CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework
1. Reading Interest
a. Concept of Interest

Interest is one of psychology factor owned by each people. Interest contained in each individual is different for an object or activity and it can determine what activities will be selected. Interest arise when an individual feel that they like a thing or an activity and she or he are eagerly to do it. Slameto (2010) stated that Interest is a feeling that tends to like something than others and attracted on it voluntarily. Someone who is interested in an object will tend to give more attention or feel much pleasure on it. There is no one who can force other people to be interested in something because interest appears as impulsion that comes from someone's self.

Hidi (2001) stated that interest is a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by raising attention, concentration, and affect. A person who is interested to an object will try to deeper related with the object. The interested person usually shows his or her attempt by rising attention, concentration and affect.

Hurlock (1987) defines that interests are sources of motivation which drive people to do what they want to do when they are free to choose.

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Usually, people will be interested when they find that something or an activity is useful then give them satisfaction. The level of satisfaction also can influence someone's interest. By having high satisfaction, someone will be more interested and have high impetus to do an activity. Therefore, interest is a great motivator for individual to do something and it will affect the activity.

Interest come up then lead individual to create a new related activity or it arise as the result of participation, experience or practice. For example, someone who is interested in reading will love to read. That reading activity appears because of his or her interest. Moreover, interest appears after someone did an activity. For instance, a student watches an Indian movie. After watching the movie, the student is interested in Indian because of his or her experience in watching Indian movie.

The idea that interest is a stimulus of an activity is also mentioned by Shaleh. He further interpreted that interest direct an activity to a goal and it is a booster of that activity (Saleh, 2004). An individual who is interested in a person, activity or situation of the interest tend to try to approach, identify, possess, and connected to the object. Those efforts will be done voluntarily and accompanied by feeling of pleasure.

From the definitions of interest above, it can be concluded that interest is a psychological state that is aroused from the feeling of liking an object in preference to others and it leads to the later activity.

b. Concept of Reading

Reading is one of the four language skills; listening, speaking, reading, writing. It is an important element that cannot be separated from each other in language learning process. As a result, it becomes important for language learners to learn and to master on it.

Hodgson in Tarigan (2008) stated that reading is a process which is used by reader in order to obtain the message that the writer wants to deliver by the medium of words or written language. Reading is not only to make sound of the printed letters and words but the important is to know what the message contained on it. It is also the communication process between the writer and reader through printed text. The writer expresses his ideas and information on paper with language then the reader attempts to retrieve meaning from the printed page.

Reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. It means that the important of reading is when reader reads the text, and then he or she understands what the writer wants to share with the reader. The reader reads the written text using their eyes then brings it to the brain then interprets and comprehends it with their background knowledge as information.

According Grabe (2009) Reading may be defined as understood a complex combination of processes. Reading is not a simple activity because it needs some processes. There are a rapid process, an efficient, a

comprehending process, an interactive process, a strategic process, a flexible process, and purposeful process. It means reading has varying processes that must be done by the reader.

In summary, reading is the way to get some ideas and information from written text through some processes of thinking, comprehending and interpreting. In addition, reading is also a process which involves reader's previous knowledge and the text they read in order to comprehend what the writer wants to share and make it as a new knowledge and information.

c. Reading Interest

Form the definitions of interest and reading above, it can be concluded that reading interest is the desire and tendency to perform reading activity in order to get some ideas and information. Renninger, cited by Vig and Sharma (2014), defines reading interest as a personal variable which means a characteristic in an individual, which takes time to develop, but it become stable with passage of time towards a certain topic or domain and is influenced by degree of knowledge, values and positive feelings. The activity of reading that performed by a person who is interested in reading is a voluntary activity. They would like to read without being told before or forced by others. It is because when an individual is interested in reading, the activity will be a pleasure activity.

Moreover, Nafisah and Shorman (2011) state that the individual's reading interests are considered one of the major factors that determine what

she or he reads. The selection could be based on genre, or the kinds of printed pages. Some readers would like to read fiction, romance, history, or others. Some others would like to read texts from magazine, newspaper, comic, or novel.

Khairuddin (2013) defined reading interest as whether or not students like to read in the spare time or at home or whether they like to go to library. Besides, reading interest is also defined by the number of books read in a month and times students read in a week and the favorite genres and types of English reading materials.

d. Indicators of Reading Interest

Crow and Crow in Shaleh and Wahab (2004) states that there three indicators of interest. They are internal motivation, social motive, and emotional factors. The writer develops those indicators into reading interest indicators as follow:

Table II.1
Indicators of Reading Interest

No.	Indicator	Sub-indicator
1.	Internal Motivation	Focussing attention
		Curiousity
		Time spending
		Effort

2.		Concluding
		Pleasure
	Emotional	Enthusiasm
	Factors	Impression

2. Vocabulary Mastery

a. The Definition of Vocabulary Mastery

There are many definitions of vocabulary. It is very important for one to know what vocabulary before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Nunan (1999), vocabulary is more than lists of target language words. Since vocabulary is a list, only system involved is that alphabetical order. It also needs process of learning in context to get the meaning of words.

As Cambridge Advanced Learner's Dictionary, there are two definitions of vocabulary like as: (a) all the words known and used by a particular person (b) all the words which exist in a particular language or subject. While, Hiebert and Kamil (2005) said, "Vocabulary is the knowledge of meaning of words". Learning vocabulary aims to find and understand the meanings of certain words in language used. In general, vocabulary can be described as oral vocabulary and written or print vocabulary. Oral vocabulary refers top words that we used in speaking or listening. Written or print vocabulary refers to words that we used in reading or writing.

In addition, McCarthy (2010) also defines that vocabulary is all about words. In this case, vocabulary is an essential and basic component of all uses of English language. When the learners acquaint new vocabulary, they must know the meaning of words. The words will useful if it used at certain language. The learners also must know how to arrange individual word meaning within the sentence.

e. Types of Vocabulary Mastery

Hiebert and Kamils' view point (2005) states that the types of vocabulary depend on individual purposes in convey the meaning. This definition is the fact 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. It refers to two language skills are speaking and reading. Meanwhile, print vocabulary consists of those words for which the meaning is known when we write or read silently. It refers to words that we used in reading or writing.

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. If it is correlated with reading activity, the learner involves print vocabulary in reading activity first then they find out the meaning.

On the other hand, Hiebert and Kamil also declare that the knowledge of words also comes in at least two forms, productive that the vocabulary we

used when we write or speak and receptive that which we can understand or recognize. These will explain clearly as follows:

1) Productive or active vocabulary

Productive can be called active. Productive or active vocabulary is the set of words that an individual can use when writing or speaking. According to Jackson and Amvela (2000), "Active vocabulary is the words that you use in your own speech and writing, while passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people. "In addition, productive carries the idea that we produce language forms by speaking and writing to convey message to others (Nation). It means that, active vocabulary is made up words that come to our mind immediately when we have to use them in a sentence, as we speak and write.

2) Receptive or passive vocabulary

Receptive or recognition vocabulary is set of words for which an individual can assign meanings when listening or reading. It means receptive vocabulary is word that a person understands when their heard or read from other. They don't use own speech. Receptive carries the idea that we receive language input form others through listening or reading and try to comprehend it (Nation).

f. **Aspect of Vocabulary Mastery**

According to Nation (2001), there are three aspect of vocabulary such as form, meaning, and usage. Further, for detailed explanation as follows:

1) Form

In this aspect, word formation means to know how words are spoken, written, and how they can change their form. Firstly, the learners have to know what a word sound like its pronunciation (spoken form). Knowing the spoken form of word includes being able to recognize the word when it is heard. On the other hand, it is also involves being able to receptive or produce in order to express a meaning.

Secondly, the learners must know how spell of word (written form). As Nation (2001) points out that one aspect of gaining familiarity with the written form of word is spelling. Sometimes, the learner also must be careful in this activity because it (spell of word) is not same with their promounced.

Thirdly, the learners also must know any word parts that make up these particular items (such as prefix, root, and suffix). Suffix is an affix lies at the end of word to make new word, while root is the head of a word. Then, prefix is an affix at the beginning of root or word to make new word. For instance, words "uncommunicative" where the prefix of **un** means negative or opposite meaning, **communicate** as the root word, and **ive** means a suffix denoting that someone or something is able to do

something. Here, they all go together refer to someone or something that is not able to communicate, hence ***uncommunicative***.

2) Meaning

Nation says that meaning encompasses the way that form and meaning work together in other words, the concept and what items it refers to, and the association that come to mind when people think about a specific word or expression. These are to realize about vocabulary items that they frequently have more than one meaning. Sometimes, word has meanings in relation to other words. As far as meaning goes, students need to know about meaning in the context and they need to know about sense relation.

The meaning of word can be understood in terms of its relationship with other words in the language. According to Harmer (2002), the sense relation is divided into four as follows:

a. Polysemy, is word that the same collection of sounds and letter but it can have different meaning. Example: birth wing (*sayap*) - west wing (*tanda*).

b. Synonym, it means exactly or nearly the same as each other. While, McCharty et al (2010) defines synonym are words that sound different but have the same or nearly the same meaning. Example: good-decent, bad-evil, costly-expensive.

c. Antonym, a word is often defined by its relationship to other words. It also words with opposite meanings (Thornbury). Example: cheap-expensive, full-empty, old-young.

d. Hyponymy, that relationship between a word which is a member of a category. Fromkin et al (2003) argued, "Hyponym is lexical representations that have feature indicating a class to which they all belong. Example: read, white, black and so on, is a hyponym of color.

3) Usage

The meaning of language depends on where it occurs within a large stretch of discourse. Here, Nation involves the grammatical function use of the words or phrase, the collocation that normally occur with a language use, and any constraints used (in term of frequency, level, so forth). In addition, Harmer (2002) says that words do not just have different meanings. However, they also can be stretched and twisted to fit different contexts and different uses. In this way, word meaning is frequently stretched through of metaphor and idiom. It is also governed by collocation. Students need to recognize metaphorical language use and they need to know how words collocate.

g. The Importance of Vocabulary Mastery

Vocabulary study is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or

understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspect of language. As explained by Richards and Renandya (2002), "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". So that, by having a high vocabulary, it can help the students learn four basic skills of English are speaking, listening, reading, and writing in certain purposes. Without an extensive of vocabulary, learners often achieve less than their potential and discourage from making language use in language learning opportunities around them in different context.

The important of vocabulary can be evidenced by application in real word. An example, students who have good vocabulary mastery can enjoy with their translation activity without look up the dictionary. Thus, it's necessary for students to know many vocabularies in their study. Nation (2001) explored "Studies of native speakers' vocabulary seem to suggest that second language learners need to know very large numbers of words. While this may be useful in the long term, it is not an essential short-term goal". The benefit of vocabulary study is not only can be used when they learn at classroom but also when they use language as tool of communication.

On the other hand, the existence of vocabulary also has an important role in any language event especially in written language. This statement is supported by Hayes, Wolfer, Wolfe 1996 in Hiebert and Kamil (2005) that

the vocabulary of written language is much more extensive and diserve than the vocabulary of oral language". In addition, Hiebert and Kamil (2005) explored "Words represent complex and, often, multiple meaning. Furthermore, this complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraph of text".

It can be summarized that any language in this world has vocabulary which is different meaning from one and others. A word has multiple meaning in different context. In learning English, it is important for student to understand the meaning of new language. People talk in order to convey the meaning of idea and they translate in order to discover the meaning of what others write. Without meaning, there will be no real point in language.

In learning foreign language, vocabulary is central to English language teaching because without sufficient of vocabulary, the students can't understand others or express their own ideas. Wilkins summed up the importance of vocabulary "without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002). Means that a language will not be formed without vocabulary. Vocabulary is the core of knowledge which must be belonged by each of English learners. It is success key and important role in learning, especially for English Foreign Language (EFL) learners. By having vocabulary mastery, they can express their feeling. Without it, communication is very impossible can occur either

written or orally. Yet, the communication still can be managed without grammar.

h. Language Testing Items in Vocabulary

In learning foreign language, language testing is very important both teacher and learner. One of them is vocabulary testing. A vocabulary test is to know how far effective a teaching sequence has been conducted. Thornbury (2002) argued:

> "Testing provides a feedback, both of learners and teachers. Moreover, testing has a useful backwash effect: if learners know they are going to be tested on their vocabulary learning they may take vocabulary learning more seriously. Testing motivates learners to review vocabulary in preparation for a test".

It means that vocabulary testing can give positive effect rather than negative effect both of learner and teacher. It can give wash back need to be considered when designing and evaluating vocabulary especially for the teachers. Meanwhile, the learners also can correct themselves aimed to increase their learning next time. Consciously, the high curiosity about vocabulary can appear in the students' self.

Similarly, Heaton (1988) states that vocabulary test measures the students' knowledge of the meaning of certain words as well as the pattern and collocation in which they occur. Test vocabulary should avoid

grammatical structures which the students may find difficult to comprehend it. Types of vocabulary test as follows:

1. Multiple choice task (Heaton 1988)

Multiple choice tests are a popular way of testing in that they are easy to score, and they are easy to design. Moreover, the format of multiple choices can be used with isolated word, words in a sentence context, or words in whole texts.

2. Completion task (Heaton 1988)

The completion items can be used for the testing of vocabulary. Test which present such items in a context are generally preferable to those which rely on single words or on definitions.

3. Gap-fill task (Thornbury 2002), (Hughes 1988)

Gap-fill test require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize it. The best-known example of this test type is the cloze test. In a cloze test, the gaps are regularly spaced. In this way, knowledge of a wide range of a word type is tested. Moreover, the ability to complete the gaps depends on understanding the context.

Example: because of the show, the football match was… until the following week.

4. Definitions (Hughes 1989)

In this way, test may work for a range of lexical items. The following is an example of such as test:

a. A … is the second month of the year
b. A … is a frozen water

5. Pictures (Hughes 1989)

The use of pictures can limit the students to lexical items that we have in mind. Some pictures are provided and the students are required to write down the names of the subjects. This method of testing vocabulary is obviously restricted to concrete noun which can be drawn.

i. Indicator of Vocabulary Mastery

Thornbury (2002) states that there three indicators of vocabulary. They are word classes, word meaning and word building. The writer develops those indicators into vocabulary mastery indicators as follow:

Table II.2
Indicators of Vocabulary Mastery

No.	Indicator	Sub-indicator
1.	Word classes	a. Noun
		b. Verb
		c. Adjective
		d. Adverb
		a. Synonym

2.	Word meaning	b.	Antonim
		c.	Hyponym
		a.	Affixation
3.	Word building	b.	Compounding
		c.	Conversion

3. Reading

a. Concept of Reading

Reading as one of the language skills is an important skill that students should master. There are many types of reading. Reading is the particular way in which reader understands a text or a book. It is the ability to understand and to find out the information presented in written form event the information is explicitly stated or not in a passage. It is the way to compare the information with the reader's own knowledge. It is also the way to interpret the authors' means.

According Richard (1992) Reading means perceiving a written text in order to understand its contexts. This can be done silently. Moreover, Hornby (2000) state that reading is an action of a person who reads texts by reading activities; students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.

Reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses, each of which can be further broken down into varying kinds of behavior. There are three definitions of reading. The first is pronouncing words, second is

identifying words and the last is bringing meaning to a text in order to get meaning from it.

Based on the description above, it can be known that reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading is also the way to interact with the researcher from a book or text.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly!.

b. Purpose of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the

way he likes or feels. But if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully. According to Paul S. Anderson in Widyamartaya (1992), there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.

a. Reading for details and fact is reading to know what is done by the subject of the story.

b. Reading for main ideas is reading to get the problem statement.

c. Reading for sequence of organization is reading to know each part of the story.

d. Reading for inference is reading to know what is the writer meant by its story.

e. Reading for classifying is reading to find unusual things.

f. Reading for evaluating is reading to know the value of the story.

g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Another author said that the aims of reading are:

a. Getting general information from the text.

b. Getting specific information from the text.

c. Reading for pleasure or for interest.

d.   Reading to compare the information with the reader's own knowledge..

e.   Reading is as social control.

c.   Component of Reading Paragraphs

Thera are five reading components that may help students to read carefully. They are (Syafi'i, 2007):

1.   Main Idea

The main idea of a paragraph is what the author wants you know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

2.   Factual of Information

It requires scanning specific details. The reader must be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual of information questions are preceded by WH-questions (where, why, what, who, how, etc). For example, the following question is all asking for the same information.

3.   Locating Reference

In this item, you will be asked to find antecedent of a pronoun, an antecedent is a word or phrase to which a pronoun refers. The pronoun such as it, is, them, etc. and you will be asked to locate the reference word or phrase in the passage; the meaning of the sentence in the context of the passage will not change when you substitute the correct antecedent.

4. **Making Inference**

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence you have to make an inference.

5. **Supporting Sentences**

The supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It is also support of main idea in order that all contents of text can be understood easily (Wasman, 2000).

d. **The Characteristic and Skills in Reading Ability**

According Penny (1993), When someone needs a success in reading she/he must know well about the characteristics of efficient reading. They are as follows:

1. Language, the language of the text is comprehensible to the learner.
2. Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
3. Speed, the reading progresses fast: mainly because the reader has automatic recognition of common combination, and does not wash the time working about each or group of new words.
4. Attention, the reader concentrates on the significant bits, and skim the rest, may even skip part he or she knows to be significant.
5. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient.
6. Prediction, the reader thinks a head, hypothesizes and predict.
7. Background information, the reader has and uses background information to help understand the text.
8. Motivation, the reader is motivated to read: by interesting content or a challenging task.
9. Purpose, the reader is aware of a clear purpose in reading for example, to find out something, or to get pleasure.
10. Strategies, the reader uses different strategies for a different kind of reading.

In reading, the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends to large extent in these specific skills. The six skills of reading are:

a. Predictive skills.

b. Extracting specific information

c. Getting specific picture

d. Extracting detail information

e. Recognizing function and discourse patterns

f. Deducing meaning from context

The main purpose of reading is to understand and to find out the information from the passage. To be able in understanding and finding the information, the readers should know the characteristics and skills above because to understand the contents are not easy, but it will be overcome if we use the skills above when we read the contents in English. By using the skills above, we will find the information or the authors' mean exactly.

e. **Indicator of Reading Ability**

Kennedy (1981) states that there five indicators of reading ability as follow:

Table II.3
Indicators of Vocabulary Mastery

No	Indicator
1.	Main idea
2.	Factual information

3.   Reference
4.   Inference
5.   Supporting sentences

4. Descriptive Text

a. Definition of Descriptive Text

Descriptive textis the text which students have learned since Junior High School though the teacher did not give full description about it. While, in Senior High School the students start to learn this type of the text along with the other types of text. They study the definition, social function and generic stuvture.

According to M. Nursyid (2005) descriptive text is a kind of the text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person or others. So it can be conveyed as a kind of text to give information to the reader about the description of particular thing, animal, person or others.

b. Social Function of Descriptive Text

According to Gerot and Wignell (1995) descriptive text has social function both to inform and to describe a particular person, place, or thing.

c. Generic Stucture of Descriptive Text

1. There are two generic structure of descriptive text as stated by Gerot and Wignell (1995) as follows:
   a. Identification : identifies the phenomenon to be described
   b. Description : describes parts, qualities and characteristics.
2. The generic features of descriptive text as follows:
   a. Use of simple present tense.
   b. Focus in specific participants.
   c. Use of the descriptive adjective.

B. Relevant Research

According to Syafi'i (2016) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research being conducted. There are some researches that have been conducted and they are relevant to this research paper, such as:

First, a research conducted by Misbahudin (2011) in Syarif Hidayatullah State Islamic University, Jakarta, entitled: " The Correlation Between Students' Vocabulary Mastery And Their Reading Ability". He took 40 students as the sample of this research. Based on it the data was analyzed used Pearson correlation product moment either in 5% significant (rtable: 0.304) and 1% significant (rtable: 0.393). The implication showed that there was correlation between students' vocabulary mastery and their reading ability.

Second, a resaerch by Lia Nurshohifah (2014) in State Islamic University Syarif Hidayatullah, Jakarta, entitle: "The Relationship between Students' Reading Interest, Vocabulary Mastery and their Reading Ability on Descriptive Text".
He took 144 students as the sample of this research. firstly, there was a positive relationship between X1 and Y variables. It was proved by the correlation coefficient ry1: 0.262. Coefficient of determination was r^2y1: 0.069. It meant that 6.90% of variance of students' reading ability on descriptive text is determined by the students' reading interest. Secondly, there is a positive relationship between X2 and Y variables. It showed from the ry2: 0.427, coefficient of determination is r^2y2: 0.182. In other words, 18.2% of variance of students' reading ability on descriptive text is determined by students' vocabulary mastery. Thirdly, there is a

positive relationship between X1, X2 and Y variables altogether. It is proved by the score of ry12: 0.47, the coefficient of determination 0.22. It means that 22% of variance of students' reading ability on descriptive text score is determined by the students' reading interest and vocabulary mastery.

Third, a research by Aj Bastian (2013) entitled " *The Correlation between Students' Reading Interest toward their Vocabulary mastery"*. The research was categorized into correlation research design. The focus of this research is investigating the correlation between students' reading interest toward vocabulary mastery. The researcher used a test as instrument there are reading interest questionnaire and vocabulary test which consisted of 20 item test. The result of this research is there is the correaltion between students' reading interest toward vocabulary mastery.

Dealing with two relevant research, the research only selected the summarization that there is correlation between vocabulary and reading. Meanwhile, this research will be different from two researches above in term of location.

C. The Operational Concept

In this operational concept, the writer would like to clarify the literature reviewed in order to avoid misunderstanding about this research. According to Syafi'i (2014) "Operational Concept is a concept that guides the reader to avoid misunderstanding. The variables investigated should be clearly and operationally defined into simple words, so that they can be easier measured".
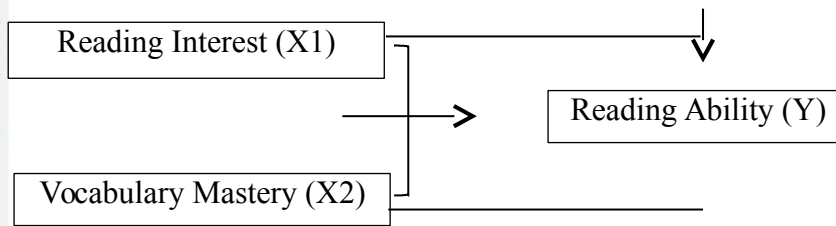
This research is corretional research in which focuses on ganing the correlation between students' reading interest, vocabulary mastery and their reading comprehension on descriptive text. There were three variables used namely reading interest (X1) and vocabulary mastery (X2) as independent variable (variable X) and reading comprehension as dependent variable (variable Y). It is as follows:

1. The indicators of Reading Interest refers to Crow and Crow in Shaleh and Wahab (2004) (Variable X1)

   a. The students read in their focussing attention.

   b. The students read with their curiousity.

   c. The students read when spending time.

   d. The students makes reading as an effort to increase knowledge.

   e. The students can conclude the text

   f. The students read with pleasure

   g. The students read with enthuasiasm

   h. The students read with impression

2. The indicators of Vocabulary mastery refers to Thornbury (2002)(Variable X2)

   a) Students are able to find word classes.

b) Students are able to find word meaning.

c) Students are able to find word building.

3. The indicators of Reading Ability refers to Kennedy (1981) (Variable Y)

a) Students are able to identify main idea.

b) Students are able to identify the factual of information in the text.

c) Students are able to identify the reference.

d) Students are able to identify the inference.

e) Students are able to identify the supporting sentences.

D. The Assumption and Hypothesis

1. The Assumption

In this research, after looking at the theories and the possibilities described in the theoretical framework and operational concept, the writer is going to presents some assumption as follows: the higher reading interest students have, the better their reading ability on descriptive text and the more vocabulary that they mastered, the better their reading ability on descriptive text.

2. The Hypothesis

a. H_a (alternative hypothesis)

1. There is a significant the correlation between students' reading interest, and their reading ability at Senior High School Tri Bhakti.

2. There is a significant the correlation between students' vocabulary mastery and their reading ability at Senior High School Tri Bhakti.

3. There is a significant the correlation between students' reading interest, students' vocabulary mastery and their reading ability at Senior High School Tri Bhakti.

b. H_0 (null hypothesis)

There is no correlation between students' reading interest, students' vocabulary mastery and their reading ability at Senior High School Tri Bhakti.