

II. FRAME OF THEORIES

This chapter discusses review of related previous researches and some theories that support the research. They are concept of reading comprehension, purpose of reading, concept of grammar, grammar test, concept of vocabulary mastery, vocabulary test, correlation between students' grammar and vocabulary mastery and their reading comprehension test.

2.1 Review of Related Previous Research

The writer has curiosity to conduct a research about grammar, vocabulary mastery in their reading comprehension. The previous research done Alfiah (2006) in her research states that understanding of sentence pattern is important in reading. It can help the students to comprehend the text. In adequate interpretation of sentence pattern or ignoring it altogether may also hinder reading comprehension.

Meanwhile, another previous research has been done by Wahyuni (2011) at SMA Surya Darma. She states that students can improve their reading achievements in comprehending text by answering the question in the text, they can get much of knowledge, and they can get the main idea of the text easily and effectively. In

other words, to support their reading habit, the teachers have to motivate students to read more because it is very useful for them.

Nurmala (2012) in her research that the students can improve their reading ability by reading interesting short story such as folktale or another story. Students also have better comprehension after reading the story. Besides that, According to Nation (1990) vocabulary is clearly an important skill in reading. The students have to master vocabulary because vocabulary is important aspect that makes them success in reading.

Based on the statements above the writer assumes that students face the confusion in comprehending the text, because their ability of grammar and vocabulary is still low. So, to improve their reading such as short story or short story teachers give the questions about reading text in order to get their more knowledge about the grammar, vocabulary and the result the students' achievement in reading comprehension.

In addition, students face the difficulties to learn about reading text, because not only one or two genres of the text that they learn in school, but they learn more genre of the text that have the different grammar, and also the students have to know more vocabulary to comprehend the text itself.

The writer realizes vocabulary and grammar mastery which are the important in learning language especially in reading comprehension text. Vocabulary is the

first stage to learn and to know the text itself. Because, if the student have a little vocabulary they found difficult to understanding about grammar in text reading. Especially for regular and irregular verb in vocabulary to express their text in reading. So, the student must master grammar formations if they want to improve their skill in reading. The writer expect students recognize and realize that mastering grammar and vocabulary is useful to have a good skill in reading.

2.2 Concept of Reading

Reading is a means of language acquisition, of communication and sharing information and ideas. Reading is complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and construction meaning. So, reading is one of the important skills which are needed by students from elementary school to university, and reading text is an important way for the general population in many societies to access information and makes meaning.

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

Carver (1990) defines reading as a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and constructing meaning. Reading is also a means of language acquisition, of communication and of sharing information.

Based on definitions above it can be stated that the aim of reading process is to understand the meaning which is informed by the writer to the reader. The reader tries to interpret word per word, sentence per sentence based on its context and clues given by the writer on the text. In the process of getting idea of the text, the reader uses his skills to recognize the language or genre of the text.

In addition, Loban, Ryan, and Squire (1969:378) express reading comprehension is indeed a very elaborative procedure, involving a balance of many elements in a passage and their organization in the proper relation to each other comprehension in reading depends upon knowing the literal meaning of words in various context. The reader must also be able to perceive the relation of each part to the other and each of the wholes.

Rubin (1993:194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve world meaning and verbal reasoning, there could be no reading comprehension, and there would be no reading.

The statements above mean that when the readers finished reading text, they can store the idea from the text, they also know the meaning of the words, get message from the text and also they are able to get information carried by in the text.

2.3 Purposes of Reading

Students have their own purposes of reading. Some of them consider reading as a facility to get information. Some others as a means to have entertainment and pleasure. Whatever their purposes of reading, by reading students need some information, knowledge to put in their mind.

There are some experts proposing the purposes of reading. Some of them are Grabe and Stoller, Harmer (2001). Their ideas are similar to each other. In the first place Grabe and Stoller suggests some purposes of reading, reading to search for simple information and reading to skim, reading to learn from texts, reading to integrate information, write, and critique text, and reading for general comprehension. In the same ideas, Harmer (2001) proposes six reading purposes: (1) reading to identify the topic, (2) reading to predict and guess, (3) reading for general understanding, (4) reading for specific information, (5) reading for detailed information, and (6) reading to interpret the text.

Altogether, from the three experts, the purposes of reading can be developed into ten sub purposes of reading : (1) reading for general purposes, (2) reading to scan and skim, (3) reading to integrate information, write and critic the text, (4) reading for sequence or organization, (5) reading to predict and guess, (6) reading to interpret the text, (7) reading for inference, (8) reading to classify, (9) reading to evaluate and, (10) reading to compare or contrast.

Based on definitions above it can be stated that the purpose of reading for understanding more what is read by people. Studying involves reading to comprehend concepts and details. Besides that, reading for pleasure gives people the opportunity to enlarge the knowledge and allow us to express our imagination.

Furthermore Nuttal (1985) states that there are five kinds reading skills that should be mastered by the reader to comprehend the text deeply, which is as follow:

1. Determining main idea

Main idea is the most important piece of information the author wants you to know about the concept of that paragraph. Determining 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, 2004)

2. 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.

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 reference; 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 referred 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 on 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 a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence/ passage understand and conclude it logically.

5. Understanding vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, people know deeper about comprehension. Since comprehension is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

The example of a text that contain five points in reading skill:

Nitrogen fixation is a process by which nitrogen is continuously fed into biological circulation. In this process, certain algae and bacteria convert nitrogen into ammonia (NH_3). This newly created ammonia is then for the most part absorbed by plants.

The opposite process of denitrification returns nitrogen to the air. During the process of denitrification, bacteria cause some of the nitrates from the soil to convert into gaseous nitrogen or nitrous oxide (N_2O). In this gaseous for the nitrogen returns to the atmosphere.

1. Determine main idea

The questions: Which of the following would be the best title for this passage?

- a. The process of nitrogen
- b. Two Nitrogen Processes
- c. The Return of Nitrogen to the Air
- d. The Effect of Nitrogen on Plant Life

In a passage with with more than one paragraph, you should be sure to read the first sentence of each paragraph to determine the subject, title, or main idea. In example, the first process of nitrogen fixation. If you look only at the first paragraph, you might choose the inccoret answer (A), which would be a good title for the first paragraph only. The first sentence of the second paragraph indicates that the process of denitrification is discussed In the second paragraph. Answer (C) is inccoret because *the return of nitrogen to the air* is the process of denitrification, and this is discussed in the second paragraph only. Answer (D) is incorrect because *the effect of nitrogen on plant life* is not discussed in this passage. The best answer to this question is (B).; the two nitrogen processes are nitrogen fixation, which is discussed in the first paragraph, and denitrification, which is discussed in the second paragraph.

2. Vocabulary

The question: What is “convert” in line 2 in first paragraph?

- a. Give
- b. Run
- c. Move
- d. Exchange

The best answer to this question is (D). to answer the question you should look at the part the passage the following the expression “ the newly created ammonia”,

from this sentence we can see there is exchange from certain algae and bacteria to nitrogen into ammonia.

3. Finding the specific information

The question: Where in the passage does the author state about process of denitrification?

- a. Line 1 – 3
- b. Line 2 – 4
- c. Line 3 – 4
- d. Line 4 – 6

The best answer is (D), because line 4 until 6 give information about process of denitrification.

4. Finding the inference

The question: According to the passage, we can reasonably infer how the process of the opposite of denitrification returns nitrogen to the air?

- a. Bacteria cause some of the nitrates from the soil to convert into gaseous nitrogen or nitrous oxide (N_2O).
- b. Effect of nitrogen on plant.
- c. Algae and bacteria convert nitrogen into ammonia (NH_3). This newly created ammonia is then for the most part absorbed by plants.
- d. nitrogen is continuously fed into biological circulation.

The right answer is (A) because imply the sentence of the opposite of denitrification. (B). not discussed in this passage, (C), and (D) is the process of nitrogen fixation.

5. Reference

The question: How the new ammonia can be formed?

- a. From the return of nitrogen to the air
- b. From to certain algae and bacteria change into nitrogen
- c. Some of the nitrates from the soil to convert into gaseous nitrogen
- d. Algae and bacteria convert into nitrates

The right answer is (B), because the sentence provides the information to interpret the other.

Based on the statement above, the writer assumes that to master reading comprehension the students have to know the reading skills such as determining main idea, finding the specific information, finding the reference, finding inference and understanding the vocabulary. But the more important is understanding the vocabulary, because to know reading comprehension the students have to know the meaning of vocabulary itself, and after that the student can get the reading skill easily.

2.4 Concept of Grammar

Grammar is one of language components. It refers to pattern of form and arrangement by which the words put together and it must be learnt if the language will be used. Someone who uses language has to know the grammatical of the language. River (1969:78) says that it is more effective to produce utterance based on the basic structure they construct new utterance. It is clear that grammar is one of important role in reading, if they understand about the grammar, they can catch the meaning easily.

There are several reasons that learn about grammar, some of them are that grammar helps with understanding what makes sentence and paragraph clear, interesting and precise. It names the type of words and word groups that comprise sentences in English. It lets us understand that all language and all dialects follow grammatical patterns.

An English lesson for high senior high school is different than the previous school levels. Learning English for senior high school students should be more comprehensive and more emphasis on the ability to construct English sentences with appropriate grammatical. Students should be able to master grammar such as past tense, present tense, present continuous tense. Besides that, students should be able to identify adjective clauses, verb, and other adverb connectors, because it is step learning English as second language.

There are three grammar points that should be mastered by SMA students:

1. Subject-verb agreement, the rule is singular subjects go with singular verbs and plural subjects go with plural verbs. The only verb form that is affected by this rule is the third person simple present; but since this verb form is the one students use most in their studies, it is essential that students master the subject-verb agreement rule as quickly as possible.

The example of subject- verb agreement. The subject is in **bold** typeface and the verb is in *italics*:

- The **Prime Minister** *is meeting* the President of the United States at the White House. (singular subject: Prime Minister; singular verb is meeting).

- The **Prime Minister and the President** *are meeting* at the White House (plural subject: PM and President; plural verb are meeting).
2. Correct word class (noun, verb, adjective, and adverb). Words must be used in their correct form according to what they are doing in the sentence. A word being used as a subject or object must be in noun form, a word being used to describe a noun must be in adjective form, a word being used to qualify a verb must be in adverb form

Example of correct word class:

- These managers differ¹; one difference² between these different³ managers is that they manage differently⁴.

¹ differ is the verb in this part of the sentence.

² difference is being used as a subject, so it is noun form.

³ different describes the managers, so it is in adjective form.

⁴ differently tells us how the managers manage, so it is in adverb form.

3. Verb tense consistency, it means that all of the verb tenses must be the same. For example, when you are describing something that is happening now, stick to the present tenses, and when you are describing something that happened in the past, stick to the past tenses.

Present tenses: present simple, present continuous, present perfect.

Past tenses: past simple, past continuous, past perfect.

- The shop assistant is telling the customer that the shop has not yet received the goods she needs urgently; he says he is going to send them as soon as they arrive.

- The shop assistant was telling the customer that the shop had not yet received goods she needed urgently; he said he was going to send them as soon as they arrived.

Harmer (1999), states knowing about grammar offers people potentially unlimited linguistic creativity. Knowledge of the regularities can function as a machine to generate potentially enormous number of original sentences, in addition, knowledge of grammar is also important because it can function as an advance organizer. In the process of acquisition, advance organizer plays a crucial role because the learner with grammar knowledge subconsciously organize and notice the input exposed to them.

As Larsen- Freeman (2001:251) states grammar is about form and one way to teach form is to give students rules, however grammar is about much more than form, and its teaching is still served if students are simply given rules.

Richard and Renandya (2002:145) states the role of grammar is perhaps one of the most controversial issues in language teaching. Based on Swan (in Richard and Renandya 2002:150) grammar involves rules, and rules determine “correct behavior”.

From the statement above the writer assumes that grammar is an important factor to be learnt. Grammar cannot be separated from language, because if students do not have a good mastery in grammar they also cannot master the language. Grammar is partly the study of what form or structures are possible in a language.

It means grammar is the factor that students need if we want to make a sentence in a good structure therefore the students should have a good grammar mastery. By mastering grammar the students can understand easily how to make sentence and composition in a good order.

Meanwhile, Fromkin and Rodman (1983:12), states to understand the nature of language learner must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language. That's why grammar plays very important roles for people who want to learn another language. Nunan, David (2005:3) described grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences. If the students understand the text, the researcher only knew that grammar is a mean to combine words into sentences.

Chomsky and Halle in Fromkin and Rodman(1983:11) have another description about grammar. They stated that people use the term "grammar" with a systematic ambiguity. On the one hand, the term refers to explicit theory constructed by the linguist and proposed as the description of the speaker's competence. On other hand, it refers to this competence itself.

From the description above grammar has some rules that people can use it to form a sentence from some words. People who can use grammar properly can be called as people that have good English. Grammar has important role in learning English, so it also has a big influence to reading comprehension ability. People who want to get a text message have to know about how the text is form or they will not able to have a complete understanding about what the writer was mean. If

they do not master grammar well, they will have difficulty mastering reading comprehension too.

2.5 Grammar Test

By now it should be clear that the teacher begins the process of deciding how to test something by trying to decide what that something is, by asking what the construct is that we are trying to measure. According Rea (1991) presents the various definitions of grammar that have provided the basis of the constructs of grammar underlying different approaches to the testing of it. She begins with a quotation from Close 1982 defining grammar as knowledge of sentence level form. “English grammar is chiefly a system of syntax that decides the order and patterns in which words are arranged in sentences.” Such a definition excludes context beyond what a single sentence provides, considers meaning a separate matter, and is not concerned with the ability to use such a sentence. This sort of understanding of grammar, this construct, led to multiple-choice items of the type we are all familiar with. There might be some quibble over which of the following is the best of the type (that is, has the best construct validity) but all are reasonably good examples.

In this research the writer gave three types of grammar test, they are:

1. Adjectives clauses

In learning grammar, a clause is the part that occurs frequently in the English book such textbook. A clause may define in the same way as a sentence. Adjective clause is a dependent clause that modifies a noun. Burton (1984) states that adjective clauses have their own subject and predicate, but their

function is to qualify a noun, pronoun or noun equivalent in another clause. Similarly, the adjective clause is also called relative clause used to form one sentence from two separate sentences. The relative pronoun replaces one of two identical noun phrases and relates the clauses to each other. Commonly, the relative pronouns that refer to the person or thing are *who*, *whom*, *which*, *that*, and *whose*.

For examples:

I don't like *people who* lose their tempers easily.

From the definitions above, the writer concludes that adjective clause is a clause which modifies or describes noun or pronoun as antecedent that uses relative pronouns or relative adverbs as subordinator conjugation describing people and thing whose position as subject, object and possessive.

2. Grammatical tense

In grammar, tense is a category that expresses time reference. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns. (Swan, 2005) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Basic tenses found in many languages include the past, present and future. Some languages have only two distinct tenses, such as past and non-past, or future and non-future. Tenses generally express time relative to the moment of speaking. In some contexts, however, their meaning may be relativised to a point in the past or future which is established in the discourse. This is called *relative* (as opposed to *absolute*) tense. Some

languages have different verb forms or constructions which manifest relative tense, such as perfect ("past-in-the-past") and "future-in-the-past".

3. Used adverb connectors

Adverbial connectors signal logical relations in a discourse and help the reader to connect different units and paragraphs and this way make sense of the text. Several studies have tried to illustrate how connectors contribute to a better understanding of text. The results have shown to be contradictory, but some studies have shown that appropriately used, connectors can facilitate reading comprehension and have a positive effect on the clarity of a text (Altenberg and Tapper, 1998: 80). In addition, it has been found that even if connectors do not necessarily improve a text's readability and coherence, they have a rhetorical effect and can make a difference with respect to the effect of the text (Mauranen 1993: 162–168). The use of connectors is found to be problematic both for foreign language learners as well as native speakers, and is often shown as under-, over- and misuse of connectors in written products. The use of connectors is sensitive to discourse type which might create problems especially for foreign language learners. Connector usage can vary also from one language to another and not all languages mark connectors explicitly in the way English does.

In general, grammar tests try to assess students' use of language in its totality as well as various parts and rules of language. Grammar tests might focus on skills such as sentence structure, using and identifying adjective clauses, adverb connectors, and part of speech. They might also focus on complex and

compound sentences and sentence corrections as well as writing correct sentences and paragraphs. In this research writer using multiple choice format. The questions of multiple choices have several choices and one of them being the correct choice.

2.6 Concept of Vocabulary Mastery

Vocabulary is one of the language elements that has an important role in learning language. The next paragraph would present definitions of vocabulary from several resources.

Napa (1991) says vocabulary is one of components of the language and there is no language without words. It can be assumed that vocabulary is the component of the language in form of word in which it make language meaningful because without vocabulary speaker cannot convey meaning and communicate with each other.

Nation (1994: 02) states that both learners and teachers see vocabulary as a being a very important element in language learning. It means that vocabulary is the most important part in language and the learner should master a large number of vocabularies in order to perform language well.

It is obvious that without vocabulary mastery, vocabulary someone can convey nothing. Even though people master grammar of a certain language but they do

not have any knowledge on its vocabulary, they cannot communicate or to express their idea using that language.

Wainwright (2006: 33) states that vocabulary is the important factor in reading. He also says that the larger vocabulary the easier it is to make the sense of text. Without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. By having number of vocabulary, this kind of difficulty can be solved.

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.

Based on the definition above, it can be stated that vocabulary is the number of words that students master based on the context area. By having lot of vocabulary knowledge, it can help students to understand the text. So, if the students know a lot of vocabulary, they may able to comprehend the text easily. It is impossible for 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.

There are some types of vocabulary in English. Fries (1974:45) classifies English words into four groups, namely:

- a. Content words

Content words represent the name of objects or things that are the concrete nouns (*dog, motorcycle, and box*); action done by with those things, that is: verb (*drive, hit, push*); the qualities of these things that is adjective (*charming, beautiful, heavy, tall*); and the indication such meanings as frequency, degree, manner and place, that is adverbs (*carefully, here, now*).

b. Function words are those words, which are used as means of expressing relation of grammar/structure. Such as conjunction (*and, however, but*), article (*a, an, the*), auxiliaries (*do, does, did*).

c. Substitute words

Function words are those which represent individual things or specific action as substitutes for whole from classes of words, that is, indefinites (*anybody, anyone, somebody, and everybody*).

d. Distributed words

Distributed words, those are distributed in use according to grammatical matter as the presence or absence of negative, such as, *any, either, and neither*.

Based on the theories above, the writer assumes that vocabulary is a set of words that is used to make communication among people that contain useful ideas, information, and meaning. Without mastering a large number of vocabularies, it is difficult for a learner to study and use the language. It means that learning vocabulary plays an important contribution. The more words people learn, the

more ideas they have. Therefore, people can communicate with others effectively. In this research, the researcher used the content words (nouns, verbs, and adjectives).

2.7 Vocabulary Test

A test of vocabulary measures students' knowledge of the meaning of certain words as well as the pattern and collocations in which they occur. Such their test active vocabulary (the words they should be able to use in speaking and writing) or their passive vocabulary (the words they should be able to recognize and understand when they are listening to someone or when they are reading). It proves that vocabulary is really needed in the students' learning language activity by knowing the students' mastery of vocabulary students can also measure their language skills they are; listening, speaking, reading, and writing.

Nation (1990) describes a method of sampling from 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 teachers 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 students' native language.

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

1. Selecting

Usually it is not possible to test all the words within a particular group. First, teacher must exclude all the words that they cannot easily test, for example a, the, of, be. In fact, the test will be easier to make if the test only nouns, verbs, adjectives, and adverbs. Second, after teacher exclude the words they cannot test, they 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, teacher want to see if the learners know the meaning of word after they hear of 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, or they see a picture and then they write or say the English word.

From the text above, vocabulary test is to measure students' knowledge and want to see the extent of their knowledge of vocabulary test that given by the teacher. There are some ways to create vocabulary test. First, selecting, teacher chooses the questions that will be tested. Whether the test is suitable or not for the students. The tests can be multiple choice, cloze test or matching. Second is testing, the suitable test will be tested to students. After that, teachers want to see their vocabulary skills.

2.8 Correlation between Students' Grammar and Vocabulary Mastery and their Reading Ability

One reason why students find reading in some subject fields difficult because of their lack of vocabulary and grammar. Whereas in fact of vocabulary and grammar are the most important thing in reading skill. Most of us, if find the difficult word, they still just continue our reading in the hope that the word their read is not really important or that its meaning become clear later on. But sometimes these word that people passed usually as the key of our reading and understanding. People cannot catch and grasp the idea from our reading as well as possible. So looking up the difficult words in dictionary is better for us.

In other side, vocabulary, grammar and reading have a close relationship. When reading students need vocabulary and grammar to help them in understand the idea, and in learning vocabulary, students need a lot of practice of reading because reading is the active way in learning vocabulary. So, if the students know a lot about vocabulary, they can comprehend the reading easily.

According to Nation (1990) vocabulary is clearly an important skill in reading. The students have to master vocabulary because it can help them to succeed in reading. Based on Murcia (2001:149) states grammar and vocabulary have been viewed as competing elements in language teaching. It means that grammar and vocabulary have a great influence to the students' language skills, in this case the language is English. And in learning English the students are expected to be able

to listen, speak, read and write English well. Especially in reading, the students must master grammar and vocabulary.

2.9 Theoretical Assumption

Based on the frame theories, the writer assumes that vocabulary and grammar are two things that cannot be separated in reading text. Understanding the vocabulary and grammar are important in reading. It can help the students to comprehend the text. If the student failed to understand vocabulary and grammar, they cannot catch the idea from the paragraph and they also cannot answer the question because they do not know the strategic to answer the question. It is clear vocabulary and grammar is needed to face the difficulties in understanding reading text.

2.10 Hypothesis

Based on the theories and assumption above, the writer proposes the hypothesis as follows :

1. H_0 = There is no correlation between students' grammar and their reading ability.

H_1 = There is Correlation between students' grammar and their reading ability.

2. H_0 = There is no correlation between students' vocabulary mastery and their reading ability.

H_1 = There is Correlation between students' vocabulary mastery and their reading ability

3. H_0 = There is no correlation between students' grammar and vocabulary mastery and their reading ability.

H_1 = There is Correlation between students' grammar and vocabulary mastery and their reading ability.