

II. LITERATURE REVIEW

This chapter discusses about the review of previous research, and also the review of related literatures used in this study, such as concept of reading comprehension, concept of vocabulary mastery and concept of vocabulary test.

2.1 Review of Previous Researches

In general, there are several studies about the correlation between vocabulary mastery and reading comprehension previously done by other researcher. The results of their research are reviewed as follows:

The study was done by Liu and Nation (1985: 77). About the success of guessing meanings of a text and the results of this study shows that the participants who have high reading proficiency level can successfully guess 85% to 100% of the unknown words,

In addition, Hirsch (2003: 96) found that knowing at least 90 percents 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. Qian (2002: 34) further investigated the relationship between vocabulary knowledge academic reading performances with 217 students attending an intensive ESL program at the University of Toronto. The finding

indicates that students' vocabulary knowledge is positively related to the performance on reading tasks. In other words, vocabulary is a critical component in reading assessment.

Vocabulary has important role in reading comprehension ability, it also determines how well students are able to comprehend the texts. Furthermore, Lubliner and Smetana (2005: 76) declare that student with larger vocabularies will reading easier, read more widely, and do better in school.

The finding of the research is students who have high scores in reading also have high score in vocabulary (Fajar, 2013: 77). 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.

Likewise Ali (2010: 114) has analysed the correlation between vocabulary mastery and the reading comprehension done in university students of the second semester of the English Department, the faculty of Tarbiyah and Teacher Training Syarif Hidayatullah, State Islamic University Jakarta. He found that there is significant correlation between students' vocabulary mastery and their reading comprehension. By having vocabulary, it significantly affects the comprehension of students' reading comprehension.

Owing to the previous descriptions, this study tries to find out the influence vocabulary mastery toward students' reading comprehension achievement. This study can give complete information about the correlation between vocabulary mastery and the reading comprehension on real context.

2.2 Review of Related Literature

For further explanation in relation with theories of the correlation between vocabulary mastery and reading comprehension, this study explained the concept of reading comprehension and concept of vocabulary mastery.

2.2.1 Concepts of Reading Skills

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). The ability to understand the content of the text is an essential thing in reading activity. Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

Dechan (1986: 260) states that reading is a progressive understanding of the meaning and ideas presented by a sequence words. Reading is the best way to increase vocabulary. It gives you background knowledge and helps students experience life through other. In turn this background knowledge and experiences give the ideas and concept associated with words. By this way, you can understand the words easily and better. The more words students know the better and faster students can understand what students read (Wassman and Rinsky, 2000: 32).

So, reading is an activity to get the core of the text in order to understand the content of text (identifying specific information, finding infeneren, finding reference and vocabulary) through a series of alphabets and words into a sentence that has the information to be conveyed to the reader.

2.2.2 Concepts of Reading Comprehension

Reading is the process of combining textual information with the information a reader brings to a text (Widdowson, 1979: 220). In this view, reading is viewed as a kind of dialogue between the reader and the text. It means that the reading is the process of exchanging information between the writer who bring new information and the readers who combine the new information with the previous information.

Moreover, Bamford (1998: 12) defines reading as he constructing meaning from a printed or written message. The constructing of meaning involves the reading connecting information from the written message with previous information from the written message with previous knowledge to arrive at meaning and understanding.

The ability to understand the content of the text is an essential thing in reading activity. Dechan (1986: 260) states that reading is a progressive understanding of the meaning and ideas presented by a sequence words. In addition Dallman (1982: 23) says that reading is more than letter of alphabet stand for; reading involves more than word organization; the comprehension is essential of reading; that without comprehension no reading takes place.

From the statement stated previously, it is inferred that reading is the process of perceiving meaning of written material while comprehension itself is needed in reading in order to get the idea from the written materials.

Reading comprehension is a complex construction process in which reading comprehension is needed. Alderson (2000:28) defines reading as “an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become, totally absorbed.” Besides Alderson, Clark and Silberstein (1987: 2) also define reading an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Furthermore, Nuttal (1992) states that there are some short reading skills that should be mastered by the reader to comprehend the text deeply.

Furthermore, Hughes (1991: 116) asserts that reading skills basically consist of macro skills, and micro skills. As mentioned previously, this study primarily focuses on micro skills. Logically, theoretical frame works entirely related to this skill. Hughes points out that micro skill in reading comprehension, among other things are follows:

1. Finding the specific information or part of text

Finding the specific information or part of the text means looking for the information that relevant to the goal in mind and ignores the irrelevant. It is supported by Mc. Whother (1986: 36) which state that supporting detail or specific information develops the topic sentence by giving definition.

2. Finding References

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. The first object in this relation is said to refer to the second object. Furthermore,

Latulippe (1986: 20) reference is word or phrase use either believe or after the reference in the reading material.

3. Finding Inference

Inference is good guess or conclusion drawn based on the logic of passage. Finding inference means the reader implies the sentence or passages understand and conclude it logically. Likewise Kathleen (1986: 31) states that inference is an educational guess or prediction about something unknown based on available facts and information.

4. Understanding vocabulary

Understanding vocabulary means comprehend what the words mean. Since comprehend is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development. In addition, Barnhart (2008: 697) vocabulary is stock of words used by person, class of people, profession or a collection or list of words, usually in alphabetical order and defined. Furthermore, Machado (2012: 56) understanding vocabulary is strongly related to his comprehension and ease of learning to find the main idea of text..

Here is a text picturing the components of reading skills above:

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very

pleasure when my mother cooks; the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

The followings are the aspects as illustrated above:

- a. The specific information of text above is about part of house: bedroom, living room, kitchen and sentence “*I know it is a very small house; but it is the best place I have ever seen*” from that sentence we get the specific information. Because, bedroom, living room are elements of house and every house. So, the answer is house. And the main idea of that text is small house.
- b. The reference of the text above is available in sentence “When being bored of reading, I usually play online games, chat with my friends via Facebook and so” because that sentence relates two objects the house and the human.
- c. The inference of text above is about place which can make people comfort. And logically we can take conclude by the text above is house. From the sentence “*I know it is a very small house; but it is the best place I have ever seen.*” we can conclude that the human is comfort with that house.
- d. The vocabulary in the text above is general, such as *live, house, and room*, but, there are some uncommon words for example: spare is synonym to give, and the antonym of it is to take. Waste is synonym to economize ad the antonym is spent.

The theory above the five reading skills to comprehend the text, they are considered to be important.

2.2.3 Concept of Vocabulary in Learning English

Mainwright (2006: 33) states that vocabulary is important factor in reading. He also says that the larger vocabulary the easier to make the sense of the text. Without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. By having numbers of vocabulary this kind of difficulty can be solved. Vocabulary refers to the words and phrases that people know and use. It includes an understanding of how words work in relation to each other and within specific contexts. Vocabulary, much more than grammar, is the key to your child understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success.

Furthermore, Grigg (2012: 66) divides vocabulary into two parts passive and active. The distinction of active and passive vocabulary is particularly important in the early stages of learning language, before we can start to acquire vocabulary and improve naturally. Cited from Hugh Grigg's (2012: 66) article, active vocabulary is vocabulary that we can recall and use at will when the situation requires it. We are choosing to use the word and actively retrieving it from memory. Then, the one when students hear it used to recall its meaning; or students are being made to recall it, is called passive vocabulary.

According to Nation Institute for literacy (2006:2) vocabulary is the words that people must understand in order to communicate effectively. It makes a person

achieve the communication purpose and become meaningful when a person had the same knowledge of words as his interlocutor.

2.2.4 Concept of Vocabulary Mastery

Nation (1990: 87) defines vocabulary knowledge in terms of form, position, function, and meaning and he also divided the word knowledge into two aspects, receptive and productive process. First, word form involved the pronunciation and spelling of lexical items. Second, word position dealt with syntactic issues in regard to the usage of word such as the rules for words combination. Third, word function is to discuss the proper way of using words in specific contexts. Finally,, word meaning referred to vocabulary depth and its associates. So, in simple word after students involved and dealt with pronunciation, spelling and syntactic issues it would be combined to result vocabulary score for students.

There are some definitions of mastery. Ellis (1998: 502) states that mastery is comprehensive knowledge or use of a subject or instrument. This idea is supported by Horby (1995: 721) who defines the word 'mastery' as a complete knowledge e or complete skill. It can be said that vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up language which might be used by particular person, class, or profession. Vocabulary mastery means the students having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning.

Furthermore, Byrne (1972: 10) says that in order to communicate effectively, the learners needs adequate numbers of vocabulary. Furthermore, Rivers (1972: 402) states that it would be impossible learning a language without words. It means that

without vocabulary the learners cannot reach his purpose in learning a language for communication either in oral or written form.

There are some types of vocabulary in English used in a text. Essentially, they are classified into four groups (Fries, 1974: 45) content words, function words, substitute words, and distribute words.

2.2.4.1 Concept of Content words

Content words are words that convey information in a text or speech act and also known as lexical words, such as nouns, most verbs, adjectives, and adverbs. Example: air as noun, “The air is quite clear today”. Drink as verb, “He drinks water too much”. Beautiful as adjective, “They live in a beautiful house”. Lifeless as adverb. “Tears began to fall as he saw the completely lifeless body of his wife”.

2.2.4.2 Function words

Function words are the words we use to make our sentences grammatically correct pronouns, prepositions, and auxiliary verbs are examples of function words. Examples: She as pronoun, “She was my girlfriend”,

2.2.4.3 Substitute words

Substitute words are those which represent individual things or specific action as substitutes for whole form classes of words, that is indefinite. Examples: anybody, “anybody can help citizen of Riau from disaster”, everybody “everybody should be allow the rule of city”.

- 3 *Distributed words* are distributed in use according to grammatical matter as the presence or absence of negative, such as: either and neither, examples: “The house has a door at either end”, “Neither journalist could finish their articles, there wasn’t enough time”.

The classification of words of a language depends on their function in communication (Hatch and Brown, 1995: 218). Words are classified based on content words and functional words. In the study of words classification, the written limits on nouns, verbs, adjectives, adverbs, and translation.

a. Noun

Noun is a word that functions as the name of some specific thing or set of things, such as living creature for examples, 1) *human*, “human needs oxygen in respiration process”, 2) *plants*, “human needs plants in life as food resource” , examples of object are 3) *hospital*, “my father went to hospital last night”, *paper*, “paper is important thing in office”.

b. Pronouns

Pronoun is a word that substitutes for a noun or noun phrase. For examples: 1) *she*, “She has long and shiny hair”, 2) *he* “he will go to cinema at 7pm”, 3) *her* “her boyfriend is my uncle”, 4) *him* “tell him about the clash last night”.

c. Verbs

The part of speech (or word class) that describes an action or occurrence or indicates a state of being. Hatch and Brown (1995) places verbs into four classes: activities, for examples: 1) *run*, “my sister will run if see a cockroach” 2) *walk*, “mother and me will walk around the garden”, examples

of accomplishment are 3) *build*, “my father build a house dog’, 4) *kill* “He will kill a snake in the branch”.

d. Adjective

An adjective is a word that modifies a noun (or pronoun) to make it more specific, the types of adjectives are:

1) Determiners

They are articles like *the, a, an*, examples of demonstrative adjectives are 1) *this*, “this movie is so nice for children” 2) *that*, “I remember that Tomy will visit me tomorrow” and possessive adjectives are 3) *my*, “my car is bigger than others” 4) *your*, “your car is brighter than before”. numeral examples of adjectives are 5) *four*, “four of five man is normal”, 6) *first*, “She is the first woman flying with ballons”.

2) Descriptive adjective

descriptive adjective is an adjective that ascribes to its noun the value of an attribute of that noun e.g., ‘*a nervous person*’ or ‘*a musical speaking voice*’ as descriptive adjective. It can be seen that that descriptive adjectives are nervous and musical.

e. Adverbs

An adverb is a word that changes or simplifies the meaning of a verb, adjective, other adverb, clause, or sentence. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses or to entire sentences rather than to nouns. For examples: 1) “*She will act*

normally after accident”, the adverb is normally because it modifies the verb act. 2) *”Butterfly moves the wings up and down beautifully”*, the adverb is beautifully. Because it modifies the verb move.

Preposition

Preposition is word (or group of word) which is used to show the way in which other words are connected. For examples, 1) *in*, “there is a cake in that box” and 2) *between*, “there is no border between you and me”.

f. Conjunction

Conjunction is a word that connects sentences, phrases, or clause. For example: 1) *and*, “you and me is best friend”, 2) *so*, “so, you can forgive me or not ?”

The theories presented above, lead us to infer that vocabulary is a set of word that is used to make communication among people that contain useful ideas, information and meaning. In this research, the focus in this study is consisting of the content words (noun, verb, adverb and adjective). Because, only four of them are often apply and they are employed since. Naturally each of them has complete meaning in the reading text

2.2.5 Concept of Vocabulary Test

Vocabulary learning is not only a quantitative issue. Researchers distinguish breadth or size of knowledge (the number of words of which the learner knows at least some significant aspects of the meaning) from dept of knowledge, with

which they refer to the quality of vocabulary knowledge, namely how well a particular word is known. Although both measures are considered important, knowledge of words progresses from superficial to deep at various stages of learning. A lot of work on vocabulary testing has focused on vocabulary size.

The vocabulary test is usually divided into two types, breadth and depth of vocabulary knowledge as the size of learners' vocabulary (how many words are known). Whereas depth of knowledge involves a consideration of the quality of learner's vocabulary knowledge (how well are particular words known).

Likewise Nation (1990) described 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 a vocabulary test, for example a multiple choice test and the students are intended to find the meaning of the words either in English or in students' 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 the dictionary randomly and then ask a student to explain the meaning of the more uncommon word on one page. If a dictionary contains 30,000 words and students know about two-thirds of the words, then we can roughly estimate that the students' vocabulary size is about 20,000 words (Nation, 1990).

Another way of measuring students' vocabulary size is based on word frequency count. Multiple-choice questions (MCQ) are used as a kind of vocabulary level test. MCQ is one of the most common formats in professionally developed language tests. They are widely used to assess learning at the recall and

comprehension levels (Coomes, Folse, and Huble, 2007). MCQ takes many forms but their basic structure is stem, and response option, which include the key or correct answer and the distracters or incorrect responses. In this research the vocabulary level test is divided into some levels.

Vocabulary enlargement is a process in stages to develop into a more extensive vocabulary than before. It can be multiple choice test or translating language.

According to Nation (1990: 78) there are two steps to consider when looking at the test of total vocabulary size, they are:

1. Selecting Criteria Levels of Vocabulary Test Items

Usually it is not possible to test all words within in a particular group. First, it must exclude all the words that we cannot easily test, for example *a, the, of be*. In fact the test could be easier to make if we tests 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 item from the words left. The best way is to number the words and then to choose every tenth word if give enough word for the test. For example, every number of the try out test will be processed by difficulty power and level formula to find out the best criteria levels.

2. Testing of Vocabulary Mastery

According to Nation (1990: 116) confirms that types of vocabulary test include multiple choice test, translation, and word in simple defining context. Since, this research limits its scope analysis of the vocabulary test. So, the focus of

this study was on two types, they were multiple choice test and translation. Multiple choice test is a form of assessment in which respondents are asked to select the best possible answer (or answers) out of the choices from a list. And the definition of a translation is an interpretation from one language or situation to another or in other words Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. Translation divides into two types, literal and free translation. Literal translation is the rendering of text from one language to another one word at a time (Latin: "verbum pro verbo") with or without conveying the sense of the original whole. And free translation is a translation that reproduces the general meaning of the original text. It may or may not closely follow the form or organization of the original.

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

In this research, the writer recognition of vocabulary using MCQs (multiple-choice Question) test. MCQs item test the students have to identify the correct or best response choice. So, it was not give the chance for the students just recognize the words. The aim of the test is to measure student's recognition of the word.

The samples of vocabulary test can be classified as follow:

Type 1

Match the words test

This test requires the learners to match the words provided with the right answer. Here is the example:

- | | |
|-------------|-------------------------------------|
| 1. business | |
| 2. clock | <u>6</u> part of a house |
| 3. horse | <u>3</u> animal with four legs |
| 4. pencil | <u>4</u> something used for writing |
| 5. shoe | |
| 6. wal | |

Types 2:

Multiple choice test

This test leads students read the question carefully and then answer the questions on the correction option (A,B,C,D)!

Here is the example:

1. What is the purpose of defibrillation?
 - a) removing fibrous matter from vegetables
 - b) removing bodily hair
 - c) restoring the rhythm of the heart
 - d) reducing a fever using medication
- correct: c

Type 3

Pairs the Opposite word test

This test leads students to choose the opposite words by drawing lines and connecting the pairs of opposites.

A	B
brave	Awake
female	expensive
cheap	succeed
asleep	cowardly
Fail	Male

This study used vocabulary test type 2. Because, the type 2 was common type that used in Senior High School. Besides that, this type saved the time and also suitable for students in SMA grade. According to the definition above, this study assumes that the vocabulary knowledge is the number of words that student master based on the context area.

2.3 The correlation of Vocabulary mastery and Reading Comprehension Achievement

We know that vocabulary and reading have a close relationship. According to Nation (1990) vocabulary is clearly an important skill in reading. The students have to master vocabulary because it will help them to succeed in reading.

The function of vocabulary in reading skill is to comprehend what the author passages in their writing and for students need vocabulary to help them understand the idea and when learning vocabulary, students need a lot of practice of reading because reading is the active way in learning vocabulary. It is impossible for the students to understand the passage without mastering vocabulary. It is clear that the students' vocabulary is needed to face the difficulties in learning English, especially to understand reading materials. In reading also have grammar and syntax, the role of grammar is an important tool in reading. Grammar is a useful tool, especially for weak readers to help students find the time (past, present and future) the verb in the sentence then the subject and the object. So, by grammar students will easily understand the text. So, good vocabulary makes good reading comprehension.

The vocabulary is the most important thing in reading skill. Most of us if 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.

2.4 Theoretical Assumption

Based on the theories reviewed previously, the researcher assumes that the students need to master vocabulary to comprehend the text in reading passage. It is clear that the students' vocabulary is needed to face the difficulties in understanding reading materials. There is strong correlation between reading comprehension and vocabulary knowledge. Students need a large vocabulary knowledge in order to understand concepts and implied meaning, and make informed prediction of a reading text. Vocabulary knowledge is of crucial importance to understanding and comprehending any given selection. Likewise, reading comprehension plays a

critical role in developing vocabulary knowledge. So, if students vocabulary mastery well, their reading ability will be better:

Vocabulary mastery \longleftrightarrow Reading comprehension

This illustration describes that the higher of vocabulary mastery score is also affect to the ability of reading comprehension score, and the score of reading comprehension is high the ability to master the vocabulary is also good.

2.5 Hypothesis of the research

This study proposes the hypothesis as follows:

H₁ : There is positive significant correlation between senior high school student's vocabulary mastery and their reading comprehension ability.

H₀ : There is no positive significant correlation between senior high school student's vocabulary mastery and their reading comprehension ability.