CHAPTER II
LITERATURE REVIEW

A. Reading

1. Definition

According to (Mikulecky: 2008), reading is the consciousness of someone thinking process. Reader can directly read a text when he/she see it; it can be call as unconscious thinking process. While conscious thinking process happens when the reader has a desire to read a text for certain purposes. The reader may apply many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. Moreover, according to Subur (2014), reading is the whole process of gaining the concepts that expected to the author, interpret, evaluate the author’s concepts, and act of them. Based on those interpretation can be concluded that reading is the process of capturing information that can be intended to some text written by the author or writer.

2. Types of reading performance

Based on Brown (2000: 312), there are two kinds of reading performance, as follows:

a. Oral reading

The functions of oral reading, as follows:

1) Serve an evaluate check of processing skills
2) As a pronunciation check
3) Serve to add some extra student participant

The limitations of oral reading are:
1) It is not a very authentic language activity
2) While one student is reading, others can easily lose attention
3) It may have the outward appearance of student participation when in reality it is mere recitation

b. Silent reading

Silent reading is categorized into intensive and extensive reading. Intensive reading is a reading activity which students focus on the linguistic or semantic details of passage and it actually as a classroom-oriented activity. In other hand, extensive reading is performed outside of class time and it is used to achieve a general understanding of a longer text such as book and essay.

3. Genre of Reading

According to Brown (2004:186-187), genres of reading are divided into three types, as follow:

a. Academic reading

There are many kinds of written text for academic reading:

1) general interest articles (magazine, newspaper, etc.)
2) technical reports (lab reports), professional journal articles
3) reference material (dictionaries)
4) textbooks, theses
5) essays, papers
6) tests directions
7) editorial and opinion writing.

b. Job-related reading

Job-related reading also has many types:
1) messages (phone messages)
2) letters/emails
3) memos (interoffice)
4) reports (job evaluations, project reports)
5) schedules, labels, signs, announcements
6) forms, applications, questionnaire
7) financial documents (bills, invoices, etc.)
8) directories (telephone, office, etc.)
9) manuals, directions

c. Personal reading

In personal reading genre, we can find many types of genre:
1) newspapers and magazines
2) letters, emails, greeting cards, invitations
3) messages, notes, lists
4) schedule (train, bus, plane, etc.)
5) recipes, menus, maps, calendars
6) advertisements (commercials, want ads)
7) novels, short stories, jokes, drama, poetry
8) financial documents (checks, tax forms, loan application)
9) forms, questionnaire, medical reports, immigration documents
10) comic strips, cartoons.

B. Reading Interest

1. Definition

According to Ws Winkel (2004:188) and Slameto Hilgard (2005:57) in Subur (2014:16), interest is the tendency of feeling interested toward certain subject and pleased to learn about it. It implies that interest is the willingness of something that encourages someone to do something or to learn something that they want. Interest will motivate them to do what they want to do and will be the power in doing something. While based on Broughton et.al (2003:91), reading is a complex skill that includes three components in the reading skill there are the recognition of the black marks, the correlation of these with formal linguistic elements, and the further correlation of the result with the meaning. From the interpretation can be concluded that reading interest is the feeling of big interested on reading about things that they are interested in and pleased about in order to gain information through making use of their reading skill.

2. Types of Interest

According to Hidi (2004:97), interest is divided into two types; there are individual interest (personal interest) and situational interest.
a. Individual Interest

Individual interest is the feeling of interest that is influenced by the background of knowledge and the existing point of view. An individual who has good individual interest is positioned to begin self-regulating behaviors, experience feelings of self-efficacy, and have an understanding of the usefulness or importance of activity.

b. Situational Interest

Situational interest is feeling of interest that is influenced by the environmental factors, objects, individuals, or both. It means that situational refers to interest caused by the situational variables, such as the text and the test.

3. The Category Level of Interest

According to Gronlund and Robert (1990:416), the interval class of interests is divided into three categories, as follow:

<table>
<thead>
<tr>
<th>Interest Category Level</th>
<th>Class Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>75% - 100%</td>
</tr>
<tr>
<td>Average</td>
<td>51% - 74%</td>
</tr>
<tr>
<td>Low</td>
<td>0% - 50%</td>
</tr>
</tbody>
</table>

The percentage of class interval is computed by using this following formula, as follows:
\[ P = \frac{F}{N} \times 100\% \]

The following information explains the table presented above, as follows:

a. High

In the table above high means that the highest level of the student’s interest to something. The student who can be called as having high interest is the students who have 75% - 100% class interval.

b. Average

Students can be in average interest level category when the percentage of their interests is about 51% - 74%.

c. Low

Low interest level category means that the student has the lowest interest toward something. The lowest class interval percentage is about 0% - 50%.

4. The Importance of Reading Interest

According to Subur (2014), interest is very important in affecting the learning process that include some supported factors such as emotion, feeling, attention, satisfaction, motivation, and pleasure. It reflects that interest becomes the crucial factor that may affect the students learning process, when the students have high interest in learning so they will have a better improvement on their learning. Moreover, reading is the process of understanding the contents of what is written. By reading many kinds of text written and understand them, the reader can gain many information between the line in the text. Therefore, it is believed
that interest in reading will be very important to be had by the students since interest in reading will boost them to read various texts and indirectly will create a reading habit for them and also give them many information that will be benefit for their life.

5. Aspects of Interest

Reading interest is big desire of someone to read what they want to read for certain purposes or needs. According to Arisma (2012:33), there are some aspects of interest in reading that should be paid attention:

a. Like

Students reading like are a positive attitude by showing what their like through reading. Students who like reading will read some books or sources to fulfill what their want is.

b. Consciousness

This aspect concerns with the consciousness toward the benefit of what is being read. The students who have interest in reading will have awareness toward the benefit of what sources they will choose or read. It deals with their preference. When they aware of what they read, they will determine their preference based on the benefit of it.

c. Frequency

Every people have different reading frequency. It depends on their interest and certain importance that lead them to read. Someone can read three times a week, once a day, or even once a year. It closely
depends on their enthusiasm on reading. The students who have high enthusiasm in reading will read more often.

d. The number of the book read

It is the same with the aspect of frequency that everybody has different number of books to be read. The different number of books depended on the reader desire. Someone who has big desire on reading will read some book as much as their want and need.

According to Santrock (2004:514), interest is one of intrinsic motivations. Students’ interest leads them to have enthusiasm in everything they are doing. In short, students who have interest in reading also have enthusiasm in reading what they want to read. Therefore, enthusiasm is also one of the aspects in students’ reading interest.

6. Factors Influenced Reading Interest

According to Hidayat and Siti (2013: 102), some factors that influence students’ reading interest are divided into two categories, there are:

a. Inside Factors (inside)

Inside factor is personal factor that is existing factors in someone self. Inside factor include age, sex, and intelligence, reading ability, attitude and physiologic need.

b. Outside Factors (outside)

Outside factors is institutional factor that is existing factors out of someone self. Outside factor includes reading book number available
and kind of book, social status, parent economic and ethnic background, same age friends, teacher and parent influences.

C. Vocabulary Mastery

1. Definition

Vocabulary is meaningful word that is used to communicate with others in oral and written form. It is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. According to Shoebotom (2011:2) in Nurudin (2013:7), vocabulary is the key to understand what the people hears and reads in their environment and to communicating successfully with other people. It means that learning vocabulary helps the learners to catch the meaning of what have been talked or written by someone.

In brief, vocabulary is the total number of words in a particular language that a person knows or uses, while mastery means as comprehensive knowledge. Then, vocabulary mastery means as a comprehensive knowledge of vocabulary that one knows or uses. Vocabulary mastery also can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. The vocabulary mastery is not a spontaneous process which is easy to be
done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby’s first language comes from the mother tongue. They will master the vocabulary through the simple words through hearing the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

7. Receptive and Productive Vocabulary

According to Ali (2010:12), regard to the vocabulary learning there are two categories of vocabulary, there are receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is the words that the student recognizes and understands when the words appear in a context, and the student cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

b. Productive Vocabulary
Productive vocabulary is the words that the student understands, he/she can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

2. Aspects in Vocabulary

Based on Harmer (2001:18), there are some aspects that should be learnt in vocabulary, there are: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

a. Synonyms

Synonyms are the words that have the same meaning (Schmitt, 2000:1). For examples: the word happy has the same meaning with glad, the word nice has the same meaning with good, get has the same meaning with gain, and finish has the same meaning with end.

b. Antonym

Antonym is a word that means the opposite of another word (Oxford University Press, 2006: 55). For instances: the word young is the opposite of the word old, come is the opposite of the word go, and small is the opposite of the word big.
c. Connotation

Connotation is an idea suggested by a word in addition to its main meaning (Oxford University Press, 2006: 308). For example the word *Professional* has connotations of *skill and excellence*.

d. Denotation

Denotation is the act of naming something with a word (Oxford University Press, 2006: 390). For instance in a sentence: *We keep the wall between us as we go.* The word “wall” is used to suggest a physical boundary which is its denotative meaning but it also implies the idea of “emotional barrier”.

e. Idiom

According to Schmitt (2000:1), idiom is a string of words which taken together has a different meaning than the individual component words. For examples: the idiom *at last* has the same meaning with the word *finally*, *called up* has the same meaning with the word *telephone*, *get on* has the same meaning with the word *entire*, *talk over* has the same meaning with the word *discussion*.

f. Collocation

Collocation is a combination of words in a language that happens very often and frequently than would happen by chance (Oxford University Press, 2006: 281). For examples: *resounding success* and *crying shame*.
g. Noun

Noun is a word that refers to a person, a place, a thing, a quality, or an activity (Oxford University Press, 2006: 999). According to Azar (1999: 100), noun is divided into two there are plural and singular nouns. For example: the word song is a singular noun, and boxes is a plural noun.

h. Verb

A verb is a word that describes action or a state of being. The second part of this definition is important, as many believe that verbs are always action words that can be visualized (Aims Community College, 2014). For instances: jump, play, scream, and fly.

i. Adjective

A verb is a word that describes action or a state of being. The second part of this definition is important, as many believe that verbs are always action words that can be visualized (Aims Community College, 2014). For examples: beautiful, smart, nice, and handsome.

j. Adverb

Adverb is word that used to modify verbs and adjective, and to express time of frequency. For instances: in the sentence He walks quickly, the adverb is quickly that is modifying the verb walks; I am extremely happy, the adverb is extremely that is modifying the
adjective *happy*; and *Ann will come tomorrow*, the adverb is *tomorrow* that is expressing time.

3. The Words Level Mastery

According to Coniam (2014:207), the words level mastery as the graduation standards are integrated into nine levels, as follow:

a. **Level 2**

   Level 2 is for primary school children who master about 600-700 English words and about 50 idioms.

b. **Level 5**

   Level 5 is for junior middle school students that master about 1,500-1,600 English words and 200-300 idioms and collocations.

c. **Level 7**

   This level is for senior high school students who master about 2,400-2,500 words, have ability to write 80-100 words and 300-400 idioms and collocations.

d. **Level 8**

   Level 8 is for students who go to college. Their mastery is about 3,300 words and 400-500 idioms and collocations.

e. **Level 9**

   This level is for the graduates of foreign language school. Their mastery is about 4,500 words.

4. Types of Vocabulary
According to Nation (2001:11-12), vocabulary is divided into some types there are: high-frequency words, academic words, technical words, and low frequency words.

a. High-frequency words

High-frequency words are the words that are used very often in normal language. It consists of 2000 word families which almost 80% of them are the running words in the text.

b. Academic words

Academic words are the words that commonly in different kinds of academic texts. It is very important for anyone using English for academic purposes. These words make up approximately 9% of the running words in the text.

c. Technical words

Technical words are the words that very close related to the topic and subject area of the text. It is about 5% of the running words in a text. Therefore, these words will not commonly used in many kinds of text. They also differ from subject area to subject area such as economic area, geography area, electronic area etc. will have different words used.

d. Low-frequency words

Low-frequency words covers only small proportion of the running words in a text. They do not include in high-frequency words,
academic, and technical words. It means that low-frequency words are rarely used in common language.

5. Testing Vocabulary Mastery

Testing students’ vocabulary mastery is one of the ways to know their language competence. The objective of vocabulary test is to measure the students’ comprehension and production of words used in speaking or writing. By knowing the students’ vocabulary mastery can be used as a tool to determine what strategies of teaching used by the teacher in order to improve their vocabulary both oral and written form. There are some ways to check the students’ vocabulary mastery such as by using oral cues that ask student to give spoken answer, by giving reading text that offer the students to answer multiple-choice completion question format. According to Madsen (1983:14), there are two ways of testing the students’ vocabulary mastery, as follow:

a. Individual Testing

Vocabulary mastery can be checked by using individual test. Individual test is used to verbal physical response of the students. Commonly students in elementary school are taught to read and they are arranged into a small group and individual work. When testing language skill in beginning students, individual interaction can be very productive for them. Students will be easy to gain many new
words when they are interacted with another student in form of small group. Moreover, to check their individual mastery, teacher can test them individually by using some commands, taken example: “Go to the…..”; “Hand me the ...”; “Please close to the door.”; and “Stand up beside your chair please.”

Furthermore, teacher can use a very short answer question that encourages the students to think fast of what the teacher mean and what is in their mind, such as: “What color is the book?”; “Is Andy sitting or standing?”; “Is it morning or afternoon?”; and “Am I doctor or teacher?”

b. Group Testing

Group test is use to nonverbal physical responses test of students in form of group. This test can be done for the whole class at the same time. If the individual test needs an oral responds in form of an action or short answer orally, the group test asks the students to create something appropriate with what the teacher says. In short, group testing encourages the students to learn by doing. So teacher can measure the students’ vocabulary mastery by the total correctness of the students’. To make the test more various, teacher can use pictures that show some objects and ask them to draw a circle in the word that uttered by the teacher, or pictures that show some activities and etc.
Moreover, according to Hughes (1989:148), in testing vocabulary the items used may involve a number of different operations, as follow:

a. Synonym

The item that can be used for synonym aspect is multiple choice items. Multiple choice items are the item that provided some alternative answer to be chosen. For instance: Direction: choose the alternative (A, B, C, D) which is closest in meaning to the word on the left of the page. Question: gleam. Alternatives: A. gather, B. shine, C. welcome, D. clean. Answer: B. shine.

b. Definitions

Multiple choice items also can be used for the definition aspect. Taken example: Direction: choose the alternative (A, B, C, D) which is closest in meaning to the word on the left of the page. Question: loathe means...... Alternatives: A. dislike intensely, B. become seriously ill, C. search carefully, D. look very angry. Answer: A. dislike intensely.

c. Context

Gap filling or multiple choice items can be used to test the context of a lexical knowledge item. For example: Direction: choose the alternative (A, B, C, D) to fill in the gap. Question: the strong wind .......... the man’s efforts to put up the tent. Alternatives: A. disabled, B. hampered, C. deranged, D. regaled. Answer: B. hampered.
D. Previous Studies

In this study, it is token some previous studies from the other study paper as comparison. There are two relevant studies which related to this research. First, a graduating paper from AJ Bastian in Salatiga on August, 2013 entitled *A Correlation Study between Student’s Reading Interest toward Their Vocabulary Mastery of the Fourth Semester of English Department Students of Salatiga in Academic Year of 2012/2013.* The objectives of this study were to know the score of reading interest, the score of vocabulary mastery, and to prove the significant correlation between reading interest and vocabulary mastery. This study was carried out the students of fourth semester in English Department Students of Salatiga. It applied questionnaire instrument to find the score of students’ reading interest, and test instrument to find the score of vocabulary mastery. The questionnaire result was 77.31 % of the students had interest in reading. It was in good level of interest. While test result was 83.70%, it means that the students did most of vocabulary test and understood the verb of the text. And the result of the study showed that there was a significance correlation between reading interest and vocabulary mastery.

The second, it was Ari Sumbodo on 2006 with the title *A Comparative Study of Students’ Interest in English Learning and Their Achievement of the Second Year Students in SMK MA’ARIF NU 1 Kembaran between the Students who Live Inside and Outside of Islamic boarding school in*
The objectives of this study were to find out the English learning interest and English achievement of second year students in SMK Ma’arif NU 1 Kembaran and to compare both of them on the students who live inside and outside the Islamic boarding school. This study was carried out the second year students of SMK Ma’arif NU 1 Kembaran. It applied questionnaire instrument to find the score of students’ learning interest, and documents to find the students achievements score. The analyze result was t-result higher than t-table (3.18 > 1.72). And the result of the study showed that the students who live outside the boarding school have the higher score than who live inside the boarding school.

Those previous studies above used as references for conducting this research and also as the comparison between those relevant studies with the study that will be conducted by the writer this time. This study is *A Comparative Study on Vocabulary Mastery between High and Low Reading Interest Students*. The differences between this study and previous study are the objective of this study, the variables used and also the method used. The objective of this study is to find out the students’ reading interest level and score of their vocabulary mastery and the comparison of both high and low level of reading interest. The variables used in this study are students’ reading interest level as the independent variable and vocabulary mastery as the dependent variables. The method of this study is descriptive quantitative method and the design is comparative research design. The instrument used is
questionnaire to know the score of students’ reading interest and test to know
the score of their vocabulary mastery.

E. Basic Assumption

Interest is one of intrinsic motivations that may lead the students to be
motivated to learn or to do something. Interest in reading will affect to the
students learning, especially language learning process. By having high
interest level in reading they will read a lot and get more information.
Reading is one of the ways that lead the students learn many words. Through
reading various texts they will learn information as much as vocabulary.
Vocabulary is the key to understand what people hears, reads, and writes. It
can be concluded that vocabulary can be mastered through reading. The
comparison of the different level on reading interest and their vocabulary
mastery becomes the tool to measure their score of vocabulary test, and the
different interest level comparison both high and low reading interest. This
study assumes that students’ who have high interest in reading will have good
vocabulary mastery. Moreover, students will master English vocabulary as
well as they having high interest toward reading English sources.

F. Hypothesis

Based on the basic assumption, the hypothesis made is there is a
significant difference of vocabulary mastery between high and low reading
interest of tenth grade students of SMKN 2 Purwokerto. The formulation of
the hypothesis is:
Ho: There is not a significant difference of vocabulary mastery between the students who have high and low interest in reading.

Ho: $\mu_1 = \mu_2$

Ha: There is a significant difference of vocabulary mastery between the students who have high and low interest in reading.

Ho: $\mu_1 \neq \mu_2$