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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

To avoid misunderstanding in this research, it needs theoretical framework to relate this research study to the points investigated.

1. The Concept of Vocabulary Achievement

In order to live in the world, we must name the things in and on it. Names are essential for the construction of reality. Without a name it is absolutely difficult to accept the existence of an object, an event, a feeling, an emotion, etc. By assigning names, we impose a pattern and a meaning which allow us to manipulate the world.

Vocabulary plays an important role in improving our skill in English. It is a core component of language as well as source or base when students speak or read English language. As Jack C. Richards and Willy A. Renandya (2002,p.255) stated that Vocabulary is a core component of language proficiency and provides much of have already known, that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around such as English club, discussion reading English novel, English newspaper, listening to radio etc.

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a. Definition Of Vocabulary

There are some definitions of Vocabulary, as Homby in “Oxford Advanced Learner’s Dictionary of Current English (1987,p.959)” states that vocabulary is:

- a. Total number of words which (with rules for combining them) make up a language.
- b. (Range of) words know to or use a person in a trade, profession , etc.

Another dictionary, Webster’s New World College Dictionary, defines vocabulary as list of words and often, phrases, abberviations, inflectional forms, etc, usually arranged in alphabetical order and defined or otherwise identified as in a dictionary or glossary. In addition, according to Penny Ur, (2002,p.1600) Vocabulary can be defined, roughly, as the words in teaching foreign language. Vocabulary is the “Everest of language”. For this reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used 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.

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According to Collier “When a student has mastered the fundamental grammatical patterns of language, his next task is to master its vocabulary, or at least that of its vocabulary that he need.” It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary. Norbert Schmitt gave the definition of vocabulary as a basis of a language. It means that is vocabulary very important to be mastered first.

Based on the definition above, the researcher wants to define and limits vocabulary as a collection of words, terms, and phrases which is arranged and explained to make up the meaningful language used by a person in expressing ideas, delivering speech, and describing things or people.

b. Kinds of Vocabulary

According to the basis of frequency (1994,p.3), vocabulary can be divided into two kinds, namely high frequency vocabulary and low frequency vocabulary.

- 1) High frequency vocabulary consists of words that are used very often in normal language use in all four skills and across the full range of situation of use. It consists of most of the function word English and the most of content words. High frequency vocabulary consists of 2000 words families.

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2) The Low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families. Evelyn Hatch Cherly Brown (1995,p.370) divides the vocabulary into:

a. **Active Vocabulary**

Active vocabulary is words which the students understand, can pronounce correctly.

b. **Passive Vocabulary**

Passive vocabulary is words that students recognize and understand when they occur in a context, but which he can not produce correctly himself.

Meanwhile, I.S.P. Nation (1990,p.6) distinguished vocabulary into increasing vocabulary and establishing vocabulary. Increasing vocabulary means introducing learners to new words and thus starting their learning. Establishing vocabulary means buliding on strengthening this initial knowledge, that is, encouraging the knowledge of particular words to develop and expand.

c. **Vocabulary Achievement**

From time to time, learners in schools try and practice English to get wider range of vocabulary. By having wider range of vocabulary in their mind, it can help them to communicate in English better. Bachman (2000,p.28) defined that the vocabulary ability includes both

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knowledge of language and the ability to put language in context.

Thus, its three components are as follows:

1. The context of vocabulary use
2. Vocabulary knowledge and fundamental processes
3. Metacognitive strategies for vocabulary use.

d. Presenting New Vocabulary Achievement

Different teachers have different ways to present new words.

Whatever methods are used, the following suggestions may help teachers:

- a. Prepare examples to show meaning. Examples are best if they are created by the teachers themselves rather than taken from the dictionaries. Student look up words in dictionary , if students find that most of the teacher's examples are from the dictionary, students tune out when teachers talks.
- b. Ask the students to tell the meaning first. Teacher should always elicit meaning from students before they offer the meaning.
- c. Think about how to show the meaning of a word with related words such as synonyms, antonyms, etc.
- d. Think about how to check students' understanding.
- e. Think about the context in real life where students words might e used. Relating newly learned language to real life promotes high motivation.
- f. Think about possible misunderstanding and confusion that students may have.

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There are words that best to be taught in groups.

- a. Synonyms. These are by no means as frequent as people think. Though words may have similar denotative meaning (they represent the same concept) their conlocational meanings may differ. Sometimes, it is possible for the teacher to say “enormous means the same as large “
- b. Antonyms. These are often thought as “opposites” such as hot/cold. It is important for the teacher to remember that not hot, does not always mean cold, sometimes it is question of degree. In these cases, students usually start by learning the extremes and later learn intermediate words:
Hot –warm-cool-cold
- c. Complements. Here two words exist and one excludes the other single/married. In this case, it is possible to explain by saying single means not married. This idea may be extended to groups of incommensurable words. It means that by being not the other, for example, morning-afternoon-evening-night. It is best to teach these words on groups as the meaning of one depends directly on the meaning of the others.
- d. Converse. Each of a pair of words implies the other; parents/child, employer/employee. Such words are best explained together.
- e. Hyponyms. Car, van, bus, lorry are hyponyms of vehicle. Often such words are difficult to handle without translation.

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Mastering large vocabulary is not an easy job. But mastering it is unavoidable thing when we learn English language. We have already realized that it is hard to keep in mind or memorize a new word but it is so easy to forget it. When we memorize a new word once time even until four times, it will not guarantee the word will internalize into our mind. So, as a solution, it is needed some interesting ways in presenting new vocabulary.

Here are some of them :

a. In Context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive is process applied particularly to the use of reading passage or stories, whether taped, read or told.

b. Outside The Classroom

Taking the students out of the classroom and introducing words for things seem in shop window, or in the street is also a good way to a teacher in teaching vocabulay in a living context.

c. Drawing

A teacher can represent simple object on the board. If students draw badly, a guessing games ensures to determine what students actually have drawn.

d. Mime

This is particularly useful for actions : ‘eating’, ‘drinking’, ‘tripping up’, etc. It can also involve the objects connected with these verbs: ‘drinking coffe’, eating sandwich.

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- e. Flash cards / pictures

The existence of a wide assortment of magazine and illustrated advertisements means that pictures can be easily found for special vocabulary areas such as kitchen, clothes, cars, interiors, and so on. The pictures or cuttings can be pasted on to a piece of card board to make a flash-card.

- f. Wall Charts

These are valuable because they also present vocabulary in a visual context, as long as they are clearly visible.

- g. Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can deduce the meaning.

Here are more ways to present and explain vocabulary:

- a. Draw pictures, diagrams and maps to show meanings or connection of meanings
- b. Using real object to show meanings
- c. Mime or act to show meanings
- d. Use synonyms, or antonyms to explain meanings.
- e. Use lexical sets, e.g. cook: fry, boil, bake, grill
- f. Translate and exemplify, especially with the technical words or words with abstract meaning.
- g. Use word formation rules and common affixes.

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2. The Concept of Reading**a. Definition of Reading**

Reading is one of the activities done by language learners and it is one of the language skills of English. Reading cannot be produced without mastering grammar and vocabulary. Based on the idea, Neil Anderson points out if “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”. As we know, reading is an activity with a purpose. A person may read in order to gain informations or verify existing knowledge or in order to critique a writer’s idea or writing style. A person may also read for enjoyability or to increase knowledge of the language being read. Nuttal states reading is the interactive process between what a reader has already known a given topic or subject and a writer writes. Many experts do believe that reading comprehension are both sample decoding process and very complex process. According to Devine, reading comprehension is a process of activating the prior knowledge of the reader that cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from a printed text. It means that the reader has to discover the ideas from the text based on the reader’s point of view. In other words, the reader must be able to understand, interpret and select actual information from the text. Reading as one of the skills that are taught, it plays very important in our daily life.

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According to Andrew P. Johnson, reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create meaning. In that way, the ideas in your head is just as important as anything in the page in the process of creating meaning. Reading cannot be produced without mastering grammar and vocabulary, especially, for English reader and student researchers. As the readers, we have to comprehend reading materials by using a good strategy, technique, and method. it is supported by Kalayo Hasibuan that said “Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose”.

b. Aims of Reading

A person may read for many purposes, and that purpose helps understand more what is read y people. If He is reading for pleassure or reading for pure recreation and enjoyment, He may read either quickly or slowly based on the way He likes or feels. But if He is reading for study or information such news, science, or some line, which are part of his study or assignment it does very slowly and carefully and generally the aim of reading is to find some information from the text.

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As we know that the purpose of reading is the learner understands the written language. In other words, how the learner gets the message from the writer's symbols. One of the most important tasks of the reader is to dig out and find out what the writer would like to say. According to Paul S Anderson, there are seven aims of reading. They are as follows:

1. Reading for details and facts: reading to know what is done by subject of the story.
2. Reading for Main ideas: reading to get problem statement.
3. Reading for sequence of organizations: reading to know each part of the story.
4. Reading for inference: reading to know what is the writer meant by its story.
5. Reading for classifying: reading to find ununsul things.
6. Reading for evaluating: reading to know the value of the story.
7. Reading for comparing or contest: reading to compare the way of the story from the way life of the reader.

c. Types of Reading

Depending on the purposes of reading, Nuttal (1982,p.23) classified them into two types of activities, they are as follows:

1. Intensive reading

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

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process of scanning takes a more prominent role here than skimming; Reader is trying to absorb all the information given, example; Reading dosage instruction for medicine.

2. Extensive reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: reading a news paper, short story or novel.

d. Models of Reading

1. Bottom up models : refer to decoding of individual linguistic units on the printed page, working one's way up from smaller to larger units to obtain meaning and to modify one's prior knowledge (Carrell 1988).
2. Top down models begin with the reader's hypotheses and predictions about the text and his or her attempts to confirm them by working down to the smallest units of the printed text.

e. Designing Task of Assessment

There are some designs of reading assesment, they are :

1. Designing Assesment Tasks: Perceptive Reading**a. Reading Aluod**

The task-taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assesment is of reading

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comprehension, any recognizable oral approximation of the target response is considered correct.

b. Written Response

The same stimuli $A = \pi r^2$ presented, and the test-taker's task is to reproduce the problem in writing. If an error occurs, make sure you determine its source, what might be assumed to be a writing error. For example, may actually be a reading error, and vice versa.

c. Multiple Choice

Multiple choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same/different, circle the answer. True/false, choose the letter, and matching.

d. Picture-Cued Items

Test-takers are shown a picture, such as the one on the next page, along with a written text and are given one of a number of possible tasks to perform.

2. Designing Assesment Tasks: Selective Reading**a. Multiple Choice (for Form-Focused Criteria)**

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly. The most straightforward

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multiple-choice items may have little context, but might serve as a vocabulary or grammar check.

b. Matching Tasks

Alderson (2000, p. 218) suggested matching procedures at an even more sophisticated level, where test-takers have to discern pragmatic interpretations of certain signs or labels such as "Freshly made sandwiches" and "Use before 10/23/02". Matches for those two are "We sell food" and "This is too old," which are selected from a number of other options.

c. Editing Tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading.

d. Pictured Cued Tasks

- 1) Test-takers read a sentence or passage and choose one of four pictures that is being described.
- 2) Test-takers read a series of sentences or definition, each describing a labeled part of a picture or diagram.

e. Gap-Filling Tasks

An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.

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3. Designing Assesment Tasks: Interactive Reading

a. Cloze tasks

The word cloze was coined by educational psychologists to capture the Gestalt psychological concept of “closure,” that is, the ability to fill in gaps in incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

b. Impromptu Reading Plus Comprehension Questions

These spesifications, and the questions that exemplify them, are not just a string of “straight” comprehension questions that follow the thread of the passage. The questions represent a sample of the test specification for TOEFL reading passages, which are derived from research on a variety of abilities good readers exhibit.

c. Short-Answer Tasks

A popular alternative to multiple-choice questions following reading passages is the age old short answer format. A reading passage is peresented, and the test-take reads questions that must be answered in a sentence or two.

d. Editing (Longer Texts)

First, *authenticity* is increased. The likelihood that students in English class rooms will read connected prose of a

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page or two is greater than likelihood of their encountering the contrived format of unconnected sentences.

Second, the task *simulates proofreading* one's own essay, where is the imperative to find and correct errors.

e. Scanning

Scanning is a strategy used by all readers to find relevant in the text. Assessment of scanning is carried out by presenting test-takers with a text and requiring rapid identification of relevant bits of information.

4. Designing Task Assessment: Extensive Reading**a. Skimming tasks**

Assessment of skimming strategies is usually straightforward the test taker skims a text and answers questions.

b. Summarizing and responding

One of the most common means of assessing reading is to ask the test-taker to write a summary of the text.

c. Note Taking and Out Lining

As a teacher, perhaps in one-on-one conferences with students, can use student notes/outlines as indicator of the presence or absence of effective reading strategies.

3. The Correlation of Vocabulary Achievement and Reading Ability

Vocabulary plays an important part in learning to read. As beginning readers, students use the words they have heard to make sense

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of the words. For example, what happens when a beginning reader comes to the word **dig** in a book. As begins to figure out the sounds represented by the letters **d,i,g**, the reader recognizes that the sounds make up very familiar word . Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary.

Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As the student learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

B. Relevant Research

Syafi'i (2007,p.102) stated that relevant research is required to observe some researches conducted by the researchers in which they are relevant to our research. To support this research there are some researchers which are relevant to this study, some of them are:

1. A research was conducted by Irwan Ro'yal Ali a 2010, an alumnus State of Islamic University of Syarif Hidayatullah Jakarta, entitled "The correlation between students' vocabulary mastery and reading comprehension ". This research aimed at finding out the students' vocabulary mastery in learning English. The result showed that there was a positive and significant relationship ($r_{xy} = 0.641$ and $r_{table} = 0.361$ and 0.463). The researcher made an assumption of the hypothesis, that r_{xy} was bigger than r_{table} , namely $0.641 > 0.361$ and 0.463 . The relationship between

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Irwan 's research and my Present research is the variable X of the research, the research focused on the reading comprehension as variable Y.

2. A research was conducted by Afif Fuzi a 2008, an alumnus of State Islamic University of Syarif Hidayatullah Jakarta, entitled "The correlation between students' vocabulary achievement and speaking ability ". This research aimed to finding out students' achievement and speaking ability. The data was collected by using observation, questionnaire, and test. The result showed that there was a positive and significant relationship ($r_{xy} = 0.686$ and $r_{table} = 0.325$ and 0.418). The researcher concluded that r_{xy} was bigger than r_{table} or in short $0.325 < 0.686 > 0.418$. It means that there is significant correlation between students' vocabulary achievement and speaking ability.

C. Operational Concept

The theoretical concepts stated above are still general and in abstract form. Therefore, they are required to be operationally described by a particular word that is easy to measure empirically. Therefore, in analyzing between the students' achievement in vocabulary and reading ability the writer divided several indicators as a guidance to conduct this research into two parts, namely: the indicators of achievement in vocabulary and the indicators of the ability in reading.

According to Bachman (2000,p.28)the indicators of Vocabulary achievement are as follows:

1. Students are able to use vocabulary in context

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2. Students are able to have vocabulary knowledge
3. Students are able to use meaningful in context
4. Students are able to use metacognitive strategies in vocabulary

According to Paul S Anderson (1992,p.90), the indicators of reading ability are as follows:

- 1) Students are able to know what is done by subject of the story.
- 2) Students are able to know each part of the story.
- 3) Students are able to find out problem statement.
- 4) Students are able to find unusual things
- 5) Students are able to know the value of the story.

D. The Assumptions and The Hypothesis of the Research**1. The Assumptions**

In this research, the writer gives some assumptions. They are as follows:

- a. The students' vocabulary achievement has variation. The higher the vocabulary achievement the students have, the higher the reading ability they have.
- b. Vocabulary achievement is an important factor in students' reading ability .
- c. The students' ability in reading comprehension is various.

2. The Hypothesis

- a. Null hypothesis (H_0)

There is no significant correlation between students' achievement and reading ability at the tenth year students of Vocational High School Telkom Pekanbaru.

b. Alternative hypothesis (H_a)

There is a significant correlation between students' achievement In Vocabulary and reading ability of the tenth year students of Vocational High Telkom School Pekanbaru.



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