

CHAPTER II
REVIEW OF RELATED LITERATURE
THE INFLUENCE OF STUDENTS' ACHIEVEMENT
IN VOCABULARY TO READING ABILITY

A. Previous Research

To develop the original analysis, the researcher presents the previous study dealing with the topic.

1. Thesis under the title “Correlation Between Students’ Reading Test Of English As International Communication (TOEIC) Score And Their Achievement Based On Cognitive Domain Of Bloom Taxonomy” (A Study At SMA Negeri 3 Semarang In The Academic Year 2010/2011). The writer is Lina Hasnawati (073411064).

Test of English as International Communication (TOEIC) is used for an English test as an admission in reputed International Standardize Pilot School (Rintisan Sekolah Bertaraf Internasional/RSBI). The finding of this research showed that there is correlation between TOEIC score and their achievement based on cognitive bloom taxonomy. The similarities with this research are the research design, which is correlation research. However, this research is different with previous reseach. This research identifies the correlation from the students’ achievement based on their TOEIC reading score, but in this research, the researcher will take the ability of vocabulary and reading to measure their achievement in English learning. This research has been considerably major sources for the researcher to deepen the understanding in reading test based on TOEIC and also the students’ achievement. In addition, this research gives advantages for the researcher about the research method that will be used.¹

¹Lina Hasnawati, 073411064, *Correlation Between Students’ Reading Test of TOEIC Score Based on Cognitive Domain of Taxonomy Bloom, A Study At SMA Negeri 3 Semarang In the Academic Year 2010/2011* (English Language Teaching Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, 2011).

2. Thesis under the title: The influence of language educational background toward students' learning performs GPA at special program of Ushuluddin faculty IAIN Walisongo (A Study with Students at Bilingual Education for Academic Year 2005-2006 and 2006-2007).² Umi Hamidah (3104285).

The result of the study shows that there is influence of educational background toward students' achievement of bilingual education at special program of Ushuluddin Faculty. The researcher conducted the study through quantitative approach.

The similarity between her research and this research is on the object of the study (students' achievement), approach of the research (quantitative approach) and method of collecting data.

The differences are on the first variable (influence of learning major at Senior High School), the setting of the research (Tarbiyah Faculty at IAIN Walisongo Semarang), the participants of the research (the first students of ELT Department) and the data analysis.

3. Thesis under the title: The Influence of Parent's Education Level Background to The Student's English Learning Achievement (A Study at The Seventh Grade Students of SMP 1 Limpung Batang in the academic year of 2010/2011).³ The writer is Sokhifatun (English Language Teaching Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, 2011)

The research discussed the influence of parent's education level background to the student's English learning achievement. The researcher conducted the research through quantitative approach. The data were calculated statistically by one predictor analysis. The data were collected through documentation and questionnaire. In this research, it was found that there was significant correlation and significant influence

²Umi Hamidah (3104285), "*The Influence of Language Educational Background Toward Students' Learning Perform GPA at Special Program of Ushuluddin Faculty IAIN Walisongo, A Study with Students at Bilingual Education for Academic Year 2005-2006 and 2006-2007*". (Semarang: Tarbiyah Faculty, Walisongo State Institute for Islamic Studies, 2011)

³Sokhifatun (073411045), "*The Influence of Parent's Education Level Background to The Student's English Learning Achievement, A Study at The Seventh Grade Students of SMP 1 Limpung Batang in the academic year of 2010/2011*", (Semarang: Tarbiyah Faculty, Walisongo State Institute for Islamic Studies, 2011)

between parent's education level background and student's English learning achievement.

The similarity between her research and this research is on research approach (quantitative approach), object of the study (students' achievement) and the data analysis (use product moment and regression). The differences are on the first variable (students' achievement in vocabulary), the setting of the research (SMP N 2 Gringsing Batang), and the participants of the research.

From many researches above, the researcher tries to do another research related to this. The researcher will conducted research with the eighth grade students of SMP N 2 Gringsing Batang in the academic year of 2011/2012. My research was different with those three studies. The researcher wants to know the influence of variable X (the students' achievement in vocabulary) and variable Y (students' reading ability).

B. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

In this chapter, the writer wants to explain definition of vocabulary in order to understand a language the learners have to understand the definition of vocabulary first. It is difficult to make one definition of vocabulary. So, the writer tries to take it from some references.

Vocabulary as one of the language aspects have to be learned when people are learning a language. 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 a capability of using it accurately.

English vocabulary is extremely large and varies as well. As Richard said, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write".⁴ Therefore, it is highly essential for English teachers to help their students in mastering vocabulary.

⁴Jack C. Richards and Willy A. Renandya. *Metodology in Language Teaching*.(USA: Cambridge University Press, Inc), p.255.

Norbert Schmitt gave the definition of vocabulary as follows.

I had good productive mastery over the spoken form of *indict*, but not over its written form. This suggests that we also need to consider the various facets of knowing a word. Of course, everyone realizes that a words' meaning must be learned before that word can be of any use. In addition, there is the practical matter of mastering either the spoken or the written form of the word before it can be used in communication.⁵

Longman Implied Dictionary of Contemporary English defines vocabulary means a set of lexemes, including single words, compound words and idioms.⁶

Webster has three definition of vocabulary as follows:

- 1) A list or collection of words and phrases usually alphabetically arranged and explained or define.
- 2) A list or collection of terms or codes available for use.
- 3) A sum or stock of word employed by a language group, individual or work or in a field knowledge.⁷

In some literature, we found the meaning of vocabulary. There are some definitions of vocabulary. In "Oxford Learner's Dictionary" states that vocabulary is:

1. All the words that a person knows or uses
2. All the words in a language
3. List of words with their meanings, especially in a book for learning foreign language.⁸

From the definition above, the researcher comes to a conclusion as all the words of a language in a group or individually that supply an expressive means. It can be passive or active form that used to express his/her ideas.

⁵Norbert Schmitt, *Vocabulary in Language Teaching*, (USA: Cambridge University Press, 2000), p.5.

⁶Longman, *Longman Implied Dictionary of Contemporary English*, (Harlow: Longman Group, 1985), p. 305.

⁷Merriam Webster, *Collegiate Dictionary* (America: Merriam Web Inc.2003) p.1400.

⁸Database Oxford University Press, *Oxford Learner's Dictionary*, 4th ed., (Oxford University Press, 2008), p. 959.

Vocabulary is considered as the most important part in learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary.

b. Kinds of Vocabulary

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.

There are some opinions about kinds of vocabulary. One of them is proposed by Scott Thornbury, there are two kinds of vocabulary.⁹

- 1) Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary.
- 2) Expressive vocabulary refers to the words which learners use when they speak or write, and it called active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

From the explanation above, we know that every experts in every book is different in classifying the kind of vocabulary, because every person has different way in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary that they have made are different, but the point is the same, because their classification are based on the different sides and aspects.

Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary, what kind of methods they

⁹ Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p.15.

use, what kind of vocabulary that they give, or how many vocabularies that they should teach.

The first decision when teaching a word is to decide whether the word is worth spending time or not. If the word is a low frequency word and the word is not a useful technical word and not one that is particularly useful for the learners, it should be dealt with as quickly as possible.¹⁰

Vocabulary knowledge is critical to reading comprehension. It is important to help their development of a large “word bank”. There are several explicit strategies that were stated by Yale that teachers can employ with students.¹¹

- 1) Pre teaching vocabulary
- 2) Repeated exposure to words
- 3) Word map
- 4) Root analysis
- 5) Restructuring reading materials

According to Scott Thornbury, to achieve the kind of outcomes, the learners need not only to learn a lot of words, but to remember them. In fact, learning is remembering. Unlike the learning of grammar which is essentially a rule based system, vocabulary knowledge is largely a question of accumulating individual items. So, he suggests some of the researches finding that are relevant to the subject of word learning;¹²

First is repetition, where the time-honored way of ‘memorizing’ new materials is through repeated rehearsal of the material while it is still in working memory. Second is Retrieval. This means, that the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later. Third way is Use. By putting words to use, preferably in some

¹⁰Paul Nation, *Teaching Vocabulary*, Asian EFL Journal, Victoria University of Wellington, p.2.

¹¹Joelle Brumit Yale, *Effective Strategies for Teaching Vocabulary*. Retrieved from <http://www.k12reader.com/effective-strategies-for-teaching-vocabulary/> Wednesday, October 17th 2012.

¹²Scott Thornbury, *How to Teach Vocabulary*, p. 24.

interesting way, is the best way of ensuring they are added to long term memory.

For the fourth way, Thurnburry added personal organizing, where the judgments that learners make about a word are most effective if they are personalized. In one study, subjects who had read a sentence aloud containing new words showed better recall than subjects who had simply silently rehearsed the words. Then, by Imaging, the best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word.

The sixth is motivation, where simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory. While attention is contrary to popular belief, you can't improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention is required. A very high degree of attention (called arousal) seems to correlate with improved recall.¹³

As it has already mentioned at the beginning that there is no right or best way to teach English skill, it all depends on the type of students, the school system and curriculum, the words that are targeted and many other factors. The choice of vocabulary to teach is also limited to the learner's need, experiences and interest.

c. Factors Affecting Vocabulary Power

Anyone who has learned a second language will know that some words seem easier to learn than others. The easiest of all those that are most or less identical, both in meaning and form to their first language equivalent.

There are some factors that make some words more difficult. The first is 'pronunciation'. Research shows that words that are difficult to pronounce are

¹³Scot Thurnburry, *How to Teach Vocabulary*, p.25.

more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners. Then, ‘spelling’ also becomes a factor that make words are difficult. Sound-spelling mismatches are likely to be cause of errors, either of pronunciation or of spelling, and can contribute to a word’s difficulty. While most English spelling is fairly law abiding, there are some glaring irregularities.¹⁴

For the next factor there are ‘Length and complexity’. Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their ‘learnability’. The forth is ‘Grammar’. It is also problematic because the grammar is associated with the word, especially if this differs from that of its first language equivalent. The next factor is ‘Meaning’. When two words overlap in meaning, learners are likely to confuse them. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn.

The last is ‘Range, connotation and idomaticity’. Word that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Word or expressions that are idiomatic (like *make up your mind, keep an eye on . . .*) will generally be more difficult that words whose meaning is transparent.¹⁵

2. Reading

a. Definition of Reading

Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc.

Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find

¹⁴Scott Thornbury, *How to Teach Vocabulary*, p.29

¹⁵Scott Thornbury, *How to Teach Vocabulary*, p.28

difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words. Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages.

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary.

Reading is an important skill to be mastered for English learners. In the educational environment, reading is the object of attention of language teachers. Reading is a model of language. Reading texts provide opportunities to study language such as vocabulary, grammar, punctuation and the way to construct sentences, paragraph and texts.¹⁶

The purpose for reading guides the readers' selection of texts. As was stated by Grabe and Stoller, there are many purposes for reading, they are:

- 1) Reading to search for simple information is a common reading ability through initial impression of whether the text is suitable for a given purposes.
- 2) Reading to skim quickly is combination of strategies for guessing where important information might be in the text until a general idea is formed.
- 3) Reading to learn from texts is usually occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.
- 4) Reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for readers' goal.
- 5) Reading for general comprehension is the process of understanding and constructing meaning from a piece of text. Connected text is any written

¹⁶Jeremy Harmer, *How to Teach English*, (England: Pearson Education, 1998), p. 68.

material involving multiple words that forms coherent thought.¹⁷

Some of them say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It means that reading is a process to understand the text content and to get information.

b. Aims of Reading

A person may read for purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if he reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

According to Françoise Grellet the aim of reading is:

- 1) Reading for pleasure
- 2) Reading for information (in order to find out something or in order to do something with the information you get).¹⁸

Based on Neville Grant, we should always decide first what our aims are. These could be all any of the following:

- 1) To teach basic reading comprehension skills.

¹⁷William Grabe, and L Stoller Fredericka, *Teaching and Researching Reading*, (England: Pearson Education, 2002) p, 13-14.

¹⁸Françoise Grellet, *Developing Reading Skills* (Cambridge: Cambridge University Press, 1981), p.4.

- 2) To teach real-life reading skills such as reading for gist and reading for information
- 3) To develop flexible reading skills, varied according to purpose
- 4) To develop critical reading skills
- 5) To develop the students' knowledge of vocabulary or idiom
- 6) To reinforce (or even present) certain grammatical features
- 7) To act as stimulus for oral or written work later on.¹⁹

c. Types of Reading

According to Brown, variety of reading performance in the language classroom is derived more from the variety of texts to which you can expose students than from the variety of performance.

At the beginning and the intermediate levels, oral reading can serve as an evaluate check on bottom up processing skill. It also can be used to the pronunciation and serve to add some extra students participation if you want to highlight a certain short segment of a reading passage.

For advanced levels, we want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play:

- 1) Oral reading is not a very authentic language activity
- 2) While one student is reading, other can easily lose attention
- 3) It may have outward appearance of students' participation when in reality it more recitation.²⁰

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.²¹

Intensive reading is usually a classroom oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive

¹⁹Neville Grant, *Making the Most of Your Textbook*. (New York: Longman, 1987), p.79.

²⁰H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second edition, (New York: Longman, 1994) p.132.

²¹Jeremy Harmer, *The practice of English Language Teaching*, (England: Longman, 2001), p.210.

reading calls students attention to grammatical form, discourse markers and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship and other.

Extensive reading is carried out to achieve a general understanding of a usual somewhat longer text (book, long article, essay, etc.). Extensive reading may be subcategorized into skimming and scanning.

Skimming is used to quickly gather the most important information gist, nothing important information. With skimming students can rapidly find the main point. According to Harmer, skimming is to read through a text quickly to find the gist or the main idea of the text.²²

The students are not patient enough to read the whole text, what the students want to answer some questions which exist in the students mind immediately after skimming.

Scanning is used to find a particular piece of information. With scanning students can read rapidly to find a specific piece of information. According

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: Reading a newspaper, article, short story or novel.

In other words Francoise Grellet defines that "skimming is quickly running one's eyes over a text to get the gist of it, while scanning is quickly going through a text to find a particular piece of information".²³

So if a person wants to get an address, phone number, a date in a book over paragraph in order to locate a special piece of information, that activities is called 'scanning', but if he reads all the passage in order to know about what it deals about his reading, that is called 'skimming'.

In skimming a reader must ask himself what the text is talked

²²Jeremy Harmer, *How to Teach English*, p.69.

²³Francoise Grellet, *Developing Reading Skill*, p.4.

about. He must move his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph. In scanning the reader must ask himself whether or not the text contains what he is looking for and if any, he must find where is located, he moves also his eyes more or less quickly over the text for specific items.

d. Reading Comprehension

The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written textbook. Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable for fluent readers.²⁴

English has been taught as a foreign language in our country; however, it does not mean that the result of teaching English in our school is satisfactory. Ramelan says that most SMA graduates are still very poor in their reading comprehension, since they cannot usually read or understand articles in English dailies.²⁵

There are also some reasons for reading that is stated by Paul D:

- 1) Identify the purpose on reading. Efficient readings consist of clearly identifying the purpose in reading something.
- 2) Use efficient silent reading techniques (for intermediate to advance level). Students do not need to pronounce each word, try to perceive more than one word at a time.
- 3) Skim the text for main ideas which consists of quickly running one eyes across a whole text, such as an article and chapter for its gist.²⁶

²⁴William Grabe and I. Stoller Fredricka, *Teaching and Researching Reading*, p.9.

²⁵Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p.3.

²⁶Paul D, *Effective Reading Skills*, <http://www.pc.cc.va.us/SSS/effective-reading-skill-htm>, Thursday, November 17th 2011.

The discussion has focused mainly on developing the basic reading skills and integrating them with other aspect of English, such as speech work and writing. However, the teaching learning process should also cater for encouraging *real-life* reading skills, too. In general terms, there are three skills that were added by Grant that should concern us.

The first is reading for gist. This means reading to get the main point of a text. Reading for gist is a very common form of reading, most frequent perhaps in reading a newspaper, although it is also a useful study skill. Our purposes in reading the text were to satisfy our curiosity, and so were likely to want to read it quickly, to get the gist of the story.

The second is reading for information. Reading for information is another very important skill. It is different for reading for gist, because it requires the reader to read selectively to find or choose those parts of the text that are relevant. Examples include looking up a telephone number, or a word in dictionary, finding out travel times, consulting a catalogue, and looking something up in encyclopedia.

The third is reading for study. This is necessary in any situation where our students may have to study texts in other subjects in the English language.²⁷

The methods of teaching will depend on our aims. Neville Grant stated three aspects that will be focus on that are; how to presents a text; how to develop a lesson using it; and how to follow it up.

The first is by presenting a text. A good presenting can arouse the students' interest. It also can draw their attention to their own previous knowledge and experience, which will help them to attack the text. Pre-teach any words or concept is very important. Then, give a reason for reading. This stage gives students a sense of purpose above all.²⁸

The second focus in teaching reading is developing the reading lesson. We need to bear in mind in our aims in planning the next stages in the lesson.

²⁷Neville Grant, *Making the Most of Your Textbook*, p. 91.

²⁸Neville Grant, *Making the Most of Your Textbook*, p. 80.

We saw some of the things we can do to develop reading skills in the last chapter. We shall look at some further approaches in the examples in this chapter.

The last focus is follow up. This is the best discussed in the context of particular reading passages. The main thing to remember is that a successful follow up to a reading exercise involves integrating the language skills – especially speaking and writing. In this way reading and the other aspects of the syllabus are mutually reinforcing.²⁹

3. Learning Achievement

One reason why children find reading in some subject fields difficult because of their lack of vocabulary. Whereas in fact of vocabulary is the most important thing in reading skill. Most of us if we find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that its meaning will become clear later on. Achievement is known as the result of an activity that have done individually or group.

Based on Permendiknas no. 23 and 24 about Standard of Content (*Standar Isi*) and Standard Competence of Graduation (*Standar Kompetensi Lulusan*) of English for junior high school, they have to master the four basic skills that were listening, speaking, reading and writing. In every level is decided some indicators that must be mastered by students to get a graduation standard. In reading skill as the focus, the students should be able to comprehend the interpersonal and transactional simple written text formally or informal in the form of recount, narrative, procedure, descriptive, report in daily life context.³⁰

Factors that affect student achievement can be divided into two internal factors (inner student) and external factors (factor outside student/influence of others).³¹

²⁹Neville Grant, *Making the Most of Your Textbook*, p.81.

³⁰Kemendiknas, *Permendiknas no. 22, 23, 24 tahun 2008 tentang Standar Isi dan Standar Kompetensi Lulusan*.

³¹Nana Sudjana, *Dasar – Dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 2004) p.39.

From the internal factors can be classified in to Physical factors and psychological factor. In the physical factors, it can be divided into two factors namely health and disability factors. As was stated by Clark, that students' achievement is influenced by students' ability (70%) and environment (30%).³² Health factors are very influential on students learning. If a person health is disturbed or tired, less vibrant, easy to dizziness, drowsiness, if the circumstances are withered and less blood disorder or any disorder senses tool.

In the psychological factors may include intelligence, attention, interest, behaviour and motivation.³³

For intelligence, in the first factor, every student has different intelligence ability. It can be seen from their respons in teaching and learning process, how they adapt to new situations quickly, creaticity, and effectively learn or use abstract concept effectively, knowing the relationship and learn it quickly. And about attention, in the second factors, the concern is heightened activity of soul which the soul even then aims solely to an object or thing or collection of objects.³⁴

The third factor, interest, is related activities freely chosen by individuals. Students who like to read will be able to acquire knowledge and technology. It will greatly affect the increase in student achievement because students who have interest in something to learn lesson seriously because no appeal for them.³⁵

For the fourth factor, there is the behavior or maturity. One of the purpose in learning is to change students' behavior that is planned and be processed. So, the behavior is something of a person in the growth phase in which the means of his body was ready to implement new skills.³⁶

The motivation, as the fifth, is intimately linked with objectives to be achieved in the study, in determining that goal can be realized or not, but to

³²Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010) p.54.

³³Syaiful Bahri Dj and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2010), p.79.

³⁴Slameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya*, p.55

³⁵Nana Sudjana, *Dasar – Dasar Proses Belajar Mengajar*, p.40.

³⁶Nana Sudjana, *Dasar – Dasar Proses Belajar Mengajar*, p.40.

achieve that goal need to do, while the cause is the motivation to do is themselves as a power mover or pusher.³⁷ In the other word, motivation is the process whereby goal-directed activity is sustained.

The students' achievement also depends on environment, or in external factors. Because teaching and learning in the classroom is the process there were interaction between students and teacher, so there the external factors that influence learning achievement it can be grouped into three factors: family factors, school factors and community factors.³⁸

The first is family, parental involvement is a catch all term for many different activities including 'at home' good parents helping with homework, talking to teach, attending school function, through to taking part in school governance.

The second is school factors. It classified in to three factors that are situation, teacher and facilities.³⁹ School factors constructed of sets of learning experience that are designed to lead the acquisition, but directly relevant to the assessment of the learners.

Then, one of the factors that influence students' achievement is teacher. Teacher has a dominant part in shaping students, because teacher is the central of teaching and learning process that will advice, arrange, assess and evaluate students. From the teacher itself, there are also some criteria that may influence in students' achievement that is teachers' competence. One of these competences is professional competence that must be used by teacher. This competence is basic ability of teacher in some sides like cognitive side or intellectual (mastering the materials), attitude side such as love her job and behavior side such as skill to teach, assess students' achievement, etc.⁴⁰

The other factor from school factor that may influence in students' achievement is quality of teaching. It has shown by the research that 76.6%

³⁷Nana Sudjana, *Dasar – Dasar Proses Belajar Mengajar*, p.40.

³⁸Nana Sudjana, *Dasar – Dasar Proses Belajar Mengajar*, p.43.

³⁹Syaiful Bahri Dj and Aswan Zain, *Strategi Belajar Mengajar*, p.81.

⁴⁰Nana Sudjana, *Dasar – Dasar Proses Belajar Mengajar*, p.41.

students' achievement is influenced by teachers' competence with classification: the ability of teacher to teach (32.43%), mastering subject material (32.58%), and teachers' aptitude to the subject matter (8.6%).⁴¹

Beside the teacher factor, quality of teaching is also influenced by classroom characteristic, that are:

- a. Class size. It means the number of students that study in a classroom. Usually, the ratio that used is 1:40. It means one teacher serve 40 students. If the number of students in a classroom is bigger, so the quality of teacher might be lower. Logically, it is impossible if the teacher can develop effective learning process with the students in the big scale.
- b. Learning situation. Democratic situation will give a chance to the student to get optimal learning achievement than situation that formal, discipline and full of teachers' authority. In the democratic situation, students can enjoy the teaching learning process, ask the questions and discuss with their classmate.
- c. Facility and learning sources. Sometimes we find that teacher is the only learning source. This situation does not support the quality of teaching, so the achievement that reached by student is not optimal. Classroom must be a laboratory for the students. It means that a class has to provide various learning sources such as book, learning equipment, etc. Beside it, students should be tried as learning sources.⁴²

The society and environment learning area develops students' understanding of how and why individuals and group live together; interact with and within their environments and systems. Students further understand that, over time, these relationship and interactions may change to varying degrees.

The other factor that influences the quality of teaching is the school characteristic itself. The characteristic is related with schools' discipline, schools'

⁴¹Nana Sudjana, *Dasar – Dasar Proses Belajar Mengajar*, p.42.

⁴²Nana Sudjana, *Dasar – Dasar Proses Belajar Mengajar*, p.42.

setting, library, schools' environment and schools' condition like clean, neat and how the school can make students enjoy in teaching and learning process.⁴³

Students are encouraged to apply their understanding and skills in their own lives, in developing doing so; they are engaged in activity exploring, making sense of and contributing to improve the world around them. Creating and implementing a learning environment means careful planning for the start of the school year. The learning environment must be envisioned in both a physical space and cognitive space.

C. Hypothesis

Most of us if we find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that its meaning will become clear later on. But sometimes these words that we passed usually as the key of our reading and understanding.

Here this research formulates hypotheses for examining the research question above.

H_a: There is statistically significant influence of students' achievement in vocabulary to reading ability.

⁴³Nana Sudjana, *Dasar – Dasar Proses Belajar Mengajar*, p.43.