

II. LITERATURE REVIEW

This chapter discusses the review of previous research, and also the review of related literature that will be used in this study, such as: concept of reading comprehension, reading of narrative text, concept of vocabulary, concept of vocabulary test.

2.1 Review of Previous Research

There are several studies about the correlation between vocabulary and reading comprehension previously done by, Ikah (2006), Ali (2010) and Alfiah (2011) and the description of the result of their research as follows :

Ikah (2006) investigates how far the correlation between vocabulary supports the students in reading. And from the study she finds that there is the significant correlation between students` vocabulary and the students reading comprehension in the second year of MAN II Bekasi.

Ali (2010) has analyzed the correlation between vocabulary and the reading comprehension done in university students of second semester of English departement, the faculty of Tarrbiyah and Teacher Training Syarif Hidayatullah State Islamic University Jakarta. He finds that there was significant correlation between

students`vocabulary and their reading comprehension. By having vocabulary, it significantly affects the comprehension of students`s reading activity.

Alfiah (2011) also has investigated the correlation between students understanding sentence pattern, students`s vocabulary an their reading comprehension achievement at the second year of SMA Negeri 1 Pagelaran. She has found that there was significant correlation between student`s understanding of sentence pattern, students`s vocabulary and their reading comprehension achievement.

Based on the study above, It can be seen that Ali (2010) only administered the research in University student level. The writer thinks that, there are many types of reading comprehension and it is too difficult to be understood by them. It needs time to understand it one by one. In the other hand, the research of writer would be discussed only about one type reading, namely narrative text and it wa special only Junior high school.

From Ikaah`s research that had been done, she discussed about many types of reading comprehension. As we know that there are many types of reading comprehension. Therefore it is not effective if we learn overall. Furthermore, she was doing the research for Senior high school. In conclusion, the writer decide to not only choose Junior high school but also one reading types narrative text.

From Alfiah`s Research that had been done. The writer knows that her research only for senior high school, and she concentrated about correlation between sentence pattern and reading comprehension. This is different from the research of writer. We knows that if we would conduct a research about something different, it could be different quality and different treatment that we could use. And the conclusion was no a research about students` ability in reading comprehension of narrative text in grade of junior high school.

So, based on the previous study above, the writer decide to choose narrative text for junior high school because a new curriculum 2013 concentrates about development of character. The writer know that narrative text has advantages to be studied. Narrative text can help student being able to handle or control the situation which students being happened. Because there`s some story of narrative text, setting shows students where and when it happen and relation with students` story or they experience.

More over, narrative text can help students to think logically in order to handle time. For example, beginning story, middle and end of story became a lesson and consideration of life for student to take decision in the next level. This is suitable with the purpose of curriculum 2013 namely development of character. Students are able to take a meaning of lesson and narrative text contains of polite value, religy, attitude and message of life. Therefore, this study can give complete information about the correlation between students` ability in vocabulary and the reading comprehension of narrative text on real context.

2.2 Review of Related Literature

For further explanation in relation theories of the correlation between students' ability in vocabulary and reading comprehension of narrative text, the researcher will explain the concept of vocabulary and concept reading comprehension of narrative text..

2.2.1 Concept of Vocabulary Mastery

Linguistically, to know a word was to know its multi dimensional aspect. People could examine vocabulary in terms of various kinds of linguistic knowledge via phonetic, phonology, morphology, and syntax, semantics and pragmatic. Different scholars had proposed different frameworks to examine vocabulary. To a large extent, the proposed theories were complimentary and by reviewing the studies chronologically, a number of their concepts overlapped.

Nation (1990) defines vocabulary knowledge in terms of forms, position, function and meaning and he also divided the word knowledge in 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 words such as the rules for word combinations. Third, word function was to discuss the proper way of using words in specific contexts. Finally, word meaning referred to vocabulary depth and its associates. The above mentioned factors in a receptive process may play different function from those in the productive process.

Therefore, knowing a word could mean being capable of recognizing and using these factors and applying words to meet different purposes.

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 the number of vocabulary, this kind of difficulty can be solved.

Students who do not master a sufficient number of vocabularies will fail in using language satisfactory. Harmer (1993:53) says that if language structures make up skeleton language, It is vocabulary that provides the vitall organ and flesh. This statement implies that an ability to manipulate grammatical structure is not enough for expressing meaning unless words are used.

Meanwhile, Wallace (1987 :20) says that vocabulary is the stock of word used by people, a particular class of people or even person. Concerning with the statement, vocabulay is fundamental for everyone who wants to speak or produce any utterance for reading.

Hornby (1995 :1331) states that vocabulary is the total number of words which (with rules for combining them) make up a language. This statement is then strengthened by Burns (1975:295) who says that vocabulary means the stock of words used by a person, class or profession. From those statements, we can infer that

vocabulary is stock or list of words with explanation of their meanings used to make up a language by a person, class or profession.

There are some definitions of mastery. Ellis (1998:502) states that mastery is comprehensive knowledge or use of subject or instrument. This idea is supported by Hornby (1995 :721) who defines the word ` mastery ` as a complete knowledge 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 a language which might be used by a 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.

Byrne (1972 :10) says that in order to communicate effectively, the learners need adequate numbers of vocabulary. Furthermore, Rivers (1972 : 402) states that it would be impossible to learn 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. Fries (1974 :45) classifies English words into four groups, namely :

- a. Content words represent the names of objects or things that are the concrete nouns (book, car, bus); actions done by or with those things, that is verbs (jump, hit, push); the qualities of these things that is adjectives (big, smart, tall,

heavy, and cute); and the indication such meaning as frequency, degree, manner and place, that is adverbs (carefully, here, now, next week).

Example : Doni reads a book

- 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, the) auxiliaries (do, does, did)
- c. Substitute words are those which represent individual things or specific action as substitutes for whole form classes of words , that is indefinites (anybody, somebody, everybody, someone, anyone)

Example : Everyone has left the room

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

Example : They are not allowed to pass this line and neither am I.

The classification of words of a language depends on their function in communication (Hatch and Farhady (1982:118). 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 writer limits on nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunction.

a. Nouns

A noun is a word (or group of words) that is the name of a person, place, a thing or activity or 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 (books, pianos, birds), mass or uncountable nouns (rice, water, gravy), abstract nouns (idea, faith, religion), concrete nouns (chair, table, book), and collective nouns (class, group, government).

b. Pronouns

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

c. Verbs

Verbs are words that denote or describe an action, experience or state . Hatch and Farhady (1982 : 135) places verbs into four classes: activities (run, walk, look for), accomplishment (built, kill), achievement (recognize, find, lose) and states (know, love, have)

d. Adjectives

Adjectives is a modifier that used to highlight quantities or attributes. Its most usual position is before the noun it modifies, 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) and possessive adjectives (my,your,her), numeral adjectives (four, ten, first, third), and adjectives of indefinite quantity (some, few, all).

2) Descriptive adjectives

They usually indicate an inherent quality (old, young, new), or a physical state such as (blue, yellow, red) size or age.

e. Adverbs

Adverb is a word that adds to the meaning of a verb , adjective, another adverb or a whole sentence. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses or entire sentences rather than to nouns. Locative adverbs like “here” and “there“ are used very early young children as ways of pointing to the location of objects. Time adverb like “now“ and “ yesterday “ are used by second language learners as an initial way to mark time.

f. Preposition

Preposition is a word (or group of word) which is used to show the way in which other words are connected. For example : in, on, beside, at, and between.

g. Conjunction

Conjunction is a word that connects sentences, phrase, or clause. For example :
and, so , but.

Based on the statement above it can be inferred that vocabulary is a very important part in learning languages. Without vocabulary it is impossible for us to communicate each other. By knowing vocabulary we can understand what is someone talking about and also it helps us to understand about the material in teaching and learning process. It makes the learners easier to express their ideas when they have capability of vocabularies. Therefore, people can communicate with others effectively. In this research, the researcher used the content words (noun, verbs, and adjectives)

2.2.2 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 depth of knowledge, with which they refer to the quality of vocabulary knowledge, namely how well a particular word is known. Although but 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.

A vocabulary test is usually into two types, breadth and depths of vocabulary knowledge. Freebody (1981) in Read (1993) defines breadth 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 learners' vocabulary knowledge (how well are particular words are known).

However it is generally difficult to reach both types of test at the same time. A test on breadth of vocabulary involves a lot of words to be covered in the test and it requires a sort response in relation to each words being tested (Read, 1993). Then, it was focused on the vocabulary semantically ; very view words can be included because it usually deals with the testing of words in context and usage and the use of words in different situation. Since this study is meant to measure the students' ability in vocabulary, the test was focused on the depth of vocabulary knowledge in context so that the students who understand the vocabulary in context they will be easy in comprehending reading text.

Nation (1990) described a method of sampling from a dictionary to make at test on it. One way to do this is by taking te 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 coice test and the student 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 dictionary randomly and then ask a student to explain the meaning of the more uncommon word on one page. If a the dictionary contains 30.000 words and the students know about two-third of the word,

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 words frequency count. General Service List (GSL) of English (Bauer and Nation, 1993) and University Word List (UWL) (Nation, 1990) used as the Vocabulary Level Test to test the students' vocabulary size. Multiple-choice question (MCQs) and matching was used as the kind of vocabulary level tests. MCQs are one of the most common formats in professionally-developed language test. They are widely used to assess learning at the recall and comprehension levels (Coombe, Folse, and Hubley, 2007). MCQs take many forms but their basic structure is stem and response options, which include the key or correct answer and the distracters or incorrect responses. The student must then identify the correct or best response choice. Students construct meaning through dependence on the context clues that are provided in the stem. In this research the vocabulary level test is divided into two some levels. A large number of words are selected randomly from different level from different levels, e.g., as the first 1000 words, the second 2000 words, and the third 3000 words and the UWL as the sample.

The levels are limited to only four levels, namely the first three levels, the first 1000 words level, the second 2000 words level and the third 3000 words level, which are taken from General Service List of English Words (GSL) of Bauer and Nation (1993). The fourth level is taken from University Word List of Nation (1990). The additional words from UWL, which seem to be more difficult. The words from UWL

(University Word List) this level used to see if the learners have academic ability of vocabulary, the sampling was little bit different because the number of words is smaller, 800 words (Nation ,1990). Therefore, the words were picked up in every eight words in te list. The sampling method is believed to be representative in tat the result can be generalized to the population (the four of vocabulary levels).

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

1. Selecting

Usually it is not possible to test all words within a particular group. First, we must exlude all the words that we cannot easily test, for example a, the, of, be. In fact the test will be easier to make if test only nouns, verbs, adjectives, and adverbs. Second, after we have exluded 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 nimer the words and then to choose every tenth words if this will give enough word for the test.

2. Testing of Vocabulary Mastery

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 test 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 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.

Asking learners to respond with English synonym or definition 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 using MCQs (Multiple-Choice Questions) test. MCQs item test the students have to identify the correct or best response choice. So it will not give the chance for the students just recognize the words. This test was designed to the basis for estimating the students` vocabulary size knowledge. The aim of the test is to measure students`s recognition of the word.

The sample of test can be seen as follows :

1. If the requirement is not complete you have to refuse him as your assistant.

What does the word **refuse** means?

- a. Reject
- b. protect
- c. return
- d. reach

According to the definition above, the researcher assumes that the vocabulary knowledge is the number of words that students understand based on the context area. Vocabulary knowledge is categorized in the depth of vocabulary size knowledge. The MCQs test is used as vocabulary size test.

2.2.3 Concept of Reading Comprehension

Reading is the process of combining textual information with the information of reader bring to a text (Widdowson, 1979 : 220). In this view, reading is viewed as kind of dialogue between the reader and the text. It means that 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 she or he has got before.

Reading more is the best way to increase your vocabulary. It gives you background knowledge and helps you experience life through others. In turn his background knowledge and experiences give you the ideas and concept associated with words. This helps you undestand 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).

Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.

Moreover, Bamford (1998: 12) defines 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 information from the written message with previous knowledge to arrive in meaning of understanding.

From all the definition above it implies that the aim of reading is to get the understanding or meaning which is trying to be informed by the writer to the reader.

The readers try to interpret word per word, sentence based on its context and clues (i.e. punctuation) 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.

The ability to understand the content of the text is an essential thing in reading activity. Dechan (1986 : 260) states that reading is progressive understanding of the meaning and ideas presented by a sequence words.

In addition Dallman (1982 : 23) says that reading more than knows what each letter of alphabet stand for reading involves more than word organization ; the comprehension is essential of reading ; that without comprehension no reading take place.

In addition, Loban, Ryan, and Squire (1969 : 378) express reading comprehension is indeed a very elaborate 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 whole.

The statements above mean that when the reader finished reading text, they should get the information or ideas from the text, they should not only call out the words of the text, but they also have to know the meaning of the words, message from the text, and then are able to get information carried by in the text.

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. Comprehension is an essential thing in the reading process.

Reading comprehension is a complex construction process in which reading comprehension is needed. Nuttal (1992) states that there are five short reading skills that should be known by the reader to comprehend the text deeply; they are as follows:

1. Determining Idea

The main idea is the most important piece of information the author wants 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.

2. Finding the specific information or part of text

Finding the specific information or part of the text means looking for the information that is 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 ctaphoric reference unit refers to another unit that is introduced later in the text/speech. To understand the unit refers to another unit that is introduced later in the text/speech. To understand the unit referred 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 sentence or passages understand and conclude it logically.

5. Understanding vocabulary

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

Based on the teories above the five reading skills to comprehend the text, they are considered to be important. So in this research, the researcher uses all of reading skills.

2.2.4 Concept of Narrative Text

Narrative text is one of the genres taught for the eight or nine grade students in junior high school. A narrative text is a text, which relates a series of logically and chronologically related events that are caused or experienced by factor (Rebecca, 2002 : 120). In this view, narrative text is viewed as kind of text to retell the story that past tense and to entertain or to amuse the readers or listeners about the story.

In addition Anderson (2003 : 41) says that narrative is a text that tell a story and, in doing so , entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

In addition Widayati (2002 : 82) says that writing narrative is really just putting what happen to somebody on paper. It means that, in narrative, the incidents that make up the story are usually told in the order in which they would really happen.

The statement above mean that a narrative can tell what happens in matter of minutes or years and it has similarity with story telling to entertain the readers or listerners.

Meanwhile, Anderson and Jason (2003 : 51) explain four steps in constructing a narrative text, They are as follow :

1. Orientation

Orientation is a set the scene or introduce the participants and informing the time and the place. In orientation, the narrator tells about something that will begin a chain of events. These events will affect or more of the characters.

2. Complication

Complication means that tells the problems of the story and how the main character solve them. In complication, the narrator describing the rising crises which the participant have to do with. In conclusion, The complication is the trigger.

3. Resolution

Resolution means that the crisis is resolved for the better or worse. In resolution, the narrator showing the way of participant to solve the crisis, better or worse.

4. Re-orientation

Re-orientation is a closing remark to the story end it is optimal. It consist of moral lesson, advice or teaching from the writer.

Based on the theories above, the researcher agrees that narrative text is a story from particular point of view and can be presented using words, images and sound. Without the concept of narrative text itself, it is difficult for a learner to study and to use the language. It means that learning the concept of narrative text plays an

important contribution. The more words people learn the more ideas they have. In this research, the researcher will use the content of narrative text (orientation, complication, resolution and re-orientation)

The examples of genres that fit the narrative text structure :

- a. Folktale : a very old traditional story from a particular place that was Originally passed on to people in a spoken form
- b. Fairy tale : an old story about magic things happened intended for Amusing and giving lesson, meaning and moral values
- c. Fable : a traditional short story that teach moral lesson, especially one With the animals as characters; this story is considered as one Group of animal stories
- d. Myth : a story from ancient times, especially one that was told to Explain about natural events or describe the early history of place or people.

Language features that are used in narrative text are.

1. Simple past tense is used in most narratives.
2. In chronological order, using connectives that signal time, e.g., once upon a time, one day, then, next, after, meanwhile.
3. Focused on individual or group participants, for example, in third person : *he*, *she* and *they*, or second person : *the young man*.

According to Duke et al (2010) reading narrative is making students to share and make meaning of experience, as with fairy tales, realistic fiction, and many true stories from the explanation above, the writer assumes that narrative text is a kind of text, which tells about series of events and also provides the resolution for the problem that happen in the past. In this research, the researcher would focus on narrative text because the students' comprehension in reading of narrative is still low. Even though narrative text is one of reading text that is mostly used in the reading test but many students in the first year of Junior High school do not really comprehend this sort of text. They still have difficulty in finding the main idea and specific information of narrative text.

2.3 Correlation between Students' Vocabulary Mastery and Students' Reading Comprehension of Narrative Text.

Vocabulary and reading have a close relationship. According to Nation (1990) vocabulary is clearly an important skill in reading. The students have to understand narrative text.

When reading text of narrative the students need vocabulary to help them understand the idea and when learning vocabulary, students need a lot of practice of reading text of narrative because reading is the active way in learning vocabulary. So if the students know a lot of vocabulary in the context, they may be able to comprehend the text easily. 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

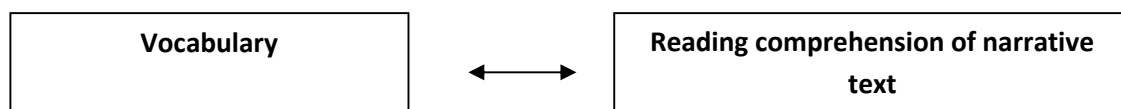
difficulties in learning English, especially to understand reading materials of narrative text.

However, little research has been carried out concerning with this correlation especially in SMP Negeri 1 Tegineneng. So, the researcher intends to investigate this issue in this Junior high school.

2.4 Theoretical Assumptions

In accordance with the theories previously presented, the researcher assumes that to comprehend the text in reading passage the students need vocabulary. If the students know a lot of vocabulary, they will be able to comprehend the reading text of narrative easily. It is impossible for the students to learn vocabulary. It is impossible for the students to understand the passage without mastery vocabulary. And conversely reading is the productive way to learn vocabulary. It is clear that the students' ability in vocabulary is needed to face the difficulties in understand reading materials. And the students need to get more vocabulary by reading.

The correlation between students' ability in vocabulary and reading comprehension of narrative text can be illustrated as follows :



2.5 Hypothesis

The researcher proposes the hypothesis as follow :

H_0 : There is no positive correlation between Junior high school students`
vocabulary mastery and their reading comprehension of narrative text .

H_1 : There is positive correlation between Junior high school students`
vocabulary mastery and their reading comprehension of narrative text.