

Chapter Two

Literature Review

In this chapter, the researcher tries to give clear description of theoretical framework. The subs are reading that consist of definition of reading, benefits of reading, type of reading, reading habit and reading journal article. It followed by vocabulary that comprised of the role of vocabulary, vocabulary mastery and kind of vocabulary. Next is conceptual framework and at last is hypothesis.

Reading

Definition of Reading. Reading is a process of constructing meaning that can be achieved through dynamic instruction among the following aspects like reader's prior knowledge, the information provided by the text and the context of the reading situation (Klingner, Sharon & Alison, 2007). Moreover, reading is a constructive process which the prior knowledge and experience affects the reader's comprehension of the text (McEntire, 2003). It means that in reading, prior knowledge and experience are important to get proper understanding of the information in a text.

Furthermore, Grabe and Stoller (2002) stated that reading is also to do with purposes, experiences, strategies, skills and even attitude towards reading. It means that reading facilitates a writer to share knowledge, ideas and feelings with reader. It also indicates that reading is not only to get messages from a text but also utilizing the reading purposes and strategies.

Benefits of Reading. Reading has many beneficial effects in language acquisition. Chang and Gould (2008) believe that reading facilitates language

development. It means that the more they read, the more they can develop their language like their grammar and vocabulary knowledge. As Harmer (2007) acknowledge, reading can also help students improve their spelling and writing skills. When they fail an English reading test, they may feel disappointed and discouraged but it does not mean that they are poor readers. They fail the English reading test simply because they do not know enough words in order to understand texts and answer the comprehension questions.

Types of Reading. There are two types of reading. According to Richards and Schmidt (2002), types of reading are intensive reading and extensive reading. Intensive reading is related to further progress in language learning under the teacher's guidance. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Then, reading of journal article included in intensive reading because the students either get instruction or assistance from the teacher. Whereas, extensive reading is reading in quantity in order to gain a general understanding of what has been read. Thus, extensive reading is the activity that people do for pleasure. The readers can freely choose the text that they like, such as a novel, magazine and others. It is intended to develop good reading habits, to build knowledge of vocabulary and structure and to encourage a liking for reading.

Techniques of Reading. The students need certain techniques to get meaningful information when they read a text. They can use one or more techniques to read the reading text. They are expected to select the appropriate

techniques to get information. According to Beatrice and Linda (2004) there are ten techniques of reading:

Previewing. The aim of previewing is to find out what are the students going to be reading before they actually read. Then, the students preview to get an idea of what they will find in the text. Their brain can begin making connections, and their comprehension will be faster and better.

Scanning. Scanning is aimed at finding specific information from the reading text quickly. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Thus, it also used when the students first find a resource to determine whether it will answer their questions.

Skimming. Skimming is a high speed process and involves visually searching the sentences of a page for clues to meaning. In addition, skimming is one of the reading skills that is aimed at finding the general idea quickly. It is what you do when you are searching for something particular in the text the way you might read a phone book or dictionary. Used to find a specific reference, locate new material, locate the answer to a specific question, and get the main idea of a selection or review.

Using vocabulary knowledge (guessing). Sometimes in a passage, the students find the unknown or difficult words. Ask the students to guess the words. The teacher can help the students to describe the word in English or give the similar meaning of the words.

Making inferences. Good readers constantly make inferences as they read. Look for clues in the text, and then use the clues to guess about the text and about

the writer's ideas. This is especially important when some ideas are not directly stated. Making inferences also help a reader get around difficult vocabulary or sentences structure.

Finding topics. In order to understand what you are reading, you need to connect it to something you already know. To make this connection, you need to be sure that you know what it is that you are reading about. That is, you need to know the topic.

Discovering topics of paragraphs. It is important to be able to find the main idea in a paragraph. The main idea tells what the paragraph is mostly about. All of the other sentences are details that tell more about the main idea.

Understanding main idea. Understanding the main idea or gist of a piece of text is a sophisticated reading task. Textbook chapters, articles, paragraphs, sentences, or passages all have topics, main ideas, and supporting details. The topic is the broad, general theme, message or what some call the subject. The main idea is the "key concept" being expressed. Details, major or minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps readers understand the points the writer is attempting to express.

Identifying patterns of organization. Finding the pattern help you find the main idea and remember the important details. Thus, looking for patterns is a way to improve your comprehension while reading.

Summarizing. Summarizing is the process of retelling the important parts of a passage in a much shorter form. A good summary includes the main ideas and

the major supporting points of what you have read, does not include minor details and your own ideas or opinions.

Reading Habit. The activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms reading habit is often considered as terms the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner, 2002). Moreover, Shen (2006) identified reading habits, as how often, how much and what the readers read. According to Thanuskodi (2011) defined reading habit into two; reading and habit. He explained reading as an activity of a person who reads, and habit is the product of the activity. The activity becomes a habit when it is done frequently, repeatedly and constantly. Thus, the habit of reading is the activity which is done continuously and frequently will become a behavior or routine.

Besides, reading is an important language skill in human, therefore the reading habits need is grown in every human being. By the habit of reading a person will gain extensive knowledge and insight as human beings will not be separated from the need for information that is generally found in the form of reading. Tampubolon (1990) stated that “the habit of reading is one of the deciding factors in the ability to read” (p. 243). Automatically, if the reading is often performed the reading skills we will also be getting better.

Reading Journal Article. Journal is a newspaper or magazine that deals with a particular subject or profession (Oxford Dictionary, 2011). It means that every journal has a specific subject. For example, if we search about education so we can browse education journal article. In the other side, College (2015) has

recognized that journal can be defined as an academic magazine which has available on a regular schedule. That was includes the articles which is written by experts in a field of the study. Those articles can be written by the students or teachers that have had great specific vocabulary and science. Additionally, a journal article also can be called as scientific article.

The reading journal article did not contain any part where students could write new vocabulary from their reading. However, a student indicated that they can learn new vocabulary from reading journal article. Nation and Newton (1997) stated that to remember a word, a learner has to keep meeting the word by doing reading in large amounts which was made possible by the reading journal article. Furthermore, journal log model suggested by Lyutaya (2011) was utilized in the reading journal article used in this study. The reading journal article in this study consisted of six parts, namely: (1) Title of the book, text or article, (2) Prediction of content based on the title, (3) An intriguing sentence or passage, (4) Inferential or critical questions, (5) Opinion about the story, and (6) Summary or plot.

Reading journals articles are logs where students record their comments on the assigned readings. They may react, question, argue, provide additional examples, or write about what the readings mean to them personally. Some teachers prefer to use more structured reading journals articles where they ask specific questions to their students to answer in the journals (Erickson, Peters, & Strommer, 2006, p. 125).

Vocabulary

The Role of Vocabulary. Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001). Someone who has a lot of vocabulary of foreign language could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. Langan (2002) stated that “if you have a poor vocabulary, it will make you have slow reading speed and limit your comprehension” (p.341). Not only that, vocabulary is important because it gives significant impact on reading comprehension (Athans & Devine, 2010).

Based on Neuman and Dawyer (2009) cited in Bintz (2011), vocabulary can be defined as the words we must know to communicate effectively like words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Then, Linse (2006) cited in Bintz (2011) stated that “vocabulary is the collection of words that an individual knows” (p. 121). While, learning vocabulary is important as a part of learning English or other foreign languages since learners learn vocabulary first before they master more complex structure. This is supported by Richard and Renandya (2002) that “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write” (p. 255).

Vocabulary Mastery. Vocabulary is one of the language aspects which should be learnt. Learning is important because in order to be able to speak, write, and listen learners have to know vocabulary first. According to Cameron (2001) who stated that a person said to know a word if they can recognize the meaning

when they see it. It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context. Vocabulary mastery is a great skill of knowledge about a set of words known by a person as a part of specific language. Harmer (2001) states that vocabulary mastery is one of the most obvious components of language and one of first things applied linguistics turned their attention.

On other hand, Grabe (2009) also stated that raising the students' awareness of the new words that they encounter in texts represents an important learning goal. Furthermore, he reported in his research that anew issue of current review about vocabulary mastery stressing on the importance of making students aware of use the new words they encounter and motivating the students to learn and use the new words, more ever the students need to be collectors of words either by listing words which are interesting or difficult, or by noting possible connection between new words and known words or trying to use the new words in some interesting way.

Based on Hirsch (2003) found that knowing at least 90 percent of the words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words. Then, Harmer (2001) said that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective,

and adverb. It means that, every student can learn some aspect like vocabulary by reading.

Meaning. The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. Whereas, morpheme is the smallest unit that are carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

Synonym. The term synonym derives from Greek are syn- + -nymy. The two parts mean same and name. Synonym deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

Antonym. Antonym is the opposite of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

Denotation. Based on Keraf (1984) said that denotative meaning is also called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference.

Connotation. Connotation is more complicated than denotation. Widarso (1989) state “denotation is the meaning of a word which has added the component of meaning related to emotional overtones” (p. 69).

Use. According to Nation (2001), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into countable or uncountable, transitive or intransitive, giving a few similar collocates, mentioning any restrictions on the use of the word like formal, informal, impolite, only used with children, and giving a well known opposite or a well-known word describing the group or lexical set it fits into.

Spelling. Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order, an arrangement of letters that form a word or part of a word and the process of forming words by putting letters together.

Pronunciation. According to Hewings (2004), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch or the rise and fall of the voice is used to convey meaning.

Sounds. The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are inter changed, they will make new words; for example, in bit and pit. Similarly, the vowels /ɪ/ (as in *it*) and /ʌ/ (as in *up*) are separate.

Syllables. Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as consonant (s) + vowel + consonant (s). This means that various combinations of vowels and consonants are possible like vowel only (e.g. in *a*), consonant + vowel (e.g. in *me*), vowel + consonant (e.g. in *eat*) and consonant + vowel + consonant (e.g. in *bag*)

Words. A word can be either a single syllable (e.g. *cat*, *own*) or a sequence of two or more syllables (e.g. *window*, *about* [two syllables]; *lemonade* [three syllables] or *electricity* [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in “*window*” the first syllable is stressed and the second is unstressed, while in “*about*” the first syllable is unstressed and the second is stressed.

Kinds of Vocabulary. Lehr and Osborn (2001) explained two kinds of vocabulary description as follow. First, words come in two forms, oral and print. Oral vocabulary includes the words that are recognized and used in listening and speaking. Whereas, print vocabulary are includes the word that are recognize and used in reading and writing. Second, word knowledge is composed of two forms, receptive and productive. Receptive vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context. Whereas, productive vocabulary includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing.

Review of Related Studies

To support this research, many researchers which are relevant with this research are presented here. Those are:

The first research is research from Bastian (2013) entitled “*A Correlation Study between Student’s Reading Interest toward their Vocabulary Mastery of the Fourth Semester of English Department Students of Salatiga in Academic Year of 2012/2013*”. The aims of this research are to know the score of reading interest, the score of vocabulary mastery, and to proven the significant correlation between reading interest and vocabulary mastery. This research using a descriptive quantitative research. The researcher using questionnaire to finding the score of student’s reading interest, and the writer applied test to finding the score of vocabulary mastery of the Fourth Semester of English Department Students of Salatiga. The result of this research showed that score of reading interest of the Fourth Semester of English Department Students of Salatiga is good. It can be seen from the result of reading interest score is 77.31%. In this research also showed that score of vocabulary mastery the respondents is excellent. It was known from the result of score of vocabulary test is 83.70%. Then, the result of correlation formula showed that the r -calculation is 0.483. To know the significance of variable X to variable Y, r -calculation is compared with r -table with the number of sample (27) students and the level of significance 5% (0.05), which is 0.381. It proved that r -calculation is almost the same with r -table because r -calculation is 0.483 while r -table is 0.381. It also proved that there was positive correlation between reading interest and vocabulary mastery.

The second research by Chen (2011) in her research on “*The Impact of EFL Students’ Vocabulary Breadth of Knowledge*”. The purpose of this study was to investigate whether EFL students’ vocabulary breadth knowledge influences their literal reading comprehension. To accomplish this study, the mixed methods design was used. All the participants in this study were given a set of tests which included vocabulary levels test and reading comprehension tests. Individual interviews were conducted after the quantitative phase and were used as supportive data. The quantitative results indicated that vocabulary breadth of knowledge was positively and significantly correlated to literal reading comprehension. The qualitative findings showed that the majority of participants agreed breadth of vocabulary knowledge played a greater role in their literal reading comprehension process. The interview results determined the participants relied more on breadth of vocabulary knowledge than others, for example syntactic knowledge, during literal reading. Moreover, the interviewees who had better language proficiency tended to utilize more literacy skills in interpreting the content of reading passages than did lower language proficiency learners.

The third research is by Naimatun (2015) conducted a research on “*The Correlation between Reading Habits and Students’ Vocabulary Mastery at English Education Department Universitas Muhammadiyah Yogyakarta*”. The objective of this research is to identify the students’ reading habit, to reveal students’ vocabulary mastery and to find out the correlation between reading habit and vocabulary mastery. This research was conducted in English Education Department (EED of Universitas Muhammadiyah Yogyakarta (UMY)). The

population of EED UMY batch 2013 was 194. There are 106 students of EED UMY batch 2013 participated in this research. This research used quantitative approach and correlation as the methodology. Moreover, this research used two instruments namely questionnaire and vocabulary test. The research found out that the EED UMY students' batch 2013 had good reading habit. It was supported by the students reading habits mean value of 3.09. The research also found out that the vocabulary mastery of EED UMY was in good category since the mean value of vocabulary was 3.54. The last result showed that the correlation between EED UMY students' reading habit and vocabulary mastery is in very weak criteria of correlation. It means that the correlation was positive but not significant with the correlation value was 0.106 and the probability value was 0.278.

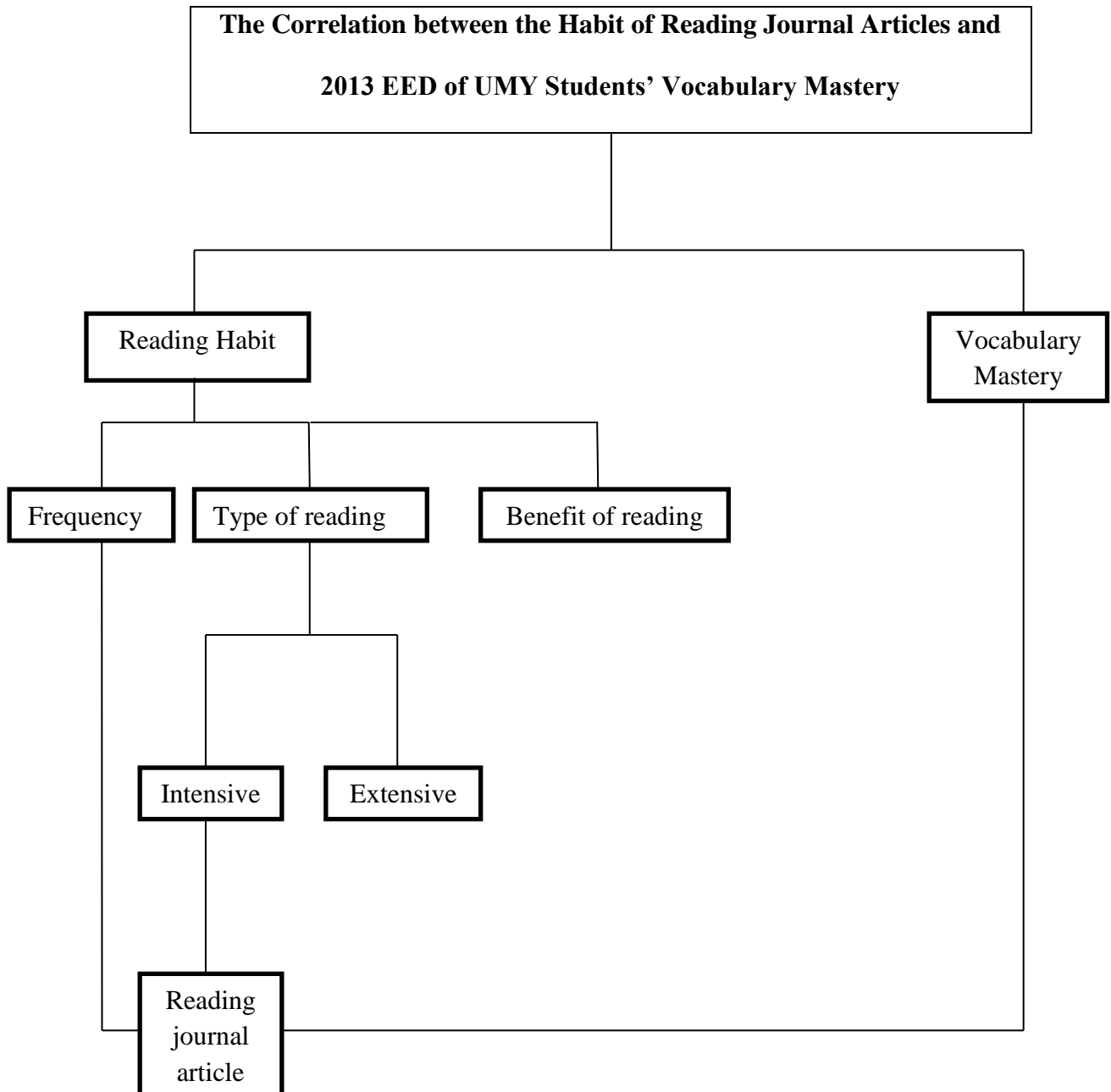
Conceptual Framework

Based on literature review, vocabulary is one of the important components in language learning. Four skills in English language learning need much of vocabulary. The vocabulary mastery is not a spontaneous process which is easy to be done. We know that first language comes from the mother tongue. The process of vocabulary mastery begins when someone like reading. English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. Then, without vocabulary the readers cannot understand what they read. As mentioned above, between reading and vocabulary has correlation and good effect for us. We can read everything to get new word which can add our vocabulary.

From the discussion above, the researcher thinks that the students can learn and get more new vocabulary by the reading. Furthermore, reading divided in two types like intensive and extensive reading. Intensive reading is the language learning under teacher guidance. While, extensive reading is reading in leisure time. Then, reading journal article belonging in intensive reading. The habit of reading journal article became a means that encouraged students to read regularly, one book and one article of their choice every week that gave them more opportunities to encounter new vocabulary more. The students feel easier to understand something faster. Actually, it has many benefits for students who learn English language.

Figure 2.1

Conceptual framework of the research



Hypothesis

Based on the problems above, the hypotheses of the study are stated as follows:

1. Alternative Hypothesis

H1: There is a significant correlation between the habit of reading journal articles and the student's vocabulary mastery in EED of UMY batch 2013.

2. Null Hypothesis

Ho: There is no significant correlation between the habit of reading journal articles and the student's vocabulary mastery in EED of UMY batch 2013.