

## **II. LITERATURE REVIEW**

This chapter explains about some theories related to the research. The theories will be the references for the researcher in conducting the research. The theories that will be explain are about reading, reading comprehension, components of reading comprehension, vocabulary, vocabulary mastery, advantages and disadvantages, theoretical assumption, hypothesis.

### **2.1. Review of Previous Research**

Vocabulary and reading have a correlation in line with students' achievement in English. The study had been done by Liu and Nation (1985) deals with the success of guessing meanings of a text. The results of this study show that the participants who have high reading proficiency level can successfully guess 85% to 100% of the unknown words, and the participants who have low reading proficiency level guess around 30% to 40% of the unknown words.

Sedita (2005) states vocabulary knowledge is crucial in reading comprehension. It also determines how well students are able to comprehend the texts. Lubliner and Smetana (2005) declare that Children with larger vocabulary find reading easier, read more widely, and do better in school. That is why this study attempts to find out that are the vocabulary mastery influences the reading comprehension.

Not only the correlation between vocabulary and reading like some of previous research above, but also how vocabulary influence reading comprehension.

Hirsch (2003) found that knowing at least 90 percent of the words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words.

The other was conducted by Yildirim, Yildiz and Ates (2011) found that there was a significant correlation between vocabulary and comprehending exposition texts as well as vocabulary and comprehending narrative texts. The findings also show that vocabulary is a factor of comprehending narrative and expository texts.

The research about the correlation between vocabulary mastery and reading comprehension had also been conducted by Fajar (2013). The sample takes one class of second grade of junior high school. The finding of the research is students who have high scores in reading also have high score in vocabulary. There are many factors that help students to comprehend the reading texts. The result shows that the factors are students' background knowledge and experiences. Those factors may help students comprehend reading materials. When they found unknown words they could guess the meaning of unknown words by referring them to the text.

Based on the findings of some previous research above, they can be synthesized as follows:

1. The students can guess 85 % to 100% of the unknown words when they have high score of reading test.

2. The students who have larger vocabulary can read easier and more widely.
3. By knowing 90 % words in the text, someone can get the main idea from what they have read.
4. There is a significant correlation between vocabulary and comprehending expository texts, especially in narrative and expository texts.
5. Some factors may help students in guessing word in text is the background knowledge and experience by refers the word to the text.

In line with research above, most studies addressing the correlation of grammar in L2 reading explored the issue by measuring the correlation between learners' grammatical knowledge and their L2 reading comprehension ability (Urquhart & Weir, 1998). For example, Alderson (1993) reviewed the data from the English Language Testing Services (ELTS) Revision Project and found a considerable overlap between scores on the grammar test and the reading test, which led him to propose a significant role of grammar in L2 reading.

In a similar vein, in Kuhn and Stahl's (2003) review of theories and research on reading instruction, training L2 readers to parse sentences into meaningful phrases and providing them with already syntactically segmented texts were revealed to promote L2 reading comprehension to a significant level. That is to say, the abilities to identify syntactic roles of words, dissect sentences into meaningful chunks, and recognize the syntactic structure of a sentence seem to contribute to the construction of meaning from the text.

Based on the finding above, the researcher synthesizes as follows:

1. Grammar has a significant role in L2 reading comprehension.

2. The abilities to identify syntactic seems contribute to the construction of meaning from the text.

Referring to those synthesizes above, it is assumed that vocabulary and grammar mastery have correlation with reading comprehension.

## **2.2. Reading**

Reading is one of the skill that students should have in their life. It is generally accepted that reading is one of the most crucial skills needed by the students of secondary school, of senior high school and university. By reading, the learners can have further practice of language that they have further practice of language they have already met through listening and speaking, they will also get much information, such as education, science, technology and culture, they require from the text as well. Dealing in these facts, Paulston (1976:157) states that reading is the most important skill for most students of English around the world.

In relation to the definitions of reading, Edhita (1989:14) defines that reading are the meaningful interpretation of printed or written verbal symbols. Furthermore, Dubin and Eskey (1985:27) say that reading is the ability to make sense of written or printed symbols to guide recovery information from his or her human memory and subsequently use the written message. Meanwhile, Dallman, Rouch, Char, and DeBoer (1978:33) emphasize that reading is a process involving meaningful reaction to printed symbols.

In addition, Edhita (1989:14) mentions that reading is the result of the interaction between the perception of graphic symbols that represent language and the

readers' language skills, cognitive skills and the knowledge of the world. Then, Gibson (1966) states that reading is receiving communication, it is making discriminative responses to graphic symbol; it is decoding graphic symbols to speech; and it is getting meaning from the printed page.

Regarding the definitions, it can be claimed that reading is an interpretation of graphic symbols. Reading is thus perceived as two-fold process: (1) identification of the symbols and (2) association of appropriate meanings with them. In short, reading needs identification and comprehension.

In fact, most of students still cannot achieve a good comprehension after they read the passages. Sally (1980:40) says that the problem in teaching reading as foreign language, that is knowing the meaning of the words alone does not help the readers to understand what they read. It means that mastering a great number of vocabulary cannot guarantee the achievement in reading, because reading is more than knowing what each letter or alphabet stand for; reading involves more than word recognition; that comprehension is an essential of reading; that without comprehension no reading takes place (Dallman, 1982:33). Broadly speaking, comprehension is the most important thing in reading.

Reading more is the best way to increase your vocabulary. It gives your background knowledge and helps your experience life through others. In turn this background knowledge and experiences give you the ideas and concept associated with words. This helps you understand words better, remember them longer and use them correctly. The more words you know the better and faster you can understand what you read (Wassman and Rinsky, 2000: 32).

In conclusion, reading is a skill to interpret the word of a text in order to get information from that text. Then to get the information, every students is very needed to master the vocabulary in order to make easy students to comprehend what their have done to read. Specially, when they are want to read the text about other knowledge which usually has some difficult words.

### **2.3.Types of Reading**

Depending on the purposes of reading it also can be classified into two types of activities (Grellet, 1981), those are intensive and extensive reading.

#### **a. Intensive Reading:**

Intensive reading means reading shorter texts to extract specific information. This activity is more likely to emphasize the accuracy, activity, and involving reading for details. It is used to gaining a deep understanding of a text, which is important for the reader. The process of the 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:**

Reader deals with a longer text as a whole, which requires the ability to understand the component parts and their contribution in 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. So, if a person wants to write an address, phone number, a date or a book over paragraphs in other to locate a special piece of information is called

scanning but if he reads all the passage in order to know about what it offers section about his reading is called skimming.

In skimming a reader asks himself what the text is talked about. His eyes move quickly intervening over the text, looking especially at the main title, the beginning and the end, and the first sentence of the 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 it is located, he also moves his eyes more or less quickly intervening over the text for specific items.

So, we can see that the types of reading are according to the purpose when the students read something. As explained above, the researcher used extensive reading related to reading more of the long text.

#### **2.4. Type of Text**

A text is any object that can be read. A text can come in any form and be any kind of writing. Letters, adverts, user-guides, emails, postcards, notes and magazine articles are all different types of text. When reading something, it helps to know what type of text it is. It also helps to know why it has been written.

According to NSW of Department of Education and Communities 2011, a text is divided into factual and literary texts. Factual texts inform, instruct or persuade by giving facts and information. Literary texts entertain or elicit an emotional response by using language to create mental images.

Below are lists of different text types as follows:

1. Factual texts
  - a. Factual Description text is a text that describes a place or thing using facts, for example landscape descriptions.
  - b. Factual Recount text is a text that retells event which have already happened in time order, for example historical report.
  - c. Information Report text is a text that classifies, describes and gives factual information about people, animals, things or phenomena, for example facts about whales.
  - d. Procedure text is a text that gives instructions on how to make or do something, for example “how to make noodle”.
  - e. Procedural Recount text is a text that tells how something was made or done in time order and with accuracy, for example retelling a science experiment and its results.
  - f. Explanation text is a text that explains how or why something happens, for example “the life cycle of a butterfly”.
  - g. Exposition text is a text that gives reasons for a point of view to try and convince others of it, for example “a team’s argument for a debate”.
  - h. Discussion text is a text that gives different points of view in order to make an informed decision, for example “Should cars be banned from the inner city?”
2. Literary texts
  - a. Literary Description text is a text that describes people, characters, places, events and things in an imaginative way, for example description of a character or setting within a story.

- b. Literary Recount text is a text that retells events from novels, plays, films and personal experiences to entertain others, for example a recount of a traditional story, eg The Gingerbread Man.
- c. Personal Response text is a text that gives a personal opinion on a novel, play or film, referring to parts within the passage, for example what you liked about that artwork and why? Describe why you do or do not like this story/poem.
- d. Review text is a text that summarizes analyses and assesses the appeal of a novel, play or film, to a broader audience, for example commentary on a film, play, book etc.
- e. Narrative text is a text that tells a story using a series of events, for example picture books, cartoons, mystery, fantasy, adventure, science fiction, historical fiction, fairy tales, myths, legends, fables, and plays.

Based on the theory above, a text is a sequence of paragraphs that represent story, events, facts, situation, ect. In this research, the researcher focused on information report text because based on previous research, there is no research used this kind of text and also the curriculum of the second grade students of high school have to be able to comprehend short text in form report text.

### **2.5.The Factor of The Text**

Some texts have very complicated organizations that are difficult to follow. This makes difficult for reading learners to increase their reading skills. The investigation in the present study mostly deals with the text factor. Specifically, this section identifies the features of a text and limits on cohesion and readability.

a. The concept of cohesion

Cohesion is a characteristic of a good unified text. It is believed that the complexity of cohesion is fairly common source of reading difficulty. Before discussing the concept of cohesion, it is necessary to describe the notion of the text. Cohesion itself is related to and characterizes a text. The word *text* refers to any passage, spoken or written, of whatever length, that does form a unified whole (Haliday and Hasan, 1977).

Therefore, we can identify which is said to be a text or not a text. A text is a unit of language. It is not grammatical, but it is semantic unit, a unit not form, but of meaning. A text is called unified whole because it is coherence. The elements in the text have relation to and dependent to each other.

The concept of cohesion is semantic one, it refers to relation of meaning that exist within the text and that define it as a text. Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another.

b. Readability of a text

In most reading research, text readability becomes worth seeing to see to what extent a text can be read. In selecting a text, a teacher should consider whether the text being chosen is appropriate for students' proficiency level. The readable index of a text must be one of the factors that can influence reading performance. On the other hand, a text should be at the right level of difficulty for students although it is not easy to assess the right level and it should not straightforward (Nuttall, 1985).

So, as the theory above, the readability of a text is important thing in reading. The material that should prepare for the students related to their proficiency level. Carrell states that “if the materials are too easy, students are unchallenged and bored, and no learning occurs. If the materials are too difficult, students are frustrated and withdrawn, and again no learning occurs. Optimal learning occurs when the difficulty levels of instructional reading materials are appropriately matched to capabilities of the readers.” (Sutarsyah, 2013:43).

## **2.6. Reading Comprehension**

Reading comprehension is part of reading text. It means that when students read text, of course students have the purpose to do it, for example, they want to analyze a text and how they can know the content of the text if they do not comprehend the whole text.

Eskey (1986:15) says that comprehension means relating what we do not know, or new information, to what we already know. Moreover, she says that reading comprehension in this sense that comprehension of any kind depends on the knowledge.

Nuttal (1992) states that there are five reading skills that should be mastered by the reader to comprehend the text deeply; they are as follow:

### **1. Determining main idea**

The main idea is the most important piece of information the author wants to know about the concept of that paragraph. Determining main idea is a skill to

grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words (Kelly R, 2004).

2. Finding the specific information or part of text

Finding the specific information or part of text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

3. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A cataphoric reference unit refers to another unit that is introduced later on in the text/speech. To understand the unit refers to by a cataphoric reference you would need to look ahead in the text. Meanwhile, an anaphoric reference unit, on the other hand, refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference you would need to look back in the text.

4. Finding inference

Inference is good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

5. Understanding vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehending will be deeper. Since

comprehension is ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

Considering the theories above, the five reading skills is important to comprehend the text. So in this research, the researcher uses all of sort reading skill.

## **2.7.Factors Influence of Reading Comprehension**

Many researchs related to reading comprehension has focused on specific factors. Analyzing some factors that influence reading may be good to the readers to express our ideas and communicate effectively, and learn about new concepts. Vocabulary minimizes the hindrance of reading that also means to minimize the reading ability as fast as possible. Zorn (1980:9) shows four possible factors that may influence reading, they are:

a. Interest

This is a theory based on the rationale when many people think that a person will read faster if he /she are more interested in the materials he /she reads.

b. Vocabulary level

People who believe that vocabulary level influences reading speed very much think that when people build or expand their vocabulary they will read faster.

c. The speed of moving object

The assumption that a moving object influence spreading speed is based on the theory that eyes will follow a moving object and therefore moving an object like a finger, a pencil or a ruler up and down the page quickly will help the readers.

d. Eye pattern

The secret to read faster is to improve eye pattern including phases reading, eye-span, and thought units. These terms means the same thing, how many words the reader's perceivers or read at a single glance. So, more words the reader sees at one of time the faster he reads.

As the explanation above, vocabulary become one of the factor to make success in reading comprehension. Vocabulary knowledge is important because it encompasses all the words. We must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concept.

Vocabulary is the glue that holds stories, ideas and content together, and making comprehension accessible for children. (Rupley, Logan & Nichols, 1998/99). Students' word knowledge is linked strongly to academic success because students who have large vocabulary can understand new ideas and concepts more quickly than students with limited vocabulary. The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected (Chall & Jacobs, 2003).

Current theories on reading comprehension generally involve conceptual representations with several mutually constraining layers. There are typically a local-level representation (i.e., text-model) based on text-based information and a global-level representation (i.e., situation-model) where the content of the text becomes integrated into the reader's larger conceptual structure (Kintsch, 1988; Kintsch & van Dijk, 1978). Throughout the construction of these different levels

of semantic structures, the reader's knowledge of grammar constrains the entire reading process. More specifically, parsing process guided by grammar operates on locally assembled text segments, and thus global text comprehension can be severely impaired if readers generate inaccurate and/or incomplete local text representation (Koda, 2007). Hence, even though reading comprehension is mostly conceptual, it still is affected by the knowledge of grammar either directly or indirectly.

Gelderen et al.'s (2004, 2007) and Shiotsu and Weir's (2007) states that grammar was shown to account for a greater portion of the variance in L2 reading comprehension, the construct of grammar was clearly defined as knowledge of inflectional morphemes, verb conjugations and sentence transformations.

Comprehension of texts is gained through reading which belongs to cognitive aspect. Thus, the knowledge of grammar has an important role in comprehension of texts. Comprehension is depicted through the obtaining of information and ideas that are explicitly stated in the text; drawing conclusion, making generalization, predicting outcomes, and the evaluation of ideas and information. Grammar rules the word arrangement in the sentences to make meaning. Sentences that are arranged in unity will become a paragraph and the paragraph that are arranged cohesively and coherently will become a text.

Readers will not be able to catch the intention of an author conveyed in a text if the readers do not have the knowledge of the word formation and rules of sentence arrangement. So, if the readers master grammar, the reader will be able to comprehend the meaning of the sentences being read. From the discussion above,

it is assumed that there is positive correlation between the mastery of grammar to comprehension of English texts.

The ability to read for literal meanings in stated ideas is influenced by the readers' mastery of word meanings in context. In other words, the more vocabulary one has, the broader the horizon of knowledge one has. To comprehend English texts, it is absolutely necessary to master the vocabulary of the language. It would be impossible for one to comprehend a text without the knowledge of vocabulary. Based on the fact, it is assumed that there is positive correlation between the vocabulary mastery to comprehend English reading text.

Comprehension is achieved from the knowledge of vocabulary. The comprehension of also resulted from achieving the meaning originated from the knowledge of grammar that is the knowledge of word form and relation among words in sentences. The superior amount of vocabulary mastery is needed in comprehending texts. Grammar mastery is also not least important. The variables are aspects supporting the comprehension of texts. If a student has mastery of vocabulary and grammar, it is expected that the student is able to comprehend texts. If a student does not have mastery of vocabulary and grammar, the comprehension is far from expectation. Grammar rules the word form and sequence of words in a sentence. Sentences in a text are ruled according to grammar rules which influenced meaning. Sentences are arranged by following the grammar rules give meaning to the reader as intended by the author. Thus, it can be assumed that there is positive correlation between vocabulary and grammar

mastery in reading comprehension simultaneously. In other words, the higher one of vocabulary and grammar mastery, the higher of reading comprehension will be.

## **2.8. Vocabulary**

Every language in this world has list of words. This word is used to express human feelings or ideas in oral and written form. Every word in a language always has specific meaning, both literal and semantic meaning. Also, people will use suitable vocabulary to express their feelings or ideas in order to be understood by other people. By using vocabulary people can communicate each other in order to ask or deliver the information. This is why vocabulary has an important role in language use.

Diamond and Gulthom (2006:2) define vocabulary as the knowledge of words and word meaning. According to Nation Institute for literacy (2006:2) vocabulary are the words that people must understand in order to communicate effectively. It makes a person will achieve the communication purpose and become meaningful when a person have the same knowledge of words as his interlocutor.

Burton (1982:98) says that a large number of vocabulary help the learners to express idea vividly, precisely and without repetition of words and with large number of vocabulary they can better perform in all aspect of English language work.

In English, vocabulary means every part of speech which is used to construct the sentences when people communicated each other. It includes content words (Noun, Verb, Adjective, and Adverb) and function words (Pronoun, Preposition,

and Conjunction). Fries (1970) classified English vocabulary or word into four groups, they are:

1. Content word

Content word represents the name of the subject or thing, that is concrete noun (book, scissors, and bag) action done by with these things, that is verb (go, find, and run), and the qualities of these things, that is adjective (small, tall, and far).

2. Function word

Function word are those word which are used as a means of expressing relation grammar structure, such as conjunction (but, or, and), article (a, an, and the), and auxiliaries (are, be, is).

3. Substitute word

Substitute word are those, which represent the individual things or specific action as substitute for whole from classes of words, that is, identifies (anything, anyone).

4. Distribute word

Distribute word are those are distribute in use according to grammatical matter as presence of a negative such as either, too, or, yet.

The classification of words of a language depends on their function in communication (Hatch and Brown, 1995: 218). Words are classified based on functional words and content words. Functional words include nouns, verbs, adjectives, and adverbs. Content words refer to a thing, quality, state, or action, and which have lexical meaning. Functional words have major classes; there are

pronoun, preposition, conjunction, and determiner. So, word classification membership is an important lexical feature. In the study of word classification, the researcher limits on nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions.

a. Nouns

A 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. Nouns can be divided into sub classes. There are proper nouns and common nouns. There are also countable nouns (pens, pillows, fruits), mass or uncountable nouns (sugar, water, money), abstract nouns (idea, religion, faith), concrete nouns (chair, table, cap), and collective nouns (class, government, group).

b. Pronouns

Pronoun is a word that is used in place of a noun or a phrase. For example: she, he, them, her, and it.

c. Verbs

Verbs are words that denote or describe an action, experience or state. Vendler in Hatch and Brown (1995) places verbs into four classes: activities (sleep, drink, eat), accomplishment (catch, kill, build), achievement (lose, find, recognize), and states (love, have, know).

d. Adjectives

Adjective is a modifier that used to highlight quantities or attributes. Its most usual position is before the noun it modifier, but it fills other positions as well.

The types of adjective are:

1. Determiners

They are articles (the, a, an), demonstrative adjectives (this, that, these, those), possessive adjectives (his, her, its, our, their), numeral adjectives (five, seven, nine), and adjectives of indefinite quantity (many, much, little).

2. Descriptive adjectives

They usually indicate an inherent quality (good, bad, young), or physical state such as (black, purple, yellow), size or age.

e. Adverbs

Adverb is a word that adds to the meaning of a verb, adjective, another adverb or a whole sentence.

f. Preposition

Preposition is a word (or group of word) which is used to show the way in which other words are connected.

g. Conjunction

Conjunction is a word that connected sentences, phrase, or clause.

So, English vocabulary is a list of word that included in part of speech which is have meaning when it is used to construct a sentence to express human ideas in order to be understood by other people.

## **2.9.Vocabulary Mastery**

Vocabulary mastery is not a spontaneous process to reach. Someone cannot comprehend the content of a reading text without knowing some vocabulary.

Vocabulary mastery can be defined as thorough knowledge of the words of a

language. The students' mastery of words of a language is indicated by their ability in producing the language.

Lado (1964:13) mentions that the core vocabulary of the first language is learned at home in the child's struggle to communicate his needs. He learns words from the situation at his also surrounding, for action he wants to do and also learns the function words, which enable him to construct sentence in speaking. At school, he learns to write the words which he knows and expand his vocabulary in line with the curriculum. Sometimes a student has a certain motivation to mastery certain vocabulary, usually in relation to his needs. For example, when a student wants to go a board, he needs to know the expression for asking information, buying things in a shop, ordering a meal in a restaurant, and so on.

Fries (1945: 3) states that the mastery of language is mean as the ability to use or to understand all the world of language. When we read a newspaper or magazine, we often find words we do not know. Therefore, we never master a through vocabulary or even our language. Fries (1945: 38) further emphasize the importance of mastering the lexical meaning, because they are the only essential meaning in the symbol and device of language. One may have memorized a lot of vocabulary items from a dictionary, but without knowing the structural meaning, he is not able to understand a single utterance. So, it is important for the students to know how to apply words in structural contexts.

There are actually two kinds of mastery, the passive mastery and active mastery of vocabulary. One may have receptive or passive vocabulary and productive or active vocabulary. The receptive vocabulary is different from the productive one.

The receptive vocabulary can be gained through experience is the vocabulary that once knows its meaning and usage in certain context, while the productive vocabulary is the vocabulary that he knows and uses actively to express his ideas, opinions and feeling in communication. We are more accurate that there is a certain continuum between the ability to know the senses of the word and to activate them for productive purpose Farech (1984: 100).

Finally, we can conclude from the previous information and interpretation about the learners' vocabulary mastery that their vocabulary mastery can be enveloped naturally following their growth of experience and progress in education. The teacher can only stimulate the learner's progress by giving the suitable material.

#### **2.10. Vocabulary Mastery in Reading Comprehension**

The acquisition of word meaning is very important in reading. In order to be successful in comprehension either spoken or written comprehension, the students should acquire precise and rich word meanings, so they can do the effective reading. Bond (1998: 1) states that comprehension of sentences and paragraphs naturally requiring and understanding the words.

Most students face difficulties when they have to understand a paragraph. It is not easy to present English reading to the students whose language system is different.

Vocabulary is the most important thing in reading skill. If we find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that it's meaning will become clear later on. But, sometimes

the word that we usually passed is the key of our reading and understanding. We cannot catch and grasp the idea from our reading as well as possible.

In fact, 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. So, 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.

### **2.11. Theory of Knowing a Word**

Given the assumption that second-language word learning is influenced by knowledge of first-language words, it is necessary to carefully consider what it means to know a word for an ELL. Several researchers have weighed in on this issue. Recently, Beck, McKeown, and Kucan (2002) suggested this continuum of word knowledge for native English speakers:

1. No knowledge.
2. General sense, such as knowing *mendacious* has a negative connotation.
3. Narrow, context-bound knowledge, such as knowing that a *radiant*

bride is a beautifully smiling happy one, but unable to describe an

individual in a different context as radiant.

Having knowledge of a word but not being able to recall it readily enough to apply it in appropriate situations. Previously, Cronbach (1942) noted that knowing a word involves the ability to select situations in which it is appropriately applied, recall different meanings of the word, and recognize exactly in which situations the word does and does not apply. Calfee and Drum (1986) noted that knowing a word well “involves depth of meaning; precision of meaning; facile access (think of Scrabble and crossword puzzle experts); the ability to articulate one’s understanding; flexibility in the application of the knowledge of a word; the appreciation of metaphor, analogy, word play; the ability to recognize a synonym, to define, to use a word expressively.” And Nagy and Scott (2000) further underscored the complexity of what it means to know a word when they discussed five aspects of the complexity of word knowledge incrementality, polysemy, multidimensionality, interrelatedness, and heterogeneity attributes.

Our understanding of the levels of word knowledge needs to be modified somewhat when applied to ELLs. For some ELLs, learning English words may be less orderly and incremental than for native English speakers (for example, learning may not directly follow Beck, McKeown, and Kucan’s [2002] continuum). ELLs whose first language shares cognates with English may recognize a word form in English, and if they know the meaning of the word in their first language, they may know the English meanings that overlap with the meanings in their first language. While this complicates our understanding of what it means to know a word, it can potentially simplify the process of second-language vocabulary instruction. To the extent that we can identify those words an ELL knows well in his first language, we can expedite learning by helping him

apply first-language cognate knowledge to uncovering word meanings in a second language and focusing less on conceptual development and more on the word's other possible meanings in English, as well as its usage.

Rich contextualizes knowledge of a word's meaning, its relationship to other words, and its extension to metaphorical uses, such as understanding what someone is doing when they are *devouring* a book. (Beck et al., 2002, p. 10).

A test on breadth of vocabulary involves a lot of words to be covered in the test and it requires a short response in relation to each word being tested (Read, 1993). Then, it focuses on the depth of vocabulary; very few words can be included because it usually deals with the testing of words in context and usage and the use of words in different situations. Since this study is meant to measure the students' vocabulary size, the test will be focused on the breadth of vocabulary knowledge that should cover a lot of words.

Nation (1990) describes a method of sampling from a dictionary to make a test on it. One way to do this is by taking the first word in every tenth page of the dictionary depending on how many words are needed for the test. From these words we can make vocabulary test, for example, multiple-choice test and the students are intended to find the meaning of the words either in English or in student's native language. If we want to find a rough estimate of students' vocabulary size we can take a representative dictionary and open the page in dictionary randomly and then ask a student to explain the meaning of the more uncommon word on one page. So, if the dictionary contains 30,000 words and the

students know about two-third of the words, then we can roughly estimate that the student's vocabulary size is about 20,000 words (Nation, 1990).

According to Nation (1990:78), there are two steps to consider when looking at tests vocabulary, they are:

### **1. Selecting**

Usually it is not possible to test all the words within a particular group. First, we must exclude all the words that we cannot easily test, for example *a, the, of, be*. In fact, the test will be easier to make if we test only nouns, verbs, adjectives, and adverbs. Second, after we have excluded the words we cannot test, we must find a good way of choosing the test items from the words left. The best way is to number the words and then to choose every tenth word if this will give enough words for the test.

### **2. Testing**

There are recognition and recall test. In recognition test, we want to see if the learners know the meaning of a word after they hear or see it. In such tests the learners hear or see an English word then write or say a mother-tongue word, or English synonym or definition. While in recall test, we are interested in the learners' producing the word. In such tests the learners hear or see a mother-tongue word or a simple English synonym or definition, or they see a picture and then they write or say the English word.

Asking learners to respond with English synonyms or definitions requires the learners to have a reasonable proficiency in English. It can be used successfully with advanced learners (Nation, 1970). In this research, the writer tested the

recognition of vocabulary and used translation test. Translation test is designed to be the basis for estimating the students' vocabulary size (Nurweni & Read, 1990). The aim of the test was to find which words in the *general service list* and *university word list* were known and which were not known. In this test, the students are required to choose the word to go with each meaning by matching the words with their definition in Indonesian language.

Translation is the interpreting of the meaning of a text and the subsequent production of an equivalent text, likewise called a "translation," that communicates the same message in another language. The text to be translated is called the source text, and the language that it is to be translated into is called the target language; the final product is sometimes called the target text.

The sample of the test can be seen as follow:

- a) Private
- b) Slow
- c) Sorry
- d) Jump                                   1. \_\_\_\_\_ melompat
- e) Apply                                   2. \_\_\_\_\_ pelan
- f) Blame                                   3. \_\_\_\_\_ pribadi/swasta

According to the definition above, it can be concluded that the vocabulary size is the number of words that student masters based on certain level. Vocabulary size is categorized in the breadth of vocabulary knowledge. The translation test is used as vocabulary size test is the students are to match the English words to Indonesian equivalent.

Additional dimensions of word knowledge include lexical organization, which is the consideration of the relationship a word might have with other words (Johnson & Pearson, 1984; Nagy & Scott, 2000, Qian, 2002). Students' grasp of one word is linked to their knowledge of other words. In fact, learning the vocabulary of a discipline should be thought of as learning about the interconnectedness of ideas and concepts indexed by words. Cronbach (1942) encapsulated many of these dimensions, including the following:

1. Generalization: The ability to define a word
2. Application: Selecting an appropriate use of the word
3. Breadth: Knowledge of multiple meanings of the word
4. Precision: The ability to apply a term correctly to all situations
5. Availability: The ability to use the word productively

Cronbach (1942) final dimension leads us into the last facet of word knowledge, the receptive/productive duality. Receptive vocabulary refers to words students understand when they read or hear them. Productive vocabulary, on the other hand, refers to the words students can use correctly when talking or writing. Lexical competence for many develops from receptive to productive stages of vocabulary knowledge. Based on the description, the researcher used synonym and application way in order to measure vocabulary mastery.

## **2.12. Grammar**

The ability to decipher the meaning of the text (both written and spoken) is one of the most important skills required of people in second and foreign language

settings. Today we face lots of input (written and spoken) in our daily life. A great amount of this input is unknown to us; therefore, we need to guess. Any understanding of reading texts and knowing the utterances require close attention to a number of factors, one fundamental factor of which is the knowledge of grammar (Nassaji, 2004).

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences.

However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language.

Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can define abstract grammatical terminology so that students can write and read with greater competence and confidence.

Grammar is a way of thinking about a language. It is the study of rules governing the use of language. The set of rules governing a particular language thus each language can be said to have its own distinct grammar. It is grammar that makes it

possible for a language to be learned either by the native speakers or non-native speakers of the language.

Language skills cover the four main aspects of a language, namely listening, speaking, reading, and writing. Grammar has always been a central aspect of language. Oxford (1989) states that grammar is intersect and overlap with the four language skills. Du Toit and Orr (1987) argues that correct grammar is important because grammatical mistakes can lead to misunderstanding what one is saying or writing and give people a very bad impression of the speaker, for example, if one says *My mother punished me for breaking the glass* and the listener will know that his mother does the punishment in the past time, as grammar can be used to denote time sequence. In addition, Jeffery (1990:120) states that grammar is needed in order to gain control of written language for thought has to be organized in order to make meaning clear to readers.

As we know in Indonesia grammar is related to the structure of sentence. When considering sentence grammar we need to know various things (Jeremy Harmer, 1998), those all:

a. Part of speech

What words can be used for subjects? How do we join different sentences?

What can come before and after nouns? This is one of the groups into which words are divided.

b. Noun types

In English, there are many types of noun in order to make a sentence, like countable and uncountable, plural and singular, collective nouns, compound nouns, and noun phrase.

c. Verb types

There are three important types of verb to be aware of *auxiliary verb*, *main verb* and *phrasal verb*.

d. Verb forms

This is kind of verb related to the time when we do the activity. In grammar, people called it tenses. There are 16 tenses in English.

e. Pronoun

There are four basic types of pronoun; those are personal pronoun, reflexive pronoun, possessive pronoun, and relative pronoun.

f. Adjectives

Adjective can be used before and after nouns. They can have many forms, those are comparative and superlative (better and best, more interesting and most interesting, etc), adjective order, adjective and preposition (interested in, keen on, etc), and adjective as nouns (the blind, etc).

g. Adverbs

Adverb can be of time (early, late, etc), manner (he played *well*, she ran *quickly*, etc) and place (in the room, in the kitchen, etc). Adverb can appear at the end of the sentence, at the beginning, or in the middle. It also can modify adjectives, like a *wonderfully* physical performance, an *unusually* large cucumber, etc.

#### h. Prepositions

A word put before a noun or pronoun to show how it is related to another word. Preposition usually comes before a noun but can also come at the end of a clause with certain structures. Some words can be both prepositions and also adverbs, for example “She sat down.” It is an adverb because it does not have an object.

#### i. Articles

Articles (the, a, an) belong to a class of words called *determiners*. Other examples of determiners are “this”, “that”, “these”, “those”, “some”, “all of”. Determiners usually come before a noun or at the beginning of a noun phrase, for example “an apple”, “the red bus”, “some of my best friends”, “a Spanish teacher”.

#### j. Conjunctions and conditionals

Conjunction is a word that connects sentences, clauses, or words (and, but, or). Conditional sentences are formed when the conjunction “if” is used to preface a condition, for example “if it rains (condition), you will get wet (result)”.

So, grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. English grammar is also to make the meaning clear for the reader.

### **2.13. Grammar Mastery**

Grammar mastery is called upon to express meanings in ways that are native-like in the target language. Savignon (1983) defines grammatical competence as the

mastery of linguistic codes; that is recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate those features to form words and sentences. Grammatical competence is not linked to any single theory of grammar, nor assumes the ability to make explicit the rules of usage. A person demonstrates grammatical competence by using a rule. Not by stating a rule. From the discussion above it is concluded that grammar mastery is the mastery of formal rules concerning word forms and application of words in a sentence to create correct and meaningful sentences. Grammar mastery is the understanding of sentence structure, sentence elements, and the knowledge of the relationship of the elements.

Structural linguists agree that grammatical structure provides cues that help the reader by making clear how words function and how they are related in utterances. Gaining access to meaning through reading depends strictly on prior mastery of the language structure that leads to it, Le Fevre, (1961); therefore, comprehension depends upon understanding the structures that signal meaning; the grammar of the language. Allen, (1964), theorized a necessity for recognizing sentence part, structural units, and prior to understanding how they related to each other. Allen also states that identifying essential sentence parts is a prerequisite to comprehending sentence meaning.

Center (1952) states that working knowledge of syntax must to competence in speaking, reading and writing a language. Therefore, lack of knowledge of sentence structure plays its part in a failure to read competently. Fries (1963)

presents a statement in support the theory, he says that sentence meaning and grammatical structure are related.

Finally, we conclude that grammar mastery is the knowledge to master the grammar in linguistic competence like native speaker. Student must master the grammar in order to master the target language.

#### **2.14. Grammar Mastery in Reading Comprehension**

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children we can all do grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences that knows about grammar. Knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity.

People associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of literature discussions, when we and our students closely read the sentences in poetry and stories. Knowing about grammar means finding out all languages and dialects follow grammatical patterns.

Mc Neil (1992:16) explains that comprehension is the process of using one's existing knowledge to interpret texts in order to construct meaning. Thus grammar

has role in comprehension. In line with it, Richard (1985) adds that grammar is the ability underlined by the knowledge to produce and understand sentences in a language.

Handayani (2010) argues that there is a significant correlation between the sentence structure mastery on the students' reading achievement. The students can avoid the ambiguity of the sentence in a reading text when they master the grammar well. Furthermore, every sentence in a reading text is coherent and in a unity. So, if the reader has good understanding in grammar they will be easier to get the information or messages that the writer intend to tell.

### **2.15. Theoretical Assumption**

Considering the theories described, the researcher assumes to the idea that vocabulary and grammar mastery has an important and special place in the reading comprehension, especially in finding the meaning of the text. Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Vocabulary and reading cannot be separated, because both of them relate to each other. For the grammar, the more students know and understand the language grammar, the more structural and grammatical their language is. The grammar mastery is not only to construct sentences but also to avoid misunderstanding among people of what they say or read.

Based on the assumption above, the researcher thinks by having and mastering vocabulary and grammar, the students will comprehend the text. It can also help to avoid making this mistake in understanding. Vocabulary and grammar is very

important for reading comprehension. Readers cannot understand what they read without knowing the word and structure mean. Reading involves much more than word recognition, the ability to recognize the sound and the structure of the text and meaning of the printed symbol is basic of the reading process.

### **2.16. Hypothesis**

The hypotheses which are proposed to be formulated in this research are below:

1. There is correlation between students' vocabulary mastery and their achievement in reading comprehension.
2. There is correlation between students' grammar mastery and their achievement in reading comprehension.
3. Both of students' vocabulary and grammar mastery has simultaneous correlation with their achievement in reading comprehension.

These are the explanation about some theories related to the research. The theories are used as references to conduct the research.