

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

The role of education in Indonesia is very important in achieving one of the nation's goals, namely to make the Indonesian nation a developed country. By obtaining a good education, it is hoped that it can be a way to fulfill these goals in the future. The process of forming active, skilled, independent and professional human resources requires appropriate time and circumstances. This determines the need for ability and mastery in the fields of academic science and technology in formal educational institutions in schools to then be applied for the formation of appropriate social attitudes. Along with the increasingly rapid development of both science and technology, learning language is one of the important factors to be able to learn other things related to the academic field. Language is a communication tool used by humans with other members of the community who use the language. Language contains ideas, thoughts, desires, or feelings that exist in the speaker. So that what is thought, wanted, or felt can be accepted by the speaker or the person being spoken to, the language should be used clearly to support the speaker's intentions or thoughts and feelings. Therefore, learning a language relies on thinking, brain functions will work as learning. Language is the fundamental basis of thinking. Language can also expand the mind. The brain has the capacity to accommodate incoming stimuli. Through language, humans can express their thoughts and feelings both orally and in writing.

In line with the statements above, Dorn and Soffos in Nurdiana and Amelia (2017), reading is a complex process involving a network of cognitive actions that

work together to construct meaning. People read a text to get the knowledge requires the reader to identify the printed words and sentences from beginning to end. The reader will be successful in reading if they can identify the meaning to get information. In relation to the statement above, Moirellon (2007) said that reading is making meaning from print or from visual information.

Vocabulary is very important in the implementation of language and no language exists without words, the more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. In addition, the definition of vocabulary mentioned by Richards (2002, p.4) that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to. To function more effectively in using the language especially in an academic environment, a learner must be aware of the sufficiency of vocabulary knowledge and vocabulary size. Learning vocabulary does not only mean the learning of new words but also to know their functions and applicability to different contexts and situations. Vocabulary size refers to the number of words that a learner should know in order to perform better in English, limited vocabulary in language impedes successful mastery of English.

In this era there are some students in Indonesia who find it difficult to comprehend their reading. Elwer (2014) said that there are some students who do not understand what they read; it means that the students have difficulties in reading comprehension. According to Blachowicz & Ogie (2008) many children have not had experiences that make them "love" reading. It means that for these children who are not as interested in reading as those described above, they need to take time to help link their interests to reading, which is even more important. And actually, in reading text, the students should understand and comprehend their reading text. It is also supported

by McNamara (2012) has explained that comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised.

Reading comprehension and vocabulary mastery have a strong relationship. It is in line with Sedita in Furqon (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts. In the regard to this matter, this study attempts to find out the ability of students' reading comprehension, students' vocabulary mastery and the correlation between students' reading comprehension and their vocabulary mastery. After knowing the correlation, teachers are expected to be able to choose appropriate strategies to teach their students. This study is also expected to give significant contribution to others, especially English teachers and future writers. When the teachers know the correlation between vocabulary mastery and reading comprehension, it may help them to figure out some appropriate strategies in order to help their students to comprehend the texts. The method this research used quantitative method. The writer used Bahri (2018) found that vocabulary mastery was important in reading comprehension since the higher vocabulary score students got the better reading comprehension they had.

State SMK Grafika Bina Media Medan is one of State Senior High School in Medan. English is served as a compulsory subject in this school that is taught twice in a week. With 90 minutes for each meeting, which means 180 minutes in a week. According the curriculum 13 of Culture (2016) in State SMK Grafika Bina Media Medan, the aims of learning English is to develop the students' potential to have the communicative competence in interpersonal, transactional, and functional text by using kind of the English texts in spoken and written. This means that the student is

expected to develop vocabulary mastery as to develop their communicative competence.

However, based on the curriculum above, vocabulary is one of that important things that every students in State SMK Grafika Bina Media Medan should masters, if the students are not able to master about components of English, especially in reading as stated in the curriculum 2013, it means that the learning process of English is not effective and successful.

Reaching the students' passing grade in English subject, 78 points. Their ability does not achieve as what the curriculum requires. The problems appear to be in English learning.

Based on the writer preliminary observation in State SMK Grafika Bina Media Medan, especially in first grade the writer found some phenomena as follows:

1. Some of students lack of in vocabulary mastery.
2. Some of students could not put or could not understand the vocabulary in the context of the sentences.
3. Some of students lack of confident in vocabulary mastery.
4. Some of students lack of reading comprehension.

With this discussion, students in Indonesia need to study deeper to be able to master their vocabulary. This factor is closely related to the next stage, namely mastering grammar, which requires sufficient mastery of grammar so that you can understand the contents of the reading. One component of grammar that is often used in school is tense. There are sixteen tenses in English that students can learn, such as simple present tense, simple past tense, simple present future tense, simple present perfect tense and others.

However, of the sixteen tenses, one of the basic tenses that students learn, the simple present tense is still very difficult to understand. Mastery of the simple present tense is related to understanding the types of English texts, one of which is descriptive text. Considering the role of vocabulary mastery, the writer is interested in taking the title **“The Correlation Between Students’ Vocabulary Mastery and Their Reading Comprehension in Descriptive Text At State SMK Grafika Bina Media Medan”**.

## **1.2 Problems Identification**

From the background of the problem, several questions arise, including:

1. How are correlation of the students’ vocabulary mastery and reading comprehension of the first grade at State SMK Grafika Bina Media Medan?
2. How are the students’ reading comprehension in descriptive text of the first grade at State SMK Grafika Bina Media Medan?
3. How are the students’ significant correlation between students’ vocabulary mastery and their reading comprehension in descriptive text of the first grade at State SMK Grafika Bina Media Medan?

## **1.3 Objectives**

1. To know students’ vocabulary mastery of the first grade at State SMK Grafika Bina Media Medan.
2. To know students’ reading comprehension in descriptive text of the first grade at State SMK Grafika Bina Media Medan.

3. To know there are significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text of the first grade at State SMK Grafika Bina Media Medan.

#### **1.4 Scopes**

In order to become more effective in doing the research, therefore the writer limits the study by focusing on the correlation between students' vocabulary mastery and their reading comprehension at State SMK Grafika Bina Media Medan. Based on Fromkin, Rodman, and Hyams (2003:73-74) classify words in a language in to two terms. They are content words, consists of noun, verb, adjective, and adverb. And function words, it consists of preposition, article, and pronoun. This factor is closely related to the next stage, namely mastering grammar, which requires sufficient mastery of grammar so that you can understand the contents of the reading. One component of grammar that is often used in school is tense. There are sixteen tenses in English that students can learn, such as simple present tense, simple past tense, simple present future tense, simple present perfect tense and others.

#### **1.5 Significances**

These research activities are significantly carried out for the following needs:

- a. Theoretically
  1. The research will give some useful information about vocabulary achievement and reading comprehension achievement.
  2. This research will also present the description and correlation between the mastery of vocabulary and the ability of reading comprehension in first grade at State SMK Grafika Bina Media Medan.

3. Hopefully, the result of this study is useful for students, teachers, and all readers.
4. Hopefully, this research is able to benefit writer as novice a researcher, especially in learning how to conduct a research.
5. These research findings are expected to be useful and valuable, especially for students and teachers of English at the first grade of State SMK Grafika Bina Media Medan for their future learning process.

b. Practically

1. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign or second language.
2. These research findings are also expected to be the practically information to development of theories on language teaching.

## 1.6 Hypothesis

Based on the assumptions above the writer formulates two hypotheses as follows:

Ha: There is significant correlation between student's vocabulary mastery and their reading comprehension in descriptive text at the first grade students of State SMK Grafika Bina Media Medan.

Ho: There is no significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text at the first grade students of State SMK Grafika Bina Media Medan.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Vocabulary**

In discuss vocabulary, there are some theories that explain about vocabulary.

##### **a. Definition of Vocabulary**

Vocabulary is the words in language or special set of words that we are trying to know or learn. A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

Vocabulary is all about word in sentence be found noun, verb, adjective etc. They are a component of word, therefore to be able make sentence someone has getting of the words and vocabulary. Vocabulary is so important; from vocabulary we can created a sentence. Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary was important for anyone who learned the language use in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately. Vocabulary was considered as the most important part in learning a language. It was impossible for the students to read, write and speak a foreign language without having enough knowledge of the



vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning.

According to Huyen (2003,.4) vocabulary is very important in learning English particularly in reading comprehension. The main reason for this is: First, vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, in order to communicate well a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Mastery is the understanding of a particular thing (Hornby, 2000, .822). Richards, et al (1992, .221), also explain that mastery learning is an individualized and diagnostic approach in teach in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of success. In this study, mastery means the students' skill or knowledge in having vocabulary.

### **b. Kinds of Vocabulary**

There are many vocabulary according to some experts. Hatch and Brown divide the vocabulary into two kinds based on its use. Those are **Receptive** and **Productive** vocabulary.

#### **1) Receptive vocabulary**

It is words that learners know and understand their meaning but cannot produce them in active skill such as speaking and writing. The words can be found when someone read a text but cannot use words in the text for speaking or writing.

#### **2) Productive vocabulary**

It is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore,

productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

According to Nation, vocabulary is divided to four kinds based on frequency and range vocabulary often found in the language; those are high frequency words, academic words, technical words, and low frequency words.

- 1) High frequency words . High frequency words are words that contained approximately 3000 word families that most frequently occurred in conversational language. The 3000 word families are a more pedagogical criterion and based on Schmitt's research, it coverage 87% of words in formal text and 95% in informal spoken text. Schmitt said that more vocabulary than 3000 words can make learners able to communicate in more situations than usual.
- 2) Low frequency words . All the rest of the word families which of these words are known or are worth learning depend on learner's personal interest, education background or current studies, area of employment; social, cultural natural environment and so on. The words just occur rarely.
- 3) Academic word . Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.
- 4) Technical words. Low frequency word families which are used in particular discipline, profession, sport, culture or other special field. They are normally known only by people with an interest or expertise in relevant area.

Moreover, Hiebert and Kamil proposed the different views about kinds of vocabulary. They said that an error to categorize different kinds of vocabulary may bring to confusion and disagreement about both research findings and instructional implications. So, they stated that the simplest categorization based on about kinds of vocabulary come in at least two forms; oral and print vocabulary and supported by the knowledge of vocabulary kinds which divided also to two forms; the productive vocabulary and receptive or recognition vocabulary.

- 1) Oral Vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.
- 2) Print Vocabulary. Print vocabulary consists of those words for which the meaning is known when we write or read silently.

The writer conclude that vocabulary is important for teachers and learners to know and to understand the kinds of vocabulary before doing the process of teaching-learning vocabulary. Moreover, the vocabulary have different dividing concepts of vocabulary kinds which can also affect teaching-learning instructions and objectives.

### **c. Problems in Learning Vocabulary**

Learning vocabulary is not easy for students, especially for learner that use English as foreign language. Building up a vocabulary is a complicated process, and one that takes a long time. There are a lot of problems when students learning vocabulary. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Dictionaries for upper intermediate students frequently contain up to 55,000 words or even more, besides one word has a lot of meaning.

According to Thornbury investigates that there are several obstacles that will be faced in teaching English vocabulary especially in the country that regards English as a foreign language such as pronunciation, spelling, length and complexity, grammar, meaning, and idiomatic.

1. Pronunciation, Words that are difficult to pronounce are more difficult to learn. Many students find that word with clusters of consonant such as strength or crisps or breakfast, are also problematic.
2. Spelling, Mismatches between spelling the word and pronoun the word are some factors that are to because of error, such as honest, muscle, listen, headache, etc.

3. Length and Complexity, Variable stress in polysyllabic words can add students difficult such as in word families like necessary, necessity, necessarily.
4. Grammar, The grammar associated with the word is also become problematic by students. Especially the word is different from their first language. Such as they have to remember whether a verb like enjoy, love, or hope is followed by infinitive or an -ing form can add their difficult.
5. Meaning, Students are likely to confuse when the word has overlap in meaning such as do and make.
6. Range, connotation, and idiomatic Connotation of some words may cause problem too such as propaganda has negative connotation in English but its equivalent with publicity. And the last one is idiomatic. Words are idiomatic like make up your mind, generally difficult to understand than transparent like decide.

Based on the above explanations, it can be concluded that teaching English vocabulary will be so difficult since English and Indonesian language are

Scott Thornbury, 2002. *How to Teach Vocabulary*. (England: Longman). 27-28. completely different. The learners will face difficulty to learn English, the same way the teacher will find an obstacle in teaching them. As an English teacher, this obstacle should be faced in order to meet the successful learning outcome. A good teacher will never give up even if there are so many obstacles that will be faced.

#### **d. Vocabulary Assessment**

In the SLA literature, lexical performance is generally assessed with *text internal* and *text external* measures. Other researchers have used the same distinction but with different terminology and divided measures into *intrinsic* (text-internal) and *extrinsic* (text external), depending on the source upon which the text is assessed.

Intrinsic measures are used when the assessment is carried out only in terms of the words that appear in a text. The most commonly used intrinsic index of lexical richness is the Type/Token ratio, which is sensitive to differences in text length. With measures such as Guiraud's Index the differences in text length are compensated as the total number of types is divided by the square root of the total number of tokens. Nowadays, seems to be the best solution to problems encountered in quantifying vocabulary diversity.

Extrinsic measures, on the other hand, assess the vocabulary used in a text in relation to language external to the learners' or speakers' production. In this case the measures are computed to assess to what extent the speakers draw upon a more varied lexicon by comparing output from the speaker with an external corpus of words. Some researchers refer to these indexes as "lexical sophistication" measures.

This is the assessment rubric for foreign students in learning English.

#### **Assessment Rubric**

<b>Point</b>	<b>Value</b>	<b>Instruments</b>
4	Exceeds Expectations	No errors use of structures beyond expected proficiency; near-native use of appropriate cultural practices; followed instructions, went beyond expectations.

3	Excellent	Almost all answering questions correct; easily understood with infrequent errors, structures, and vocabulary usage; almost all cultural practices demonstrated and appropriate; followed instructions completely.
2	Good	Some errors in answering questions; comprehensible with noticeable errors in structures, and/or vocabulary usage; some cultural practices demonstrated and appropriate; mostly followed instructions.
1	Not Yet	Few or no expressions in answering questions stated correctly; nearly or completely incomprehensible; cultural practices were inappropriate or not demonstrated at all; little evidence of following instructions.

From the guidance above, we can see that vocabulary is needed an assessment.

## 2.2 The role of vocabulary in reading comprehension

Vocabulary is a treasury of words in a language, it can be understood that vocabulary needs to be mastered in language learning. A person's language ability depends on knowledge and use of the vocabulary of that language. The more

vocabulary a person has, the easier it is for him to express the message he wants to convey and the easier it is for him to understand the message he receives. On the other hand, if a person does not master a sufficient vocabulary of words, he will have difficulty in conveying messages and in understanding the messages he receives both orally and in writing.

According to Hamra (2010) comprehension decodes or associates meaning with the symbols that comprise the word. Reading requires interpretation and thinking. The goal of reading isto comprehend meaning. It means, comprehension depends on the ability to get individual word meanings. Good readers have to learn to interpret word meanings according to the context. According to Mc. Namara (2007,.111) reading comprehension is a product of complex interaction between the properties of the text and what the text they read. Furthermore, Paris and Stahl (2005,.86) stated that good comprehension is indicated not so much by How many Proposition are reproduced from a text, but which ones in significant detail can be neglected.

### **2.3 Understanding Reading Comprehension**

Before defining what reading comprehension is, it was better to know first what was meant by reading. Reading is to process text meaning through some process of interaction with print (Alderson, 2000:1). Reading also defined as a process of understanding written texts. It was a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. It was also stated word recognition

was a process of accessing and recognizing individual words (Lems, Miller, and Soro, 2010:65).

There were several definitions about reading comprehension. Snow (2002:11) defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. As the discussion of the definition of reading itself, readers extract information of the printed texts to construct the meaning of the texts.

Vaughn and Boardman (2007) stated that reading was a process of constructing meaning that could be achieved through dynamic instruction among the following aspects: the reader’s prior knowledge, the information suggested by the text, and the context of the reading situation. It was also supported by McEntire (2003) who defines reading as a constructive process which the prior knowledge and experience affects the reader’s comprehension of the text. It seems that the prior knowledge and experience are important to get proper understanding of the information in a text. Appropriate comprehension is possible to obtain as the content of the text is close to the reader’s prior knowledge. For example, a doctor who reads a medical article will find it better in comprehending the text than the farmer.

Reading as a way of communicating between readers and writers involves the reader actively. To understand the content of the reading, the reader must apply the knowledge of several things and also the reading skills they have. The knowledge that the reader must have:

1. Mastery of language.

The reader knows the language used in the reading, which means he knows the meaning of the words, although not entirely. Readers who have mastery of the language may still find it difficult to understand the contents of the reading, especially



if they do not know the meaning of some words found in the reading, and to overcome these difficulties, they can apply their reading skills, such as guessing the meaning of words they do not know with use the existing context. The context can be in the form of words or sentences around the word.

2. The ability to interpret reading.

A reading consists of a series of sentences that are connected by the author into a whole that contains the author's ideas. These ideas can be expressed explicitly and implicitly in the sentences in the reading. Readers who read and understand the existing sentences on an ongoing basis will be able to follow the author's line of thought, and capture ideas both expressed and implied. In other words, he is able to interpret the reading.

3. General knowledge.

Readers have general knowledge about reading comprehension. This knowledge can help him to understand the reading, but it can't also. This depends on the content of the reading and the general knowledge it has. For example, a reader who knows how to play and the rules in a soccer game will find it easier to understand the reading about soccer than a reader who doesn't know at all about how to play and the rules in a soccer game.

4. The purpose and style of reading.

The purpose of the reader in a reading determines the style of reading. An effective reader is able to adapt his reading style to his purpose in reading. If he reads only to retrieve certain information without needing to understand the entire contents of the

reading, he can apply a reading skill called scanning. If the reader needs to take ideas from reading without paying attention to the details, he can apply a reading skill called skimming. Having and applying reading skills according to the purpose of reading will make it easier for readers to read and understand reading.

The main reason we read is to comprehend the meaning of the text. Without reading comprehension skills, you'll struggle with understanding and analyzing what you read. The process of comprehension is both strategic and interactive. It comes easily for reading ensures our mind learns how to critically analyze the information that is coming in. This ability helps readers become better thinkers even in normal life. Readers are often seen to have developed a more nuanced and balanced approach to life, considering all aspects of a problem before taking a decision experienced readers. Comprehension skills are important to help students reach deeper meaning in the text. There is surface level comprehension, which is important, but going into deeper meaning is the ultimate goal. There are four main types of comprehension that students focus on: literal, interpretive, critical and creative.

The most productive reading techniques are SQ3R, skimming, scanning, active reading, detailed reading, speed reading, and Structure-Proposition-Evaluation reading. Reading techniques are approaches to reading that you can employ to become a better and more accomplished reader.

- a. Skimming is reading rapidly in order to get a general overview of the material.
- b. Scanning is reading rapidly in order to find specific facts.
- c. Active reading simply means reading something with a determination to understand and evaluate it for its relevance to your needs. Simply reading and re-reading the material isn't an effective way to understand and learn. Actively and critically engaging with the content can save you time.

- d. Detailed reading is when you focus on the written material, really looking to gather specific information or evidence on a top.

e. Speed reading is the process of rapidly recognizing and absorbing phrases or sentences on a page all at once, rather than identifying individual words.

About the present study, Schema theory explains how learners' knowledge is used for making connections for better reading comprehension and how schema (prior knowledge) can be a big factor and plays a vital role in students reading comprehension.

### **One Second Reading Theory**

According to Philp Goughs (1972) in Brown (2000), one second of the reading model suggests that reading is a sequential mental process, and the emphasis is on the smaller speech sounds which are connected to form individual words. Decoding is essential to the reading process. Contrary to the whole language approach which supports the meaning first, the understanding of the author's message comes last. Readers can grasp higher-level text than they can decode. This inability prevents the reader from accessing more difficult text. Concerning the present study, this theory explains when learners emphasize decoding rather than on the meaning of the written text.

### **Bottom-up Theory**

The Bottom-Up is a theory on reading comprehension that responds to the process of decoding and translating words or written symbols into a simple and plain language (Goodman, 1985 in Bernardez, 2009). In this theory, readers recognized first letters and words before phrases, clauses, and sentences could be comprehended. The Bottom-Up theory is based upon the behavioral theory that the brain is likened to a certain sheet of paper or Tabula rasa which absorbs or receives a message for the first time and the interpretation of such message is only based upon the initial symbol that the mind understands without the aid of any form of promptings (Bernardez, 2009).

This means that the reading process begins from the bottom, from merely reading the text, and going up to the mind, without taking into consideration the readers' experiences and prior knowledge. This theory emphasizes that the interaction between the reader and the text includes little or no inference from the readers' background knowledge. Concerning the present study, this explains how some learners read the reading text in a way where they plainly understand it without reference to their prior knowledge.

### **Top-down Theory**

Top-down theory for reading comprehension utilizes the process of reconstructing the meaning of sentences rather than decoding or translating them (Goodman, 1985 in Bernardez, 2009). This theory emphasizes meaning rather than analyzing the series of written symbols and it depends on the reader's prior knowledge and experiences the meaning he will get from the written text. This mirrors the principle of Gestalt psychology that says, "the whole is greater than the sum of its parts" (Frando et, al. 2009) in this process, the readers' primary tool is their prior knowledge in synthesizing the meaning of the statements and making it as a whole. Grabe and Stoller (2001) in Fernandez (2008) emphasize that the top-down reading model assumes the reading is primarily directed by the readers' goals and expectations, that is why top-down models are characterized the readers as someone who has a set of expectations about the text information and samples enough information from the text to confirm or reject these expectations. This theory is relevant to the present study because it gives way to the idea that readers' prior knowledge and experiences play a vital role in their comprehension of the written text. This draws a particular realization of the Schema theory and just the opposite of bottom-up theory.

Lack of mastery of English vocabulary will make language knowledge gaps an obstacle for readers to be able to capture the messages and intentions of the author. On the other hand, readers who have a broad vocabulary will find it easier to understand the author's ideas or messages and to interpret and evaluate the reading. So, it can be said that in order to achieve a high level of reading comprehension, mastery of language vocabulary is required.

**e. Factors that Influence Reading comprehension**

There are many factors that might affect comprehension of printed materials. Some of the factors that will be explained here are characteristic of the materials, syntactical structure, and the appearance of print.

- a. **Vocabulary.** One of the important factors in herein; a reader's comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabulary in a reading selection is familiar to the readers.
- b. **Concept of the Material.** Familiar words are used to express elusive concepts can also provide the barrier to the reader's comprehension. Therefore, successful readers must have background knowledge (concept) on a reading material. However, the type of material also affects reading difficulty. In fact, informational reading usually requires greater concentration and cognitive process than fiction.
- c. **Syntactical Structure .**Another factor can probably provide barrier to comprehension is the syntactical structure of passage is written in familiar words and concepts with a reader, but still difficult to comprehend the tortuous of grammatical structure. To comprehend them, the student should be familiar with them by giving a lot of exercises deal with sentence structures. Materials for beginning readers are usually written in short sentence and are composed primarily of nouns and verbs.

Materials of readers at higher levels contain noticeably longer sentence. This practice reflect an awareness of students' language development and is an attempt to match the language level of reading materials with that of student' oral language.

d. The Appearance of Print .The format of reading materials can influence the ease in comprehending them. The number of word per page, the print and spacing style are necessary. It is considered that a high density of words and printed in small size on a page can discourage the less capable readers. On the others hands, the primer offensive materials can make the older reader bored.

In addition, Wainrigh in Marlyna (2007:13) said that there are some factors affects the comprehension of a reader, they are:

- a. Speed and Perception. Some readers are quick to grasp the meaning while the others are not. Those who are slower usually have difficulties and take longer to comprehend comparing with the fast ones. This can happen due to the regression marked by the reader and the narrow vocabulary range.
- b. The Accurate of Perception. A reader who perceives the ideas or message of a passage wrongly will affect his comprehension. It leads him/her to misunderstanding to the whole passage.
- c. Memory and Ability to Recall Information. A reader may understand the reading material even though he/she is not able to remember much of the actual content. In order to have a good memory of the material, retention is needed. So that he/she can locate some points which required checking.
- d. Motivation or Purpose in Reading. A reader who wants to read passage or text for a certain purpose is certainly has a clear knowledge about what he/she is going to read accordingly he/she comprehend easily.
- e. Concentration .Full concentration is necessary for good comprehension; however it can be affected either from external distraction factors, such as anxieties wandering attention, noises or movements.

Other factors of influence in reading comprehension :

- **Phonemic Awareness.** Phonemic awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words. We know that a student's skill in phonological awareness is a good predictor of later reading success or difficulty.
- **Alphabetic understanding** is knowing that words are made up of letters that represent the sounds of speech. **Phonological recoding** is knowing how to translate the letters in printed words into the sounds they make to read and pronounce the words accurately.
- **Coding fluency**, to achieve code fluency in a programming language a developer must at the most basic level be familiarized with its syntax and know how to properly declare variables, use boolean and arithmetic operators, write conditional statements, for-loops, declare functions/methods, work with arrays, define classes.
- **Vocabulary knowledge.** Vocabulary refers to the knowledge of words as well as the meaning of words. Vocabulary knowledge is more than just citing the definition of a word. It requires that the reader use the word appropriately based upon a given context.
- **Prior knowledge** is defined as all the knowledge one has before learning about a particular topic.

## **2.4 Definition of Descriptive Text**

Studying English text is a skill that must be possessed by someone to be able to understand carefully the meaning contained in the text. Bailey (2009,.3) states that

language features in descriptive text focus on specific participants, use of attributive and identifying processes, frequent use classifiers in nominal groups and use of the simple present tense.

From all explanation above, it can be summarized that characteristic of descriptive text is focused only on the aspects that add something to the main purpose of the description. The aspect focuses on key details, controlling verbs and specific nouns. It makes the reader see what we have described.

In line with Knapp and Watkins (2005, 98-100), there are some grammatical features of descriptive text as follows:

- i. The descriptive writing uses the present tense in terms of describing things from a technical or factual point of view.
- ii. In terms of literary description, the past tense may be used. To classify or describe appearance/qualities and parts of phenomena relational verbs (to be: is, are, has, have) are used.
- iii. Descriptive text uses action verbs in terms of describing behavior/uses.
- iv. The descriptive text uses action verbs metaphorically to create effect, particularly in literary and commonsense descriptions.
- v. The descriptive text uses mental verbs in terms of describing feelings in literary description.
- vi. To modify or give information to nouns and technical, every day or literary, depending on the text, adjective is used.
- vii. To modify or add information to verbs to give more detailed description, adverbs are used.
- viii. Adverbial phrases are used in descriptive text which intends to modify or give more information about manner, place, or time.



- ix. Sentences and paragraph are thematically related to the topic of description.
- x. Personal and literary descriptions commonly cope with and associate with individual things. Technical descriptions commonly cope with associate with classes of things, instead of individual things.

Definition of Descriptive Text. According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things.

There are five types of descriptive text namely, describing process, describing an event, describing personality, describing object and describing place.

In conclusion, the grammatical features play significant role to sustain in producing a good description. For instance, through specific participant, it tells the readers exactly participant. Next, the use of adjective, it is relatively necessary to describe the characteristic and the phenomenon in order to get a vivid image. Hence, all of the grammatical features are conveyed to construct vividly description. Text description provide a lot of information about certain people, objects, places, animals in a clear, detailed, visualized manner. Referring to the opinion above, it can be concluded that descriptive text is a text that describes an event and describes people, animals, places and others to obtain complete information.

Citing in the same source, the description text generally has the following structure:

1. Identification, the introduction of the subject or thing to be described.
2. Description, informing the characteristics of the subject such as psychological traits, behavior, physical appearance, distinctive features, qualities, and the like.

## 2.5 Review of Related Research

A research was conducted by Elfitri Yani (2013), entitled *The Correlation Between Vocabulary Mastery and Reading Ability on Narrative Text at The Second Year Students of SMPN 3 Kampar*. As a conclusion, the amount of the value of  $r_{xy}$  is 1,195 higher than in  $r$  table on the degree of freedom of 5% and 1% ( $1.195 > 0.418 > 0.325$ ). Based on the data analysis it can be concluded that the existence of significant influence between the mastery of vocabulary and reading ability of narrative text the students of second grade of SMPN 3 Kampar.

Another research was conducted by Siti Fatimah (2014), entitled *The Correlation between Students' Mastery in Vocabulary and Their Reading Comprehension Skill of Descriptive Text at MTs Syamsul Ulum Sukabumi*. Therefore, the data were in the form of students' scores of both tests. Since the study was correlational method, the data were computed statistically by using Pearson Product Moment. Furthermore, the result of coefficient correlation ( $r_o$ ) was 0.74. Since those results were computed, it indicated that vocabulary has great contribution to reading comprehension of descriptive text. Therefore, there was significant correlation between students' mastery in vocabulary and their reading comprehension of descriptive text.

In conclusion, the similarity of this research with the research above is correlating the students' vocabulary mastery and the differences with that are the variable of the research. Those research focus on students' reading ability but this research focus on students' reading comprehension and also the sample of this research have a different place and different students.

## 2.6 Framework of thinking

Reading is a written way of communicating between readers and researcher. For this communication to be well established, which means that the reader can receive and understand the author's ideas and messages, the reader must master the vocabulary. The wider the mastery of the reader's vocabulary, the easier it is for him to understand the contents of the reading. If he still finds some words that are still foreign to him, he can apply his reading skills to guess the meaning of these words without missing the real meaning. If the reader understands the meaning of the sentences, it will be easy for him to follow the author's line of thought and accept the author's ideas. In other words, the reader understands the content of the reading easily.

Based on the description above, it can be assumed that vocabulary mastery is correlated with reading comprehension ability and can also contribute to reading comprehension ability.