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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1. Theoretical Framework

II.1.1. The Concept of Vocabulary

Vocabulary is the knowledge of words and word meanings. It is one of the crucial components of language. There is no language that exists without a word. According to Nunan (2005:121) vocabulary is the collection of words that an individual knows. Besides, Nunan (2005:122) also stated that vocabulary should be integrated into teaching the four skills-listening, speaking, reading and writing. It means that vocabulary has an important role in all aspects of language skills.

Vocabulary is the core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. According to Allen (2006:5), vocabulary knowledge is related to and affects comprehension. Vocabulary is one of the language components that can affect macro skills. Vocabulary is referring to learns about the meaning of the word.

From the explanation above, it can be concluded that vocabulary is the knowledge of words, and word meanings. It is about the word that language is used to express meaning. Vocabulary plays an important role in teaching and learning process. It is the first step to be taught before

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teaching other aspects in English. Because the learners will be hard to master the language without understanding the certain number of vocabulary.

II.1.2. Types of vocabulary

Some experts have classified types of vocabulary. Lehr, Osborn, and Hiebert (in Kamil and Hiebert,2005:2-3), define vocabulary as knowledge of words and words meaning both oral and print language in productive and receptive forms. Oral vocabulary is the set of words for which we know the meaning when we speak or read orally. However, print vocabulary consists of those words for which the meaning is known when we write and read silently.

According to Kamil and Hiebert (2005:3), there are two kinds of vocabulary:

1. Receptive vocabulary: the set of words for which an individual can assign meaning when listening or reading. These are words that are often less well known to students and less frequent in use.
2. Productive (expressive) vocabulary: the set of words that an individual can use when writing or speaking. They are familiar word and used frequently.

The receptive vocabulary is also called a passive process because the learner only receives thought from others. And in language application, the receptive vocabulary is considered as the basic. Later,

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the expressive vocabulary defined as the words used when the learner speaks and writes.

The term used to classify words based on their functional categories are called part of speech. Noun, verb, adjective, and adverb can occur in certain places in a sentence and serve certain functions. It depends on their function in communication.

Words have been classified into part of speech; nouns, verb, adjective, and adverbs are the four largest groups. The remaining classifications are essentially function words. They may substitute for words in one of the largest group serve as signals for various patterns, or relate one group of words to another.

According to Harmer (2001:36) when considering sentence structure the teacher needs to know the various things, one of them is part of the speech.

Noun : Noun is defined as a group of words that is the names of person, place, thing, activity or quality or idea. A noun can be used as a subject or object of a verb. These examples of nouns: (*Ricardo, office, shoes, etc*).

Verb : It is defined as a group of word which is used to three kinds of verb, they are auxiliary verb (*shall, be, etc*), the main verb is the verb that carries the meaning (*sit, arrive, eat, etc*), and phrasal verb is the verb that is formed by adding adverb or preposition to a verb to create a new meaning (*traffic light, sit down, go on, etc*).

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Adjective : It is defined as a word which describes or gives more information about a noun or pronoun. Adjective describe nouns in term of such qualities and size, color, number and kind. These examples of adjective: (*good, young, sad, happy, etc*).

Pronoun : It is defined as a group of word that is used in place of a noun or noun phrase. We use pronoun very often, so that we have not kept on presenting it. The examples of pronoun: (*they, her, him, it, etc*).

Adverb : It is usually defined as a word that gives more explanation about verbs, an adjectives, and adverbs in the term of such qualities as time, frequency and manner. These examples of adverb: (*slowly, quickly, hardly, etc*).

Conjunction: It is defined as a word that connects words, phrases, clauses or sentences. The examples: (*moreover, therefore, but, so, etc*).

Preposition : It is often defined as a word that shows the way in which other words are connected. The relationship includes direction, place, time, manner and amount. For examples: (*in, at, on, etc.*) *in* the class, *on* the floor, *at* school.

Determiner : It is the word such as, *a, an, the*. An article word is usually used before a noun or noun phrase.

In conclusion, vocabulary can be presented in four skills of English. They are reading, listening, speaking and writing vocabulary.

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Vocabulary is about the knowledge and meaning of words not only in oral but also in print language. In oral language, it includes the speaking activity, such as the words that people used in conversation. While the print language is the words that people use in reading, writing essay, report, etc.

II.1.3. Vocabulary in Foreign Language Learning

Vocabulary plays the core component in foreign language learning. According to Nunan (1991:118), the development of rich vocabulary is important when the learners acquire English as a foreign language. The vocabulary becomes a crucial part in foreign language learning. The vocabulary taught in every foreign language learning depends on the objective of the course and the amount of time available for teaching.

In English learning of vocabulary, there are some factors that influence the students in mastering it. They are linguistic and nonlinguistic factors. The linguistic factors are usually related to the natural difficulty of the language. And the nonlinguistic factors are divided into two factors; external and internal. External factors are related to curriculum, methods, classroom situation, family and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude, and etc.

Based on the explanation above, it can be inferred that vocabulary is very important, especially in foreign language learning. The foreign language learners must master the vocabulary first before mastering the

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other aspects of English. It means that vocabulary is the central of language acquisition.

II.1.4 The Teaching of Vocabulary

The component of an effective vocabulary in content areas involves explicit instruction. One structured lesson format using steps for incorporating vocabulary are (Herman and Wood (2008:3)) :

1. Preparation

In this step, the teacher selects the word to teach. These words or phrases should be more critical to understanding the concepts in the passage or learning session and should be limited in number. This step also includes assessment of students' background knowledge about the terms.

2. Explanation

After selecting the vocabulary, the next step is introducing the words and terms to the students using clearly understandable definition.

3. Application

After discussing the word meaning, students can apply the words and terms in meaningful activities. These activities are designed to move students' interaction with the word beyond the definitional level to a higher level of cognitive processing.

4. Reinforcement

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In this last step, the teacher review newly learned words and terms to help students internalize the word meanings.

There is something to be noticed about vocabulary learning. When we think about vocabulary lesson, we become aware of five facts (Allen:1983,9):

1. Foreign words for familiar objects and persons are important to teach, but we cannot expect most members of the class to learn them easily.
2. Teaching such words will require special skills because students often feel their native language words for familiar objects and persons are all they really need.
3. Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication in outside language class.
4. When a student feels no real need to learn something, a feeling of need must be created by the teacher.
5. To create in students' mind a sense of personal need for a foreign word, it is not enough to say "here is a word to learn", but "here is what the word means, it will be useful to you someday".

In vocabulary learning, the role of teacher is very important. The teacher should have well-designed program to develop students' vocabulary mastery. According to the Nation (2008:1), the teachers'

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important jobs are planning, strategy training, testing, and teaching vocabulary.

1. Planning

Nation (2007, in Nation:2008) show that planning is very useful guide when consist of four equally balanced strands, such as:

a. Meaning-focused input

Here, the students learn new vocabulary enrich and establish vocabulary through listening and reading. The students should be focused on understanding and enjoying the material they read and listen to and there should be no more than one unknown word in every 50 running words. Typical activities include extensive reading, listening to stories, listening to lectures, taking part in conversation, reading for study purposes.

b. Meaning-focused output

In this strand, the students enrich and establish vocabulary through speaking and writing. This strand should push the students to make use of the vocabulary at the boundaries of their knowledge, but should not overload them with the need to use largely unfamiliar vocabulary. The activities include giving prepared talks, discussing and writing about what they have been read, taking part in conversation, problem solving, and retell.

c. Language-focused learning

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Students deliberately learn new words and study more about previously met words, and teachers give deliberate attention to vocabulary and vocabulary strategies. This strand develops explicit knowledge of particular words. Typical activities include intensive reading, getting feedback on speaking and writing, learning and practicing strategies, and doing vocabulary exercises.

d. Fluency development

Students get more proficient at using the vocabulary that they already know. Here, should be no unknown vocabulary, but students should do message-focused listening, speaking, reading, and writing with the aim of getting faster at performing these skills. Typical activities include speed reading, extensive reading of easy material, the 4/3/2 activity, repeated listening and reading, and ten-minute writing.

2. Strategy training

The teacher teaches students in the four strategies of guessing from context, learning to use word cards, using word parts, and dictionary use.

3. Testing

Every teacher must be able to test the students and also interpret those tests to measure the students' vocabulary development.

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4. Teaching

Teaching vocabulary is among the least important of a teacher's job. Principles of guided the direct teaching of vocabulary are: (Nation, 2008:5-6):

- a. Only high frequency vocabulary and vocabulary learning strategies should be systematically taught, and teacher should know where the students are in their knowledge of these words.
- b. The amount and strength of learning depend on the quality of mental processing.
- c. There are many ways of communicating word meaning. The best are clear, simple and brief.
- d. The meaning given should describe the underlying meaning that includes most of the word's uses and senses.
- e. Words should not be taught with others that belong to the same lexical set, are synonyms, or are opposites
- f. There should be repeated opportunities for increasingly spaces retrieval of each word.
- g. Direct teaching is only part of one of four strand that a word should be met with, and is only one way of giving deliberate attention.
- h. Students should take control of their own vocabulary learning

From the explanation above, the writer concludes that the teacher must have well-designed program to develop students' vocabulary. As mentioned above, there are four points that teachers can do in teaching and

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learning vocabulary. They are planning, strategy training testing, and teaching. If the teacher understands and apply the teachers' important jobs, it can change the students' perspectives about the vocabulary that only looking up the meaning of words in the dictionary.

II.1.5. Strategies of vocabulary

It is important to know the learner strategies. According to Brown and Payne (in Hatch and Brown, 1995:373), there are five essential steps in vocabulary learning. The five steps are :

- a. Having sources for encountering new words
- b. Getting a clear image in the form of new words
- c. Learning the meaning of words
- d. Making a strong memory connection between the forms and meanings of the words
- e. Using the words

While, Schmit and McCharty divide the taxonomy of vocabulary learning strategies into four groups, are :

1. Discovery strategies

In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

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2. Social strategies

In this position, they can ask for help in a variety of ways; giving L1 translation, giving synonyms, definitions, and paraphrase.

3. Memory strategies

Most memory strategies involve relating the word to be retained with some previously learner's knowledge, using some form of imagery or grouping. This strategy used in this stage are pictures, related words, grouping, etc.

4. Cognitive strategies

Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental process; they include sorting, classifying, comparing, predicting, repeating, and using mechanical means to study vocabulary.

Marzano, Pickering, and Pollock (in Hirai, et al, 2010:60) show that explicit instruction is extremely important for students' success in understanding key vocabulary and concepts. Thus, it needs to reflect the basic principles of effective explicit instruction, which includes the use of a word's context and definition, opportunities for "deep processing", finding synonym or antonym, and making up an original sentence with words. Finally, vocabulary should be taught through productive approaches that optimize word learning (Snow; in Hirai, et al, 2010:60).

In short, the writer concludes that knowing the strategy of vocabulary is very important in teaching and learning vocabulary. Vocabulary is not

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only to know about the meaning of words, but it is much deeper than it. It means that, vocabulary is not only to know about the definition, but there are many other aspects that the learners should understand. It requires the teacher to facilitate them to learn about it. And the teacher needs the strategy in teaching vocabulary. So, it can prove that strategy of the vocabulary is very crucial in teaching and learning vocabulary.

II.1.6. Problems in Learning Vocabulary

There are some problems in learning vocabulary faced by the students. Roger (1995:43) states that the easy or difficulty of vocabulary depends on some factors, as follows:

1. Connotation

The connotation of the word is another difficult aspect that the learners have to get to grip.

2. Spelling and pronunciation

The spelling of words can cause problems for students who speak languages with very regular spelling systems. The particular spelling pattern can also cause confusion where the pronunciation concerned. For example through, though, tough.

3. Multi-word items

A lexical item may consist of more than one word, as in a compound like *volley ball* or phrasal verb such as *look someone down*.

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4. Collocation

How a lexical items collocates can also cause difficulty. For example, we say that *injured* four people, but *damaged* for things.

As mentioned above, there are some factors that can influence the difficulty in vocabulary learning, one of them is spelled and pronunciation. It is just the small problem, the teacher can solve it by asking students to look up the dictionary, write it on the paper and then present in front of the class. By knowing the problem of students in learning vocabulary, it can ease teacher to know about what the material that should be taught and learn. So, the teacher can focus more on it.

II.1.7. Testing vocabulary

Test is to measure ability, knowledge, and performance of students in giving domain that it should fulfil some criteria to be useful, the basic ones are validity and reliability. In making a test, the test taker should understand about the techniques to create a test. Ur (1991:42) suggests that in making a test should focus as follows:

- a. Validity : check that your items really do the test what they are meant to.
- b. Clarity : make sure that instructions for each item are clear.
- c. Do-ability: test should quote doable; not too difficult, with no trick questions.

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- d. Marking : decide exactly how you will assess each section of the test and how weighting (percentage of total grade) you will give it.
- e. Interest : try to go for interesting content and tasks, in order to make the test more motivating for the learners.
- f. Heterogeneity : the test should be such that lower-level students can feel that they are able to do a substantial part of the test, while the higher-level ones have a chance to show what they know.

Ur (1991:60) shows the points that need to be taught in vocabulary, they are :

- a. Spelling and pronunciation

In teaching, the teacher need to make sure that spelling and pronunciation are accurately presented and learned. Because in learning vocabulary, the learners have to know about the spelling a word and how to pronounce it.

- b. Grammar

It is not only important in teaching and learning vocabulary, but also in learning four skills of English, listening, speaking, reading, and writing. In teaching vocabulary, the grammar of a new item will need to be taught. When teaching a new verb, for example “think”, we should give its past form (thought) if this is irregular and we

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might note if it is transitive or intransitive. And it is similarly when teaching noun.

c. Collocation

How a lexical item collocates can also cause difficulty.

d. Aspects of meaning: denotation, connotation, and appropriateness

Denotation is the meaning of words that refers to the real words, a less component of the meaning of an item is its connotation.

e. Meaning relationship

It is about how the meaning of one word relates to meaning of others. It includes synonyms, antonyms, co-hyponyms, subordinate, and translation.

f. Word formation

It is about prefixes and suffixes. For example, understandable. And also about combining two words to make one item. For example, swimming pool.

From the explanation above, it can be concluded that there are many aspects that students should have in measuring vocabulary in English. Students should be able to spell and pronounce the word, able to understand the meaning relationship, and students should be able to derive vocabulary in English.

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II.1.8. The Concept of Vocabulary Mastery

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They master the vocabulary through the simple words by hearing the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability because both of them are very important in English teaching and learning process.

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002), without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Vocabulary mastery refers to the great knowledge of the words of the gaining of the great skills in vocabulary. Caroline (2005: 121), argues that vocabulary is not only a noun, but also verbs, adjectives, adverbs and prepositions. Mastery learning more fully reflects a communication oriented approach to guidance in which direction aims of the personal student. It means to master any studies, between the teachers and the learners have to connect each other with a phenomenological guideline.

According to Achmad (2013:80) in a journal entitled "Developing English Vocabulary Mastery through Meaningful Learning Approach", the English vocabulary is very important. It includes in the core competence in

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learning English. The vocabulary mastery is refers to the knowledge of meaning, function, word formation, acquisition and the use of vocabularies themselves in large context.

Then, like explained above, Ur (1991: 60 – 62) stated that there are some aspects that the learner should be mastered and the teacher should be taught in order to help the learners in mastering vocabulary. They are namely; 1) Form (pronunciation and spelling), 2) Grammar, 3) Collocation, 4) Aspect of meaning, 5) Meaning relationship), 6) Word formation.

While, Graves in Pamale (2004:365) suggests that there are six stages in vocabulary mastery, they are:

1. Learning to read known words
2. Learning the meanings of known words
3. Learning new words that represent known concepts
4. Classifying and enriching the meaning of known words
5. Moving words from the receptive to the expensive vocabulary.

There are some techniques to master vocabulary (Grains and Redman, 1986) suggested the following types of vocabulary techniques:

- a) Using dictionary is a technique of finding out the meaning of familiar words and expression. We can use a variety of dictionaries; bilingual, monolingual, thesaurus, one.

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- b) Visual technique. These pertain the visual memory, which is considered helpful with vocabulary retention. Visual techniques show them well to present concrete items of vocabulary.
- c) Verbal explanation. This pertains to the use of illustrative situation, synonym, opposite, scales, definition, and categories.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. So, in mastering vocabulary, the learners should master in some aspects, they are spelling, pronunciation, function, meaning, word formation, synonym, antonym, suffix and prefix.

II.2. The Concept of Reading

Reading is an interactive process between the reader and the writer to get information through the written word or texts. This statement is supported by Nunan (2003:68), he defines reading is a fluent process or readers, combining information from a text and their own background knowledge to build meaning. He also says that in the reading process, the reader can create meaning of the text with, related to their prior knowledge and information in the text.

Moreover, Dorn (2005:6) said that reading is a complex process involving a network of cognitive actions that work together to construct meaning. It means that if the readers are able to think actively while

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reading process, they can comprehend what the reading material about. It means, reading is an activity to get the meaning from the text. Reading is such a natural part of our everyday life that we are often unaware of every piece of written material that we process. Reading is also a way to get information and knowledge.

Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or reading fluency (Hesham Suleiman Alyousef, 2005:144). In this process, the reader interacts dynamically with the text as he/she tries to get the meaning and where various kinds of knowledge are being used.

While, Patel (2008:113) mentioned that reading is an active process which consists of recognition recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity, but also as a means of consolidating and extending one’s knowledge of the language.

Reading is the practice of using text to create meaning (Andrew P. Johnson, 2008:3). If there is no meaning being created, there is no reading taking place. Moreover, Johnson (2008:4) stated that reading is a constantly developing skill. Reading integrates visual and non visual information. Furthermore, Broughton Geoffrey, et al, (2003:89) said reading is a complex skill, that is to say that it involves a whole series of

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lesser skills. The first of these is the ability to recognize stylized shapes which are figures on a ground, curves and lines and dots in patterned relationships.

II.2.1. The Reading Purpose

According to David Nunan (1983), there are several purposes in reading:

1. Reading for learning

A good reader is not only being able to read, but also being able to interpret, judge, and draw the inferences from the printed language being read. In other word, reading activities entail the readers' intelligence and carefulness and analysis in identifying the major purpose of author through words, signs, or even symbols of the text. When you read, you may think that you are decoding a message the writer has encoded into a text.

2. Reading for getting information

Reading for information is purposed to gain insight or information. It may range from scanning and the reading of letters to in depth reading articles or books. No matter what our agenda, why, and where we read inevitably determine how we read.

II.2.2. Kinds of Reading

According to Sari (2012:20), there are four kinds of reading, namely skimming, scanning, extensive reading and intensive reading:

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- a. Skimming is looking over something very quickly, just to get an idea of what the entire piece is about.
- b. Scanning is similar to skimming, but you are looking for something particular in the reading.
- c. Extensive reading is reading long pieces either for pleasure or information, such as novels.
- d. Intensive reading is reading shorter pieces, extracting specific information, accurate reading for detail, such as articles in a magazine or newspaper.

II.2.3. Teaching Reading

Teaching reading is a very important skill because it is the stage where the knowledge of learners starts to fly. The selection of reading material should be authentic. How the teacher can make his teaching reading effective (Patel, 2008:123):

- a) The teacher should say about the topic first to the learners. He should motivate students. The teacher should not read first but he should allow the students to read the text.
- b) The teacher should not allow the student to murmuring while reading.
- c) The subject matter should be interested and effective, selected from the reading material developed for it.
- d) Eclectic approach can be used by teacher for better comprehension and understanding.

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The aim of teaching reading is to develop the students' ability, so that they can read and understand the English text effectively and efficiently. Harmer (1998:70) said that there are some principles that should be concerned by a teacher, they are:

1. Reading is not a passive skill.

Reading is an incredibly active occupation. Thus, we have to understand what the words mean, see the pictures, the words are painting, understand the arguments, and work out if we agree with them.

2. Students need to be engaged with what they are reading.

The teacher should choose the interesting topic for the students in order that the students can get much more from what is in front of them.

3. Students should be encouraged to respond to the content of a reading text, not just the language. It means that the teacher should give the student a chance to respond about the content or the message of the text and how their feelings about the text are.

4. Prediction is a major factor in reading.

The teacher should give students the hints / book cover, the headline, the word processed page, so that they can predict what will be discussed and it will make them better and more engaged reader.

5. Match the task to the topic.

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The teacher not only should choose a good reading topic, but also the teacher should choose the good reading task – the right kind of questions, engaging and useful puzzle.

6. Good teachers exploit reading texts to the full.

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

There are tips to create good conditions for learning to read (Andrew P. Johnson, 2008:11-12):

- a. Help children fall in love with books.
- b. Create a space every day for sustained, silent reading.
- c. Allow children to make choices about their reading material.
- d. Connect reading pleasure of reading practice.

According to Hedge as quoted in Alyousef (2005:147), he states that learning goals of teaching reading include:

- a. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside ESL/EFL classroom.
- b. Building a knowledge of language which will facilitate reading ability
- c. Building schematic knowledge.
- d. The ability to adapt the reading style according to reading purpose (i.e. Skimming. Scanning).
- e. Developing an awareness of the structure of written texts in English.

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- f. Taking a critical stance to the contents of the texts

II.2.4. The Concept of Reading Comprehension

According to Janette K. Klingner (2007:2), Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word, reading words and world knowledge, and fluency. Moreover Richards, Jack C. (2002:277) Reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult text); raising students' awareness of main idea in a text and exploring the organization of the text are essential for a good comprehension.

Furthermore, Karen (2003:90) said that comprehension is the central of reading. It is the important ones in reading. Without comprehension, the readers are not able to find out the meaning of the text. Comprehension results from the mind's ability to make links and ask questions regarding the particular reading event. Reading comprehension is considered as the "essence of reading". The readers have to be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text.

There are five components that may help the students to read carefully (Malsi Susanti, Unpublished Undergraduate Thesis : 2012) :

- a. Find factual information

Factual information requires readers to scan specific details. The types question of factual information such as question type of reason,

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purpose, result, comparison, identity, time, and amount in which most of the answers can be found in the text.

b. Main idea

It is very important to know the main idea in each paragraph in the text. An efficient reader understands not only the ideas but also their relatives, significant, in other word of ideas are super ordinate while other subordinate.

c. Reference

In English, as in another language, it would be clumsy and boring to repeat the same word of phrase every time it has a reader uses it. Instead of repeating the same word or phrase several times it has been used, we usually refer to it rather than repeat it. References words are usually short and are frequently pronouns, such as it, she, it's, those, and so on.

d. Inference

The important thing is needed in reading is understanding. Write use language efficiently and recognize what can be inferred from their sentence. In this case, an efficient reader is able to understand those implications.

e. Restatement

Restatements are the kinds of question test which use to measure the reader's ability in analyzing the relationship of idea within a single sentence. There are some purposes to improve reading comprehension.

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They are: to enhance understanding of the content, information presented in a text, to improve understanding of the organization information presented in the text, to improve attention and concentration while reading, and to promote critical thinking and evaluate of reading material.

II.2.5. The Relationship between Vocabulary and Reading

Reading comprehension is the ability to read text, process it, and understand its meaning. Reading comprehension depends upon the meaning readers give words. The more vocabulary words students know, the better they are able to comprehend. Readers cannot understand the content of what they read if they don't know the meaning of the word.

Reading comprehension and vocabulary are inextricably linked. Students with a smaller vocabulary than other students comprehend less of what they read. So, it can conclude that the most impactful way to improve comprehension is to improve vocabulary.

Based on the report of the National Reading Panel (2000:1), in Pikulski and Templeton, “the importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, the researchers noted that growth in reading power relies on continuous growth in word knowledge”. It is supported by Biemiller (2003:5), vocabulary is a strong indicator of reading success.

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While, as reported in the National Reading Panel, the five components of reading are:

1. Phonemic awareness

Phonemic awareness is the knowledge that words are made up of a combination of individual sounds. It is more than recognizing sounds. It is also includes the ability to hold on to those sounds, blend them successfully into words, and take them apart again.

2. Phonics

Phonics is the relationship between a specific letter and its sound, only as it relates to the written word. It is used when a reader comes across an unknown word. They can try to read the word by focusing on the specific sound of each letter or combination letter with knowledge of phonics.

3. Fluency

Fluency is the ability to read text accurately and smoothly. Fluency develops from reading practice.

4. Vocabulary

When children learn to read, they begin to understand that his words on the page corresponding to the words they encounter every day spoken in English.

5. Text comprehension

It is the interaction that happens between a reader and the writer. It is the process when readers try to find out the meaning of the text.

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II.3. The Concept of Narrative text

Narrative text is the text that tells about the fiction or nonfiction story, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways.

Narrative text is telling a story or an account of a sequence of events. It is one of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from the exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text.

Narrative is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is constructed is describing certain event, character or phenomenon in detail. Narrative prefers showing to telling and that the power of narrative. The reader will feel as he shows by himself what happen in the text. Narrative is a text focusing specific participants, which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.

The generic structures of narrative text are:

1. Orientation : Introducing the participants and informing the time and the place.
2. Complication : Describing the rising crises which the participants have to do with.

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3. Resolution : Showing the way of participant to solve the crises, better or worse.

Narrative text tells a story with a beginning, middle and end by using the elements of setting, characterization, plot and theme. By using narrative text in the classroom, teachers can design lessons for students to apply higher-level thinking skills. Students can read age-appropriate literature and learn to infer meaning that is not explicitly stated and predict outcomes based on information.

McWorther(1992:270) states that a short story is a creative or imaginative work describing a series of related events for the purpose of communicating a message. Its basic elements include:

1. Setting

The setting of a narrative text enhances the other aspects of the story. Setting tells where and when the story takes place.

2. Analyzing Characters

Characters are the actors in a narrative story. In stories, there are many details that give clues to the personality, socioeconomic standing and emotional state of the character. Teachers instruct students to look at words and images describing the character's clothing and facial expressions. Students examine what the character says and how he reacts to others to draw conclusions. The character's actions while solving problems in the story are powerful clues about his personality.

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3. Plot

The plot is the basic storyline, which consists of the actions through which the word meaning is expressed, students can learn how to predict outcomes that make sense according to what has already happened. They learn how an author uses exposition to set the stage for plot developments and builds excitement with rising action until the climax or high point forces a plot resolution.

4. Identifying the Theme

The theme of the story is the main point or message the story conveys through all of its elements. After learning about the setting, characters and plot, students generally are led in a discussion about the underlying message of the theme. There are themes that recur in literature, like a loss of innocence, which is often called a coming-of-age story. Another popular theme is the capriciousness of fate, it is a reversal-of-fortune story with a happy ending. To extend the lessons of narrative text, teachers can ask their students how the story might give people hope and inspiration in their lives.

5. Point of view

The point of view refers to the way the story is presented or from whose perspective or mind the story is told. Often the author of a story is not the narrator. The story may be told from the perspective of one of the characters or by a narrator who is not one of the characters. In

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some stories, a narrator may be naive or innocent, unable to understand the actions or the implications of the events in the story.

6. Tone

The tone of a story suggests the authors' attitude. Tone in a story suggests feelings. Many ingredients contribute to tone, including the author's choice of details, characters, events and situations. The tone of a story may be amused, angry and contemptuous. Instead, it is through the characters' actions and the narrator's description of them that we infer tone.

II.4. The Concept of Semantic Mapping Strategy

Semantic Mapping is derived from the words, semantic and mapping. Creating a semantic map activates background knowledge. It is graphical representations of knowledge. It allows students to understand the relationship between ideas by creating a visual map of the connections. It is composed of concepts, enclosed in circles or boxes, and connecting lines indicating the relationships between concepts or propositions.

Some formal definitions about semantic mapping can be given, such as:

Antonacci, (1991:174); Semantic mapping is a visual representation of knowledge and a picture of conceptual relationships. Johnson, Pittelman, and Heimlich, (1986:779), a categorical structuring of

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information in graphic form. While, Harvey (2000) mentioned that semantic mapping strategies are valuable instructional tools.

Silberstein (1994:49) defines a semantic map as a strategy that allows students to demonstrate their understanding of the relationships between ideas within a text by drawing a semantic map. Duffy (2009:77) defines it as one way to explain how to categorize word meanings. It can help students to distinguish one word from another. Vaughn and Edmonds (2006), as cited in Manoli and Papadopoulou (2012:350), explain that semantic mapping offers an overview of key vocabulary and concepts, providing a link between what students know and what they learn when they read. In addition, according to Bouchard (2005:69), semantic mapping serves as a means to give students a partial and a visual venue in which to organize ideas, show relationships and retain important information.

According to Melton (2004), semantic word map allows students to conceptually explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new word. Masters, Mori, & Mori (1993) define a semantic mapping as being "used to motivate and involve students in the thinking, reading, and writing aspects. It enhances vocabulary development by helping students to link new information with previous experience.

From the explanation above, it can conclude that semantic mapping is a strategy that can use for vocabulary, reading, and writing. Yet, in this

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research, the writer uses the semantic mapping strategy in teaching and learning vocabulary and reading.

Using semantic mapping also equated to task based learning. Building a semantic map is the task that the students were to accomplish. It puts students at the center of learning more than another teacher centered approaches. They worked towards that goal as evidenced by the semantic maps the groups came up with. Learners engaged in meaningful activities to construct their own knowledge which they will remember more than the information that they are given by the teacher.

This strategy provides the students with an overall description about the text and helps the teacher to assess the students' comprehension of the text. It also allows students to explore their knowledge of a new word by creating a map using other related words or phrases similar in meaning to the new word.

In pre reading, the students could be given a keyword or concept related to the text. It is similar to brainstorming. The teacher provides blank semantic mapping form and tell them how to do that. Then, during reading is the time for students to practice it. The students record the information obtained from the text. While in post reading, this is the time to check their comprehension. The teacher displays the students' best works as the benchmark in order to give reinforcement to the students in doing their work. It can be done by attaching their works on the board.

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Based on the previous explanation above, the writer concludes that Semantic Mapping is a strategy that can use in teaching and learning of reading and vocabulary. This strategy also can improve the class situation. The class becomes more enjoyable and fun. The students will become more active both individually and in group.

II.4.1. The procedures of Semantic Mapping Strategy

According to Krisnawati (2014:24), the procedures of this strategy are:

a. Pre-Reading

1. Write the topic of the text and draw a circle around it.
2. Ask students to think about the topic and share as many words as they can that relate to the topic.
3. Discuss and record on the map information and words that students suggest.
4. Write the information on the cluster.
5. Discuss each of the cluster or categories of words and determine appropriate labels or headings.

b. While Reading

1. Ask the students to read the text.
2. Ask the students to use their notes during a discussion period in which they share the information about the topic gained through their independent reading.

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3. Through discussion, elicit main ideas and supporting details.
4. Record these on the map using the main idea headings, and supporting details as the information listed under the categories. Use colored pens so that each major category and its detail are written in different colors. This helps students to associate the supporting details with the main idea. Add new information to the map.

c. Post Reading

1. After the students have finished reading the text, add new information about the topic to the map suggested.
2. After the students have had an opportunity to add all of the new information to the map, ask them to make their own copies of the semantic map from the chalkboard.

While, according to Johnson and Pearson (1984), Semantic Mapping Strategy has the following steps:

- a. Write a key word or topic related to classroom work on a sheet of paper, the blackboard, or a transparent slide.
- b. Encourage the students to think of as many words as they can that are related to the selected key word or topic.
- c. Guide the students to list the words by categories.
- d. Have students label the categories.
- e. Discuss the relationships between these words.

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According to Klingner et al (2007:74), the steps of the semantic mapping strategy are:

1. Brainstorm words associated with a key concept.

As a class, have students brainstorm all the words that are associated with a key concept or idea. You may also have several key words that you would like to highlight, and you can add them to the class list

2. Create a semantic map.

Now group related words and create category headings. Visually represent the relationship between the categories and the key concept of a semantic map. Once students have practiced creating whole-class semantic maps, they can work individually, in pairs, or in small groups to categorize words and identify relationships related to a key concept.

3. Extend the activity.

Students can use semantic maps as a previewing activity prior to reading, to review important vocabulary and key ideas, or as a starting point for writing an essay or research paper.

While, in line with Simarmata, the procedures that the students can be applied in reading comprehension:

1. Understanding of the Topic

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Understanding of the topic is an activity done by the students before they read the text. The students draw a large oval on the paper and write inside the topic about.

2. Brainstorming

In this activity the students try to think of the ideas that might relate to the topic by using short questions in their main. Brainstorming means that is an application of the schema theory which attempts to explain how people integrate new information with their existing framework of knowledge. In order to make it clear about the information that they express, it is suggested to use different color of pen.

3. Categorization

It is time to connect the ideas to the levels of the ideas, categories ideas, exemplifying, and detail ideas by using circles, squares or rectangles and straight lines in the schema map. Here, the students need some vocabularies.

4. Personalizing the map

It is the major activity. Here the students start to read the text. Through reading, they will decide to add or to eliminate from the information that they have written in pre-reading activity. The students try to include all information from the text.

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5. Post Assignment activity

In this activity, the students draw their ideas of both prior knowledge and new information with different color on the map.

II.4.2. The benefits of Semantic Mapping Strategy

One advantage of the concept map is that it provides students with the opportunity to access what they already know about the topic that is taught. Students can also use the concept map as a reminder of the content when they are studying later. Another advantage of the concept map is that it can be easily adapted for any grade level. Finally, the concept map taps into learners' multiple intelligences by providing a visual depiction of the concept you and the students are discussing.

Then, the benefit of this strategy for language learners is to facilitate a deeper understanding of students' vocabulary and helps them in comprehending text. The students will improve their reading comprehension by making the semantic mapping.

Semantic Mapping Strategy is helping students to ease understanding the content of the text. Furthermore, it is to improve the class situation and provoke students became more active in the learning process. They enjoyed joining the lesson. Thus, Semantic Mapping concentrates on student understandings of passages, individual words, and the strategy of using context to determine word meanings.

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II.5. Related Studies

The related studies are the researchers' review of the related research to observe some previous research conducted by other researchers in which they are related to the writer's research. Besides, the writer has to analyze what the point that is focused on, informing the design, finding the conclusion of the previous research.

Muhammad Reza Mozayan, et al (2012) had investigated about The Role of Semantic Mapping as a While-reading Activity in Improving Reading Comprehension Ability of the Iranian University Students in General English (GE) Courses. The aim of this study was to determine whether semantic mapping can have any effect on improving the reading ability of the university students taking GE courses. The participants were 180 students of the Yazd medical sciences university who were selected out of 188 subjects and participated in the study (eight were set aside as outliers.). All the subjects had obtained pre-requisite requirement for entrance in to GE courses. The age range of the subjects was 19-21. The subjects, including both males (417%) and females (58/3%) were homogeneous in terms of reading comprehension in their majors (Nursing students, 37.6%; Environmental Health, 31.5%; and Family Health, 30.9%).

The results showed that the difference among the learners' mean scores (Nursing, 6.25; Environmental Health, 2.6; and family health, 4.62)

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indicates that students of Nursing with a higher attainment in their "University Entrance Examination" (UEE) may enjoy better with semantic mapping technique. This study suggested that the higher proficiency level of the learners was the more they may benefit from semantic mapping technique as a while-reading activity. To put it differently, semantic mapping technique proved more useful to those learners who enjoyed an opposite level of language proficiency.

Based on the related studies, the research conducted by Muhammad Reza Mozayan, et al consisted two variables and the aim of the research was to determine whether semantic mapping can have any effect on improving reading ability. The similarities with this research were both studies used Semantic Mapping Strategy as the strategy to check students' reading. While, the differences were in the amount of variables, aim, and hypothesis.

Yagoub Zahedi and Mortaza Abdi (2012) had investigated about 'The effect of semantic mapping strategy on EFL learners' vocabulary learning'. The aim of this study was to compare the effect of semantic mapping strategy on forty Iranian EGP learners' vocabulary mastery. The participants were randomly assigned to a control group that received traditional direct translation and the treatment group that received instruction on semantic mapping. In order to assess the efficiency of the strategy, a pre-test and post-test was administrated to both groups. The

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results show that using semantic mapping strategy resulted in a significant difference in the participants' vocabulary learning.

Based on the second related studies, the research conducted by Yagoub Zahedi and Mortaza Abdi which consisted of two variables and the aim of the research was to compare the effect of semantic mapping strategy on students' vocabulary. The similarities with this research were both studies used Semantic Mapping Strategy as the strategy to check students' vocabulary. While, the differences were in the amount of variables, this research used an independent variable and a dependent variable. The other differences were in the research design, location, and the aim of the research.

Sasan Baleghizadeh and Mehrdad Yousefpoori Naeim (2011) had investigated about "Enhancing Vocabulary Retention through Semantic Mapping: A Single- Subject Study. This aim of this study was to show the effectiveness of semantic mapping, as a vocabulary presentation technique in learners' vocabulary retention in the framework of a single-subject study. In this research, semantic mapping was introduced as a vocabulary presentation technique, which was believed to help learners remember words better, as they see the connections between them in a map. This claim was verified through running a single-subject study, using two semantic maps. Although the results confirmed that semantic mapping fostered vocabulary retention, no conclusive assertion was made due to the nature of the study given the contradictory results reported in the literature.

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The participant was a 45-year-old male learners, learning English as a foreign language in the pre-intermediate level. He held an MA in law, and his main purpose of learning English at this age was to get prepared for the TOEFL exam. After scoring the tests, the following results were obtained. The learner's score on the test related to the session without semantic mapping was 27 out of 42 and his score on the other test (of the session with semantic mapping) was 35 out of 42. The results of this study indicate that the use of semantic mapping, improved the learner's ability to remember the words and their definitions better.

According to the study above, the similarities were in using semantic mapping strategy on vocabulary. This study was a single-subject study, and its generalizability is in question, and thus, its results should be used with caution but in this research was the experimental research design. While, the participants were two classes, but the study above was only a learner.

Kholoud Hussein Amoush (2012) carried out a study entitled "The Effectiveness of Using "Semantic Mapping strategy" on Reading Comprehension of Jordanian University Students". The aim of this study was to investigate the effectiveness of using semantic mapping strategy for teaching reading comprehension to students at Al- Balqa Applied University in Jordan, as compared to the traditional method. And the researcher tries to explore the effectiveness of the use of an innovative teaching method in enhancing reading comprehension.

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The population of the study consisted of 600 students enrolled in the English 99 course at Al-Balqa Applied University .The sample of the study consisted of two classes of English Course, Level one to twenty-five students each in Al-Balqa Applied University. The two classes were selected randomly. The findings of the study showed that semantic mapping strategy group performed better than the control group in the pre-test and in the post test.

Based on the related study above, the similarities were the use of semantic mapping strategy on reading comprehension, the researcher also used experiment and control class, then test as the instrument. Both studies used two classes as the sample.

Zaid M. (2005) applied the semantic mapping technique in teaching reading to his students at Abha college of Education. He explained that semantic mapping had been shown to be a beneficial learning and teaching strategy for all grade levels in regular and remedial classrooms as well as for those who were learning-disabled. He added that students who used semantic mapping manifest considerable improvement in reading comprehension, written expression, and vocabulary development.

The similarities were in applying the semantic mapping strategy on reading comprehension and vocabulary mastery, then the finding showed that there was improvement on students' reading comprehension and vocabulary mastery.

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Al Koumy (2009) compared the effectiveness of three classroom methods for teaching semantic mapping to college-level learners of English as a foreign language . Subjects were 187 freshmen at an Egyptian university; they were randomly assigned to three treatment groups: teacher-initiated semantic mapping; student-mediated semantic mapping; and teacher-student interaction semantic mapping. Treatment was administered over 5 months in one session per week. Subjects were pre- and post tested in reading comprehension. While the pretest indicated no significant differences in the groups, post test results revealed students in the teacher-student interaction semantic mapping group scored significantly higher than the other two groups.

Kuo and et al (2002) investigated the effect of concept mapping to enhance reading comprehension and summarization. They designed three concept mapping approaches: Map correction, Scaffold fading and Map generalization to determine their effects on the readers' comprehension and summarization ability. The experimental results of 126 fifth grader showed that the map correction method enhances reading comprehension and summarization abilities and that the scaffold fading method facilitates summarization ability.

Darayseh (2003) explored the effect of a proposed program based on semantic mapping and brainstorming strategies for developing the first scientific secondary students' English writing and reading ability. The findings of the study indicated that there were significant differences

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between the mean scores of the students in the experimental groups which can be attributed to the use of the semantic mapping teaching strategy. The researcher recommended that teachers should activate the prewriting phase and reading by using appropriate teaching strategies such as brainstorming and semantic mapping in particular.

Canas, J.D et al (2004) conducted a study about text concept mapping, the contribution of mapping characteristics to learning from texts. The effects of text concept mapping were tested during one school year (4 classes, 112 eighth graders: two classes were taught using concept mapping with practicing .The other two classes were taught through regular learning skills) . The classes were tested on language mapping comprehension after the teaching process . The findings indicated an advantage of using text concept mapping on reading comprehension . In conclusion, many studies showed almost the same findings; they showed that the effects of using semantic mapping strategy improve the learner's reading comprehension.

Rahmat hidayat (2016) had been investigated about "the effect of task based language teaching method on the students' vocabulary mastery and reading comprehension in the first year students of SMK Muhammadiyah 2 Pekanbaru. The aim of this study was to investigate the difference of students' vocabulary mastery and reading comprehension of narrative text before and after using task based language teaching method on students' vocabulary mastery and reading comprehension of narrative

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text at SMK Muhammadiyah 2 Pekanbaru. The research design was quasi experimental research. The research finding showed that there was a significant difference of posttest mean scores between the experimental class using task based language teaching method on students' vocabulary mastery and reading comprehension.

Based on this related study, the similarities with this research were to find out the effect of using strategy for reading comprehension, vocabulary mastery but the strategies of both researches were different. The research design of both researches was also similar, that was a quasi experimental research using pretest and posttest nonequivalent group design.

Almanza (1997) held a study which examined a comparison of the effectiveness of cooperative learning in small groups with whole classroom instruction using the Directed Reading Thinking Activity (DRTA) during reading. Subjects for the 8 week study were 53 sixth graders from two classes in Brooklyn, New York. A reading comprehension test was given each child after each story was completed. Results indicated that the majority of children in the cooperative reading groups score higher on the reading comprehension test than when they used the DRTA. Findings suggested the cooperative learning can be used as an instructional strategy whereby students could improve their reading comprehension.

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Based on this related study, the similarity both researches was on the reading comprehension. The differences were on the strategies, the research design, and the aim of the research.

Rini Arita (2016) had investigated about “the effect of using the jigsaw technique on students’ reading and vocabulary mastery at SMPN 1 Rumbio Jaya Kampar”. The aim of this research was to determine the effect of the jigsaw technique on students’ reading comprehension and vocabulary mastery. It was an experimental research. The participants of this research was 44 students of the eight grade of SMPN 1 Rumbio Jaya Kampar. It was concluded that reading comprehension and vocabulary mastery were related, because to comprehend the text, the students had to understand the vocabulary.

Based on this related study, the similarities both researches were using of strategy on students’ reading and vocabulary mastery, the research design, and the aim of this research. Then, the differences between both researches were on this related study which used jigsaw technique while this research used possible sentences.

The research was carried out by Dewi Ratnawati (2011) entitled, “The Correlation between Vocabulary Mastery and Reading Comprehension of the Seventh Grade Students of SMPN 13 Semarang”. This research was aimed to find out the students’ vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13

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Semarang, and to find out whether or not there was a significant correlation between students' vocabulary mastery and their reading comprehension. The population of the study was the seventh grade students of SMPN 13 Semarang by using cluster random sampling to determine the sample. The total samples of this research followed by 80 students. This study used a co-relational of ex post facto as research design. The result of applying the r_{xy} distribution showed that the coefficient correlation was 0.417. It means that there was a significant correlation between the vocabulary mastery and reading comprehension. It was suggested that to have a good mastery of reading comprehension, students should have a good mastery of vocabulary.

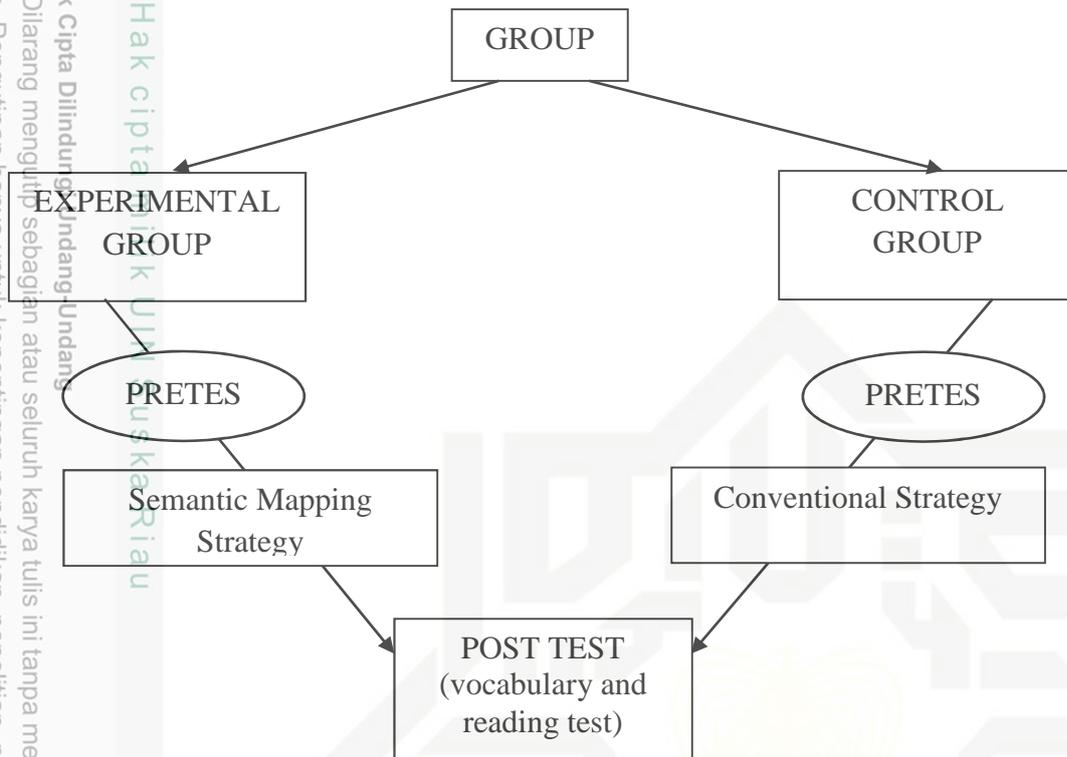
From the explanation above, the similarity was on the vocabulary mastery and reading comprehension. Then the differences were in the research design, and the variables. This previous research used two variables while this research used three variables.

II.6. The Operational Concept

The operational concept is the concept used to give an explanation about the theoretical framework in order to avoid misunderstanding. This research is an experimental research which focuses on gaining the effect of using Semantic Mapping Strategy on students' reading comprehension and their vocabulary mastery at State Junior High School 1 Singingi Kuantan Singingi Regency. The study described in the diagram of operational concept below:

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There are three variables used. The first is using Semantic Mapping strategy. The second is students' vocabulary mastery at the eighth grade of State Junior High School 1 Singingi Kuantan Singingi Regency. The third is students' reading comprehension at the eighth grade of State Junior High School 1 Singingi Kuantan Singingi Regency.

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TABLE III.1
The Operational Concept

VARIABLE	INDICATORS/STEPS
The use of Semantic Mapping strategy	<ol style="list-style-type: none"> 1. The teacher selects a text 2. The teacher divides the students into several groups 3. The teacher draws semantic map patterns 4. The teacher writes the topic/title on the middle circle. Then, write the key words in another circle 5. The students brainstorm the ideas or specific vocabularies related to the each subtopic. Then record it on the map. 6. The students read the text and revise the semantic map to reflect new knowledge. There is no limit to the subtopic. They can add new circle. 7. After the semantic map is completed, the students work again grouply to revise mapping.

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<p>The students' Vocabulary mastery</p>	<ol style="list-style-type: none"> 1. The students are able to find out the correct spelling of the certain words. 2. The students are able to find out the correct pronunciation of the certain words 3. The students are able to identify the function of the certain words. 4. The students are able to identify the meaning of certain words 5. The students are able to identify the word formation (noun, verb, adverb, and adjective) 6. The students are able to find out the synonym of the certain words 7. The students are able to find out the antonym of the certain words 8. The students are able to identify the use of suffix in certain words 9. The students are able to identify the use of prefix in certain words
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The students' Reading comprehension	<ol style="list-style-type: none"> 1. The students are able to identify the main idea of the text 2. The students are able to get factual information in the text 3. The students are able to find references in the reading text 4. The students are able to make inference from the reading text 5. The students are able to identify the generic structure of the text 6. The students are able to identify the moral value of the text
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II.7. Assumption and Hypothesis**II.7.1. Assumption**

In this research, the writer assumes that the better using Semantic Mapping strategy, the better students' vocabulary mastery and automatically the better their reading comprehension at the eighth grade of State Junior High School 1 Singingi Kuantan Singingi Regency would be.

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II.7.2. The Hypothesis

- Ho1: There is no significant difference of students' vocabulary mastery pre test mean score between an experimental group and a control group at State Junior High School 1 Singingi Kuantan Singingi Regency
- Ha2: There is a significant difference of students' vocabulary mastery post test mean score between an experimental group and a control group at State Junior High School 1 Singingi Kuantan Singingi Regency
- Ha3: There is a significant difference of students' vocabulary mastery between pre-test and post-test mean score in the experimental group at State Junior High School 1 Singingi Kuantan Singingi Regency
- Ha4: There is a significant difference of students' vocabulary mastery between pre-test and post-test mean score in the control group at State Junior High School 1 Singingi Kuantan Singingi Regency
- Ho4: There is no significant difference of students' vocabulary mastery between pre-test and post-test mean score in the control group at State Junior High School 1 Singingi Kuantan Singingi Regency
- Ho5: There is no significant difference of students' reading comprehension pre test mean score between an experimental group

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and a control group at State Junior High School 1 Singingi Kuantan Singingi Regency

Ha6: There is a significant difference of students' reading comprehension post test mean score between an experimental group and a control group at State Junior High School 1 Singingi Kuantan Singingi Regency.

Ha7: There is a significant difference of students' reading comprehension between pre-test and post-test mean score in the experimental group at State Junior High School 1 Singingi Kuantan Singingi Regency

Ha8: There is a significant difference of students' reading comprehension between pre-test and post-test mean score in the control group at at State Junior High School 1 Singingi Kuantan Singingi Regency