

CHAPTER II

LITERATURE REVIEW

This literature review chapter explains the relevant theoretical to this research such as reading, reading comprehension, reading interest, vocabulary, and narrative text.

A. Reading

Reading is an important skill that must be mastered by someone, especially students, because reading is the main basis in learning. According to Patel (2008), reading is an essential activity in life that helps one keep up with knowledge. Understanding what is being read is a crucial skill for academic achievement. When students have good reading skills, they can access and understand a variety of subject matter, including textbooks, articles and other sources of information easily.

According to Fitria (2019), reading is an activity that involves interpreting the information presented in the form of actual, inferential, critical, and creativity understanding of words by using the knowledge gained from reading instruction. It means, reading activities involve the use of the ability to identify, understand, and interpret words, sentences, and texts as a whole.

According to Harmer (2010), reading is use for language acquisition, by reading someone can get more knowledge and can understand what is intended in written text. It means reading involves interaction between the reader and the text being read. Readers must be able to recognize letters, combine them into words, and understand the meaning contained in sentences and paragraphs. In addition, reading also involves understanding the context, building connections with existing knowledge, and assimilating new information presented in the text.

Based on the explanation above, it can be concluded that reading is an important ability that is quite significant, especially for students. It provides the basis for academic success and learning. People get access to a variety of knowledge and information through reading. For people to succeed academically, they must be able to understand and analyse what they read. The reader's interaction with the text improves understanding and the assimilation of new knowledge. In general, being able to read well enables people to increase their knowledge, improve their communication skills, and successfully navigate through life.

B. Reading Comprehension

This section discusses about definition of reading comprehension, the element of reading comprehension, and the indicator of reading comprehension.

1. Definition of Reading Comprehension

Reading comprehension is the ability to understand and interpret the text read as a whole, including the meaning of words, sentence structure, author's purpose, and overall context. It involves the process of building a full and deep understanding of the content of the text. According to Klingner, Vaughn and Boardman (2007), reading comprehension involves various interactions between the reader and what they bring to the text (a prior knowledge, application of strategy), making it a highly procedural complex of multiple components of variables that are relevant to the text itself (such as interest in the text and knowledge of the literature's genre).

In line with Klingner et al (2007), Apriani (2011), states that reading comprehension is the reader's ability to derive meaning from a text depends on their prior knowledge, past experiences, the information in the text, as well as their present, recent, or impending social interactions and communication. In addition,

Nunan (2003) states that increasing reading comprehension is the process of combining the reader's prior knowledge with the information from the text. Background information makes it easier for the reader to comprehend the material.

According to Pearson (2009), reading comprehension is a complex system with various interrelated components. Understanding written language is reading comprehension, followed by organizing meaning by integrating text information with prior knowledge. In addition, Lestari (2022) states that speedy word understanding is necessary for reading comprehension. When reading words that are difficult to understand, students utilize too much processing capacity, which impairs their comprehension of what they read.

From the explanation above, it can be concluded that understanding and comprehending a text as a whole, including word meanings, sentence construction, the author's goal, and the general context, is the process of reading comprehension. It involves interactions between factors relating to the text itself, the reader's prior knowledge, and the use of methods. The reader's capacity to infer meaning is influenced by their prior understanding, life experiences, the material in the text, and interpersonal relationships. It is a complicated system with interconnected parts, thus rapid word comprehension is essential for efficient comprehension. Comprehension might be hampered by challenging words that take up too much memory.

2. The Element of Reading Comprehension

Reading requires some implementation of its components as an active process. According to Snow (2002), there must be several steps in the process of reading comprehension as follow.

a. The reader

The first element of reading comprehension is the reader. The readers in this research are the students that are engaged in reading. As a foundation for reading texts, students need to have the skills and cognitive knowledge of language. The mastery of vocabulary, language, and discourse knowledge are all parts of cognitive knowledge. They ought to be inspired to read as well.

They experience changes in their abilities and cognitive knowledge as they read. By reading, the students might broaden their knowledge. Their motivation, though, is subject to change. It depends on how well they read. The directions that the teacher delivers to the students can also have an impact on changes in reading ability and knowledge. As a result, instructing students appropriately will help them understand what they are reading.

b. The text

The second element of reading comprehension is the text. These can be categorized as either simple or complex. Easy texts are ones that are appropriate for the readers' and students' background knowledge. It signifies that the texts are simple when the students can connect the information presented in the text to what they already know. If it does, reading comprehension for the students is successful. The texts, on the other hand, can be characterized as challenging texts since comprehension is not gained if the students are unable to relate the material from the text to their prior knowledge.

c. The topic

The third element of reading comprehension is the topic. Although the text was classified as easy, students may have trouble understanding if it is presented

to them on an uninteresting topic. They hardly appear to want to read the content. On the other hand, when students are given a text that is interesting and relevant to them, they can understand it well.

d. The activity

The fourth element of reading comprehension is the activity. The reading activity has a direct connection to the reading's goal. Reading for various purposes involves various activities. The reading activity in this research aims to increase the students' reading comprehension of texts. Finding the main idea, locating specific information, determining the meaning of challenging words from context, and giving the entire text meaning are all actions that are required to increase students' reading comprehension.

3. The Indicator of Reading Comprehension

There are several indicators in reading comprehension that must be considered in comprehending reading text. According to Nuttal (2000), there are five indicators that can help readers to understand the reading more easily as follow.

a. Main idea

Identifying an idea in a text requires the capacity to summarize it and seek instances where an idea or word is used more than once.

b. Relevant information from the text

Finding a relevant information or passage in a text requires focusing on important information while eliminating irrelevant ones.

c. Understanding vocabulary

Understanding a word's meaning is essential for vocabulary. Students' vocabulary will grow as you gain more comprehension. The value of

vocabulary building for readers cannot be overstated because understanding is the ultimate purpose of reading.

d. Reference

Reference is the intentional utilization of one item to suggest something another, with one thing providing the context for understanding another. To find a reference, one must translate one language expression into another.

e. Conclusion

The goal of the conclusion is to provide the reader with a satisfying and thorough grasp of the text. It assists to clarify the key points, offers a sense of conclusion, and occasionally leaves the reader with a remaining impression or something to consider.

C. Reading Interest

This section discusses about definition of reading interest, and the indicator of reading interest.

1. Definition of Reading Interest

Reading interest is needed in learning to transfer knowledge easily. Student who enjoys reading will show this by being willing to understand the key concepts of the reading material and then read it on his own initiative or with outside support. Hidi and Renninger (2006) state that reading interest is a psychological occurrence that takes place when people interact with their interests and interest acts as an independent motivating variable and is characterized by heightened attention, concentration, and influence. It means that because interest is beneficial to the learning process, they might have an impact on how students think. Positive thinking increases student focus and attention on a particular subject.

According to Djaramah (2011), reading interest is the desire and ambition to always seek out reading chances. It can be interpreted that reading interest is the willingness and desire to identify letters and understand the meaning and writing. Interest in reading refers to a person's or students' desire for reading, which encourages the development of a desire and capacity to read, followed by actual reading activities of interest. Interest in reading is an ongoing desire to focus on some reading-related activities. Reading interest is crucial because it makes students happy. A passion can develop into a pastime or a hobby. Students who are interested in reading will be delighted to encounter new words, facts, and ideas, which will eventually expand their perspective. Students who adopt this mindset will attempt to comprehend all types of English texts and ultimately develop reading comprehension capabilities.

From the explanation above, it can be concluded that reading interest is a crucial component in order to effectively acquire knowledge. It encourages students to actively interact with the reading materials and improves their focus and attention. Reading interest is crucial in helping students improve their reading comprehension skills because it encourages positive thinking and broadens their viewpoints.

2. The Indicator of Reading Interest

According to Wahab (2004), there are two indicators of reading interest as follow.

a. Internal motivation

Internal motivation in reading interest is divided into 5 including focusing attention, curiosity, time spending, effort, and concluding.

1. Focusing attention

The capacity of the brain to maintain sustained attention on a single stimulus is the first subject to be covered. Focused attention is a type of attention that allows you to immediately recognize pertinent stimuli.

2. Curiosity

A characteristic linked to curious thinking, as evidenced by observations of both people and animals, includes exploration, investigation, and learning.

3. Time spending

Students are allowed to explore and experiment because these activities help them apply what they have learned in daily life and provide them with a break from stressful days.

4. Effort

This effort mostly relates to the effort put out by students when they seek assistance or participate in class.

5. Concluding

It indicates the end or conclusion implying the cessation of anything from its final form in their interest especially reading interest.

- b. Emotional aspect

Internal motivation in reading interest is divided into 3 including pleasure, enthusiasm, and impression.

1. Pleasure

The situation or feeling of pleasure, enjoyment, or contentment is what is often referred to as pleasure, and all of these things can be attained through enjoying life's small pleasures and things that one likes.

2. Enthusiasm

Enthusiasm is a strong feeling of enjoyment, interest, or approval. The term originally referred to a pious person.

3. Impression

Impression refers to copying humorous behaviors, popular personalities, or other people.

D. Vocabulary

This section discusses about definition of vocabulary, and the indicator of vocabulary.

1. Definition of Vocabulary

One crucial element of learning a new language is vocabulary. Anyone who has a small vocabulary will also have a small vocabulary in terms of speaking, reading, listening, and writing. It's true that developing your vocabulary may be necessary for language acquisition. Mastering vocabulary is important in daily life because it is useful for communicating with others. According to Faliyanti (2015), without a large vocabulary, it is impossible to learn English. Vocabulary building facilitates communication and comprehension of text.

According to Schmitt (2002), definition of vocabulary is the foundation of a language, and it must first be mastered for speakers and readers to communicate effectively. Without words to represent a greater range of meanings, communication in a foreign language simply cannot happen in any meaningful sense, regardless of how well the sound of the language is learned. Furthermore, Nunan (2003) states that the categories of words, such as nouns, adjectives, and verbs, that are employed in language use are referred to as vocabulary. The

collection of all the words a person knows or is likely to employ to create new sentences is considered to be that person's vocabulary.

From the explanation above, it can be concluded that developing a vocabulary is a critical component of learning a language and effective communication. Without a large vocabulary, people could find it difficult to communicate successfully or comprehend others. Therefore, spending money on vocabulary development is crucial for raising linguistic proficiency as a whole.

2. The Indicator of Vocabulary

According to Harmer (2001), there are indicators that should be taught or mastered by students in learning foreign language, as follows.

a. Synonym

There are synonyms for words that mean the same thing or something similar.

Consider the words evil, excellent, and respectable as an illustration.

b. Antonym

The antonym meaning of a mother word is an antonym. Antonyms are not separated based on formality, dialect, or technicality; they can coexist in the same style, dialect, or register. For example, the opposite of a minor is gigantic, and the opposite of a short is towering.

In this research, "vocabulary" refers to all of a language's words, including single words, phrases, and collections of several words that people employ in conversation that contain a range of terms and meanings.

E. Narrative Text

This section discusses about definition of narrative text, generic structure of narrative text, and the indicator of language feature of narrative text.

1. Definition of Narrative Text

Writing that tells a story is known as narrative text. It appears in books, stories, and other literary genres. By outlining a number of experiences or occurrences, it hopes to amuse and engage readers. Narrative texts frequently employ conversation and descriptive language, and they also feature characters, a setting, a plot, and a resolution. They are written in chronological order and are meant to arouse the reader's emotions.

According to Anderson (2003), a narrative is a text that tells a tale and entertains the audience. It has a character, a place, and an action scene. Typically, the characters, place, and narrative challenge are established at the beginning. The issue reaches a climax in the middle. The conclusion solves the problem. Narrative is not just about amusing the reader, even though it usually does. Some soap operas and television dramas use narrative to raise theme issues and convey their complexities and multiple views in ways that are not possible in news broadcasts and current affair programs. Narrative is also a potent medium for changing social opinions and attitudes. Formally, a narrative places characters and people in a specific time and location.

2. Generic Structure of Narrative Text

According to Pardiyono (2007), there are four elements in generic structure of narrative text, as follow.

- a. The topic of an activity or event is discussed at orientation.
- b. The course of events includes several disputes that occur.
- c. Resolution is the text component that includes problem solutions.
- d. Coda is a brief epilogue that offers the reader a moral lesson.

3. Language Feature of Narrative Text

According to Hudri and Riyanti (2014), there are even language features of narrative text as follow.

- a. Key participant's character must be human, or an animal with human characteristics.
- b. Participants are frequently distinct individuals. Mostly action verbs (material processes), but there are also many verbs that refer to what the participants in the verbal mental process said, felt, or thought.
- c. Using the past tense; the simple past tense is used to describe previous events or occurrences.
- d. A lot of words that connect to time; use temporal conjunction.
- e. Dialogue is frequently present, and the tense can switch to the present or future during this dialogue.
- f. Using descriptive language to improve and advance the narrative by conjuring up mental images for the audience; use direct speech to make the story lively.
- g. Each to make the story lively.
- h. It can be the first or third person may be used.

F. Previous Study

There are some previous studies that support this research about correlation among vocabulary mastery, reading interest, and reading comprehension. First, Forsia (2022), conducted a study to investigate correlation of reading interest, vocabulary mastery and students' reading comprehension in SMA Paradigma Kabupaten Tangerang, she used quantitative method she used quantitative method in her research with 175 population and 40 students as samples. She found that in

the academic year 2020–2021, there is no significant correlation between students' reading interest and comprehension at SMA Paradigma Kabupaten Tangerang. using the value (1,238 1,687) for $t_{count} > t_{table}$. But there is a positive significant correlation between students' vocabulary mastery and their reading comprehension in the tenth grade at SMA Paradigma Kabupaten Tangerang. The value of the student vocabulary mastery variable is 2,473, which indicates that $t_{count} > t_{table}$ ($2,473 > 1,687$). Then, there is a positive significant between students' reading interest, vocabulary mastery, and reading comprehension in SMA Paradigma Kabupaten Tangerang's tenth grade. With a significance value of 0,005 0,05, the impact of students' reading interest and vocabulary mastery on their reading comprehension can be deduced. The greater the interest in reading, the greater their vocabulary mastery, and automatically students will have good reading comprehension.

Second, Safitri (2021), found that students' reading comprehension has benefited from their increased vocabulary and reading interest. As a result, students reading comprehension should improve as a result of vocabulary knowledge. They typically have a high reading interest in learning to read, and as a result, they will acquire good reading accomplishments. As a result of a high reading comprehension score, students should be highly motivated to learn to read.

Third, Lestari (2022), found that in the tenth grade at State Senior High School 1 Kubu, there is a significant positive association between students' reading interest and their reading comprehension of narrative text. She found of this study demonstrated that the sig. (2-tailed) value was set at 0,000. The null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted, which can be

expressed as 0,000 0,05. The correlational coefficient (r) was 0.543 in value. Therefore, it follows that students' reading comprehension will be better the more engaged they are. The reading interest variable contributed to reading comprehension in the amount of 29.5%, and the remaining 70.5% were influenced by other factors, based on the value of RSq , which was 0.295.

Fourth, Maslihati, Eriwanti and Rumiri (2023), conducted a study to investigate the correlation between vocabulary mastery and reading comprehension of second-grade student at SMA Negeri 1 Tapung Hilir. They used a correlational design in this research with 80 students as the sample. The results indicated that there was a correlation between vocabulary mastery and reading comprehension, with the r -observed being 0.699 and the significant value at 0.05. The R-squared value revealed a range of 48.8% between students' vocabulary proficiency and reading comprehension. As a result, it was shown that students might score higher on reading comprehension tests if they had a better understanding of vocabulary.