called as 'acquisition'. The complete knowledge here is the knowledge of the form and meaning word.

From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. Good mastery of vocabulary is important for anyone who learns the language either in listening, speaking, writing, or reading. A foreign language learners will speak fluently and accurately, or write easlily, understand what they reads or has enough vocabulary. More importantly, they have the capability of using the four language skills well.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation; it can be the basis of communication that is needed by the people to understand the meaning of words and hepls them to express the ideas precisely, it can be inferred that because language consist of words, to be able use the language approximately, learners should master the words of the language. Having mastered a larger number of words, they will be able to express their ideas or ask information and to participate in the conversation.

2.2 Kinds of Vocabulary

Vocabulary varies in the four skills of language, listening, writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary. According to Nation (2001:24), there are two kinds of vocabulary in relation to the language skills of reading, listening, speaking, and writing. They are receptive and productive or passive and active vocabulary. Receptive or passive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively actively either in speaking or writing. Learners' listening vocabulary is generally larger than speaking vocabulary while learners' reading vocabulary is relatively larger than writing vocabulary.

According to the basis of frequency, vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary.

a. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.

b. The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency

vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.

Meanwhile, Djalinushah and Azimar Enong divided vocabulary into two, they are general vocabulary and special vocabulary. General vocabulary is of the words that are used in general. There is no limit of field and user. Special vocabulary is that the words that are used in the certain field and job, profession of special science and technology.

Furthermore, Jo Ann Aebersold and Mary Lee Field classify into two parts, they are :

a. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must to 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.

b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary

From the explanation above, we know that every experts in every book is different in classifying the kind of vocabulary, because every person has different way in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items which the learners can use appropriately in speaking or writing and to the language items that can be

recognized and understood in the context of reading and listening and some of them classify vocabulary that they have made are different, but the point is the same, because their classification are based on the different sides and aspects.

2.3　Importance of Vocabulary

When someone talks about vocabulary, the first thing comes in one's mind; vocabulary is a group of words on a certain language as a part teaching-learning a foreign language. From the statements above the researcher concluded that vocabulary is a group of words that is used to comprehend the text and express the idea in communication. The more students get vocabulary, the easier to increase their English skills.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately. Wallace (1982) mentions two main reasons about the importance of vocabulary. First, Language exist in two forms, spoken and written, both of them need vocabulary to develop the existence itself. Second, Vocabulary is needed for production in learning english as a foreign language rather than only needed for recognition it. S. H. Burton said: "without a large vocabulary, it is impossible to use English language precisely and vividly". According to Collier "When a student has mastered the fundamental

grammatical patterns of language, his next task is to master its vocabulary, or at least that of its vocabulary that he need."

To show how vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in the teaching-learning process. They are as follows:

1) **Promoting fluency**. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers.

2) **Boosting Comprehension**. Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) **Improving Achievement**. A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher an achievement test than those with small vocabularies.

4) **Enchancing Thinking and Communication**. Words are tools for analyzing, inferring, evaluating, and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Realizing, learners have to pay attention to the vocabulary teaching. The teacher must have a good, effective and efficient method in order that the teaching vocabulary is sucessful. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary.

2.4 The Definition of Reading Comprehension

Reading is one important skill in learning a language. In order to develop reading skill it is necessary to read many kinds of reading materials. Students should not only develop their reading skill through formal education and assignment in various school textbook, but they also should read fiction, free reading books, newspapers and magazines. There are several definitions about reading. Alyouself (2006) defines reading as an interractive process between a reader and a text to direct the reader become fluently in understanding the meaning of a passage. It means that the reader requires the interactive process to understand the text that they read, so that the reader understand the purpose of the text.

However, according to Klingner, Vaughn and Boardman (2007) reading is a process of constructinh meaning that can be achieved through dynamic instruction among the following aspects; the reader's prior knowledge, the information suggestef by the text, and the context of the reading situation. It is also supported by McEntire (2003) who defines reading as a constructive process which the prior knowledge and experience affects affects the reader's comprehension of the text. Furthermore, Haryono (2016) says that reading skill is integral part of the daily activity, which is improtant for people's academic, persnal and social lives. Vocabulary mastery is an aspect that closely related to reading skill. Frijuniarsi & Marlianingsih (2016), on the conrtary, purpose that reading is one of several ways to increase vocabulary and knowledge. By reading, the students will have more knowledge in understanding many kinds of themes and also achieve the good impacts of vocabulary mastery towards listening skill.

It seems that the prior knowledge and experience are important to get proper understanding of the information in a text. According to Snow (2002:11) defines reading comprehension as " the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. As the discussion of the definition of reading itself, readers extract information of the printed text to construct the meaning of the text. Furthermore, Klinger, Vaughn, and Boardman (2007:8) state that reading comprehension involves much time than reader's 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 (previous knowledge, strategy use) as well as variables related to the text itself (interest in text), understanding of text types. Moreover, Alderson (2000:1) said that reading comprehension ability is to process text meaning through some processes ofinteraction with print. Not only looking at the point, the readers also deciding what they mean and how they relate to each other. Current research views reading comprehension as a dynamic process in which the reader constructs meaning based on information that a reader gathers from a text.

From the statements the researcher concluded that, reading comprehension a process to understand the text and also getting meaning from word to word or line to line to understand what we read and to get information. Reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the readers' experience and background knowledge. The readers who are good at comprehending can organize between their background knowledge and the

message in the text and decide which process is needed to meet their purpose of reading

2.5   Reading Process

In the process of reading, there are some factors which influence reading comprehension. A diagram drawn below is used to show these factors influence reading comprehension.
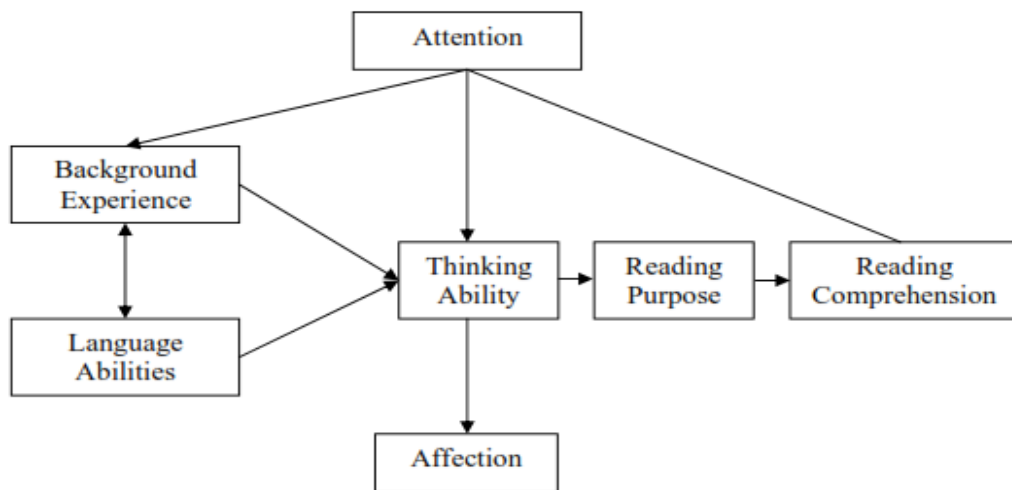
From the following diagram, we notice that the factors which influence reading comprehension are :

a. Attention

Attention is an activity whereas the reader tries to pay attention on what the reader is reading

b. Background Experience

In the writer opinions, reading is actually the activity of relating something we don't know to something we have already known. Therefore, the previous experience of the reader is very important in anticipating the author's message.

c. Language Abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. For the example, when child learns to read, at the same time he learns a language. If his knowledge about the language is good, it is assumed that his in reading will be good too. The language abilities of a student in using a language. It includes the ability to understand the structure underlying the passage and vocabulary of the language he learns.

d. Thinking abilities

Thinking ability refers to the students' ability to link their new experience with their previus experience. Readers should think in the fact of recognizing words. Teachers in class can develop the students' ability in thinking by giving them apropiate questions to comprehend. The question should be good enough so that the students are not asked to quote parts of the passage only but they must be concerned with the main ideas and understand the purpose of the author.

e. Reading purposes

According to Grellet (in Dewi Ratnawati Thesis, 2006) mentions two main purposes for reading comprehension are :

(i) Reading for pleasure

(ii) Reading for information (in order to find out something or to do something with the information obtained).

It is important to judge the purpose of reading because it will influence us in choosing the technique.

2.6 Kinds of Reading

Generally, based on how to read there are two kinds of reading that students usually do in the classroom. The most common is reading aloud (oral matter). It means that the learner has to think about pronunciation, correct tone, and the rhythm (drilling) together with the meaning of reading master. The second type is silent reading, the student do not take care about pronunciation and others but they tried to understand the meaning of the text.

Depending on the purposes of reading it also can be ckassified into two types of activities, those are intensive and extensive reading.

a. Intensive Reading

Intensive reading means reading shorter text to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example : Reading dosage instruction for medicine

b. Extensive Reading

Reading deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: Reading a newspaper, article, short story or novel.

Some classification of reading as interned by williams are :

1) Getting general information from the text

For information, reading is a continous source of inspiration and pleasure. Books and other printed materials provide knowledge that may be helpful in various ways. Many person reads to learn more about their special fields or interest, such as current events, European History, painting, flowers, philosophy, physic, etc. Many people read for information just to satisfy their curiosity. The more one knows the better change he or she has to understand other people and to communicate effectively with them.

2) Getting specific information from the text

Students read for information and study for examination by reading the notes they have taken in a class.

The main ways of reading are:

a) **Skimming**

Skimming is a useful skill to be applied in reading. One reading type, by exploring the reading text quickly; in orders the reader can take the main ideas. A skimming reader can take the main ideas quicklu by collecting words, phrases and main sentences.

There are many reasons of skimming reading:

1) To find a piece of special information in the paragraph, quotation or reverence.

2) To take the main idea and the important items from the text quickly

3) To make the usage the time exactly, because the reader is very busy and has no time. By these techniques, a reader moves his eyes quickly over a text to get the gist of it.

b) Scanning

Scanning is the ability to read a text quickly in order to find specific information. Scanning means a technique of flashback in careful way. It has a goal to fing the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning.

In other word, the researcher can take a short conclusion that scanning is used when we want to find a word, fact, data, name, etc. Our eyes can observe the whole pages quickly to find out something that he want, for instance, indexes, table of contents, telephone book page or dictionary.

The researcher can take scanning to find an art or a next concept, which the writer wants to read carefully. The ability in scanning is very useful, the teacher has to teach this students. The researcher concluded that scanning is a way of reading in which readers quickly go through a text to find a particular piece of information. So, if a person wants to get an address, phone number, a date in a book over paragraph in order to locate a special piece of information, those activities is called "scanning" but if he reads all the passage in order to know about what it deals about his reading, that is called "skimming".

In skimming a reader must ask himself what the text is talked about. He mus move his eyes quickly over thetext, looking especially at the main title, the beginning and the end, and the first sentence of paragraph. In scanning the reader must ask himself whether or not the text contains what he is looking for and if any, he must find where is located, he movesalso his eyes more or less quickly over the text for specific items.

2.7 The Importance of Reading Comprehension

Reading very important because reading is one of the important ways to improve general language skills in English. As we know that the purpose of reading is the learne understands the written language. In other words, how the learner gets the message from the writer's syomblo. One of the most important task of the reader is to dig out and find out what the writer would like to say. According to Beatrice S. Mikuleckly and Linda Jeffries:

a. Reading helps you learn to think in English.

b. Reading can enlarge your English vocabulary.

c. Reading can help you improve your writing.

d. Reading may be a good way to practice your English if you live in a non-English speaking country.

e. Reading can help you prepare for studying in English –speaking country.

f. Reading is a good way to find out about new ideas, facts and experiences.

Meanwhile, Lester and Crow classified two general purposes. These purposes includes; Leisure-time reading and more serious reading.

a. Leisure-time reading. It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and movie program.

b. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.

Moreover, White (1981) mentions three purposes of reading, they are :

1) Reading for factual information

By reading for factual information he means reading referential materials in order to obtain the right information with which people operate on given on a

given environment. For example: Reading a set of instructions on how to use a piece of equipment

2) **Reading for intellectual purposes**

Reading for intellectual purposes refers to reading an appropiate text to obtain cognitive information for augmenting or developing one's intellectual skills so that he or she can more effectively manipulate ideas, possibly with the aims of influencing the behaviour of others or of determining the outcome of a series of operations

3) **Reading for emotional gratification or spiritual enlightenment.**

People may read affective materials like novels, poems, and the like just only for pleasure or self-improvement.

Wallace (1992) describes that reading has three main objectives, they are :

a) Reading for survival which is identical to reading for factual information

b) Reading for learning which is similiar to reading for intellectual purposes

c) Reading for pleasure which is the same as reading for emotional gratification

From the definitions above, the different term used and different ways of describing the reasons for reading used by different experts, by and large nobody reads for any reason, is determined by the reader, not by somebody else. So, the reseacher concluded that generally the importance of reading is not only to understand word by word, by sentence or paragraph but also to find the ideas written by the author.

2.8   The Correlation and Benefits of Mastering Vocabulary and Reading Comprehension

It is beneficial for English learners to master vocabulary and reading comprehension. With their mastery of vocabulary and reading comprehension, learners will be able to catch the message of the text they read. They also can understand scientific books written in English to get information and advancement because reading comprehension is a bridge to understanding scientific books written in English either obtain information and advancement or to enjoy them or just for relaxation.

Generally many learners face some difficulties in reading comprehension due to their lack of vocabulary. They sometimes cannot understand the meaning of some words and this can often cause confusion in understanding the meanings as a whole. In summary, the lack of mastery of vocabulary can cause some problems in understanding a language. Their limited vocabulary also makes them unable to express their ideas freely.

From the above explanation the researcher concluded that the improvement of vocabulary mastery will be followed by the improvement of reading comprehension. It also means that students' vocabulary mastery has contribution to their reading comprehension. Vocabulary and reading cannot be separated because they have closed relation. When the students learn about reading, they must understand vocabulary in the text.

2.9   Review of Previous Study

The correlation between reading comprehension and vocabulary mastery has been discussed by many experts and proven by the former study on it. There are some researchers which are conducted a research about vocabulary mastery and reading comprehension before this study carry out, researcher relates his study from the previous research which has similiarity that can be used to material review.

The first study was taken from Irwan Ro'iyal Ali (2010) who conducted a research entitled "The Correlation between Students' Vocabulary Mastery Reading Comprehension". The purpose of the study is to get the information and the empirical data about the impact of students' vocabulary mastery and their reading comprehension. All the data gained in this research was analyzed by using the formulation of Pearson Product Moment Correlation Coefficient. According to the result of the analysis and statistical calculation, it is found that rxy is 0.641and rt is 0.361 and 0,463 with the degree of freedom (df=N-nr) is 28. By comparing the values of rxy and rt, it can be got that rxy is bigger that rt and the statistic hypothesis states: If ro > rt significance: there is correlation and Ha accepted. If ro < rt non signification: there is no correlation and Ha is rejected and Ho is accepted. The result of hypothesis is rxy bigger than rt which means the alternative hypothesis is accepted.

The second study was taken from Arizka Miftah, Muhammad Sukirlan, and Ramlan Ginting (2013) who conducted a research "Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension of Narrative Text". Altough similar, this research used a co-relational design of ex post facto

design.The data were collected by means of test and were analyzed by using SPSS at the significant level 0.05, the result showed that there was a significant correlation between students` vocabulary mastery and their reading comprehesion in of narrative text. The result showed that r_{xy} is 0.729 with N 30, Degree of freedom (df) N-2 to the real level α= 0.05 while r_{table} is 0.370. Thus, $r_{xy} > r_{table}$; meaning the correlation is significant.

The last study found was from Fajar Furqon (2013), with a journal entitled by "Correlation between Students' Vocabulary Mastery and Their Reading Comprehension". The findings also showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension. The current study concluded that vocabulary mastery was contributive in helping the students to comprehend the texts.

Based on the previous research, the researcher would like to examine and also analyze the significant correlations about students' vocabulary mastery and their reading comprehension in other school. Unlike the previous studies that mentioned above, this study are not only analyze the statistic, but also more focused on the specific test of vocabulary mastery and reading comprehension. As Anderson & Freebody: 1981 states that, "The proportion of difficult words in a text is a single most powerful predictor of how well that the reader can understand text. Moreover, this study also as information that can be used for make appropriate strategies in order to help their students to mastering vocabulary and comprehend the texts.

2.10 Hypothesis

Based on the literature review and the conceptual framework presented above, the reseacher concluded that the hypothesis of this study is : There is a positive correlation between vocabulary mastery and reading comprehension of the eight grade students of SMP Muhammadiyah 4 Giri Kebomas Gresik in the academic year of 2016/2017

To find the answer of the problem, the researcher should propose alternative hypothesis (Ha) and Null hypothesis (Ho) as follow :

1. Ha   : There is a positive correlation between vocabulary mastery and reading comprehension
2. Ho   : There is no positive correlation between vocabulary mastery and reading comprehension

The statistic hypothesis states :

If ro > rt significance: there is a correlation and Ha accepted

If ro < rt significance: there is no correlation and Ha rejectted, Ho is accepted