

Hak Cipta Diindungi Undang-Undang

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is often underestimated by the students. They tend to treat it as supplementary skill, in fact it is an important skill which should be mastered by the students to improve their skill in reading. With the mastery of reading, the students are expected to fulfill their need of information. It is clear that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated or not.

A reader should have skills of recognizing words, understanding main idea and the details. Moreover, this statement is supported by Grellet (1986, p.5) who says that reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the authors, purpose and making judgement in evaluation. In addition, Johnson (1983, p.145) says that comprehension is an active activity where the reader must be able to interpret what he reads in accordance with his or her prior knowledge about the text. It means that the primary activity of reading is to comprehend what the text is about. Many readers are not able to catch the idea or what the writer talks about.

They do not know the exact meaning of the words that the writer used. That is why reading comprehension section always goes along with vocabulary section.



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King and Stanley (1989 ,p. 12) state that reading and vocabulary section is an approach which focuses our attention on important technique. Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author.

Reading is a process of perceiving and understanding written language, which needs technique for the students to be able to comprehend the text quickly and accurately. It enables students to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life. Readers need to be able to comprehend what they are reading that involves the process of acquiring grammatical structures and vocabulary meaning. In reading comprehension, there are five components of reading. They are main idea, supporting detail, Pronoun referent, vocabularies, and the last inferent of the aspects.

Reading comprehension is an activity with a purpose. It is very useful for all people. It is as interactive process that goes on between the reader and the text. A person may read in order to analyze a writer's idea or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

a. Types of Reading

According to Douglas (2000, p. 189), reading is one of the receptive skills in English that should be mastered by students. There are many types of reading:

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- 1.) Preceptive. Involves attending to the components of larger stretches of discourse : Letters, words, punctuation, and other graphemic symbols.
- 2.) Selective. Involves the reader to certain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.
- 3.) Interactive, Stretches of language of several paragraphs to one page or more in which reader must, in Psycholinguistic sense, interact with the text.
- 4.) Extensive. Extensive reading applies to text of more than page, up to including professional articles, essays, technical report, short story, and books.

From all of the components above, it indicates the students' reading comprehension performances. To achieve these reading performances purpose, we have to be active in kind of text. People cannot imagine that it is the same as develop oral language ability. As Nunan (1991:82) stated that developing reading skill involves qualitatively different process. In the other hand, reading must become a habit to achieve it.

b. The Purpose of Reading

A person may read for many purposes, and purposes helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyments, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying

or setting information such news, science or same line, which is part of his study or assignment, he does it very slowly and carefully. According to Anderson (2003), there are seven aims of reading, reading for details and fact, reading for main ideas, reading for dequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.

- 1.) Reading for details and fact is reading to know what is done by the subject of the story.
- 2.) Reading for main ideas is reading to get the problem statement.
- 3.) Reading for sequence of organization is reading to know each part of the story.
- 4.) Reading for inference is reading to know what is the writer meant by its story.
- 5.) Reading for classifying is reading to find unusual things.
- 6.) Reading for evaluating is reading to know the value of the story.
- 7.) Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Another author said that the aims of reading are:

- 1.) Getting general information from the text.
- 2.) Getting specific information from the text.
- 3.) Reading for pleasure or for interest.
- 4.) Reading to compare the information with the reader's own knowledge.
- 5.) Reading is as social control.

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In own words, Commonly the purpose of reading is to connect the ideas on the page to what you already know . The readers may read for many purposes, pleasure and enjoyment are the common reasons for some readers. Another reasons is the reader reads for studying and get some important information that can be used by them. From all of the purposes of reading above, do not care what we read for. If we can get a something useful after reading, it means that reading is more worthwhile activities that we can do.

c. The Characteristic of Efficient Reading

When someone needs a succes in reading she/he must know well about the characteritics of efficient reading. According to Ur Penny(1993,p. 148), there are some characters of efficient reading, they are as follows:

- 1.) Language, the lnguage of the text is comprehensible to the learner.
- 2.) Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
- 3.) Speed, the reading progresses fast: mainly because the reader has automatic recognition of common combination, and does not wash the time working about each or group of new words.
- 4.) Attention, the reader concentrates on the significants bits, and skim the rest, may even skip part he or she knows to be significant.
- 5.) Incomprehensible vocabulary, the readee takes incomprehensible vocabulary in his or her stride: guesses its meaning from the

surrounding text, or ignores it and manages without using a dictionary only when these strategies are insufficient.

- 6.) Prediction, the reader thinks ahead, hypothesizes and predicts.
- 7.) Background information, the reader has and uses background information to help understand the text.
- 8.) Motivation, the reader is motivated to read : by interesting content or a challenging task.
- 9.) Purpose, the reader is aware of a clear purpose in reading for example, to find out something, or to get pleasure.
- 10.) Strategies, the readers use different strategies for a different kind of reading.

In conclusion, the main purposes of reading are to understand and to find out the information from the passage. To be able in understanding and finding the information, the readers should know the characteristic and skills above because to understand and to comprehend the contents are not easy.

d. Micro and Macro Skills for reading comprehension

According to Douglas Brown (1994, p. 290) there are micro and macro skills for reading comprehension:

- 1.) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2.) Retain chunks of language of different lengths in short-term memory.

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- 3.) Process writing at an efficient rate of speed to suit the purpose.
- 4.) Recognize a core of words, and interpret word order patterns and their significance.
- 5.) Recognize grammatical words classes (Noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6.) Recognize that a particular meaning may be expressed in different grammatical form.
- 7.) Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.
- 8.) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 9.) Recognize the communicative functions of written texts, according to form and purpose.
- 10.) Infer context that is not explicit by using background knowledge.
- 11.) From events, ideas, etc., described, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12.) Distinguish between literal and implied meanings.
- 13.) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14.) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning

of words from context, and activating schemata for the interpretation of texts.

Macro skills for reading comprehension:

- 1.) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2.) Recognize the communicative functions of written texts, according to form and purpose.
- 3.) Infer context that is not explicit by using background knowledge.
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- 5.) Distinguish between literal and implied meanings.
- 6.) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7.) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Based on the points above, there are a lot of strategies which should be possessed by the readers. Any strategy that the reader uses to read is helpful, especially the reader should have the micro and macro skills strategy to make them comprehend the text well. As stated before, reading comprehension is one of the important activities in

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order to gain knowledge, information, and get entertainment. Much information is recorded and communicated through the written media. Therefore, reading comprehension is one way of improving knowledge and information.

e. Strategies for Reading Comprehension

Reading comprehension is primarily a matter of developing appropriate cultural schemata, According to Brown (1994,p. 291) Following are ten strategies for reading comprehension:

1.) Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. When we are reading something, we have to know what purposes that want to rich in reading. By know the purpose of reading, we know what we ‘re looking for and can weed out potential distracting information. Whenever in teaching a reading technique, make sure the students know the purpose in reading something.

2.) Use graphemic rules and pattern

For the beginning levels of learning English, one of the difficulties students encounter in learning to read is making correspondences between spoken and written English. In some cases, learners have become acquainted with oral language and have some difficulties in learning English spelling conventions. They need to be given more explanations about certain English orthographic rules and peculiarities. Consider how you might provide hints and pointers on such patterns as these:

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- a.) “Short” vowel sound in VC patterns (bat, him, leg, wish, etc.)
- b.) “Long” vowel sound in Vce (final silent e) patterns (late, time, bite, etc.)

3.) Use efficient silent reading techniques for relatively rapid comprehension

In teaching beginning level students, this particular strategy will not be applied because they are struggling with the control of a limited vocabulary and grammatical patterns. In intermediate to advanced level students do not need to be speed readers, but help them to increase efficiency by teaching a few silent reading rules:

- a.) You don’t need to “pronounce” each word to yourself
- b.) Try to visually perceive more than one word at a time.
- c.) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

4.) Skimming

Skimming consists of quickly running one’s eyes across a whole text (an essay, article, or chapter, for example) to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

5.) Scanning

The most valuable strategy for reading comprehension is scanning, or quickly searching for some particular piece or pieces

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of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The main purpose of scanning is to extract certain specific information without reading through the whole text.

6.) Semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

7.) Guessing

This is an extremely broad category. Learners can use guessing for some purposes.

- a.) Guess the meaning of word
 - b.) Guess a grammatical relationship
 - c.) Guess a discourse relationship
 - d.) Infer implied meaning
 - e.) Guess about a cultural reference
 - f.) Guess content message
- 8.) Vocabulary analysis

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. There are several techniques that is very useful:

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- a.) Look for prefixes
- b.) Look for suffixe
- c.) Look for roots
- d.) Look for grammatical contexts that may signal information
- e.) Look at the semantic context

9.) Distinguish between literal and implied meanings

Not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

10.) Capitalize on discourse markers to process relationships

There are many discourse markers in English that signal relationships among ideas as expressed through phrases, clause, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency

2. The Nature of Vocabulary Acquisition

Vocabulary means the words, which is significant to be known by the learners of language. Heibert and Kamil (2005,p. 3) say that vocabulary is a knowledge of the meaning words. Vocabulary is acquired incidentally through indirect expose to words and intentionally through explicit instruction in specific word and word learning strategies. To know the meaning of the words, it can be found in dictionary or other sources, which is relevant. However, to acquire the vocabulary, we should precisely know about the context of the language spoken and written. As

Schmitt (1997, p. 40) describes, “Vocabulary is one of the most important skills in a language”. It means that vocabulary is one of the keys that must be mastered by the students if they want to have good knowledge in the four skills, including reading skill. Vocabulary is one of important aspects in learning foreign language. Anyone will get difficulty in understanding speaking, reading, listening, and writing when they have limited or lack of vocabulary.

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

It is known, that not all of the learners can memorize the words well, especially in low frequency words. It all depends on the learners acquire to understand the vocabulary. Learning vocabulary is the important aspect in learning a foreign language. Students will improve much if they learn more words and expression. Learning vocabulary is very important. “without grammar very little can be conveyed, without vocabulary nothing be conveyed.” Thus, in order to be able to use the language productively, students must know certain amount of vocabularies, not only for communicating orally, but also written.

The question related to vocabulary acquisiton is what kinds of words one needs to know first are the high frequency words. These are words that use most often in communication either in classroom activities

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or outside classroom : Please, help, move, stop, continue and etc. The high frequency words are called the general service vocabulary : Your, Spite, hill, evening, thief aand etc.

Wallace (1982) mentions two main reasons about the importance of vocabulary. First, Language exists in two forms, spoken and written, both of them need vocabulary to develop the existence itself. Second, vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it.

Furthermore, Lehr & Osborn (2001) explain two kinds of vocabulary description as follows.

First, words come in two forms, oral and print.

- a. Oral vocabulary includes the words that are recognized and used in listening and speaking.
- b. Print vocabulary includes the words that are recognized and used in reading and writing.

Second, word knowledge is composed of two forms, receptive and productive.

1. Receptive Vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context.
2. Productive vocabulary includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing.

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Furthermore, knowing and understanding words mean knowing their “form” (how they sound, how they spelt, grammatical change that could be made to them), their “meaning” (their conceptual content, and how they relate to other words and in particular types of language use (Cameron, 2001).

Learning vocabulary of a foreign language presents the learner with firstly making the correct connections when understanding the language between the form and the meaning of words including discriminating the meaning of closely related words. Secondly, when producing the language, using the correct form of a word for the meaning intended.

a. Definition of Word

There are some definitions of the term word. Oxford dictionary of American English stated that word that is written or spoken unit language or thing what that you say. According to Jumarirati (2010), the term word is a unit of linguistic analysis which has these characteristics : (1) insolubility, means that words can be pronounced in isolation from other words, (2) mobility, means that words are item can be moved around within a sentence to form new sentences, and (3) phonological independence which means that words are corresponding to the minimal units of phonological analysis.

b. Class of Word

The word classes can be divided into eight different classes such as nouns, pronouns, verbs, adjectives, adverbs, prepositions,

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conjunctons, and determiners. There are two crude divisions of word which are content words (lexical words) and function words (grammatical words). Content words are those that carry high information load such as noun, verbs, adjectives, and adverbs.

c. Formation of Word

There are many ways of words formation. These develop and enrich vocabularies of a language. In English, the common word formation processes are (1) derivation, (2) compounding, (3) acronyms, (4)back formation, (5) blending, (6) clipping, (7) coinage, (8) functional shift, (9) false etymology, and (10) proper names. Below is the definition of each process.

- 1.) Derivation: The process derives new words by using prefixes and suffixes. Some common prefixes are anti-, dis-, in-, pre-, post-, un-, and re-. Some common suffixes are –ation,-able, -al, -er,-ed, -ful-,ity-, and ing.
- 2.) Compounding: The process forms new words by putting together two or more existing words. For instance by combining noun and noun like girl-friend (girlfriend), land-lord (landlord).
- 3.) Acronyms : the process forms new words by uniting the initial sounds or letter of words the pronounceable as a new separated word. For example the word UN from United Nation.
- 4.) Back formation : The process uses analogy in a rather backwards manner to derive new words. For instance, the word revise is derived from the word revision.

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- 5.) Blending: it is the process that combines parts of two words, usually the initial part of a word and the last part of another word. For example, the word brunch is the blending from breakfast and lunch.
 - 6.) Clipping: The process derives new words by shortening the words so it is easy to be pronounced. For instance, the word dorm from the word dormitory and the word lab from laboratory.
 - 7.) Coinage: just take the brand of some products to name the things refers. For example the word aqua to name all bottled mineral water and the word kodak to name any kind of camera.
 - 8.) Functional shift: the process derives new words by moving the part of speech of a word and no changing of its form. For instance, the word run can be used as noun and as verb.
 - 9.) Morphological Misanalysis: The process derives new words by introducing new words taken from similar words. This can be because of actual misunderstanding, or intentional (creative) extension of morphemes. For instance, the word derives from alcoholic.
 - 10.) Proper Names: The process derives new words from name of persons connected with them. For example, the word watt from James Watt, the names of the person who invented electricity.
- Those processes of word formation can be introduced to students in order to give them the rule of deriving new words that they can apply and

to improve and acquire their vocabularies. The knowledge of words and words formation processes is beneficial to help the students in learning vocabularies. The students can learn the principles in forming words. In addition, the knowledge leads them to be productive and creative that is by applying the principles in order to ‘create’ words, and they may improve and rich their vocabularies.

3. Narrative Text

a. Definition of Narrative Text

Narrative text means the paragraph which is telling the story about the events that happened and was suitable with the time of events started until of the end of the events. Narrative paragraph is an explanation for telling something or events and there is explanation about how the event happened. Nursalim (2003,p. 110) stated that the narrative paragraph focuses on the action of the people, and the function of it is telling what happens to something.

Narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which students have to complete studying in high school, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story.

Narrative is basically story and within this, story telling, there are many kinds of narrative- comedy, mystery, romance, horror, are some of the commoner types.

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b. The Components of Narrative Text

There are components of narrative texts as fiction written:

- 1) Idea: Simplified description of the story idea.
- 2) Theme: The focus of the story: the point it makes.
- 3) Plot: Usually several sentences long, this component is the key. If it needs more than a paragraph, that's the first clue that it's too complicated for a short story.
- 4) Setting: general feel or mood of the surroundings. Identifying where and how the mood will change keep on track from beginning to end.
- 5) Scene Location: Physical description of the story location. Knowing that exists around the characters, such as place.
- 6) Conflict: Conflict can be internal or external.
- 7) Events: It describes the event in one or two sentences.
- 8) Characters: For each character in the story, personality is unusual behaviors, drives, and emotional state.
- 9) Background: The most terrifying thing about a short story is that there is not much room to tell it

c. The Example and The Generic Structure of Narrative Text**The Story of John and Amy**

There was once an arrogant girl called Amy, who wanted to prove that she was the best student in the class. So she chose the weakest student, John, and challenged her to a contest; both had to

make a toy windmill out of lolly sticks. Whoever got the highest mark from their teacher would be the winner. John accepted and a deadline of one week was set for the completion of each model. John began collecting lolly sticks straight away, but Amy messed about, visited her friends, and told them how she was better than John, and how John's wind mill would inevitably suck. It was the night before the deadline, and Amy, so confident that she would win the contest, hadn't even begun building yet.

At 10 pm she decided that she had better get started, but she was so tired from visiting her friends that she fell asleep before she had even opened a tube of wood glue. The day of the contest dawned, and the teacher wanted to see both windmills.

John presented her model, which was small, leaned slightly to one side, and looked a little odd, due to the fact that the lolly sticks were all dirty and used. John explained that she had collected them from all around town. Next came Amy's turn. Her name was called, but she wasn't there.

The teacher was about to award the prize to John, when her rival burst into the classroom, red in the face, holding aloft a beautifully-crafted and lovingly-painted toy windmill made out of brand new lolly sticks. The teacher and all the students were astonished, and Amy's face glowed with pride. The only problem was the price tag, which read \$25. It was still visible for everybody to see, dangling beneath Amy's model. Amy was humiliated, but John was

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named the winner of the contest, and placed her model on the teacher's desk nervously.

The generic structures of narrative text are :

1. Orientation : In the first paragraph, it clearly states who is the participants of the text. They are the weak John and the strong Amy.
2. Complication : The conflict is set to be a social conflict, John vs Amy. The major conflict is, of course, the way of how Amy wants to prove as the best student. On the other hand, John who is weak struggles hard and does the best to win the competition.
3. Resolution : This complication is ended with a good solution for John. Happy ending is for John and sad ending is for Amy.

4. The Relationship between Students' Vocabulary Acquisition and Their Reading Comprehension

As (Schmitt,1997, p. 40) describes, "Vocabulary is one of the most important skills in a language". It means that vocabulary is one of the key that must be mastered by the students if they want to have good knowledge in the four skills, including reading skill. Vocabulary is one of important aspects in learning foreign language. Anyone will get difficulty in understanding speaking, reading, listening, and writing when they have limited or lack of vocabulary. It might be impossible to learn foreign language without mastering vocabulary.

Vocabulary and reading cannot be separated because they have closed relation. The correlation between reading comprehension and vocabulary has been discussed by many experts. Hirsch (2003) found that



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knowing at least 90 percent of the words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words. Roehrig and Guo (2011) explain that vocabulary knowledge is one of the major factors that influence reading comprehension. It is also supported by Sedita (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how good the students are in comprehending the texts.

When the students are reading , they must understand vocabulary in the text. Aminah (1993, p. 35) states, “The low achievement of student in reading comprehension was influenced by the lack of vocabulary; therefore vocabulary is regarded as an essential component of reading proficiency”. According to Corson (1997; Garcia, 1991; Snow & Kim, 2007, p. 671), Academic vocabulary is perhaps the most obvious aspect of academic language, and lack of academic vocabulary knowledge has consistently been identified as an obstacle to students success.

B. Relevant Research

According to Syafi'i (2015:103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. It means that the researcher finds some previous researches that are relevant to the researcher's title which has aim to avoid plagiarism toward the designs and the finding of the previous researches.

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There are some related studies that had been done by some researchers that are related to correlation between vocabulary and reading. First, Fajar Furqon's thesis, he Graduated in 2013 from English Education Study Program of Indonesia University of Education, which the title of his thesis is The Correlation between students' Vocabulary Mastery and their Reading Comprehension. The paper deals with the correlation between students' vocabulary mastery and their reading comprehension. Data were collected from 34 second grade students. The test items of reading comprehension and vocabulary mastery were given to the students to measure their level of reading comprehension and vocabulary mastery.

The results were compared to find out the correlation between those variables. The findings showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension. The current study concluded that vocabulary mastery was contributive in helping the students to comprehend the texts. The correlation coefficient was 0.7205, it could be considered as a strong correlation since the result was included into strong category (Arikunto, 2003). In addition to the ability of students' vocabulary mastery, the strategy and background knowledge of the text helped students comprehend the text.

Second, the correlation between Vocabulary Mastery and Reading Comprehension : the case of seventh Grade Students of SMP N 13 Semarang in the Academic Year 2005/2006 by Dewi Ratnawati. She found that there was a significant correlation between students Achievement in Vocabulary and Reading Ability. From the tests, it was found out that the mean of the scores of the vocabulary test was 58.06. It means that the mean of the scores

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of the vocabulary test was fair. The mean of the scores of the students' achievement in reading comprehension was 61.62, which means that the mean of the scores of reading comprehension test was fair. The result of applying the rxy distribution is showed that the coefficient correlation is 0.417. It means that there is a significant correlation between the vocabulary mastery and reading comprehension. It is suggested that to have a good mastery of reading comprehension, students should have a good mastery of vocabulary.

From the relevant researches above, it can be concluded that vocabulary contributes to reading comprehension.

C. The Operational Concept

As stated by Syafi'i (2011:122), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing of a research paper. This research is correlational research which focuses on gaining the correlation between students' vocabulary acquisition and reading comprehension. Therefore, in analyzing the problems in this research, there are two variable used, they are variable X and variable Y. Variable X is students' vocabulary acquisition. It is an independent variable. Then, variable Y is students' reading comprehension, it is a dependent variable.

According to (Cameron, 2001), knowing and understanding words mean knowing their "form" (how they sound, how they are spelt, grammatical change that could be made to them), their "meaning" (their conceptual content, and how they relate to other words and in particular types of language use).

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1. Variable X

- a. The students are able to differentiate between noun, verb, adverb, and adjective.
- b. The students are are able to identify the meaning of words.
- c. The students are able to identify the correct spelling of the word.
- d. The students are able to identify the related between one and another word.
- e. The students are able to identify synonyms of words.
- f. The students are able to identify antonyms of words.

According to Grellet (1986, p.5), reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the authors, purpose and making judgement in evaluation.

2. Variable Y

- a. Students are able to identify main idea of the narrative texts.
- b. Students are able to locate inference in the narrative texts.
- c. Students are able to identify factual information of the narrative texts .
- d. Students are able to make inference in the narrative text.

D. The Assumption and The Hypothesis**1. The Assumption**

In this research, the researcher assumes that students' vocabulary acquisition will influence their comprehension on reading, especially on narrative texts.

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2. The Hypothesis

Ho = There is no significant correlation between students' vocabulary acquisition and their reading comprehension at Vocational High School Kansai Pekanbaru.

Ha = There is a significant correlation between students' vocabulary acquisition and their reading comprehension at Vocational High School Kansai Pekanbaru.

