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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1 Nature of The Study

The lives of millions of people have been changed because of the personal computer and its link ages via the Internet. Something is impossible twenty years ago is possible now. Katz and Rice (2002) state the American people's use (and non use) of the Internet has shed new light on important questions. They clarified that the Internet did not increase social isolation but was a source of civic organizational involvement and new personal friendships. Heavy Internet use might lead to depression and isolation. As cited by Katz and Rice (2000) also added that the Internet harms social cohesion and inter-action.

Measures of intensity provide a means of understanding how Internet users interact with the Internet. While the concept of intensity cannot directly measure users' skills, competences or comfort levels with the Internet, it can provide a proxy understanding of Internet users' readiness to embrace the Internet in their daily routines.

Di Maggio and Hargittai as cited by Middleton and Leith (2001:1-2) argue that as access to technical infrastructures becomes more wide spread and Internet penetration rates increase, there search focus should shift from the digital divide to digital in equality, defined as "in equality among persons with formal access to the Internet". The access as the first digital divide, suggesting

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that usage is a second, and more critical, digital divide that must be bridged in order to share in the benefits of an information society. The ability to access, adapt, and create new knowledge using new information and communication technology [ICT] is critical to social inclusion in today's era.

II.2 Review of Related Theories

In this part, the discussion is divided into two components. The first part consists of theories related to Internet description on its history, how to access it, its facilities, its function, the intensity of using Internet and the gender differences in using it. The second part consists of reading comprehension discussion due to the importance of teaching reading, how to comprehend English texts and English news item.

a. Internet Discussion

1. The History of Internet

As Written by Howe (2012) on his site entitled "A Brief History of Internet" that the Internet was the result of some visionary thinking by people in the early 1960s who saw great potential value in allowing computers to share information on research and development in scientific and military fields. J.C.R. Licklider of MIT first proposed a global network of computers in 1962, and moved over to the Defense Advanced Research Projects Agency (DARPA) in late 1962 to head the work to develop it. Leonard Kleinrock of MIT and later UCLA developed the theory of packet switching, which was to form the basis of Internet connections. Lawrence Roberts of MIT connected a Massachusetts computer with a California



computer in 1965 over dial-up telephone lines. It showed the feasibility of wide area networking, but also showed that the telephone line's circuit switching was inadequate. Kleinrock's packet switching theory was confirmed. Roberts moved over to DARPA in 1966 and developed his plan for ARPANET. These visionaries and many more left unnamed here are the real founders of the Internet.

The early Internet was used by computer experts, engineers, scientists, and librarians. There was nothing friendly about it. There were no home or office personal computers in those days, and anyone who used it, whether a computer professional or an engineer or scientist or librarian, had to learn to use a very complex system.

According to Teeler (2000:2) in a nutshell, the first version of the Internet was started during the 1960s in the United States as ARPAnet, a defence department network. One computer was linked to another to share information. Gradually, more computers were added to the network, and people began to send simple messages over the network to distant colleagues. This, at that time, incredible communications platform was adopted by the academic community and, with vast improvements added by European computer wizards, became the friendly tool we refer to as the Internet today.

Because of its origin in the United States, most of the communication via the Internet takes place in English, in spite of, or perhaps due to, the multilingual nature of its user base. Researchers suggest that this will change as the Internet

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becomes more popular, but for the moment English is the common language. This is what makes it such a perfect tool for English language teaching.

As the Internet has become ubiquitous, faster, and increasingly accessible to non-technical communities, social networking and collaborative services have grown rapidly, enabling people to communicate and share interests in many more ways. Sites like Facebook, Twitter, Linked-In, YouTube, Flickr, Second Life, delicious, blogs, wikis, and many more let people of all ages rapidly share their interests of the moment with others everywhere.

2. How to Access the Internet

On encyclopedia 2.Thefreedictionary.com explains that there are four ingredients needed to access the Internet (1) an ISP, (2) a modem, (3) a Web browser and (4) an e-mail program.

1. The Internet Service Provider (ISP)

Our access to the Internet is through an Internet service provider (ISP), which can be a large company such as America Online or MSN, or any of hundreds of smaller ISPs throughout the country. We are offered unlimited access for a fixed rate per month.

2. The Modem

Depending on the kind of service you have, you will need a unit of hardware called a "modem" for connection. Slow-speed dial-up telephone access uses an

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analog modem, which may already be installed in your computer. If not, one can be plugged into the USB port.

If we sign up for cable or DSL service, which is from 40 to 100 times faster than telephone dial-up, our provider may send us the appropriate modem, or we can purchase it at our local electronics store. Quite simply, opt for the high-speed service if you can. Dial-up modems are an exercise in extreme patience.

3. Browsing the Web

A Windows PC comes with the Internet Explorer Web browser. The Mac comes with Safari. Windows users quite often choose a different browser such as Firefox (www.mozilla.org) or Opera (www.opera.com), which offer additional features and are not as subject to attack by hackers. Likewise, Mac users may be optimum for Firefox.

The first time we hook up to a new ISP, we may need their assistance to configure the dial-up or networking software in your computer. After that, all we do is launching the browser, and we are "surfing the Web."

4. Sending E-Mail

Our computer also comes with an e-mail program to send and receive mail. Windows comes with Outlook, and the Mac comes with Mail, although many users choose Eudora or Thunderbird, other popular e-mail clients. The first time we connect to a new ISP, we may need help in configuring our e-mail program to

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use their mail servers. From then on, we launch the mail program as we would any other. If we only browse the Web, there is little lost in starting with one ISP and switching to another. However, switching our e-mail address is not like switching our street address. The U.S. Postal Service will forward our letter mail for a while, but if we close our account with an ISP, they may not be as accommodating. It would be a good idea to find out, if we plan on heavily promoting our e-mail address. There are two ways around this problem. First is to register our own domain name and use an ISP that supports third-party names. For example, had Muhammad Husni, the writer, wanted to secure the muhammadhusni.com domain name, his e-mail address could have been muhammadhusni@hotmail.com. If we have our own domain name and switch ISPs, we keep your e-mail address because it belongs to us. A second way to keep our e-mail address is to establish an account with an Internet e-mail provider that we stay with no matter which ISP we use for Internet access. There are sites on and off the Web that provide free e-mail and e-mail forwarding.

3. The Benefits of the Internet

Internet provides several software tools to take maximum benefits from the net. It is possible to communicate with people all around the world. Information on various subjects can be accessed very easily. A user can navigate from one topic to another and download any information required by him. Friendship can be built with people of related interest from around the world. Further business can be done and product can be advertised on the Internet. The following are some

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of the services that can be exploited by an Internet user according to Salim (2008:1-4).

a. Electronic Mail (E-mail)

E-mail is an electronic message sent from one computer to another.

b. File Transfer Protocol (FTP)

FTP (File Transfer Protocol) is the simplest and most secure way to exchange files over the internet.

c. Usenet

Usenet is acting like a huge bulletin board with thousands of news groups and subgroups.

d. Telnet

Telnet allows internet users to access another computer linked to the Internet.

e. Internet RelayChat (IRC)

Internet RelayChat is a real time internet based chat service, in which one can find 'live' participants from the world over. It is a multi user chat system that allows many people to communicate simultaneously across the Internet.

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f. World Wide Web (WWW)

Information can be accessed on the internet through World Wide Web. Web is a system of organizing, linking and providing access to related internet files, resources and services.

4. The function of Internet

Internet is growing very rapidly due to various facilities in it. Internet facilities have several functions as provided at webupon.com (2001), namely:

- a. As a media to transfer files
Transfer the file in question is to make access to other servers located in remote, either by anonymous FTP (File Transfer Protocol) and non-anonymous FTP.
- b. As tools of sending a letter (email)
- c. As the tools of learning and education
Teachers or students can access to read and take various (main or supplement) information about materials they need in teaching and learning process.
- d. As tools for sales or marketing
- e. Dmailing lists, newsgroups, and conferences
Mailing list or newsgroup is used to conduct online discussions within a particular forum to discuss specific issues for Netter (Internet users) having the same problem and topic.

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f. Chatting

Internet chat is a tool used to communicate directly through writing or oral.

g. Search engines

Search engines is a facility provided by certain sites to facilitate the search or tracking information we need quickly as below:

- a. To send an SMS to a mobile phone
- b. Means of entertainment and games
- c. File sharing
- d. Storing multimedia files such as, audio, photos, documents, and video
- e. Making friends both local and foreign tourists with a social networking site.

5. Intensity

Intensity is derived from “intense”, which means spirit, enterprising (Neufeldt, 1991). While according to Hazim (2005: 191), intensity is unanimity personnel deployed to a business. Thus simple intensity can be defined as the work done by someone with passion to achieve goals. The word which is very closely related to the intensity is motivation, the two are inseparable. Intensity is the reality of motivation in order to achieve the expected goals of increased achievement, because a person doing business with passion for their achievement motivation as the driving force.



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According to Sheldon (1994) intensity is used in psychology and physical sciences. Examples of the former are, intensities of sensations, of images, of pleasure and pain, of affective states. Then the examples of the latter are velocity, force, electric potential. As cited by Sheldon, Professor Ostwald has given the most careful definitions of intensive and extensive intensity. He uses the term *stärke* to denote intensity, and mentions two distinctions between *starken* and extensive quantities: (1) *starken* can not be superposed, while extensive quantities can, and (2) they can not be added.

As to the first, we can not superpose one sensation on another, for it is a distinct individual event in time. We can, however, superpose one body on another; bodies therefore have extensive quantity, sensations are *starken*. We can not superpose one interval of time on another, for then it would lose its temporal individuality; therefore time is a *stärke*. As to the second, we can not bring together two moving bodies and get twice the velocity by combining them. We can not join two bodies of equal temperature and get double that temperature. Therefore velocity and temperature are *starken*.

Now addition is a condition of such measurement as we apply to extensive quantities, and superposition seems to be at least a criterion of our ability to measure such quantities. Where these are impossible, then, it would seem that measurement, of the kind applied to bodies in space, is in principle impossible. And yet the *starken* undoubtedly have quantity, and are measured.

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Thus by considering the propoerties stated in the definitions of the intensity we find it possible to frame a conceptual definition which seems to resolve their conflicts: intensities are charecterized by greater, less or equal, and by absebse of the whole-part relation, because they are describable in terms of order only.

Nuraini (2011: 12) states that intensity has some indicators as follows:

a. Motivation

Understanding the basic motivation is an internal state of the organism (both humans and animals) who pushed to do something. Here motivation means a supplier of power to act or behave as directed. Motivation can be divided into two kinds of intrinsic motivation and extrinsic motivation. Intrinsic motivation is a state that comes from within the individual who can perform actions, including in it is feeling like material and the need for such material. Whereas extrinsic motivation is the case or circumstances that encourage to take action due to the stimulation from outside individuals, praise and reward or school rules, paragon of parents, teachers and so on, is a concrete example of extrinsic motivation to encourage students to learn.

b. Duration of activity

The duration of activity that is how long it takes the ability to perform activities of use. These indicators can be understood that the motivation will be seen from a person's ability to use his time to do activities.

c. Frequency of activity

Frequency is the number of times an activity is carried out within a certain time period. For example, the frequency of students learning better in school and outside of school.

d. Presentation

The presentation in question is passion, desire or expectation that hard that purpose, plans, goals or objectives, targets and idol to be achieved by the activities undertaken. It can be seen from the strong desire of the students to learn.

e. Directions of attitude

Attitude as a readiness in a person to act in a particular manner to the things that are positive or negative. In negative form there will be a tendency to avoid, avoid, hate, even not liking a particular object. While the positive trend in the form of action is approaching, please, and expect a certain object. For example, if the student enjoys certain material, they will learn it well and vice versa.

f. Interest

Interest arises when an individual is interested in something because according to his needs or feeling that something that would have meaning for himself. Interest cultivated is closely related to the personality and always contains elements of affective, cognitive, and volition. It gives the sense that people are interested and trend on an object continuously, until the other psychic experiences neglected.

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6 The Intensity in Using Internet

As cited by Heshmati (2013) many scholars and reports have developed different models for understanding Internet access and intensity determinants in different parts of the globe. Gender, age, income, education and cost (Hoffmanetal., 2000) were among the most cited and studied attributers in such studies (Akman and Mishra, 2010). NTIA (2002) for instance highlights the correlations of house hold income, the level of education, race, and age with internet access. Hills and Argyle (2003) found that gender and a gesignificantly influenced patterns of use, but there were remarkably few significant associations with for. As well, Tayloret al. (2003) found that Internet usage may entail different distributions based on gender, age and income groups. Same and more was reported by Chaudhurietal. (2005) were they found that socio-economic factors such as age, gender, race, residence, employment, and education influence households' decision for basic Internet access.

Internet was designed to provide a communications network that would work even if some of the major sites were down. We have noticed that most of the activities we have done with the Internet incorporate some element of skills work, especially reading. Since the Internet was basically a text medium until a few years ago, reading is still one of the easiest skills to practice on the Net.

According to Teeler (2000:70), many of the classics of world literature vie for an audience with e-zines and cybernovels-magazines and novels that exist

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only in electronic format-not to mention the flood of paper-based newspapers and magazines published simultaneously on the Web. With the advent of the Web, reading a computer screen has become a more realistic assignment. Text is well formatted, easy to look at and often broken up by relevant pictures and graphics which aid reading comprehension.

Much of new knowledge readers during on line reading comprehension is strategic. Leu (2005:5) stated that new strategies are required to locate, critically evaluate, synthesize, and communicate information on line. On line readers must regularly assess the appropriateness of the text they are constructing, through the choices they make about where to go and what to read. He added that learning online involves strategic comprehension monitoring or self regulation.

As stated in the background of the study before, Bussiere and Gluszynski (2004:22) informed that access to computers and the internet at home or at school tended to be associated with higher reading scores. They also noted that technology has significant benefits on educational performance. The benefits included an increase in academic achievement in reading, mathematics, language, and core studies which in turn improved technology literacy, communication, innovative teaching, positive relationship with community, more efficient operation of schools and technically qualified students ready to enter today's workforce.

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According to Horrigan (2000), there are two basic aspects should be counted to identify the intensity of Internet used by someone:

1. Frequency; the number of cycles per unit of time, and
2. Duration of time that he usually uses to access Internet.

According to Middleton (2010) Internet usage is calculated by combining frequency of Internet use with hours spent online. This provides a more nuanced measure of how individuals use the Internet, differentiating among those who are both high frequency and high duration users, and those who are less intense users, either going online less frequently, and/ or spending less time online.

The Graphic, Visualization and Usability Center, the Georgia Institute of Technology as Cited by Surya (2002) divided Internet users into three categories based on the intensity of Internet use :

1. Heavy Users

Those who spend their time more than 40 hours each month for Internet. They also can be categorized into addicted users.

2. Medium Users

Those who use Internet less than 10 to 40 hours each month.

3. Light Users

Those who access Internet less than 10 hours each month.

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Associated with the intensity of Internet use, a research conducted in the State of Canada held by Environics Research Group (2011) found that time spent on the children who access the Internet at home is on average 1-3 hours each time to access, while for children who use the internet at the school for at least 1 hour. In the UK, the duration of time surfing the British children is less than in urban children in Canada. A Survey conducted by Livingstone, et al. (2004) found that the average British children age 6-12 years spent their time online is about 30 minutes, equivalent to the time they take to read, and still far from the time that they use to watch tv or (average more than 3 hours) each day.

By altering them ode of reading material from traditional paper-based reading to electronic book (e-book) reading, interest in reading may increase, and thus be an effective solution to promote literacy activities both in and out of educational settings. According to Wright (2013) numerous studies illustrate the benefits of e-book reading as an effective means to improve the literacy skills of children, especially reading comprehension when assessed using multiple choice questions (quoted on Korat, 2009; deJong & Bus 2002; Grimshaw, Dungworth, McKnight, & Morris, 2007).

Thus, the writer can concludes that the intensity Internet use give possitive effects to other developments of students progress when the they use it proportionally, neither addicted nor least of all.

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7 Gender Differences in Intensity of Using Internet

Traditionally, technology is a male sphere, and research has previously shown that boys have a greater interest in technology itself than girls. Lin (2011) states that many studies examined male and female students' attitudes toward using computers as an assistant tool to learn languages (quoted on Aydin, 2007; Charupan, Soranastaporn, & Suwattananand, 2001; Hong, Ridzuan, & Kuek, 2003; Wilson, 2004). The general results concluded from the studies showed learners' attitudes affect toward using computers their learning outcomes positively. Furthermore, males and females' attitudes varied extremely in many aspects. For example, males had more favorable and comfortable attitudes toward computer use and the Internet than female students (Quoted on Selwyn, 1999; Slate & Manuel, 2002; Usun, 2003). As to affection aspect, female sex habited more anxiety in technology use than males did. These findings suggest that males, in general, accept and use technology more comfortably than females. Furthermore, Slate and Manuel (2002) indicated that significant differences were found between males and females in educational benefits. For example, college freshmen males reported that the information on the Internet is less useful than were reported by females; on the otherhand, females preferred using the Internet for educational purposes than their gender counterparts (Slate & Manuel, 2002). In general, these studies yielded significant gender differences in their attitudes toward using computers and the Internet to learn languages. It can be assumed that both genders perform different language learning outcomes due to their different attitudes.

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As cited by Enochsson (2005), Tapscott (1997) says that he cannot see any differences between how boys and girls use the Internet when he studies what he calls the Net generation or N-Gen. N-Geners are people born after 1977. They have grown up in the digital age, and he predicts that when the N-Gen takes over, at least there will be equality between the sexes on the Internet. More recent statistics have shown that, unlike earlier statistics, girls and women are as frequent Internet users as boys and men (quoted on Carlsson&Facht 2002), but women used e-mail more than men did, and men searched the Web more than women did. This cannot be seen in Swedish statistics, where the use of these functions is shared equally between the sexes. An interesting trend in Sweden though is that boys to a greater extent have access to Internet in their homes and it is more common for boys than for girls to have their own computer. Girls' Internet use on the other hand is often highlighted in media in connection with men seeking sexual contact with teenage girls, which increase parents' worries about the girls' use of the Internet. This shows that the question of equality between the sexes concerning computer use is very complex.

Enochsson (2005) also stated that from the results of a computer competency test, which included both theoretical and practical knowledge (quoted on Bain, *et al.* 1999) showed that girls were slightly less competent than boys. Females reported more computer anxiety, less computer self-efficacy, and less favorable and less stereotypical computer attitudes. It has also been reported that males show a more positive attitude toward computers than females. It seems that research has found that technology is no longer reserved for males, but that

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females react somewhat differently to computers, and also have to deal with different conditions in society regarding this issue.

Other researcher in this discussion, Flad (2010), states that studies have shown that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games (quoted on Lin & Subrahmanyam, 2007). Girls have reported that they use the Internet for things like chatting and downloading music. Because of this, one may hypothesize that girls will be more likely to be attracted to social networking sites and other online social groups. According to most research done on the topic, the amount of teenage girls and boys who are communication on these social networks are equally divided.

The study also showed that adolescent girls are also more likely than boys to share personal information about their daily lives (quoted on Merten & Williams, 2009). Results of a recent study involving Facebook, MySpace, and Xanga showed that though most teenagers aged 13-17 used these sites for fun and positive reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems. Only 15% of boys shared any personal information besides their hobbies, interests, and friendships. It was shown that adolescent boys seem to benefit more from Internet use and communication technology than girls do. This was hypothesized because boys tend to have more difficulty expressing their thoughts and emotions face to face with others than girls do. The amount of teenagers, both male and female, participating on social networking on Social



Networking Sites is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today's society.

II.3 Reading Comprehension Discussion

II.3.1 The Nature of Reading

Reading is both a sensory and mental process. It involves use of the eyes and the mind. The eyes receive messages from the text and the brain processes the messages. It requires students to read for meaning. It means in reading, students not only read the text but also understand the meaning of written text that is being read. In hence, Burnes and Page (1991:45), propose that reading is a process in which the reader engages in an exchange of ideas with an author via the text.

This idea is also reinforced by Nuttal (2000:2), he states that reading is a result of interaction between the writer's mind and the reader's mind. It is the way how the readers try to get the message or the intended meaning from the writer. Similarly, Zintz (1980:6) adduces that reading is decoding written words so that the readers can produce them orally.

Reading is a basic life skill. It is a foundation for students to success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success will be lost. Reading is the ability to draw meaning from the print page and interpret this information appropriately. Some purposes of reading proposed by Grabe (2008) are; reading to search simple information, reading to skim quickly, reading to learn from texts, reading to



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integrate information, reading to write (or search information need for writing), reading for critique texts, and reading for general information.

Although at first glance reading may seem to be passive, solitary and simple, reading is in truth active, however, reading is a psycholinguistics process that starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs (Goodman in Carrel, Devine and Eskey, 1988). The reader must be able to translate the written words into meaningful language. In addition, Gibbons (1991) states reading is the process of getting meaning from print. It is not a passive, receptive activity, but requires the reader to be active and thinking.

Moreover, reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a globalization society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle text in variety of context and to define purposes more intensively. Teixeira (2012:1) explains that reading is a key language skill that has a significant place in the teaching and learning of foreign language. Furthermore, he states that this skill allows students to have access to ideas that is communicated by people in different locations and eras, gives the opportunity to broaden their horizons and increase their knowledge.

Lems.et.al. (2010:33) states that reading is an interactive process that takes place between the text and the reader's processing strategies and background

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knowledge. It means that reading is a process that can make the readers use some strategies and also combines with their knowledge to comprehend something that they read. Reading skill depends on the efficient interaction between linguistic knowledge and knowledge of the world. According to Grimes (2006:5), reading as an active process of constructing meaning those who understand the process best-librarians, reading specialist, and researchers must make explicit and active what good readers do subconsciously and internally.

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. In addition, Patel (2008:113) defines that reading is an active process which consists of recognition and comprehension skill. Furthermore, Wren (2000:13) states that reading comprehension is the ability to construct linguistic meaning from written representations of language. Pang et al (2003:3) states that reading is about understanding written texts.

Indeed, most educators would agree that the major purpose of reading should be the construction of meaning, comprehending and actively responding to what is read. Two of the most widely cited and agreed-upon definitions of reading are the following: (1) Reading is the process of constructing meaning from written texts. (2) It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985 in Nunan, 2003). In addition, Wixson et.al. (1989) cite the new definition of reading for Michigan; reading is the process of constructing meaning through the dynamic interaction

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among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

Furthermore, Izmi (2004) states the essence of reading by deliberating three roles of reading in learning. Firstly, it supports students to learn the language by providing many opportunities for students to gain vocabulary, grammar, sentence structure, and discourse as they occur in real context. Secondly, students get the content information and this can broaden their knowledge of the subject they are reading. Lastly, the role of reading is related to cultural information: the students are given the insight and worldviews of the native speakers or users of the language they are studying.

In short, reading is a conscious and unconscious thinking process. The reader applies 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 (Mikulecky, 2008). In addition, Al-Issa (2006:1) states that reading is a multileveled and interactive process in which readers construct a meaningful representation of text using their schemata. Pang, Muaka, Bernhardt, and Kamil (2000) define reading is a complex activity which involves perception and thought. According to them, reading comprises two related processes, that is, word recognition and comprehension. The former refers to a process of perceiving how written symbols corresponds to spoken language of someone while the latter means a process of making sense of words, sentences and connected text.



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Based on the definition above, it can be concluded that reading is a complex linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text. Furthermore, reading is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading in English is required.

II.3.2 The Nature of Reading Comprehension

Reading comprehension is one of the pillars of the act of reading. It is the act of understanding what is read. While the definition can be simply stated, the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

In comprehending a text, there is a complex arrangement of cognitive processes. It is simultaneously using awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. In accordance with Simons and Burnes and Page (1991:62), reading comprehension process is a mental operation which takes place in readers’ heads while they are reading and stem from high speed cognitive activity. This is a multi-dimensional process that involves factors related to the reader, the text, and the activity (Lehr and Osborn, 2005:6).

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According to Barth (2012:4), reading is both directly and indirectly connected to later educational achievement and it is critically important to a student's growth across all subject areas. Failure to achieve reading comprehension has also been linked to other factors that have an impact on academic success. The habit of reading can add to the information available on various topics. It also helps the readers to stay in-touch with contemporary information and makes them sensitive to global issues and helps them catch in hand what is going on around them. Generally, reading texts are good sources and wealth choices for self improvement and motivation. They have a great contribution towards proficient achievement. In addition, they are informational and reliable for what we may query for a long time without satisfactory answers.

Reading comprehension is a reading-thinking activity and as such relies for its success upon the level of intelligence of the reader, his or her speed of thinking, and ability to detect relationships. Moreover, Tierney (1984) points out three broad categories in reading comprehension; reader-related factors, author-related factors and text-related factors.

Furthermore, Barth also states that reading is essential to success in school, work, and society. A student's ability to make sense of grade level texts can ensure either success or failure in school, depending on the students' ability to comprehend. Comprehension is a complex process, in which many factors play a role, including the active process of the interaction between the reader and the text, the understanding of the language and vocabulary in the text, and the learning and use of specific strategies for comprehension.

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Wooley (2011:15) defines reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from words or sentences. Cain and Oakhill 2007 in Wooley (2011:16) claim that comprehension involves the interaction of a wide range of cognitive skills and processes there are many occasions where difficulties arise that may lead to comprehension failure. For example, during reading the ability to derive meaning is normally enhanced when there is a reduction in the cognitive load of a reader's working memory, and the reader can decode the words and phrases fluently and bring meaning to the unfamiliar vocabulary encountered (Manset-Williamson and Nelson, 2005).

The indications are that successful readers are more efficient at gaining unfamiliar word meanings from texts because they have a greater existing vocabulary, more experience using context clues, and greater background knowledge (Goerss et al. 1999).

In contrast, less skilled readers are considered to have more difficulties integrating read text information (Goerss et al. 1999). Furthermore, due to the fact that strong contextual cues are not always found in many texts, less skilled readers may have more difficulty considering the writer's interpretations, and forming appropriate inferences from unfamiliar events or relationships (Goerss et al. 1999). Moreover, De Corte et al. (2001) in Woolley (2011:17) point out that reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors. In



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addition, Fukkink and de Glopper (1998) and Lipson (1983) in Duke and Pearson (2002) state that meaning is formed in the reader's head, that is, a person's prior knowledge affects the kinds of meanings constructed from the text information.

Similarly, King and Stanley (1989:30) explain that there are five aspects in processing of reading comprehension. They are; finding main idea, finding factual information, finding the meaning of vocabulary in context, identifying reference, and making reference." The theory above can be described as follow;

- a) Finding main idea

Reading concerns with meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by author, in other words, some of ideas are super ordinate while other subordinate.

- b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and amount. In which most of the answer can be found in the text.

- c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the

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text that is read. The words have the same meaning as another word.

d) Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. English students might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

e) Making inference

The importance of reading is to understand what the writer has written; it is expected that reader can infer the writer wrote. In order words, a good reader is able to draw inference logically and make accurate prediction.

In brief, reading comprehension is an activity that involves greater levels of concentration and adds to the conversational skills of the reader, which enhances the knowledge acquired, consistently. The habit of reading also helps students to receive new words and phrases that they come across in everyday conversations. The habit can become an aid to the information available on various topics. It helps students to stay in-touch with contemporary writers as well as those from the days and makes students aware to global issues.

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II.3.3 The Importance of teaching reading

The written word surround us daily. It confuses us and enlightens us, it depresses us and amuses us, it is sickens us and heals us. At every turn, we are members of a literate society are dependent on twenty-some-odd letters and a handful of other written symbols for significant, even life and death, matters in our lives.

There are many reasons why getting students to read English texts is an important part of teachers' job. According to Harmer (1998:68-69) reasons are:

1. Many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure.
2. Reading is useful for other purposes too for example any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, in some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.
3. Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.
4. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.

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5 Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

II.3.4 How to Comprehend English Texts

Reading is often thought of as a hierarchy of skills, from processing of individual letters and their associated sounds to word recognition to text-processing competencies. Pressley (2012) viewed that skilled comprehension requires fluid articulation of all these processes, beginning with the sounding out and recognition of individual words to the understanding of sentences in paragraphs as part of much longer texts. There is instruction at all of these levels that can be carried out so as to increase student understanding of what is read.

Langan (1986:282) stated that to comprehend a text of reading, there are five principles should be done by students as the reader. They are:

a Summarizing the selection in a title

The title should accurately describe the entire selection. It should be neither too broad nor too narrow for the material in the selection.

b Determaning the main idea

It is identifying the point of view of the author.

c Recognizing key supporting details

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It is moving reader' eyes quickly over the passage for the same content words or synonym of words. This is called scanning. By scanning, the reader can find a place in the reading passage where the answer to a question is found.

d. Making inferences

An inference is a logical conclusion based on evidence. It can be about the passage itself or about the author's viewpoint.

e. Understanding vocabulary in context

Context is the combination of vocabulary and grammar that surround a word.

Making prediction from contexts is very important to understand the meaning without stopping to look up every new word in a dictionary.

Based on research done by Penner and Wilger (2008:2-7), teachers have to do the following in order to improve reading comprehension in students:

1. Teach decoding skills
2. Teach vocabulary
3. Word knowledge

Encourage students to build world knowledge through reading and to relate what they know to what they read (e.g., by asking "Why?" questions about factual knowledge in text).

4. Active comprehension strategies

Teach students to use a repertoire of active comprehension strategies, including prediction, analyzing stories with respect to story grammar elements, question asking, image construction, and summarizing.

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5 Monitoring

Encourage students to monitor their comprehension, noting explicitly whether decoded words make sense and whether the text itself makes sense. When problems are detected students should know that they need to reprocess (e.g., by attempting to sound out problematic words again or rereading).

Such instruction must be long term, for there is much to teach and much for young readers to practice. Even so, there is little doubt that instruction that develops these interrelated skills should improve comprehension.

Moreover, comprehension needs to be trained. Teacher should introduce and practice some effective strategies to his students in order their comprehension more increase by the time. Brown (2001:306-310) listed some strategies that can be used for students as a reader to comprehend English texts are as follow:

a. Identify the purpose of reading

Whenever teacher is teaching a reading technique, make sure students know their purpose in reading something.

b. Use graphemic rules and patterns to aid in bottom-up decoding

In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions.

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c. Use efficient silent reading techniques for relatively rapid comprehension

Teacher can help the students to increase efficiency by teaching a few silent reading rules:

- d. You don't need to "pronounce" each word to yourself.
- e. Try to visually perceive more than one word at a time, preferably phrases.
- f. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

Another technique that can be efficient for the silent reading is what commonly labeled the SQ3R technique. The technique is a sequence of five steps process as follows:

- g. Survey, skim the text for an overview of main idea.
- h. Question, the reader asks questions about what he wishes to get out of the text.
- i. Read, read the text while looking for answers to the previously formulated questions.
- j. Recite, reprocess the salient points of the text through written language.
- k. Review, assess the importance of what one has just read and incorporate it into long term associations.
- l. Skim the text for main ideas.

Skimming consists of quickly running one's eyes across a whole text for its gist. Teacher can train students to skim passage by giving them about thirty

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seconds to look through a few pages of material, close their books, and then you what they learned.

- m. Scan the text for specific information.

Scanning exercises may ask students to look for names or dates, to find definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

- n. Use semantic mapping or clustering.

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos.

- o. Guess when you aren't certain.

This is an extremely broad can use category. Learners can use guessing to their advantage to:

- p. Guess the meaning of a word
 q. Guess a grammatical relationship (e.g., a pronoun reference)
 r. Guess a discourse relationship
 s. Infer implied meaning (“between the lines”)
 t. Guess about a cultural reference

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u. Guess content messages.

v. Analyze vocabulary.

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

1. Look for prefixes (*co-*, *inter-*, *un-*, *etc.*) that may give clues.
2. Look for suffixes (*-tion*, *-tive*, *-ally*, *etc.*) that may indicate what part of speech it is.
3. Look for roots that are familiar (e.g., *intervening* may be word a student doesn't know, but recognizing that the root *ven* comes from Latin "to come" would yield the meaning "to come in between").
4. Look for grammatical contexts that may signal information.
5. Look at the semantic context (topic) for clues.

w. Distinguish between literal and implied meanings.

This requires the application of sophisticated top-down processing skills.

x. Capitalize on discourse markers to process relationships.

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency. The examples of the markers are :

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- a. *Firstly, to begin with, finally* means enumerative.
- b. *Again, moreover, above all* means additive.
- c. *So, altogether, overall* means logical sequence.
- d. *Namely, in other words, better* means explicative.
- e. *For example, for instance* means illustrative.
- f. *Alternatively, on the other hand, conversely* means contrastive.

II.4 Review of Vocabulary

II.4.1 Nature of Vocabulary

As explained in the background of the study, vocabulary takes such a fundamental role in learning a foreign language. All the words which contain meaning exist in a particular language are called vocabulary. As illustration, the words “ffstrptsfn, eriwej, and kped” are not vocabulary since they do not have meaning. In short, every word which has meaning(s) is called vocabulary. This idea is in line with what Hornby (1995: 1331) suggests that vocabulary is the total number of words in a language and as a list of words with their meanings.

Without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word. Hubbard (1983) suggests vocabulary can be defined as a powerful carrier of



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meaning. Additionally, Diamond & Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings.

However, some authors suggest more complex definitions about vocabulary. Nation (2001) states that vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood it in and out of context rather than guessing . Additionally, Henriksen (1996) states that vocabulary knowledge is often defined as precise comprehension which is operational as the ability to translate the lexical items into L1, the ability to find the right definition in a multiple-choice task, or the ability to give a target language paraphrase. This means that vocabulary knowledge requires the ability to react to words that the students do not need to think about. The words just come into students' minds to be used in an effective and natural way. Even in a multiple choice task students react to the multiple definitions of words and they know exactly the meaning of the words to be translated. So, when the students have knowledge of a word they do not take much time to think about the word, they just have to use the word naturally and appropriately.

The vocabulary can be in the form of single words and compound words. Single words refer to one word which has complete meaning without other(s) such as proposal, conduct, go, and so forth, whereas, compound words are defined as a combination of two or more words that function as a single unit of meaning such as toothpaste, milkshake, mother-in-law, and so forth. Besides, the vocabulary can

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be in the form of idioms and phrasal verbs. Idioms refer to a group of words established by usage as having meaning not deducible from those of the individual words such as six and seven which means confuse, green horn which means has no or little experience, in red which means someone who has debt, whereas, phrasal verbs refer to verbs plus a preposition or adverb which creates a meaning different from the original verb like the word “ran into” which means meet. Richard and Schmidt (2002:580) suggest vocabulary is a set of lexemes, including single words, compound words and idioms. Additionally, Ur (1996: 60) suggests vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term “words” here means that the new item of vocabulary maybe more than a single word, for example, father-in-law and police office, which are made up from two or more words but express a single definition or idea. In other cases there are also compound words called as multi-word idioms, for example call it a day.

Besides, vocabulary can be in the form of function words and content words as well. Function words are words whose purpose are more to signal grammatical relationship than the lexical meaning of a sentence like auxiliary verbs, pronouns, articles, and preposition whereas, content words refer to words such as nouns, most verbs, adjectives, and adverb that refer to some object, action, or characteristic which contrast with function words. These ideas are strengthen by Thornburry (2002:4,) he suggests there are two kinds of vocabulary or words. They are grammatical words (or function words) and content words.

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Additionally, the ideas mentioned above are not contrary to what Hatch and Brown (1995) suggest vocabulary refers to a list or set of words for a particular language or words that individual speakers of a language might use.

Based on the definitions about, it can be concluded that vocabulary knowledge requires not only word meaning knowledge, but also the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired. Therefore, teachers should use strategies that teach the meaning of words in context and help students associate the new vocabulary learned and what they already knew and help students memorize the words and their meanings.

II.4.2 Classification of the Vaculary

From all numbers of words, vocabulary can be classified into some types. It can be classified based on different angles. First of all, it is classified into receptive and productive vocabulary. All the words received from reading materials and listening are called receptive vocabulary. In reading, especially in academic reading books low frequency words are always found. Meanwhile, productive vocabulary is commonly utilized both in speaking and writing. People usually utilize high frequency words in speaking, but in writing, especially in the academic writing choice of words have to be considered as it can be academic reading material for others. These ideas agree with what Nation (2001:24) states that receptive vocabulary refers to the words that native speakers and foreign

learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Meanwhile, productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Thus, it can be concluded that vocabulary can be presented in four units: listening, vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing, vocabulary that consists of the word people use in writing essays, reports, letter, etc.

Besides, the vocabulary can be classified into academic words, technical words, high frequency words, and low frequency words. Academic words are those which appear in English-language academic texts. Technical words are those which have specific meaning within a specific field of expertise. High frequency words are quite simply those words which occur most frequently in written material and commonly used in daily speech. They are often words that have little meaning on their own, but they contribute a great deal to the meaning of a sentence. Low frequency words are those which uncommonly occur in a language. The four types of vocabulary are made clearer by Nation (2008:13-14) who states that high frequency words are utilized almost 80% of the running words in the text, academic words make up about 9% of the running words in the

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text, technical words make up about 5% of the running words in the text, and low frequency words make up over 5% of the words in an academic text.

Furthermore, the vocabulary can be classified into two: a stock of words which have been taught by the teacher, and a stock of words which have not been taught. Harmer (1991:150) adds the words have been learnt by the students are expected to be able to use, whereas, the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

Finally, the vocabulary can be classified into function words (also called grammatical words) and content words. Function words are those which have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence. They are always relatively few and resistant to change. They are lexically unproductive and are generally invariable in form. Prepositions, pronouns, determiners, conjunctions, auxiliary, and particles belong to function words. Whereas, content words are those which have clear meaning, such as nouns, most verbs, adjectives, and adverbs that refer to some object, action, or characteristic. Although function words and content words are different, they complete each other. These ideas are added by Thornburry (2002:4) who states that:

In term of the meanings associated with these word classes, we can make a crude division into two groups. On the one hand, there are words like for, and, them, to that mainly contribute to the grammatical structure of the sentence.

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These are called grammatical words (or function words) and are generally prepositions, conjunctions, determiners, and pronouns. On the other hand, there are content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs (Thornbury, 2002:4).

In conclusion, all the words exist in a particular language can be classified into receptive vocabulary, productive vocabulary, functional vocabulary, content vocabulary, academic vocabulary, technical vocabulary, low frequency vocabulary, high frequency vocabulary, vocabulary has already been known, and the vocabulary has not been learnt. In which, all kinds of the vocabulary have to be understood well by English learners.

II.4.3 Important of the Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Vocabulary gives bigger involvement in conveying the meaning of a language than grammar does. Students still can express their ideas if they have sufficient vocabulary, although with ungrammatical sentences. On the other side, without vocabulary they can say nothing, although they know about grammar. These ideas are supported by Thornbury 2002: 13) who argues, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Lewis (1993:89) goes further to argue, Lexis is the core or heart of language. In addition, McCarthy (1990:viii) in the introduction to his book, he states no matter how well the student learns grammar, no matter how successfully the sounds of L2 are

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mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way.

Besides, vocabulary knowledge helps students with language comprehension. This is to say that the comprehension of a language depends on the amount of words that are known in that language. Also, students need to have sufficient word knowledge to understand what they read. Students can understand a writer's message only if they know the meaning of most of the words used in a text. Still, Nation (2001) states that readers need to know at least 97% of the vocabulary in a text for an adequate understanding of it. Without knowledge of the key vocabulary in a text, a learner may have serious trouble in understanding the message, that is, word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read. So, having students with a large amount of vocabulary knowledge is essential to language comprehension. Like Widdowson (1989), McKeown (2002) argues that vocabulary knowledge is the heart of a language comprehension and use. Additionally, Barra (1995) suggests that to comprehend a text successfully students need to have sufficient word knowledge.

In addition, vocabulary helps students with language production. Hubbard (1983) states that the more words a student knows the more precisely that students can express the exact meaning he/she wants to. Based on this view, to communicate effectively students need to know a large number of word meanings. Likewise, Cardenas (2001) states that vocabulary is used to determine the

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proficiency a student has an oral context. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. Language teachers should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully. However, the focus of the instruction was not always on the vocabulary. So, the next section is intended to provide a brief background of vocabulary instruction.

Finally, to show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

1. Promoting Fluency. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.
2. Boosting Comprehension. Vocabulary knowledge strongly influences comprehension. In a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
3. Improving Achievement. A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.
4. Enhancing Thinking and communication. Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for

communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of early vocabulary in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

II.4.4 Stages in Vocabulary Learning

Effective vocabulary instruction is a key foundation to help students acquire a wide and diverse vocabulary. Students need both direct and indirect instruction in vocabulary and word meanings as well as multiple exposures to words. It is through multiple exposures and repetition that students begin to understand the nuances of words and how to use them when speaking and writing. Additionally, active engagement helps students take part in the learning process

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and begin to own the words and understand word meaning in multiple contexts.

Here are some stages in learning vocabulary offered by some experts:

Bob Marzano, an educational researcher, laid out a six-step process for building academic vocabulary. They are:

1. The teacher provides a description, explanation, or example of the term.
2. Linguistic definition – students restate the description, explanation, or example in their own words.
3. Nonlinguistic definition – students construct a picture, pictograph, symbolic representation, or act out the term.
4. The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in vocabulary notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students in games that enable them to play with the terms and reinforce word knowledge.

Besides, Jordan suggests four unique phases of incorporating vocabulary understanding into any classroom's curriculum:

1. **Phase One: Monitoring Level of Familiarity**

The very first vocabulary skill students need to possess is an ability to recognize their level of familiarity with any given word they encounter.

Words generally fall into the category of being extremely familiar, slightly

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familiar, or completely new. If a student can perceive their level of understanding of a word, then they can know what to do with that word.

2. Phase Two: Attacking New Words While Reading

After recognizing words, they do not know at all or only slightly know students then need to develop “attack skills” that helps them use context, dictionaries, and word roots to understand what the word means within its given context.

3. Phase Three: Learning the Definition of a New Word.

After students learn how to access the meaning of words they did not know, their next step is to internalize that word’s meaning. This means that they no longer need to go through the rigor of context clues, definitions, etc. to understand a word, but that they begin to naturally understand its meaning. Therefore, if they were to encounter that word again in a new setting, they would be able to understand deeply the usage of that word in its context.

4. Phase Four: Owning the Meaning of a Word

The last stage is when students actually “own” the meaning of a word. This means that not only do they fully understand a word when they read it, but they can actually use the word accurately themselves within their own communications.

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Further, Margarita^P_{iSEP} Calderón^P_{iSEP} (2011) offers seven practical

steps in teaching a new vocabulary:

1. **The teacher says and shows the word, and asks students to repeat the word three times. This helps pronunciation and introduces the print version.**
2. The teacher reads and shows the word in a sentence (context) from the text. This helps the students remember the word in context when they begin to read.
3. The teacher explains the meaning with student-friendly definition or gives an example that students can relate to. The teacher uses simple language, familiar examples, pictures, props, movements, etc.
4. The teacher gives the dictionary or glossary definition(s). This provides exposure to formal English and prepares students for dictionary use when they are more proficient.
5. The teacher highlights an aspect of the word that might create difficulty: spelling, multiple meaning, false cognates, prefixes, suffixes, base word, synonyms, antonyms, homophones, grammatical variations.
6. The teacher engages all students in an activity to oral use or own the word and concept. Writing the word, drawing, or other word activities should come later after reading.

7. The teacher assigns peer reading with oral and written summarization activities and explains how the new words need to be used or how students will be accountable for these words.

Although the experts suggest different stages in vocabulary learning, they complete each other. On the other hand, the teachers can choose which are the most appropriate to be implemented based on the students' characteristics. Even more, the teachers can vary them with their own creativity.

II.4.5 Indicator of the Vocabulary Mastery

According to John (2000:16), vocabulary is the knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary - tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery 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. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

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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 by listening to 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. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. There are several things that must be taught when teaching a word: `

a. Word meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning is the meaning that attaches to words as words. For example, the meaning of a building for human habitation that is attached to the house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

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A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1. **Synonym**

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words, whose denotation are the same but has different connotations.

2. **Antonym**

Antonym is the opposite of meaning. It derives from Greek, “ant- and nymy”, the two parts mean “opposite + name”. Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

3. **Connotation**

The connotation is more complicated than denotation. The connotation is the feeling and emotion that occur within a word. Thus, it can be said that connotation is the denotative meaning which is stretched. In other words, the connotation is the feeling and emotion associated with a meaning.

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4. Denotation

Denotative meaning is called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

b. Use

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

c. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order, and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

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According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

d. Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

According to Paul (1974:18), when we teach a word we must teach three things: (1) We must teach the shape or form of the word. (2) We must teach the meaning of the word. (3) We must teach that the form and the meaning of the word go together. So, if we teach *a fork*, we must teach the

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learner how to recognize or produce the word *fork*; we must teach him what *a fork* is; we must teach him that the sound or shape of *a fork* and the meaning of the shape goes together.

Further, Richards (1976) lists the different things teaching need to know about a word before we can say that a teacher has taught it. These include: the meaning(s) of the word, its spoken and written forms, what “word parts” it has (e.g., any prefix, suffix, and “root” form), its grammatical behaviour (e.g., its word class, typical grammatical patterns it occurs in), its collocations, its register, what associations it has (e.g., words that are similar or opposite in meaning), what connotations it has and its frequency.

According to some experts’ views above, it can be concluded there are several indicators of vocabulary mastery that have to be taught by a teacher to his students. They are:

- a. Meaning of the word (e.g. Synonym, antonym, connotation, denotation).
- b. Form or spelling of the word.
- c. Use of the word; how to use the word in context.
- d. Word parts it has (e.g., any prefix, suffix, and “root” form).
- e. Its grammatical behavior (e.g. Its word class, typical grammatical patterns it occurs in).
- f. Its collocation

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II.4.6 Principle of the Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001:93) writes down the general principles to help children in learning vocabulary:

- a. The teacher can model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.
- b. The teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.
- c. Classroom task can include structured opportunities for using the strategies. Example: when the teacher reads a story, teachers explicitly encourage production of the meaning of new words.
- d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare a list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.
- e. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

Brown (2002: 377) proposed some guidelines of communicative instructions in teaching and learning vocabulary:

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- a. Allocate specific class time to vocabulary learning.
- b. Help students to learn vocabulary in context.
- c. Play down the role of bilingual dictionaries.
- d. Encourage students to develop strategies for determining the meaning of words.
- e. Engaged in “unplanned” vocabulary teaching.

II.5 English News Item Text

II.5.1 Definition of English News Item Text

English news item is one kind of genres. Linda Gerot and Peter Wignell (1998:191) state that genre is a type of writing that provides systematic linguistics and characteristic lexicogrammatical features. The genres are described in school and non-school environment. These genres arose in social interaction to fulfill human social purposes. They state that beside English news item text, there are many kinds of genre, those are spoof, recount, report, analytical exposition, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and review. As Depdiknas (2006:37) clarifies that culture context create genres that every text has communicative purpose, generic structure, and characteristic of linguistics. Each genre has specific language features.

General genre texts in the English are classified into two groups, namely fiction and non-fiction. Some genres of text go into the category of fiction are narrative text, spoof text, anecdote text and so on. While English news item text,

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hortatory exposition, recount, review and explanation are some examples of the genre of non- fiction texts that promote factuality.

News Item Text is one of the genres in English language writing aimed to inform about an event that is in fact taking place, meaning that the event has just occurred or happened a long time but still hotly discussed. Background studies were all about "recently-things" make better known as a News Item Text. Didin Kholidin (1992) also states that English news item is a text which informs readers about events of the day written in English. The events are considered newsworthy or important.

From definition above, the writer can conclude that English news item text is the factual text which has purpose to inform the readers about events of the day which are considered newsworthy or important. Specifically English news item text in form publicly about the thing happened which is considered as newsworthy. It is important to be known publicly as it often happens in one part of region and the function of English news item text is to socially spread the news.

In any type of texts in the English has certain characteristics that can distinguish it from other types of text. The most prominent characteristic of news items text is succinct language. According to Sudarwati (2007) these followings are text organization of news item:

- a. Newsworthy events that tell the event in a summary form.

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b. Background events that elaborate what happened, explain what cause the incident.

c. Sources that comment by participants, witnesses, authorities, and experts involved in the event.

b. Language Feature of English News Item Text

The language used in writing English news item text is a formal language that is in accordance with a standardized spelling, more straightforward and more scientific smelling. It is not allowed to use words that have ambiguous meaning, because the purpose of writing this text is just to inform readers of certain events not to entertain the reader with aesthetic writing. The language features of English news item text are (Eltis :1990):

1. Focusing on circumstances

News item text only focuses on event not the culprit. The perpetrator is only used as a supporting idea that will be enabled to clarify the core events.

2 Using the material process

As presented in the form of factual events, it is necessary to emphasize that in news item text, the writer must describe the incident individually inductively and deductively.

Meanwhile, according to Sudarwati (2007) Language features used in the news item are such below:

- a. Information on the use of headlines
- b. The use of action verbs (e.g.: hit, attack, curb)
- c. The use of saying verbs (e.g.: said, added, claimed)

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- d. The use of passive sentences (e.g.: Aceh was hit by a Tsunami in 2004.)
- e. The use of adverbs in passive sentences (e.g.: The victims were badly injured.)

Then linguistic characteristics of news item text according to www.beritaremaja.com are as follow:

1. Brief information contained in the headline
2. Focus on an event
3. Predominant use verbs saying, as reported, quoted, said, preached, and so on.
4. Generally use action verbs, i.e. verbs that show activity
5. Frequent use of the auxiliary verb indicating the time and place
6. Using the process material

II.5.2 Social function of English news item texts

According to Eltis (1990) the social function of news item is to informs readers of daily newspaper about events of the day which are regarded as newsworthy or important. Newspaper need to make the news as readable as possible in order to attract as many readers as possible. News stories especially the ones published in afternoon newspaper often make the events of the day as dramatic or as sensational as they can in order to make more people buy them.

It means that the purpose of news item text is to give the important information deals with events that are regarded as newsworthy in some ways. The

information consist of the answer of word question (who, what, where, why, when and how). Besides that, the purpose of it is to interest the readers, so they are interested to find the news.

II.5.3 General structure of news item texts

Each text of genres has a specific structure based on the communicative purpose of the text itself. however, there are similarities among the texts which have some purposes. The similarities create an expectation of the general structure on the text that is called generic structure of a text. Eltis (1990:34) clarifies that the generic structure of news item usually has three components. First, Newsworthy Events; It is a term of news which illuminates the sequences events in daily life. This term is put at the beginning of the news to interest the reader. This stage gives information to answer “who”, “what”, “when”, “where” and “why” the events occurred. Second, Background Events; It contains information about “how” and “why” that events occurred; the crisis lead up in this stage. The news writer not only gives the information before the crisis but also after the crisis as a result to the future. This stage shows where the journalist got the information about the events. It provides the reall arguments from the sources of news. Whether the news is true or not needs to a reliable and relevant source of information. Sometimes the journalist quotes the exact words from the person as sources of news in direct speech.

The writer argues that generic structure consists of schematic structure which consists of special characteristic. It explains the differences among genres.

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Newsitem text has special language feature, those are newsworthy event that explain who, what, when and where the event happened. Background events explain about why and how the event sare happened. And the true arguments from person who has seen the events named sources.

II.5.4 Lexicogrammatical featureof English News Items Text

According to Eltis (1990:34) English News Item Text has The Significant Lexicogrammatical feature. Firstly is short. The telegraphic information about story summarized in one sentence headline. For example, “KILLER CYCLONEWRECKS 4TOWNS”. Second, use material or action processes to re-tell story. For example, started moving, left, destroyed, flattened, ripped, through, wereunroofed, drowned, etc. Third, use projecting verbal processes in sources stage. Fourth, focus on circumstantial meanings (especially in newsworthy background). Finally, often dramatic use of participant structure especially thematic position.

II.5.5 Example of English news item text

Title:Twenty One Killed in road Accident

Newsworthy events:

SAUDI ARABIA: Twenty-one people were killed when two vehicles collided on a highway near the Red Sea port city of Jeddah, a newspaper reported on Saturday.

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to learn a second language. For example, women used strategies more frequently than men. Moreover she revealed that in a video-based computer assisted language learning context, male and female L2 learners used significantly different categories of strategies to comprehend video-based language lessons.

From the above findings the writer can conclude that gender does not sharply influence the ability of students to comprehend their reading. Klingner (2007) argued that comprehension of reading is determined by a multicomponent, highly complex process that involves many interactions between readers, either male or female and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

II.7 The Related Studies

According to Parmjit, Chanyuen & Gurnamkaursidhu (2006: 64) related findings refer to research studies conducted by other researcher that are relevant to the current study. There are several researches which have relevancy to the writer especially on students' intensity in using internet. has become the interest of many researchers.

- a. The research was carried out by Frida Nur Fitriana (2012) entitled, "The Correlation between vocabulary mastery and reading competence of the second grade students of SMP Negeri 4 Surakarta". This research was aimed to find out: (1) whether there was any correlation between learning

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motivation and reading competence; (2) whether there was any correlation between vocabulary mastery and reading competence; and (3) whether there was any correlation between learning motivation and vocabulary mastery simultaneously and reading competence. The research was carried out in SMP Negeri 4 Surakarta. The research was conducted from January- April 2012 in the second grade students, academic year 2011-2012. The population was 70 students of the First Year Students of SMAN 1 Pagelaran and data were collected from 35 first grade students as sample by using sampling random technique. The data of the research were collected using questionnaire to collect the data of students' learning motivation and test to collect the data of vocabulary mastery and students' reading competence. This study used a co-relational of ex post facto as research design. The data were then being analyzed using simple correlation and multiple linear regression. The research findings show that (1) There was a significant positive correlation between learning motivation and reading competence ($r_{y1} = 0.735 > r_{table} = 0.206$); (2). There was a significant positive correlation between vocabulary mastery and reading competence ($0.710 > 0.206$); (3) There was a significant positive correlation between learning motivation and vocabulary mastery simultaneously and reading competence. The similarities with this research are both researches about reading comprehension and vocabulary mastery. While, the differences are about the research design, location, population, and the variables. Frida's research only used two variables on her research, which are vocabulary

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mastery as variable X and reading competence as variable Y. While, this research has three variables which are Using Internet as variable X, reading comprehension as variable Y1 and vocabulary mastery as variable Y2.

The research was conducted by Fajar Furqon (2013) entitled “The Correlation between Students’ Vocabulary mastery and their reading comprehension of the First Year Students of SMAN 16 Jakarta”. This research was aimed to find out the correlation between students’ vocabulary mastery and their reading comprehension. The population was 90 students of the First Year Students of SMAN 16 Jakarta and data was collected from 34 students of the first grade by using sampling random technique. This study used a co-relational of ex post facto as research design. The findings showed that there was a strong correlation between students’ vocabulary mastery and their reading comprehension. The current study concluded that vocabulary mastery was contributing in helping the students to comprehend the texts. The differences of Fajar’s study of this study where he just found out the two variables in his study such as vocabulary mastery (X) and reading comprehension (Y). While, this research has three variables which are Using Internet as variable X, reading comprehension as variable Y1 and vocabulary mastery as variable Y2. The research design, location, and population. The similarities with this research are both researches about reading comprehension and vocabulary mastery. He took also senior high school level as his sample.

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Nagel (2007) resumed on his research “Students Actually Use The Internet for Education” that while safety and security issues involved with social networking require "thoughtful policies" from schools boards; but, at the same time, "parents and communities also expect schools to take advantage of potentially powerful educational tools, including new technology. Clearly, both district leaders and parents are open to believing that social networking could be such a tool-as long as there are reasonable parameters of use in place. Moreover, social networking is increasingly used as a communications and collaboration tool of choice in businesses and higher education. As such, it would be wise for schools, whose responsibility it is to prepare students to transition to adult life with the skills they need to succeed in both arenas, to reckon with it. "The similarities with this research is using internet in education. While, the differences are about the research design, location, population, and the variables.

Soleimani (2012) carried out a research entitled “Online Reading Strategy Use and Gender” investigated the online reading strategies used by Iranian EFL students and the differences between male and female learners in terms of online reading strategy use. It also made an attempt to answer the question of whether skilled strategy users in the off line environment are skilled strategy users in the online environment. Participants in this study were 30 students (15 males and 15 females) selected from among 50 MA students at IAU University of Shahreza, Iran. The Survey of Reading Strategies (SORS) and Online Survey of Reading Strategies (OSORS) were

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adapted to the purposes of this study. The results indicated that participants used online readings strategies moderately. Problem-solving strategies and global reading strategies were used the most. The findings revealed while there were no overall significant differences between males and females in terms of online reading strategy use, they did differ significantly on a number of individual strategies. The findings also indicated that active strategy users in the offline environment were active strategy users in the online environment.

- e. Macharia and Nyakwende (2010) on their research “Gender Differences in Internet Usage Intentions for Learning in Higher Education” revealed that The processes of globalization present opportunities and challenges for higher education learners. This process increasingly depends upon information and communication technologies (ICTs) such as the internet. Despite the fact that there have been frequently counted male/female differences in ICT usage, this has not received adequate explanations especially in higher education internet usage. Consequently the paper presented the findings of an empirical study that adds insight and understanding into the causes of this difference. The study proposed a Technology Acceptance Model (TAM) to investigate the effect of gender differences in internet usage intentions in higher education. Four exogenous constructs namely, perceived relevance, perceived enjoyment, computer self-efficacy, computer anxiety, voluntariness, and two belief factors namely

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perceived ease of using the Internet, and perceived usefulness were modeled to influence behavioral intention in the TAM. There existed significant gender differences in the influence of perceived ease of use and computer anxiety, influence on internet usage intentions for males and females. The influences of perceived ease of use, relevance to studies, and perceived enjoyment had significant influence on intentions for both males and females had a higher anxiety than males in using the internet. However, they had greater usage of the internet for their studies. Having a greater understanding of how males and females view internet usage for learning in their universities will contribute to deploying gender specific interventions in the usage of internet as a learning tool in and outside the classroom.

- f. Castano (2011) concluded on his research entitled “The Internet Use Intensity Divide Among University Students and The Consequences for Academic Performance” that there was a significant negative relationship between high Internet use intensity and academic performance. However, taking into consideration other variables, the influence is relatively weak, and considering that the main student activities on the Internet are gaming, social and entertainment uses, it is surprising that the negative influence of Internet usage on academic performance is not greater. His last observation was also supported by the results of Tienand Fu (2008) who carried out a similar study examining the ICT usage of Taiwanese university undergraduates. They did not find a clear relationship between Internet use and academic performance despite

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reporting a much higher use of computers for university-related academic activities.

Olaide (2012) on his journal entitled “Impact of the use of Internet on Technical College Vocational Students’ Academic Performance” in Ogun State, Nigeria found that most of the secondary school students access computer connected to the internet through the use of the cybercafé or settings open to the public; the students spend more of their time outside the school and their homes to use the internet; female students are more disposed to the use of the internet for social networking than their male counterparts; most of the special sites students visit on the internet are not for academic engagements or school work; most of the devices used are connected to the internet through the use of modem and the use of internet technology show significant relationship with students academic achievement and it motivates the students to get along with schoolwork. The study however recommended that technology should be embraced in all technical colleges in Ogun State, Nigeria.

A study conducted by Ika : 2015 : entitled : The Use of Word Search Game to Develop Students’ Vocabulary Mastery Of The Seventh Year Students at Mts Tarqiyatul Himmah. The objects of the research were two classes in the seventh year of MTs Tarqiyatul Himmah. The first class was 7A as the control group and the second class was 7B as the experimental group. The data were collected from the score of pre-test and post-test after the treatment. The data were tested using the t test formula by comparing the

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mean score of pre-test and post-test from both classes. The level of significance was set equal or less than 5%. The result of this study showed that t-value 5, 011 was higher than t-table 2, 063 with the degree of freedom (df) of 25. The research findings indicated that there was a significant difference between control and experimental class after teaching vocabulary using word search game.

There is a similarity with my thesis as study focused on Students' Vocabulary Mastery. The difference of his research with the writer's research can be found in her research is an experimental research, meanwhile the writer's research is a correlational research.

- i. A study conducted by Bonnie J. F. Meyer and Melissa N. Ray (2011:127152.) did a study with title "Structure Strategy Interventions: Increasing Reading Comprehension of Expository Text" Firstly, they reviewed the research that has served as a foundation for many of the studies examining the effects of text structure instruction. Text structures generally can be grouped into six categories: comparison, problem-and-solution, causation, sequence, collection, and description. Next, they provided a historical look at research of structure strategy interventions. Strategy interventions employ modeling, practice, and feedback to teach students how to use text structure strategically and eventually automatically. Finally, they reviewed recent text structure interventions for elementary school students. The results of their studies presented similarities and differences between these studies and applications for instruction. Then,

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they suggested that direct instruction, modeling, scaffolding, elaborated feedback, and adaptation of instruction to student performance were keys in teaching students to strategically use knowledge about text structure.

There is a similarity with my thesis as study focused on implication of text organizations on reading comprehension; Text structures generally can be grouped into six categories: comparison, problem-and-solution, causation, sequence, collection, and description.. The difference of his research with the writer's research can be found on the reading comprehension strategy used by using strategy interventions employ modeling, practice, and feedback to teach students how to use text structure strategically and eventually automatically. In her research she applied two stay two strays as a strategy in teaching reading.

- j. A study conducted by Shirley V. Dikson et al.(2009:67), a study with title "Text Organizations and Its Relation to Reading Comprehension: A Synthesis of the Research". Their study focused on the effects and implication of text organizations, both physical presentation and text structure, and on reading comprehension, with special emphasis on the comprehension of diverse learners. Generally, they found that the effect on reading comprehension of the presentation and structure of text is more global than local. Well presented and structured text results in better comprehension of main ideas and relations between ideas than poorly presented or structured text.

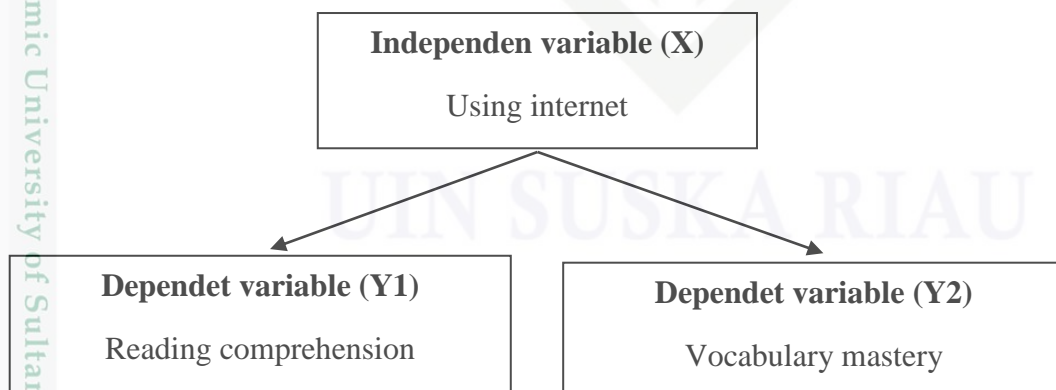
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There is a similarity with my thesis as study focused on implication of text organizations on reading comprehension. The difference of his research with the writer's research can be found in the reading comprehension strategy used by using presentation and the type of the research. In her research she applied two stay two strays as a strategy in teaching reading . Her research is action research, meanwhile the writer's research is correlational research.

II.8 Operational Concept And Indicators

In the previous explanations, it is stated that the students' using internet will influence their reading comprehension on English texts. Thus, in this research, Students' using internet called in independent variable, and their reading comprehension and vocabulary mastery is regarded as dependent variable. The illustration of this connection is shown as below:



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The main indicators that will be stated in the questionnaire referring to the concept of Middleton (2010) that can be classified as below:

II.8.1 Using Internet

The indicators of using internet:

1. A *high user* is defined as one who is online for 5 or more hours per-week from home, and uses the Internet daily.
2. A *low user* is defined as a home Internet user who either does not use the Internet daily or is online for less than 5 hours per-week.

II.8.2 Vocabulary Mastery

The indicators of vocabulary mastery are the students are able to identify several parts of speech:

1. *Noun*
2. *Pronoun*
3. *Verb*
4. *Adjective,*
5. *Adverb*
6. *Preposition.*

II.8.3 Reading comprehension

The indicators of reading comprehension:

1. The students are able to determine the main idea.
2. The students are able to identify supporting details.
3. The students are able to understand vocabulary in contexts.

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4. The students are able to make inferences.
5. The students are able to identify thereference.

II.9 Assumptions And Hypothesis

Before formulating the hypothesis, as the temporary answers to the problems, the writer assumes that the students' intensity in using internet may various and their intensity in using internet and vocabulary mastery influences their reading comprehension on English news item.

Based on the above assumptions, the writer formulates the hypothesis as follow:

- Ho1 : Ha1 : There is influence of using internet on students' reading comprehension of the eleventh years students at state Islamic senior high school MAS PP MTI Tanjung Berulak Kampar.
- Ha2 : There is influence of using internet and vocabulary mastery of the eleventh years students at state Islamic senior high school MAS PP MTI Tanjung Berulak Kampar.
- Ha3 : There is influence of using internet on students' reading comprehension and vocabulary mastery of the eleventh years students at state Islamic senior high school MAS PP MTI Tanjung Berulak Kampar.