

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Previous Researches

Related to this study, there are some previous study which is similar or in line with this study. Reading comprehension and the factors that affect it. Mostly the studies showed that vocabulary has a great effect on someone's reading comprehension any kinds of text. The following studies are some related studies done by the scholars and researchers.

The first is Diah Kurnia Dewi (Dewi, 2007), the objectives of her study are to reveal whether there is a significant correlation between students' interest in reading scientific essays, scientific vocabulary mastery and their achievement in reading comprehension. She used correlation method of quantitative approach. The result of her study showed that both the students' interest in reading scientific essays and scientific vocabulary mastery have significant correlation with their achievement in reading comprehension

Then, Lia Nurshohifah (Nurshohifah, 2014), the objective of her research is to find out the relationship between students' reading interest, students' vocabulary mastery and their reading ability on descriptive text. She used correlation method of quantitative approach. The results showed that the reading interest level and the vocabulary mastery of eighth grade students in the District of Banjar Pandeglang contributed in improving students' reading

comprehension in descriptive text. Students who have a high interest in reading and mastered in vocabulary can understand descriptive text more easily.

Another research had been investigated by Rahmayuni Wulandari (2016). In this research, she wants to find out whether there is significant positive correlation between students' reading habit in English and their reading comprehension ability. She used correlational study to find the result. The result of this research showed that there is a correlation between students' reading habit in English students' reading comprehension ability.

Another relevant study about reading interest and vocabulary mastery toward reading comprehension was done by Fahrurrozi (2017). This study aims to determine the relationship of reading interest and vocabulary mastery to reading comprehension. The method used in this research was descriptive method with a correlation technique. His study showed that correlation coefficient between reading interest variable and vocabulary mastery along with reading comprehension is 0,873 that means significant. Thus, there is a positive relationship between reading interest and vocabulary mastery and reading comprehension. It can be said that the higher the reading interest and vocabulary mastery, the higher the students' reading comprehension.

Another relevant study was done by Dian Probo Astomo (2017). The objective of the research to find out whether there is or not a correlation between students' interest of reading on English text and translation ability toward reading comprehension at the fifth semester students of English

education department in The State Islamic Institute of Surakarta in the academic year of 2016/2017. The result of his study showed that there is positive significant correlation between students' interest of reading on English text and reading comprehension of the fifth grade students of English department in The State Islamic Institute of Surakarta in the academic year of 2016/2017.

Unlike the previous studies that mentioned above, this study did at Vocational High School and the objectives of study to find the correlation between students' reading interest and reading comprehension.

## **2.2. Theoretical Review**

### **1. Reading Comprehension**

#### **a. Definition of Reading Comprehension**

Reading is an importance in many things. Reading can give us information that we want to know. We can know everything by reading a book, news paper, magazine, blog, and others. But, some of people do not know what they read about. That because they do not understand well what they read about.

Fahrurrozi stated that reading does not only discover the text, but it also to know the meaning included in the text (Fahrurrozi, 2017). Reading is begins when children understand the letters from words, and words convey decoded meanings (Gani et al., 2016). Reading is a form of relaxation to learn things, and that is a way to get new ideas (Hager et al., 2005).

Reading comprehension is important component of functional literacy. Comprehension is the activity to comprehend and interpret of what they read (Zhussupova & Kazbekova, 2016). Teaching reading comprehension means make students understand the, interpreting the author's message and applying the message in meaningful ways (Gani et al., 2016). Teaching reading is important for student, because reading is the beginning of the success.

Reading is an activity that is full of benefits and very important in our lives. Reading is not only read a text, but we must understand the message in the text. By understanding well what the text about, the reader will get the information and new experience. Many people become successful and intelligent because of them love reading books and learning.

#### **b. Types of Reading**

There are two types of reading, Extensive Reading and Intensive Reading. Harmer stated that the student needs to be involved in extensive and intensive reading to improve their reading skill (Harmer, 2001).

##### **1) Extensive Reading**

Extensive reading can be defined as reading a lot of text, where confidence and reading fluency are prioritized (Ghanbari & Marzban, 2014). Another opinion comes from Harmer, he said that extensive reading is not only about “read a lot”, but need to organize

which include an appropriate to their materials, guidance, tasks and facilities (Harmer, 2001). Extensive reading means free reading that student free to read a lot of book, but they should to give suitable text with their abilities. The text which too difficult will effect they more focused on translate of the text, and then they will do not get important information of the text.

## 2) Intensive Reading

Intensive reading can be defined as the habit of special reading skills and the approach of linguistic study of text (Ghanbari & Marzban, 2014). Intensive reading is a reading activity that student give a text which suitable with their desire so that it can improve their motivation in reading. It can be purpose to they have curiosity to get more information from the text they read.

Intensive reading means to get students' enthusiastically of reading in the class, teacher needs to grow reading interest topic for them (Harmer, 2001).

### c. The Levels of Reading Comprehension

Kennedy in Astomo (2017) stated, there are kinds of reading comprehension (Kennedy in Astomo, 2017):

#### 1) Literal Comprehension

This means reading to understand, remember, or remember information explicitly contained in a passage. This shows that

readers can know what a writer is saying. The understanding focuses on the reader's ability to find explicit information.

## 2) Inferential Comprehension

Reading to find information which not explicitly stated in a section of text, using the experience and intuition of the reader. It refers that the reader should be able to make excuses or seek information that is not listed in text or information implicitly.

## 3) Critical or Evaluative Comprehension

Reading to compare the information in a passage with the knowledge and reader's own value.

In general literal comprehension is reading to find out the explicit information of the text. Then, inferential comprehension means reading to find out the implicit information of the text. Critical or evaluative comprehension means reading to find out the reader's opinion from the text.

## 2. Reading Interest

### a. Definition of Interest

There are some statements to define about interest. Interest is an amusement when do something. Fahrurrozi stated that interest is one of affecting aspect. One of interests affect is thoughts and actions. Fahrurrozi stated that interests can be push someone to do something without force them (Fahrurrozi, 2017). When someone interested in something, it means that they care about it, that it is important to them,

and they mostly have positive feelings towards it (Harackiewicz & Hulleman, 2010).

Interest can influence someone to do something. For example, when we are interested in someone, we will find out a strategy to get someone's attention (Hager et al., 2005). This statement also applies in education, that interest influence how hard children will work at the reading task. For example, children who are interested in the materials presented to them will put forth much more effort in the reading process than children who have no interest in the available reading materials.

In general interest means a feeling of love to something. Interest in reading is important for reading comprehension, because interest-driven children tend to spend more time in reading and devoting more time to tasks. Interest reading can make them spend lot of time to reading many books. More book they read, student will more trained their reading comprehension. Then, they will get more information easily.

#### **b. The Type of Interest**

Ainley, Hidi & Berndorff argued that there are three types of interest. There are individual interests, situational interest, and topic interest (Ainley, Hidi, & Berndorff, 2002).

##### **1) Individual Interest**

Individual interest is decided to be an personally in visit to a stimuli, events, and objects (Ainley et al., 2002). For example, children individual interests in play. Although they has a particular

subject (such as an interest in dolls, cars, plane, etc.) it can serve as a determinant of attention to objects he or she is interested in. Ainley also stated that this behavior is related to psychological conditions that give positive influence and tend to improve learning outcomes. For example, students with an individual interest in ecology and conservation will seek opportunities to involve themselves in that activities, then they will tend to enjoy and expand their knowledge (Ainley et al., 2002).

In general, individual interest means a feeling in like one thing without force by anything. This behavior can be in the form of a feeling like in a thing or an activity. Usually, people who have individual interest do not need to be force them to do an activity they like. They also tend do it by themselves without referring others. They will also do it easily without ask for anyone helps.

## 2) Situational Interest

Situational interest caused by certain things from the environment. There are two things that can affect, as content features such as human activity or life around the environment and as structural features such as the way in which task are organized and presented (Ainley et al., 2002). These two things can affect in student situational interest. But, Hidi has another opinion. Stimulating situational interest can be one way for school to

motivate student who have no individual interest before in academic activities to help them to make academic profit (Hidi, 2001).

In generally, situational interest is a feeling in like a thing or an activity outside from individual interest. Situational interest appears caused by situation. Such as human activity and life around the environment usually, a person who have situational interest because they have an importance in a thing.

### 3) Topic Interest

Topic interest means the level of interest that is triggered by a particular topic presented. It looks liked has individual and situational aspects (Ainley et al., 2002). They also stated that topic interest refers to the interest generated by given word or paragraph to a reader with a topic. This is a relevant topic for teacher, because students are often given the topics they are expected to learn (Ainley et al., 2002).

In generally, topic interest is a feeling like in a thing that appears caused by the topic given by teacher. Topic interest can link to individual interest and situational interest. Give an interesting interactive, both the person's interest (individual interest) and the environmental features (situational interest) can potentially affect the topic interest.

Interest can affect a person, either positively and negatively. Well developed individual interest can help them to overcome a thing. Such

as understand a text or presentation they like, but boring for others who have no interest in. Then, situational interest generated by the text or presentation can maintain motivation and performance even when they have no initial interest in the topic.

### c. The Indicator of Interest

Hidi & Baird in Dian Probo Astomo (2017) state that there are three indicators of reading interest(Astomo, 2017).

#### 1) Increased Attention

Attention is the concentration or activity of observing, understanding, and so on by ignoring the other. Students interested in English text will pay more attention to it.

#### 2) Greater Concentration

Concentration is the exclusive concern of an object. Concentration can also refer to something that is collected together or the density or strength of a solution

#### 3) Pleasant Feelings

Pleasant can be said as a feeling of fun doing something. A student who has a feeling of pleasure reading English text, they will always read the text with pleasure. They are not forced from any English text they want to read, such as magazines, stories or newspapers.

#### 4) Willingness

Willingness means the direction on the purpose of life that is controlled by the mind. For example, a student who wants to be a

teacher, then he will have a strong will and full attention to learn to be a good teacher.

To sum up, attention is observing by ignoring the other. Concentration means understand more about something. Pleasant means feeling of like about something. Willingness means feeling what they want in the future.

### 2.3. Research Framework

Someone have an interest in something. Interest can affect them how to do it. For example, interest in reading books. Someone have an interest in a different kind of book. Interest in reading can affect to understand the book. For example, someone who has high interest in reads a novel will be more understand than someone who has low interest in reading a novel. The reason is because they have different interest level in reading. On the other hand, if someone who has a high interest in reading a science book, they will understand well the book like someone who has high interest in reading a novel.

Based on the illustration, it can be seen that interest level has an important role in reading comprehension. If someone has a high interest in reading a book, it will make them understand a text easily. The other way, if they have a low interest in reading a book, it will be difficult for them to understand the text they read.

