

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter several theories through reviewing some literatures related to research. The theoretical build up as follow:

A. Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is an important part in language learning and teaching because without having knowledge of vocabulary, we cannot express our ideas and use the appropriate words in listening, reading, speaking and writing. Davis and Whipple in Hiebert and Kamil (2005: 6) said vocabulary is seen to be an integral part of comprehension. Swan and Walter in Thornbury (2002: 14) wrote that vocabulary acquisition is the largest and most important task facing the language learner. There are some issues about vocabulary teaching. For example, students see a lot of word in the course. Some of them are used straight away, whereas the others are not. We have to remember that the students' ability to use or understand words need a long time and process.

Based on the definitions above, it can be concluded that vocabulary is not a developmental skill, it is total number of the words that should be mastered by language learners as integral part of comprehension

2. The Types of Vocabulary

Vocabulary is the knowledge of meanings of words. Hiebert and Kamil (2005: 3) mentions that words come in at least two forms: oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak

or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Knowledge of words also comes in at least two forms. Receptive is the vocabulary which we can understand or recognize. Productive, the vocabulary we use when we write or speak. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

Based on the explanation above, it can be concluded that words in at least two forms: oral and print. Knowledge of words also comes in at least two forms. They are receptive and productive vocabulary.

3. The Importance of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins in Thornbury (2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Dellar in Thornbury (2002: 13) says that spending most of the time to study grammar English will not improve very much. The most improvement is learning more words and expressions.

Swan and Walter in Thornbury (2002: 14) state that vocabulary acquisition is the largest and most important task facing the language learner. Graves in Hiebert and Kamil (2005: 9) said that students need to know about words, not simply acquire new words, if they are to be successful in understanding unfamiliar vocabulary in their reading.

Based on the explanation above, it can be concluded that vocabulary is very important in language learning, when we master vocabulary we can understand the information from the text and we can express our idea.

B. Reading

1. Definition of Reading

There are many experts define about reading Menyan and Leeuw as a quoted by Zainudin stated that reading is a digestive process and it has two principles, they are learning by understanding, which means selecting, discriminating and organizing. And some of others say that reading is understanding what the writer intended, taking in the written word, and also the assimilation of printed information, Buzan (1991 as cited in Razali, K, 2013).

Reading is the process to get, to understand, to catch the content of the reading by the reader. Duffy Gerald G. (2009: 39) states that reading is not a random process. It is a system: a set of conventions we use to interpret and make a sense of text.

Reading is central to the learning process. Nawawi stated that by reading activity, people may gain important information that is not presented by teachers in the classroom, and he added that the reader is an active participant who has an important interpretive function in the reading process. It means that in the cognitive

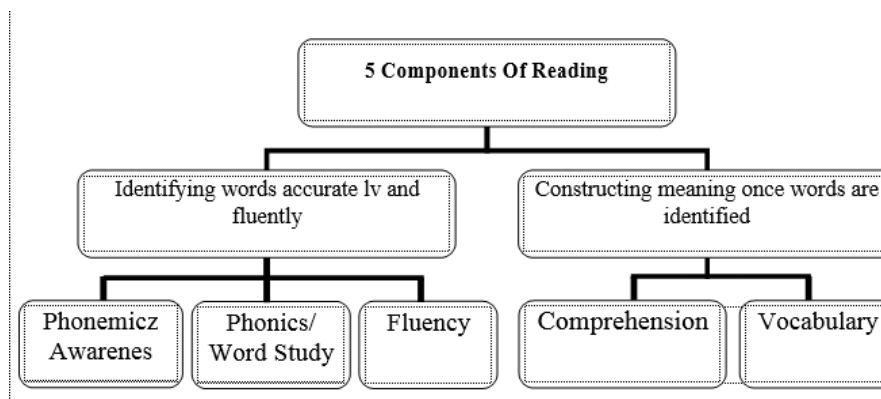
model, people as readers are more than passive participants who get information while an active text make itself and it is meanings known to them.

Based on explanation above, it can be concluded that reading is a system that combies information from text with knowledge of readers to gain an understanding of the information in the text. Reading is not only decoding symbols, but also trying to get a message and giving responses to the text.

2. Components of Reading

There are five components of reading as proposed by National reading Panel n Sedita (2010: 11). It is set out in the figure below:

Table 2.1
Five components of reading



The table above shows five components of reading. They are phonemic awareness, phonic/word study, fluency, vocabulary, and comprehension. Phonemic awareness involves the ability to notice, think about, and work with the individual sounds in spoken words. Before students learn to read, they must understand how the sounds in words work. Phonics is related to the ability to understand the relationship between the letters of written language and the individual sounds of spoken language. It includes the use of letter combination and patterns, syllable types, and skills to read and spell words. Fluency is the

ability to read a text quickly, accurately, and automatically, with proper expression and understanding. Vocabulary involves the ability to understand the meaning of the words. Comprehension is the ability to derive meaning based on the information in the text. In order to derive meaning in the text, the reader's own knowledge is needed to use. Teaching students using specific reading strategies can improve comprehension.

Based on the table above, the first three components (phonemic awareness, phonics/word study, and fluency) are necessary for basic decoding. They allow readers to identify and spell word accurately and fluently. The last two components (vocabulary and comprehension) enable readers to construct meaning once words are identified. These last components have a strong effect to understanding what is read.

3. Types of Reading

Brown (2003: 189), mentions four type of reading. Those are :

a) Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

b) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse feature of language within a very short stretch of language, certain typical tasks are used; picture cued tasks, matching, true/false, multiple choice, etc. A combination of bottom-up and top- down processing may be used.

c) Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it and in take is the product of that interaction.

d) Extensive

Extensive reading applies to texts of more than a page up to and including professional article, essays, technical reports, short stories, and book. Top-down processing is assumed for most extensive tasks.

Reading is a good thing for language students. However, according to Klingner, Vaughn and Boardman (2007) reading is a process of constructing meaning can be achieved through dynamic instruction among the following aspects: the reader's prior knowledge, the information suggested by the text, and the context of the reading situation. It is also supported by Mcentire (2003) who defines reading as a constructive process which the prior knowledge and experience are important to get proper understanding of the information in a text. Appropriate comprehension is possible to obtain as the content of the text is close to the reader's prior knowledge.

Based on the explanation above, it can be concluded that four types of reading; perceptive, selective, interactive, and extensive.

4. Factors of Reading

According to the Pandavas (2009), there are several factors that affect the process of understanding. These factors are: 1) cognitive factors, 2) affective factors, 3) factor of reading text, and 4) factor of language acquisition. The first factor related to the knowledge, experience, and level of intelligence (the ability to think) someone. The second factor related to emotional conditions, attitudes, and situation. The third factor related to the level of difficulty and legibility of a reading that is influenced by the choice of words, the structure, the content of reading, and language usage. Furthermore, the last factor related to the level of proficiency related to the mastery of vocabulary, structure, and elements of text.

C. Reading Interest

1. Definition of Reading Interest

Reading interest is a feeling that accompanies or causes special attention to reading. The students will read actively if they are interest in reading. To achieve in reading, the students must want to learn. Because it can make them consider reading activity as a habitual activity for them. Furthermore interest is very influence for reading activeness.

Interest is one dimension of the affecting aspect. Djali (2011) also notes that interest is a sense of preference and a sense of interconnectedness on a matter or activity, with no one force to do it. Moreover, everyone has tendency to always be in touch with something that he or she considered giving pleasure and happiness. The feeling or pleasure and desire to acquire can develop what was mad him or her happy.

Interests can be the driving force of someone to act. According to Holland in Djali (2008) said the interest is the tendency of elevated hearth against something. In other words, the interest must be in accordance with one's own personal. When he considered something that is not appropriate for him then, most likely he will not consider it is important or interested in something. Interest does not arise alone, but there is an element of necessity.

From the statement above the writer can include that the learning process does not only need the subject but also internal factors such as, interest can be included in teaching reading.

2. Factors which Affects Reading Interest

Forming the reading interest as a habit takes a long time, because the process of forming the students' reading interest influenced by some factors. In general, factors that affect reading interest divided into two types, they are internal and external factors.

Internal factors are the factors that come from within students, such as innate, habit and self-expression. In the same way, Prasetyono (2008) as cited in Khasanah (2015) asserts the internal factors which influence the students' reading interest are intelligence, age, gender, the reading ability, attitude, and the psychology need. In contrast, external factors are factors that come from outside student' self. For instance are; 1) the environmental factors, it can be from family environment, college, and even the society; 2) unavailability of the suitable reading material, 3) social statues, and 4) ethnicities. The external factors will affect the motivation, willingness, and tendency to always read.

Prasetyono (2008) also maintains the other factors are the title and content of books which is less interesting, pages of books, and the prize of books. To sum up, the factors that affect reading interest are the internal and external factors. The internal factors are from the inside of individual's self, like the need of reading, the action to seek knowledge, the desire to always read, knowing the purpose and benefits of reading. However, the external factors come from outside individual, such as technology, assess information, environment, and the parenting. There are two aspects which influence reading interest, supportive and inhibitory factors. The supportive factors will increase the students' reading interest. Meanwhile the inhibitory factors will decrease the reading interest.

3. The Ways to Measure the Level of Reading Interest

According to Hayati (2009, p.28), there are several ways to measure the level of the students' reading interest as stated bellow:

1. The attention that students give toward the reading activities, like the attention in reading books, reading facilities (such as library), and the activities which require reading.
2. The intensity of reading which can be seen from students' frequency in performing reading activities. Whether they spend a lot of time in reading or not and how they make the schedule in reading.
3. Concentration; the higher the interest of students in reading, the longer they can concentrate in reading.
4. The statement from the students about the feeling of love without forced, need, satisfied, and glad; and the feeling of getting benefits from the reading”

D. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. Duffy Gerald G. (2009: 14) Comprehension is the essence of reading because the goal of written language is communication of messages. If the readers do not understand the message, it means that the readers are not reading. According to Ruddell (1994) as cited in Apriani (2011) comprehension is a process in which a reader constructs meaning while, or after, interacting with text through the combination of prior knowledge and previous experience, information in the text, reader tasks in relationship to the text, and immediate, remember, or anticipated social interactions and communication.

From the statement above, it is clearly stated that comprehension or understanding in every reading activity is an important part of skill learning. The students must be able to read a text consisting of many sentences and select the main idea to which all the sentences refer. After the reader is able to comprehend what the most important is, he needs to be able to identify

2. Types of Reading Comprehension

Furthermore (Day & Park, 2005) also propose several types of comprehension, as follows:

- a. Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text.
- b. Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text.

- c. Reorganization is rearranging information from various parts of a text in order to get new information.
- d. Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or it is finished.
- e. Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires reader's comprehensive judgment about some aspect in a text and ability to develop an understanding by using related issues.
- f. Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

Schumm (2006: 223) said that comprehension process involves an understanding of words and how these words are used to created meaning. Comprehension entire three elements, they are:

1. The reader who is doing the comprehension

To comprehend the text, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation and various types of knowledge.

2. The text that is to be comprehended

The features of the text have large effect on comprehension. Comprehension does not occur by simply extracting meaning from the text. Texts can be easy or difficult, depending on the factors inherent in the text. When there are too many of these factors are not matched the readers' knowledge and

experience, the text may be too difficult for optimal comprehension to occur.

3. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operation to process the text at hand, and consequences of performing the activity. The consequences of reading are a part of the activity. Some reading activities lead to an increase in the knowledge that the reader have. Another consequence of reading activities is finding out how to do something.

3. The Purpose of Reading Comprehension

According to McDonough and Shwa (2013 as cited in Ngan Mai Hoang, British Council), many current researcher have emphasized the importance of identifying specific purposes while reading, as the reading process will vary if learners have different objectives in mind. To improve learners' motivation in reading foreign language, reading should be treated as a purposeful activity in which learners are clearly aware of what to do (Nuttal as cited in Ngan Mai Hoang, British Council).

Based on this perspective, Sengupta (2002 as cited in Ngan Mai Hoang, British Council), established that academic reading is a complex and multi-level process as it requires three components:

- a. A combination of both extensive and intensive reading
- b. A synthesis of materials from various sources
- c. An active involvement in finding authorial and purposes

4. Levels of Reading Comprehension

According to Burns (1984 as cited in Sinambela et.al 2015), there are four levels of reading comprehension. The following levels comprehension can tell us

about how far the students understand about reading material and which level has been achieved:

a) Literal Comprehension

Literal comprehension involves acquiring information that is directly stated, the basic of literal comprehension is recognizing stated the main idea, detailed caused after sequence. It also pre-require for higher level understanding. The important in this level understand of vocabulary, sentence meaning, and paragraph meaning.

b) Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making the inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include:

1. Inferring main ideas of passage in which the main ideas are not directly stated
2. Inferring cause-effect relationship when they are not directly stated
3. Inferring referent of adverb
4. Inferring referents of pronouns
5. Inferring omitted words
6. Detecting mood
7. Drawing conclusion

c) Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. The critical reader must be an

active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension, and grasping implied ideas is especially important.

d) Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

E. Previous Study

In this research, the researcher has found the other researchers which can show the similarities with the research study. There are previous studies that the researcher used to be the sources of thesis which concerned about vocabulary mastery, reading interest, reading comprehension.

The first is research form Sugeng Widodo (2009) with the title “The Correlation Between Vocabulary Mastery, Interest, And Reading Comprehension (A Correlation Study at the Eleventh Grade Students of SMA Al-Islam 1 Surakarta in the Academic Year of 2016/2017). The result of the study shows that students’ vocabulary mastery and interest are important and have contribution to reading comprehension. The students’ vocabulary mastery has 13.65% contribution to reading comprehension, and interest has 30.77 percent contribution to one. Simultaneously, the students’ vocabulary mastery and interest have contribution about 44.42% to reading comprehension.

The second is research from Ewo Priyo Susanto (2010), with the title “The Correlation Between Students’ Reading Interest And Students’ Reading Comprehension. A research conducted at SMAN 1 Punggur. The objective of this research was to investigate the relation between students’ reading interest and students’ reading comprehension. The result of this research showed that the coefficient correlation was 0.673 and the coefficient influences value of both variables was 0.434, it was shown when the students got high score in interest score, they also got high score for their reading comprehension.

The third is based on a study in Semarang States University by Dewi Ratnawati (2012), with the title “The Correlation between Vocabulary Mastery and Reading Comprehension”, the result of this research showed that, it was found out that the mean of the scores of vocabulary test is 58.06. It means that the mean of scores of the vocabulary test is fair. The mean of the scores of students’ achievement in reading comprehension is 61.62, which means that the mean of the scores of the reading comprehension test is fair. The author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text. result of applying the r_{xy} distribution is shows that coefficient correlation is 0.417. It means that there is a significant correlation between the vocabulary mastery and reading comprehension. It is suggested that to have a good mastery of reading comprehension, students should have a mastery of vocabulary.