CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the literature relevant to this research topic. The aim is to provide information about theory and previous research that is relevant to this research topic, including our understanding of vocabulary reading comprehension and previous research.

A. Vocabulary

1. Vocabulary Definition

Building vocabulary is an important part of the process of learning English, and the role of vocabulary is very important for building language. Here are some definitions given by experts and previous researchers for the vocabulary. According to Ulfatus Syarifah in Atika (2022), stated that vocabulary is a group of words in a language that can convey information, meaning, form, and use. According to Alizadeh, vocabulary is the ability to understand words and their meanings, but there are some people who think vocabulary is just a list of terms arranged alphabetically and their definitions.

Vocabulary, according to Alqahtani, is the number of words needed to convey ideas and represent the meaning of speech. Meanwhile, according to Schmitt N (2000), it is very important to learn vocabulary first before other language components, because the vocabulary function itself is the basis of a language. Without studying individual vocabulary it will be difficult to communicate fluently or understand written text. Schmitt N also argues "it doesn't matter how well the foreign language sounds, because it is difficult to

communicate well in a foreign language without using words that can convey more meanings, concepts and information. Atika, (2022)

According to Nobert, one of the most important language skills is vocabulary, so one must learn vocabulary to succeed in learning English. Edward (1997) vocabulary is very important for teaching English as a whole, and the more vocabulary a person has, the better they will be at speaking all aspects of the language Irwanro'iyal, (2010)

According to Soedjito in Marlianingsih (2016), Vocabulary is: (a) All the words in a language. (b) The wealth of words owned by a speaker or writer. (c) Words used in the field. (d) Words used in the field of knowledge. (e) List of words arranged like a dictionary as well as a brief and practical explanation of the words.

Meanwhile, expressed by Richards, Platt and Webber (1985), vocabulary is a collection of lexemes consisting of single words, compound words, and idioms. Meanwhile, Valette (1977) considers vocabulary as words or groups of words that have a specific meaning. According to this explanation, vocabulary is words that have meanings used by humans when speaking.

The researcher concludes from some of the definitions above that vocabulary is a collection of words used to convey information, ideas, and feelings. This is an important component in learning English.

2. **Vocabulary Mastery**

One of the most important components in learning English is vocabulary, because one has to learn and remember words and their

meanings, and how they are used orally and in writing in everyday life. In order to understand the true meaning of words, one has to interpret and incorporate them into text or speech. Someone has to read or memorize words to recognize words, and someone has to write, read, and listen to other people's ideas, information, or feelings orally or in writing. When someone learns new words or terms and then reads, writes, understands, and memorizes those words, they are considered to have mastered the vocabulary.

Vocabulary mastery according to Helmanda in Atika (2022) is a collection or list of language evocative skill words used by certain people, groups or professions. A strong vocabulary is very important to master English. Learning vocabulary helps one get information, communicate, and understand written language. Faliyanti (2015). According to Sari in Atika (2022) Vocabulary mastery consists of three components: pronunciation, spelling, and meaning. In other words, just knowing the word and its meaning is not sufficient vocabulary mastery. Also, you need to know how these words sound and how you can use them correctly every day.

Having good vocabulary mastery is very important to learn English. Vocabulary is the most important part of a language that must be learned before any other skill or aspect. This is because it gives the learner access to any or all of the spoken and written language styles. Atika (2022)

3. **Vocabulary Types**

Based on Hurlock (1978) Children learn two kinds of vocabulary: general vocabulary and special vocabulary. General vocabulary includes words that can be used in various situations, while special vocabulary

includes words that have special meanings that are only used in certain situations. Hurlock (1978) said that vocabulary consists of two categories, namely:

1. General vocabulary

    General vocabulary: nouns, verbs, adjectives, and adverbs fall into the category of common vocabulary.

    a. Noun. Children is the first word used. They usually use one syllable of their favorite chat sound.

    b. Verb. Children begin learning new vocabulary, especially those related to actions such as "give," "take," or "hold," once they have learned enough words to name and the things around them.

    c. Adjective. In the vocabulary of a 1.5 year old child, adjectives appear. In the beginning, the most used words were "good", "bad", "good", "naughty", "hot" and "cold", which were basically used for people, food, and drink.

    d. Adverb. "Here" and "where" are the first adverbs that appear in a child's vocabulary.

4. **Special Vocabulary**

    The special vocabulary consists of numbers, colors, time, money, popular, and swear words

    a. Color vocabulary. By the age of four, most children know the names of basic colors. How much more they will learn the names of other colors depends on their learning opportunities and their interest in colors.

b. Total vocabulary. According to the Stanford-Binet intelligence scale, children aged five are expected to be able to count three objects and be able to count three objects simultaneously. They are also expected to be able to understand words like "three", "nine" and "five" enough to score goals by the age of six.

c. Time vocabulary. Children usually know what morning, afternoon, heat and monsoon are by the age of six or seven.

d. Money vocabulary. Children who are four or five years old start naming coins based on their size and color.

e. Popular vocabulary. Popular language is used by most children aged four to eight, especially boys, to express emotions and relationships with their peers.

f. Swearing vocabulary. Oaths, mainly used by children from school age, are used to show that they have matured, acknowledge their feelings of inferiority, affirm their masculinity, and attract attention.

Basic vocabulary or basic vocabulary are words that are not easily changed or very unlikely to be taken from another language Tari (1993). This basic vocabulary includes:

1. Kinship terms such as fathers, mothers, brothers and sisters, grandmothers, grandfathers, aunts, uncles and so on.

2. Names of body parts: e.g. head, hair, nose, ears, cheeks, teeth, feet, hands, fingers, etc

3. Pronouns (self, pointer): for example I, you, he, they, you, there, there, that, this, etc

4. Numerical words: e.g. one, two, three, five, seven, ten, twenty, one hundred, one thousand, ten thousand, etc.

5. Main verbs: e.g. eat, drink, sleep, bathe, cook, write, read, etc

6. Key words express: for example, happy, sad, happy, sad, hungry, night, day, morning, etc.

7. Universal objects: e.g. earth, water, stillness, air, sky, moon, stars, sun, animals, plants, etc.

The following is an explanation from Lehr & Osborn (2001)

a. There are two types of words:

1. Oral vocabulary consists of words that we know and use for listening and speaking.

2. Printed vocabulary consists of words that we know and use in reading and writing.

b. Word knowledge is divided into two categories, receptive and productive

1. Receptive vocabulary includes words that we recognize when we hear or see them. And is the ability to understand passive vocabulary used when reading and listening.

2. Productive vocabulary includes words that we are familiar with when we speak or write.

Knowing and understanding words also includes understanding their "forms", which include their sound, spelling, and possible grammatical changes, as well as their "meaning", which includes their conceptual substance and their relationship to other words, especially in the context of usage. Language. Nurhayati (2019)

5. **Indicator Vocabulary**

categorization, meaning, and construction are three parts of vocabulary. This shows that reading can teach students many new things, such as vocabulary , according to Harmer (2001).

1. Word Classification

Thornbury (2002), states that words in English are included in eight groups: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and determinants. However, in this study, the researcher only examined the vocabulary of nouns, verbs, adjectives and adverbs. Individual languages determine word classes. Then there is the word class "nouns", which are mostly made up of words for objects and persons. The word class "verb" contains the most words for action and process, "adjectives" contain the most words for quality, and "adverb" contains the most words for description. Wierzbicka (2011).

1) Noun. In many languages, affixes are used to indicate numbers (singular, plural, double), cases (i.e., nominative, accusative, ergative, dative), persons, numbers ('I,' "you", "his", etc.), prose or person, and certainty.

2) Verb. Many languages use affixes to indicate variations such as tense (present, past, future), aspect (imperfect, perfect, progressive), mood (indicative, imperative, optative, subjunctive, etc.), polarity (positive, negative), and the valence conversion operation (passive causation; see Audacity and Argument Structure in Syntax).

3) Adjective. Suffixes indicating comparison usually accompany adjectives, (eg, degree of comparison, degree of excellence or equivalent). Sometimes adjectives act on the noun they change.

4) Adverb. Adverbs can change the verb in various forms, such as a prepositional clause, phrase, or clause, or a complete sentence.

b. What is the meaning of the word

Meaning is divided into two categories. In other words, denotation and connotation. Denotation, also called referential meaning, is the meaning associated with words as signs or symbols. In some situations, it can be described as a dictionary and may serve to convey terms related to thought. Moreover, connotation, also known as connotation, is the emotional reaction that a word evokes in the reader. Relationships of meaning are of various types, including the following

1) Synonym. Words have synonyms that mean the same thing. Consider the words mean, beautiful, and honorable, for example.

2) Antonym. Unlike mother words, antonyms can live together in the same style, dialect, or register; they are not distinguished by formality, dialect, or technicality. For example, a minor is a giant, and a short person is tall. In this study, the term "Vocabulary" refers to the total number of words present in a language, including single words, phrases and multi-word snippets that people use in conversation and have various terms and meanings. The vocabulary test consists of multiple choice questions that address word meanings, word classification, and word formation.

6. The Importance of Vocabulary

Vocabulary is an inseparable aspect of our life. Students need vocabulary to express their ideas. Vocabulary is part of English as a foreign language. If students learn English, they have to learn the vocabulary of that language to facilitate the learning process and students who don't have a lot of vocabulary, they will have difficulty learning the language. He couldn't communicate in the language they were learning.

Everyone in the world needs language to establish communication with other people. According to Thornbury (2002), very little can be conveyed without grammar and vocabulary. Teaching English is the second most important material in the learning process. Learning old vocabulary consistently is more effective than learning new vocabulary every day. Harmer (2001).

Vocabulary is the key language that must be learned to get the maximum vocabulary. So, vocabulary as a group of words that express other meanings is used to communicate in general. Students with a wide vocabulary will easily develop their skills in speaking, writing, reading and listening. However, students who do not have a lot of vocabulary will find it difficult to develop these skills.

In conclusion, vocabulary is a basic component of language. Students who have a large vocabulary will have many opportunities to write, read , speak and listen better. Conversely, students who have a small vocabulary will not be happy and bored to learn English.

B. Reading

1. Definition of Reading

One of the important skills in learning a language is reading ability. It is also a means of recreation and pleasure. At the same time expanding knowledge and increasing technological achievements. Various types of reading materials are needed to improve students' reading skills. Not only is formal education and assignments found in school textbooks, but students must also learn to read written works, free reading books, newspapers, and magazines.

Indonesian students' goals in reading are: to understand or understand the test material because reading comprehension is a bridge to understanding the scientific books one reads. Students' reading ability is very important because it can increase their knowledge. People actually do the same when they read and have an interest. They not only interact with written symbols, but also use their knowledge to understand the meaning of the text.

Many experts define reading differently. Reading requires the ability to understand printed symbols or words and make meaning from text. In addition, the idea of reading is also related to goals, experiences, strategies, skills, and attitudes towards reading. That is, reading makes it easier for writers to share knowledge, ideas, and feelings with readers, who each have their own patterns of language and experiences. This shows that readers use their strategies and goals to read the text in addition to finding the message.

Based on the explanation above, it can be concluded that reading is a process that combines the knowledge of the reader with the text so that the reader can understand and understand the information. Reading is not only understanding symbols, but also trying to capture messages and respond to messages contained in the text.

2. **Kind of Reading Text**

There are many types of reading texts such as recount, hortatory exposition text, argumentative, descriptive, procedure, etc. (Anderson & Anderson, 1997). Below their explanation:

a. **Recount**

As the name implies, recount text tells a story that retells or retells historical events. Typically, details are written in chronological order and include information about who was involved, where and when the events occurred, which is important for understanding the text. Recount texts vary from one literary genre to another. Likewise, it's not just for personal matters. Texts that narrate events may be creative, factual, procedural, or even literary. Recount text has several types as follows:

1. Personal Recount

As the name implies, personal notes describe events that happened privately with you, the author. In blog posts or articles, this type of recount is very useful because it builds rapport between you and the reader. Written usually in the form of personal letters, journal entries, or anecdotes. The personal recount is told from the first-person perspective as it is based on individual thoughts, feelings and

experiences. This is a kind of creative nonfiction that relies on a personal account that takes place in real life.

2. Procedural Recount

Procedural recalculation outlines the steps of an experiment, study, or investigation chronologically. Usually written scientifically, with numbers and passive voice. Sometimes, procedural recalculations include flowcharts and other mathematical or scientific equations that lead to conclusions of experiments or reports.

3. Imaginative Recount

Imaginative recounts retelling the story of a fictional character in the first person.

In recount text, it is usually told to provide information, evaluate, or entertain the reader. It usually performs all three functions. The recount text uses a simple but effective structure of three acts. All stories must have a beginning, middle, and end. In the first act, the writer (or you) starts the story. It provides answers to basic questions such as:

a) Where does this story begin?

b) What types of participants are involved?

c) When did the event or experience occur?

d) What do the characters do when the second narration begins?

(Source: https://www.smkabdurrab.sch.id/artikel/11-recount-text-definition-purposes-generic-structures-language-features)

b. Hortatory exposition

Text Hortatory Exposition Text is a type of English text which is included in argumentative text and shows the author's efforts to encourage the reader to act or do something. The author provides comments about several things in the Hortatory Exposition text to support the main idea of the text.

The text that describes the author's efforts to encourage the addressee to do certain things is called the exposition. Exposition Hortatory has a general structure consisting of a thesis, the author's perspective on the topic discussed, an argument, a series of arguments that support the previous thesis, and a recommendation, in which the author provides advice to the reader.

Hortatory exposition helps reader or listener believe that something must or No should happen or done. Besides it, Hortatory Exposition has feature language.

Hortatory exposition is a feature of language, but it is used to convince the reader or listener that something should or shouldn't happen or be done

(Source: https://yusufefendy.com/2019/03/12/hortatory exposition-text-definition-generic-structures-purposes-language-features/)

1) Simple present tense

2) A number of argument starts with, first , second , third ...

3) Inside there is a suggestion started with :

   a) I think , it's over ok ...

b) I think it must ….

c) I think it must ……

d) Because reason this …. preferably …

c. Argumentative

Text Argumentative text is a type of writing that shows the truth through arguments that justify or deny something to convince the reader. It can be conveyed in writing or in argumentative speech to convince readers or listeners of a certain topic through proposals and arguments based on emotion and logic. Argumentative text expresses the opinions, ideas, and perspective of the publisher. This is in contrast to other types of text, such as narrative, scientific, or legal, which are impartial and depend on the opinion of the publisher. The argument text consists of three parts:

1) The Introduction.

This refers to a brief explanation of the main idea or thesis, so that the reader understands the topic and context better, so that they can draw conclusions throughout the writing.

2) The body of the argument.

It deals with the development of a thesis using different types of language. To convince readers, information must be clear, systematic, and has meaning or coherence.

3) The conclusion.

This refers to the last part of the essay, which may consist of several paragraphs, in which the hypothesis is briefly justified. That is, logical reasoning is given, which gives meaning to all the stated arguments.

(Source: https://crgsoft.com/argumentative-text-what-it-is-structure-characteristics-and-examples/).

d. Descriptive

Descriptive Text, namely text that describes a person or object is called descriptive text. Describing and expressing certain people, places, or things is the goal. One of the characteristics of descriptive text is as follows: The main purpose of the text is description: to display the characteristics or characteristics of what is described or disclosed. A declarative or attributive sentence is a sentence in which the predicate characterizes the subject.

Text structure The structure of a descriptive text consists of the object, individual or creature being described, as well as qualities and parties, which are the reference elements mentioned in the description. Specific reference to the components and qualities that distinguish an item must be made to give a clear picture of it. Structure of descriptive text (section) There are two forms of structure in descriptive text; linear and circular structures. Linear structure. Descriptions usually follow a chronological order to show a simple and definite story (Anderson & Anderson, 1997).

e. Procedure

Three types of procedure texts: (1) Texts that explain how something works or how to do an instruction/operation manual, such as how to use a computer, video, tape, copier, and fax. (2) Texts that tell how to do something, such as recipes, game rules, science experiments, and road

safety rules. (3) Texts about human behavior, such as how to live happily.

Generic Procedure Text Structure as follows:

1) Purpose: (for example: making spaghetti)

2) Ingredients : (for example: eggs, onions, vegetable oil, etc. for cooking omelet)

3) Step : (eg : first onion, tomato and sliced onion, then cut both onions into slices, etc.)

Meanwhile, the purpose of Procedure Text

1) To tell (the reader) about how to make, operate, or do something through a sequence of actions or steps.

2) Describes instructions for making, operating, or doing something.

Procedural Text Language Features:

1) Using sequence adverbs with temporal conjunctions (eg: first, second, third, last)

2) Use imperative/instructive sentences. (eg: put noodles in . . ., cut onions . . ., wash tomatoes . . .)

3) Using adverbs (adverbs) to show the exact time, place, way, such as for five minutes, 2 hours, etc.

4) Using action verbs, such as: make, take, boil, cook

5) Using Simple Present Tense. (Anderson & Anderson, 1997).

f. Narrative

Narrative text, such as those found in children's story books or novels, is simply text that tells a story. As the name suggests, this type of writing provides a narrative account of historical events. Entertaining readers or

being a vehicle for conveying stories or fairy tales to children at night is one of the purposes of the text. Narration is used to convey information both in literature and in everyday communication. Each writer uses their own narrative style, but they still follow the same structure used in narrative text: introduction, development, and result. Story text has various components, such as:

1) The narrator: The person who tells the story. He can play either character, omniscient (who knows everything and tells it), or witness (who doesn't know the whole story, but tells what he saw).

2) Characters: They are the characters that play a part in the story. They can be the main character, who serves as the main character in the story, or the secondary character, who participates in certain events in the story.

3) Space: The story takes place in one or more of these locations. Through the detailed descriptions provided by the author, readers can imagine each place and feel different emotions.

4) Time: This is the moment or era in which events occur and can be linear (chronological) or with twists (playing with past, present and future events throughout the story).

5) Action: This is a story argument that can start at the beginning or end as the story progresses.

The narrative text structure consists of three parts:

1) The introduction : This is a type of story that allows the reader to be placed in a specific context, including the time and place, in which the main character is introduced.

2) The development, or node: This is the most extensive part of the story where we know about the characters, events, and details of the story.

3) The outcome : This is the closing of the story where questions that arise during the course of the story are answered. It can be tragic, happy, or open to doubt, with the possibility that the story will continue in the next work. (Anderson & Anderson, 1997).

3. **Types of Reading**

There are several types of reading, namely scanning, skimming. Intensive, extensive and mind maps. These types can be explained as follows:

a. Scanning

Readers can use reading techniques such as scanning to quickly find specific information in text. Scanning text, readers move their eyes quickly across the page, looking for the information they need McNamara (2007).

b. Skimming

Skimming, also known as digest reading, can help you figure out what a text is about at its most basic level. For a magazine or newspaper, this will usually assist the reader mentally and help them make a list of articles they might consider reading in more depth. You usually have to read a little to find the name in the telephone directory. If readers are

good at this particular technique, they can count even seven hundred words per minute. McNamara (2007).

c. Intensive

This type of reading is especially helpful for language learners because it helps them understand vocabulary by making inferences about the context of words. Reading large amounts of information before an exam is also ineffective because it helps retain information for a long time and the knowledge gained from intensive reading stays in your memory for a long time. Students do not do either type of reading well when doing this, especially neglecting intensive reading. They may remember the test answers, but soon afterward they may forget them. McNamara (2007).

d. Extensive

Extensive reading involves reading for pleasure; because there is an element of enjoyment in extensive reading, students are unlikely to read a text they do not like thoroughly. In addition, smooth decoding and assimilation of the text and content you see is necessary. If readers find themselves stopping every few minutes trying to understand what is being said or looking up new words in a dictionary because the content is difficult to understand, they will lose focus and turn elsewhere. McNamara (2007).

e. Mind Map

When it comes to constructivist language learning, mind mapping is considered an effective approach because it enables creativity and encourages individual learning. Some can be made by hand, paper or

computer. According to Erdoğan (2008), using paper mind maps seems time-consuming because students have to erase and rewrite them repeatedly. Creating a mind map takes several steps. First, center the image or topic with at least three colors. Second, use symbols, dimensions, images, and codes throughout the mind map. Third, use keywords and print in upper or lower case. Fourth, each illustration or word stands alone and lines up. Next, create a line starting from the center image; the midline is thicker, organic, and flowing, and becomes thinner as it radiates outwards from the center. Make lines the same length as words or pictures, and then use different colors throughout the mind map. Next, learn how to map your thoughts. Also, use strong emphasis and show correlation through mind maps. Finally, use radial hierarchies, numerical sequences, or outlines to make your mind map clear. Buzan (2007).

Meanwhile, Brown (2003), mentions four types of reading. He:

a. Respond

   Perceptive reading requires attention to wider discourse elements, such as letters, words, punctuation marks, and other grapheme symbols. Bottom-up implied processing

b. Selective

   Category For the most part, these categories are holdovers from forms of judgment. Certain specific tasks, such as image assignment, matchmaking, true/false, multiple choice, etc., are used to ensure that readers understand the lexical, grammatical, or discursive

characteristics of a language within a very short range of languages. It is possible that bottom-up and top-down processing is combined.

c. Interactive

Interactive readers read texts, consisting of several or more paragraphs, in which they must interact with the text according to a psycholinguistic sense. In other words, interactive reading is a process of negotiating meaning in which the reader brings a set of schemata to the text to understand it, and what is depicted in the text is the result of this interaction. Although some instances of bottom-up performance may be required, top-down processing is typically used for such tasks.

d. Big

Extensive reading applies to texts longer than one page up to and including professional articles, essays, technical reports, short stories, and books. Most extensive tasks require top-down processing.

C. Reading Comprehension

1. Definition of Reading Comprehension

Many explanations and definitions are available for many experts to read. Johnson in Nur (2014) reading is the process of using text to make meaning; therefore, reading does not occur if no meaning is made. Reading skills are constantly developing, and reading skills can be improved with lots of practice. Visual and nonvisual information is integrated while reading. Page

visual information is combined with nonvisual information. In addition, reading is an act that creates relationships between concepts.

In addition, Alousef in Nur (2014) also said that reading is an "interactive" process between the reader and the text, which makes reading easier. Readers dynamically interact with the text while trying to understand it. In this process, various types of knowledge are used, including schematic knowledge (through the top-up process) and linguistic or systemic knowledge. processing below). That is, an interactive process occurs between the writer and the reader while reading comprehension. Text serves to convey the author's idea.

However, to convey its meaning, the text uses letters, words, sentences, and paragraphs. The interactive process generates understanding because readers understand using their knowledge, skills and strategies.

All the definitions mentioned above show that reading is a thinking process. One's initial knowledge is very important to process new information when getting a text message.

2. **Types of Reading Comprehension**

According to Mikulecky and Jeffries in Ika (2014) the following are six categories of reading comprehension abilities :

a. Scanning

Scanning is a high-speed reading process that is performed when searching for information. When you scan, you have a question in your mind; You don't read every word, only the words will give you an answer.

Practicing scanning will help you skip unnecessary words so you can read more quickly.

b. Preview and Prediction

You can change how well you understand what you read by doing a review before reading. You're previewing a book when you get information about it by examining its cover. Previews are designed to help you predict or make some "educated guesses" about what's written in the book. Every time you read, you must learn to use this ability. You study the text to get a better understanding of what you will encounter. After that, your brain can start making connections, and your understanding will get faster and better.

Previewing in a few seconds can teach you a lot about the text you are about to read. You can preview any text, such as fun reading books, magazine articles, tests, and textbook assignments.

c. Find Topics

When you read the meaning, you should start by finding the topic. To understand what you read, you have to relate it to something you already know. To make these connections, you have to be sure that you know what you're reading, which means you have to know the topic.

d. Launch

Skimming is a speed reading technique that can save you a lot of time and help you finish a lot of material quickly. It differs from other types of high-speed reading such as preview and scan. You read thoroughly to get a general understanding of a passage or book rather than delving into the

details. As you skim through the text, you may run into questions like "Was this section useful to me?" or "What does this writer think?" or "What is the author's general goal or idea?"

e. Making Inferences

Good readers always draw conclusions. That means they think like a detective and look up information in the text, then guess what the passage is about. Sometimes the topic of the text isn't clear, so you have to look up the information and try to guess what part it is. This is known as inference. Also, offering a compelling conclusion helps readers deal with difficult vocabulary or sentence structures.

f. Summarize

Re-explaining a passage in a much shorter form is called a summary. Summarizing is done to make sure you understand, to tell others what a passage means, and to review text for tests. We already know that reading is one way to learn and improve a new language. Even in Indonesia, reading lessons are used as an opportunity to improve fluency, expressive speaking, and other skills.

3. Reading Comprehension Objectives

Many academics, according to McDonough and Shwa, have recently stressed the importance of setting distinct goals for reading. According to Ngan Main Hoan from the British Council (2013), students' reading experiences will differ depending on their goals when reading. Reading should be considered as a purposeful activity, in which students fully know what they have to do to increase their interest in reading in a foreign language.

This viewpoint regards academic reading as a complex and multilevel activity that requires three elements Sengupta (2002). The first requires a mix of in-depth reading. The second is the synthesis of materials from various sources. Third, participate actively in finding writers and achieving their goals.

4. Reading Comprehension Level

Readers must understand reading at four levels, according to Otto, Rude, and Spiegel, as quoted by Supri Adi:

1. Word level

    The first rank is word level. It should be noted that students must know the meaning of at least most of the words before they can understand the whole sentence.

2. Sentence level

    Sentences are the second level, where students must be able to put words together and understand the meaning of the sentence as a whole.

3. Paragraph level

    Unit paragraphs are at the third level. Readers can not only understand the words and sentences in a paragraph but they can also understand the meaning of the paragraph as a whole. In this way, they can find the main idea, draw attention to it, or use the information contained in the paragraph to determine cause and effect.

4. Reasoning Level

    The level of good and creative reading is at the fourth level. When people read critically, they critically examine the robustness of the text and

judge its relevance. Creative reading goes beyond what the author has written, applying ideas from the text to new situations and recombining the author's ideas to create new ideas or expand on them. However, non-creative reading allows readers to generate new ideas.

reading If students can master the four levels above, they will be able to achieve their reading goals because these levels have the ability to foster students' interest and provide background knowledge about the topic of the text being read. By using the right strategy, teachers can explore themselves and provide more knowledge to students in teaching English, especially reading in class X MAN 1 Kediri.

5. Descriptive Text

Texts that are easy to understand and interpret are used in learning at Madrasah Aliyah. Currently, reading activities are rarely carried out, especially for students at Madrasah Aliyah. This makes learning difficult for them. The ability to read is very important for students because it will help them understand various information that is read. Given that any information can add insight into one's life, everyone in society must have good reading skills. Reading interest is strongly influenced by reading interest. because students will not read wholeheartedly if they do not have a great interest in reading; conversely, if they read at their own will or desire, they will read by heart. Sariyani, et al, (2022).

The text is a descriptive text, even though it looks easy, students sometimes misinterpret the descriptive text. According to Mevi (2017) Descriptive text is text that provides an explanation, describes or describes an

object with words so that a person can use his senses to feel or describe the object being explained by a text.

According to David, descriptive text is a discourse that gives, describes, or tells something in words. In the text, someone observes something

From the explanation above, it can be concluded that descriptive text is text that explains, describes, or describes an object with words so that the reader can feel, feel, and think logically about the text.

6. Previous research

Initial researchers on research subjects were conducted by Atika (2022). A quantitative method with a correlation design was used to analyze the data of this study to determine whether there was a significant relationship between students' reading habits in SMA, vocabulary mastery, and their reading comprehension. All students of class X from SMAN 4 Kota Kediri.

The results showed that reading habits and vocabulary mastery were 0.504, reading habits and reading comprehension were 0.257, and vocabulary mastery and reading comprehension were 0.441. In addition, there is a correlation coefficient between students' reading habits, vocabulary mastery, and reading comprehension which is 0.471. Based on the findings above, it can be concluded that strong reading habits lead to better vocabulary mastery and reading comprehension.

Yasa conducted additional research in 2018 with the title "The Relationship Between Students' Vocabulary Mastery and Reading Comprehension Ability in Class X SMA Smart Murni Deli Serdang Academic Year 2017/2018". The purpose of this study was to find out how

students' ability to understand reading and their vocabulary mastery relate to one another. Researchers use the test as a tool to collect data in this study. This study involved 30 students who were in class X SMA Smart Murni Deli Serdang in the 2017/2018 academic year. The quantitative data used in this study came from reading comprehension and vocabulary tests. The results of the analysis show that there is a relationship between students' reading comprehension skills and their abilities. The data collected in this study were analyzed using Pearson Product Moment. According to the Pearson Product Moment analysis, sig. (2 pieces), the value is 0.006. The results of the vocabulary test and reading comprehension test show that ro = 0.491 is greater than rt = 0.361 at a significance level of 0.05 (5%), and the two tails sign is 0.01 greater than 0.05. Thus, ro is greater than rt and the two-tailed sign is smaller than 0.05, indicating that Ha is accepted. It is clear that students who have vocabulary understand reading comprehension more easily. In addition, vocabulary mastery can have an impact on students' ability to understand reading.