CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Vocabulary

1. Definition of Vocabulary Mastery

According to Crystal (2003: 2) cited by Rahmat (2017).the vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when contracting new sentence. The second word is mastery which many experts who proposed the definition of mastery. Hornby (1995: 721) states that mastery is complete knowledge or great skills. Swan, (1992: 656) defines mastery as comprehensive knowledge. In one hand the two experts, Quirk, (1991: 644) states that mastery is great skill or knowledge in a particular subject or activity.

Thus, according to definition above, it can be concluded that vocabulary mastery is the list of words which are used for the competency to comprehend and apply them in students' real life meaningfully.

2. Direct-Indirect Effect of Vocabulary Mastery on Reading Comprehension

Previous study has observed the effect of Vocabulary mastery. It has large effect to contribute reader understanding. Vocabulary as a prior component, which is the reader's ability, has to be recognized to

the reader. It takes significant role on reading outcome (Connor & Teresa, 2004).

a. Direct Effect of Vocabulary Mastery on Reading Comprehension

Evidence of potential direct effect of vocabulary on reading comprehension comes from training studies in which intervention programs were provided to improve vocabulary and reading comprehension as the outcomes. It is important to note that training studies could miss detecting a direct effect of vocabulary on reading comprehension. There are three probability that can happened, (a) vocabulary exert direct influence but it was not impacted by training, (b) vocabulary was impacted by training but it does not transfer reading comprehension automatically, or (c) both of the option. (Richard & Delia, 2010).

b. Indirect Effect of Vocabulary Mastery on Reading Comprehension

Phonological awareness refers to having access to the sound structure of oral language. Children who have phonological awareness learn to read more easily. Evidence of a relation between vocabulary mastery and phonological comes from comparing performance on phonological processing tasks involving word stimuli with performance involving non-word stimuli (Richard & Delia, 2010).

Phonology awareness is not the only evidence, which affects the vocabulary mastery as indirect influence on reading comprehension but also morphology awareness (MA) affects the indirect influence of vocabulary mastery on reading comprehension. MA may indirectly contribute to reading comprehension by at least three possible routes. First, MA may broaden students' reading vocabularies, which in turn facilitates subsequent reading comprehension. Developed MA may accelerate the acquisition of a broad vocabulary because the meaning of most morphologically complex words in English can be inferred based on the meanings of their parts (Nagy & Anderson, 1984). Other study found that MA contributes indirect via its effect on reading vocabulary (Kieffer & Mancilla-martinez, 2013).

B. The Nature of Reading Strategy

1. Definition of Reading Strategy

Anderson (1999) stated that reading is an active process between the reader and the reading material on building the meaning of the text (Al-nujaidi, 2000). Others researchers have same definition about the meaning of reading. They define that reading is a complex process between two different variable, reader and text in interaction (Carrell,1983; Aebersold & field, 1997) cited by Al-nujaidi (2000). Continuing to the meaning of strategy from some researchers, Alexander, Graham, and Harris (1998) argue that strategy can be

explained as “procedural, purposeful, effortful, willful, essential, and facilitative (Ann, 2015). Thus, the conclusion of reading strategy’s meaning is a planning to solve the problem in building the meaning of the text and as an action to select and control the reader to get the goals and the objective of the text.

2. Kind of Reading Strategy

The classification scheme used to classify the reading strategies explored in the current study follows Mokhtari & Sheorey's (2002) Survey of Reading Strategies (SORS). According to Sheorey & Mokhtari (2001) cited in Al-nujaidi (2000), the SORS is intended to give the researchers an idea about the *perceived* use of reading strategies and the frequency of use by post-secondary students while reading academic English materials encountered in college. The survey includes three types of strategies: global, problem-solving, and support strategies. Global and problem-solving strategies are similar in concept to cognitive and metacognitive strategies respectively. Mokhtari & Sheorey (2002) describe these types of reading strategies as follows:

1. Global Strategies (Glob)

Global Strategies (Glob) are those "intentional, carefully planned techniques by which learners monitor or manage their reading". These include ; (1) having a purpose in reading, (2) using background knowledge, (3) skimming, (4) reviewing text

characteristics, (5) distinguishing between parts of the text that need careful reading and those which do not, (6) using tables and figures in the text, (7) using context clues, (8) using typological aids in the text, (9) critically reading the text, (10) checking comprehension as one reads, (11) guessing what the material is about, (12) checking one's guesses about the text, (13) looking for main ideas, (14) distinguishing main ideas from supporting ones, and (15) connecting the meaning of known words to those whose meanings are unknown.

2. Problem-Solving Strategies

Problem-Solve Strategies are "actions and procedures readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding textual information". These strategies include (1) reading slowly and carefully, (2) adjusting reading speed, (3) paying closer attention to what is being read, (4) stopping to think about what has been read, (5) visualizing the information in the text, (6) rereading to increase understanding, (7) guessing the meaning of unknown word, and (8) getting back on track upon losing concentration, (9) reading word by word, and (10) checking words roots and prefixes. One of these strategies, i.e., reading word by word, may not be a useful reading strategy, but I thought it is a commonly used strategy that reflects the subjects' vocabulary size.

3. Support Strategies

Support Strategies are "basic support mechanisms intended to aid the reader in comprehending the text" (p. 4). These include (1) taking notes while reading, (2) translating difficult parts into the reader Ll, (3) reading aloud (4) highlighting important information in the text, (5) using the dictionary, (6) paraphrasing difficult parts, (7) finding relations between the different parts of the text, and (8) asking oneself questions that the text should have answered. I added three support strategies for my conviction of their importance in EFL contexts. These include (9) summarizing the reading text, (10) discussing and checking comprehension with others, and (11) making a list of the new words.

3. Reading Strategy Mediation Model

Cromley and Azevedo (2007) cited by Ahmed et al (2016) reported that vocabulary and background knowledge had a direct influence on comprehension and influenced comprehension indirectly by mediating inference-making. Word reading directly enhanced comprehension. In addition, there were indirect effects of knowledge on comprehension through strategies, and of strategies on comprehension through inference. The largest effects on comprehension were for vocabulary and knowledge followed by inference, word reading and strategies. Word reading skills and inference accounted for comparable amounts of variance.

The statement above was supported by the direct and inferential mediation model of reading comprehension (DIME model) which tested by Cromley and Azevendo (2007) cited by Völlinger et al., (2018). The model is based on an extensive literature review and integrates individual differences in domain-specific cognitive characteristic, namely background knowledge reading strategy, the ability to draw inferences, word reading accuracy and fluency, and vocabulary, to predict variation on reading comprehension.

Cromley and Azevedo (2007) found that background knowledge has a direct effect on RC and an indirect effect via strategies and inference. The authors argue that background knowledge about a topic enables better understanding of a text related to that topic. Background knowledge also enables a reader to apply the respective text-specific strategies, thereby allowing inferences to be drawn and comprehension of the text material. Word reading had a direct effect on comprehension: If a word is not decoded correctly, it may not be understood. Vocabulary yielded a direct effect on comprehension and an indirect effect mediated by inference: If the reader does not know the meaning of a word, the correct inferences cannot be drawn, thereby hindering text comprehension. For strategies, there was an indirect effect via inference found, which implies that good strategy competence fosters drawing correct inferences.

From the explanation above, it can be concluded that reading strategy is mediator variable. This study also used reading strategy as intervening variable which mediate vocabulary mastery on reading comprehension. It means that vocabulary mastery effect reading strategy before effect reading comprehension. it is supported by Cromley & Snyder-hogan (2010) which tested the fit of the DIME model on a sample of biology students and integrated a path from vocabulary knowledge to strategies. They argued that students who have to use mental resources to figure out the meaning of unknown words may be at a disadvantage compared to those who already know the meaning of a word when using strategies for the texts. Based on this argumentation, we hypothesized an additional direct effect of vocabulary on reading strategies.

C. The Nature of Reading Comprehension

1. Definition of Reading Comprehension

Woolly (2011) stated, reading comprehension is a process to take a meaning of the text. The purpose is for getting information and understanding overall the text was red. This process includes many components to enhance the goal. It is such as prior knowledge and experience. Other researcher defines reading comprehension as complex cognitive activity that is important to explain the current information. It is needs integration of memory and drawing the meaning of the text. In one hand, Comprehension is a complex

process that requires an active interaction between the students' background knowledge of the context, the purpose of the reading material, and the level of vocabulary and language used by the authors in order to gain meaning of a text. It is being a complex process because it requires students to engage in multiple cognitive activities, processes, and skills. These skills involve fluently decoding words, understanding the language syntax, making inferences, using background knowledge, and managing working memory as needed.

2. Reading Comprehension Level

Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text (Rumelhart, 1980). According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge. As Anderson (1977, p.369) point out, "every act of comprehension involves one's knowledge of the world as well". Reading comprehension operates in two directions, from bottom up to the top and from the top down to the bottom of the hierarchy.

Reading comprehension is the ability to process information that we have read and to understand its meaning. The three levels of comprehension are the literal level, inferential level and the critical/evaluative level.

a. **The Literal Level:** It is simply what the text says and what actually happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. It focuses on reading the passages, hearing the words or viewing the images. It involves identifying the important and essential information. With guidance, students can distinguish between the important and less important ideas.

b. **The Inferential Level:** It involves determining what the text means. Determining inferential meaning requires you to think about the text and draw a conclusion. The focus shifts to reading between the lines, looking at what is implied by the material under study. It requires students to combine pieces of information in order to make inferences about the author's intent and message. Guiding students to recognize these perceived relationships promotes understanding and decreases the risk of being overwhelmed by the complexities of the text being view, heard or read.

c. **The Critical Level:** In this level we are analyzing or synthesizing information and applying it to other information. Understandings at the literal and interpretive levels are combined, reorganized and restructured at the critical level to express opinions, draw new insights and develop fresh ideas. Guiding students through the applied level shows them how to synthesize information, to read

between the lines and to develop a deeper understanding of the concepts, principles, and implications presented in the text.

3. Model of Reading Comprehension

There are three major reading comprehension models that play a significant role in managing and facilitating the comprehension process, as well as assisting readers to better understand a written passage and overcome their reading comprehension difficulties while engaging in the reading process. These models include the bottom-up model, the top-down model, and the interactive model.

a. Bottom-up model

According to Ahmadi et al (2013) and Van Duzer (1999) cited by Almutairi, (2018) , The notion behind the bottom-up model is that readers should gradually start the reading process by decoding every letter, vocabulary word, and eventually sentence in order to construct meaning from a written passage. In other words, this model looks at the entire reading process as letter and vocabulary-based. Thus, readers are required to understand and recognize each letter and vocabulary word while reading. Since this model emphasizes the importance of understanding every single word for comprehension, quick word understanding is an essential requirement for the bottom-up approach.

b. Top-down model

In contrast to the bottom-up model, the top-down reading comprehension model engages readers' prior knowledge, experience, and expectation about a particular topic in order to obtain meaning from a written passage. Thus, as described by Eskey (2005) cited by Almutairi (2018), the top-down model considers reading comprehension as a process that begins "from the brain to text". In the top-down model, readers are required to start the process of reading comprehension with building particular expectations about the text. These expectations should be built based on a reader's previous knowledge about a particular topic. After building some expectations, the reader moves to another task in which they draw on their world knowledge in order to decode vocabulary within the text to either prove or modify their pre-established expectations. Therefore, the top-down comprehension model looks at the text itself as meaningless, with the reader gaining meaning by integrating the text into their prior knowledge (Aebersold & Field, 1997; Ahmadi, Hairul, & Pourhossein, 2012).

c. Interactive model

Since the interactive model emerged to address weakness and limitations that were found in both the bottom-up and the top-down reading comprehension models, it tends to integrate features of each. Today, the interactive model is the most widely conclusive

model for explaining the process of reading comprehension and confirms the importance of the interaction between a reader and the text (Ahmadi & Gilakjani, 2012). Mainly, the interactive model adapts the notion that neither the bottom-up nor the top-down model can be used in isolation to explain the entire reading comprehension process. Therefore, it called for the creation of an interaction between these two models (Ahmadi & Gilakjani, 2012; Ahmadi, Ismail, & Abdullah, 2013; Rumelhart, 1977). In addition, Rumelhardt (1977) emphasized that "both sensory and non-sensory come together at one place and the reading process is the product of simultaneous joint application of all the knowledge sources". Similarly, Alderson (2000) pointed out that "the whole reading process is not an 'either/or' selection between the bottom-up and top-down models, but involves the interaction between both approaches".