

CHAPTER II

REVIEW OF LITERATURE

This chapter presents some theories that apply to conduct this study. It describes both theory and explanation about vocabulary mastery and reading comprehension based on gender differences. More explanation will be discussed below:

A. Vocabulary mastery

1. The Definition of Vocabulary Mastery

To Cambridge Advanced Learner's Dictionary, there are two definitions of vocabulary like as: (a) all the words known and used by a particular person (b) all the words which exist in a particular language or subject. According to Hayati (2016) vocabulary is one of the language components. Especially for beginners, vocabulary mastery is the basic knowledge to learn English. If they master vocabulary, they are going to be easy to understand the material. Meanwhile, if they have limited vocabulary they will feel difficult to understand the text. In other words, if students have low vocabulary mastery, it will be difficult for them to understand the purpose of the text. Learning vocabulary aims to find and understand the meanings of certain words in the language used. In general, vocabulary can be described as oral vocabulary and written or print vocabulary. Oral vocabulary refers to the top words that we used in speaking or listening. Written or print vocabulary refers to words that we used in reading or writing.

Vocabulary mastery can be defined as someone's proficiency in using words and their meaning appropriately in language. Vocabulary mastery is the

process to comprehend English vocabulary learned from the messages communicated. By reading a text, learners will be accustomed to looking the dictionary up guessing the words; and using the words in the context properly. Good vocabulary mastery will help the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. On the contrary, if the learners are unfamiliar with the meaning of the words by those who address them, they will be unable to participate in a conversation, ask for the information, or express some ideas and thoughts (Yuliawati 2018).

2. Types of Vocabulary Mastery

Vocabulary varies in the four skills of language, listening, writing, reading, and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in the real situation, the process may change, especially in foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary. There are two kinds of vocabulary, namely receptive and productive vocabulary (Alqahtani 2015). These will explain clearly as follows:

a. Receptive or Passive vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context but cannot be produced correctly. It is vocabulary that the learners recognize when they see in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process

because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but does not use them he or she speaks or writes.

b. Productive or Active Vocabulary

Productive vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to other.

3. The Importance of Vocabulary Mastery

When someone talks about vocabulary, the first thing that comes to one's mind; a vocabulary is a group of words in a certain language as a part of teaching-learning a foreign language. From the statements above this study concluded that a vocabulary is a group of words that are used to comprehend the text and express the idea in communication. The more students get vocabulary, the easier it to increase their English skills.

Besides, vocabulary as one of the language aspects has to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she

has enough vocabulary and has the capability of using it accurately. Bandu (2014) mentions two main reasons for the importance of vocabulary. First, language exists in two forms, spoken and written, both of them need a 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.

B. Reading Comprehension

1. The Definition of Reading

Reading is one important skill in learning a language. To develop reading skills it is necessary to read many kinds of reading materials. Students should not only develop their reading skills, through formal education and assignment in various school textbooks, but they also should read fiction, free reading books, newspapers, and magazines.

In addition, reading is defined as a process of installing new experiences in the mind. It needs intensive concentration in order to get new experiences. It is a surface structure of the language which does not directly represent meaning. The meaning resides in the deep structure of language, in the intentions of the writers, and the interpretation made by the readers (Natsir & Anisati, 2016). Haryono (2016) says that reading skill is an integral part of daily activity, which is important for people's academic, personal, and social lives. Vocabulary mastery is an aspect that is closely related to reading skills.

Based on the description above, it can be known that reading means pronouncing the words, identifying the words, and finding the meaning from a text in order to get the information from the text. Reading can develop a person's

creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities, and emotional responses.

2. Types of Reading

There are two different kinds of reading. They are extensive reading and intensive reading.

a) Intensive Reading

Brown explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details to understanding literal meaning, implications, rhetorical relationship. Intensive sometimes called “Narrow Reading”, may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meaning of the text. Intensive reading means that the readers take a text, study it line by line, and refer at every moment to the dictionary about the grammar of the text itself.

b.) Extensive Reading

Extensive reading is carried out to achieve a general understanding of the usually somewhat longer text (long article, book, etc.). Extensive reading aims to build reader confidence and enjoyment. Pleasure reading is often extensive. Extensive reading is always done for the comprehension of the mains ideas, not for details.

3. Reading Comprehension

According to Gilakjani (2016) defined of reading comprehension is the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. As the discussion of the definition of reading itself, readers extract information from the printed text to construct the meaning of the text. As well reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text), understanding of text types.

From the statements, this study concluded that, reading comprehension a process to understand the text and also getting meaning from word to word or line to line to understand what we read and to get information. Reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on comprehension skills but also on the readers' experience and background knowledge. The readers who are good at comprehending can organize between their background knowledge and the message in the text and decide which process is needed to meet their purpose of reading.

Meanwhile, the purpose of reading comprehension is to get information upon a reading text, as well as to comprehend the meaning from words that are

already known in order to increase the student readers' vocabulary. But as the matter of fact, many students face difficulty in comprehending English text and the students still have difficulty in memorizing vocabulary. Furthermore, to understand English reading text the students have to have a good command of vocabulary. This good command of vocabulary will make them fluent in reading and can catch new vocabulary through context. Each word students add to their vocabularies makes them a better reader.

C. Gender

Gender refers to the concept of male and female based on the dimension of social culture and psychology. Gender is distinguished from sex, which involves the biological dimensions of women or men (Neculaesei, 2015). Also, gender is a classic and significant predictor in educational, psychological and linguistic research (Catalan 2003 as cited in Bećirović 2017). Therefore gender is considered as one of the main factors that influence foreign language learning and ignoring its' effect may lead to the inappropriate creation of learning environments and materials for both male and female language learners.

Rahmah (2003) as cited in Asri (2015), in her comparative study between male and female students in sharing opinion in the classroom, interaction found that: firstly, female and male students are almost the same in vocabulary, particularly in pronunciation and diction. Secondly, female students are more polite and excellent in structure than male students. Thirdly, the self-confidence of male students is higher than female students. Moreover male students focus on ideas while female students focus on forms.

According to Ngongare (2020) comprehension is also affected by, for example, gender. Female students significantly outperformed their male counterparts in reading comprehension of neutral texts. The other Program for International Student Assessment (PISA) study was carried out in 2006, and again, in all countries, “females obtained higher average scores over males. A worldwide measurement of reading ability was conducted, also by the PIRLS in 35 countries” (Mullis, Martin, Gonzalez, & Kennedy, 2003 as cited in Ngongare 2020). In that study, “the reading-test scores of the females in all the countries are significantly higher than the males”.

Asri (2015) stated that female students are strong enough to memorize or remember information such as conversation, information between an individual or social interaction. Female students find it easy to learn literature and other social science; meanwhile, male students find it easy to describe complex problems such as mathematics, physics, and the other natural sciences. Females have a good graduate to arrange words, spell the sentences, good smelling, and can learn to fast another language. The female brain part left grows so fast, so some females are good at making a sentence, good to choose a word, etc. For that reason, females will use the left part brain to talking. Not like females, the male's right part brain grows so fast too, this part will make that male have good logical, mathematic, set of puzzles, and problem-solving. This is the reason why males have a good solution to the problem, reading a map.

D. Previous Studies

In this study, there are some previous study-related studies from some researchers. Here are some previous studies that investigate the correlation between students' vocabulary mastery and reading comprehension. Miftah, (2015) has conducted the correlation researches by the title "the correlation between students' vocabulary mastery and their reading comprehension of narrative text". In which the sample was 30 students from class IX D at the third-grade students of SMP Negeri 1 Tegineneng, Pesawaran. The objective of this study was to find out the correlation between students' vocabulary mastery and their reading comprehension. Therefore the methodology of this study was a correlational method. In collecting data, she used the test as the instrument.

Since the study was correlational method, the data were computed statistically by using Pearson Product Moment as a formula. The result of this study showed that the mean of the scores of vocabulary test is 0,729. The data were collected by means of test and were analyzed by using SPSS at the significant level of 0.05, the result showed that there was a significant correlation between students' vocabulary mastery and their reading comprehension of narrative text. The result showed that the mean of the scores of vocabulary test is 0,729. Therefore, meaning the correlation is significant. The research alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

The other study comes from Hayati (2016) analyzed the correlation between Indonesian students' vocabulary mastery and their reading comprehension at the fourth semester of STKIP Dharma Bakti Lubuk Alung. Her correlational study involved 70 students taken through cluster random sampling.

Vocabulary and reading tests were employed to determine the correlation. Through Correlation of Product Moment, a coefficient correlation between two variables was found to be 0.61 with index correlation in r-table was 0.1617 for $\alpha=0.05$, suggesting that the coefficient correlation between two variables (r_{xy}) t-calculated was bigger than the t-table, coefficient correlation between two variables was found that H_1 was accepted and H_0 was rejected. It means Her study showed that there is a positive correlation between students' vocabulary mastery and their reading comprehension at the fourth-semester students of STKIP Dharma Bakti Lubuk Alung.

Other studies from Bahri (2018) investigated the correlation between students' vocabulary mastery and their reading comprehension. Data were collected from 32 seventh-grade students OF MTs Daarul Ihsan. The test item of vocabulary mastery and reading comprehension were given to the students to measure their level of vocabulary mastery and reading comprehension. The data of the study were analyzed by using statistical analysis. Before calculating the data, the writer checked the normality of the data and the result showed that the distribution of the data was not normal, from the data above, the writer got the result of each variable.

Then Bahri used the Spearman rho correlation, because the data is not normally disturbed. Regarding the result above, the correlation coefficient equaled $r_s = .724$, which indicated there was a positive correlation between the two variables. From the r_s number (.724), the writer concluded that there was a strong correlation between the two variables. The number of .724 resided between $r=.50$

to .1. It means that the strength was a large correlation. Based on the data, vocabulary and reading were significant because of Sig. 1-tailed (0.000) was smaller than 0.05. It means that, if the students mastered vocabulary, so they would be mastered in reading comprehension. The final result showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension.

Then, Abedi (2017) the purpose of this study was to investigate the role of vocabulary knowledge and reading comprehension among Iranian EFL learners. The participants in this study were 50 EFL learners who were selected randomly from among intermediate learners in Adib Language Institute in Ardabil, Iran. To collect data, learners were given two tests. One of them measured the depth of vocabulary knowledge (DVK), and the other one was a reading comprehension test that required them to read different passages and answer multiple-choice questions.

In order to analyze the collected data, the SPSS software was used and one-tailed Pearson product-moment was used for statistical analyses. In order to find any possible relationship between the variables, one-tailed product-moment correlations were used. The Pearson correlation coefficient which obtained for depth of vocabulary knowledge and reading comprehension was higher than 0.70 ($p < 0.05$), i.e., there was a high and positive correlation between the scores on word knowledge and reading comprehension. The final results of this study showed that there was a strong positive relationship between depth of vocabulary knowledge and reading comprehension skill.

Another study is Manihuruk (2020) studied the correlation between students' vocabulary mastery and reading comprehension performance. The sample was taken using the cluster sampling technique, i.e., by taking 52 students of Batch 2015, 2016, and Batch 2017 as the participants. Data were collected in May 2019 by administering vocabulary mastery and reading comprehension tests. The instrument's reliability was tested employing Cronbach Alpha with the results of 0.733 for the vocabulary test and 0.730 for the reading comprehension test, indicating both instruments are reliable. Using Spearman's non-parametric test, the correlation coefficient between the two variables at the sig. (2 tailed) and 0.05 level of significance was 0.014. By using Spearman's non-parametric test the result is there is a positive moderate correlation between vocabulary knowledge and reading comprehension.

The relation of students' vocabulary mastery and their reading comprehension in guessing words of meaning from context is the purpose of this study Yulianti (2020). To get the information and the empirical data about the populations of the research are 18 students to be the objects of the research. This research was using the experiment method in the quantitative form by collecting the data from the observation. All the data gained in this research was analyzed by using the formulation of Pearson of Product Moment Correlation Coefficient. According to the result of the analysis and statistical calculation, it is found that r_{xy} is 0,662 and r_{table} is 0,468 and 0,589 with the degree of freedom ($df = n - 2$) is 16. By comparing the values of r_{xy} and r_t , it can be got the r_{xy} is bigger than r_t and the statistic hypothesis states: If $r_o > r_t$ significance: there is correlation and H_a

accepted. If $r_0 < r_t$ non-signification: there is no correlation and H_a is rejected and H_0 is accepted. The result of the hypothesis is r_{xy} bigger than r_t which means the alternative hypothesis is accepted and the percentage of correlation was 43,82%. According to the result of the analysis and statistical calculation, there is a correlation between students' vocabulary mastery and reading comprehension in guessing words of meaning from context.

Another study from Furqon (2013) investigated how far correlation between students' vocabulary mastery and their reading comprehension. The technique used to collect data in this study is an achievement test. The test contains 50 questions, 25 questions are the questions to measure students reading comprehension and 25 are to measure student vocabulary. Since this research is normally distributed, the computation of correlation employed the Pearson Product Moment formula. Data were collected from second-grade students and his findings showed the correlation coefficient is 0.7205 that there was a strong correlation between students' vocabulary mastery and their reading comprehension.

The last study from Darwis and Abdul (2014) has analyzed a correlational study between vocabulary mastery and reading comprehension of PAI students of Tarbiyah STAIN Datokarama Palu. Their research focuses on finding out the correlation between two variables vocabulary mastery standing as variable X and reading comprehension standing as variable Y. By using r_{xy} formula, it was found that the value of r counted was 0.727. In order to answer the first research question, a table of Interpretation of Coefficient Correlation of r Value. The value

0.727 was on the position between 0.60 and 0.799. Therefore, the level of correlation between variable X (vocabulary mastery) and variable Y (reading comprehension) was strong.

The similarity comes when both of these researchers, firstly, almost all the study which has been mentioned concern the correlation between vocabulary and reading comprehension. Second, the instrument used counted SPSS to analyze the instrument. Meanwhile, the differences 1 in 8 researchers use the questionnaire and the other use test to count the data in this study also use the test as an instrument, second between this study tries to find the answer of the correlation between students' vocabulary mastery influencing their reading comprehension also tries to find the significant correlation between vocabulary mastery and reading comprehension among male and female students.