

II. THEORETICAL BACKGROUND

The theoretical background for the research is provided in this chapter. The discussion will be divided into two sections, that is, review of previous research and review of related literature.

2.1 Review of Previous Research

There have been several correlated studies dealing with reading interest, vocabulary mastery and reading comprehension. First, the correlation between reading interest and students' ability to find the main idea in a short text a study of second - year students at SMAN 4 Malang, conducted by Fitriani (2008). This paper is conducted to find out the level of reading interest and significant correlation between the students reading interest and their ability to find main idea in a short text. The population of this study is the second year students of SMAN 4 Malang, which covers 40 students. The instrument that is used by the writer is questionnaire. It is used to measure the students reading interest. Besides, using questionnaire, the writer also used a test of reading. The finding of this research shows that there is significant correlation between reading interest and students' ability to find the main idea in a short text.

The second previous study is dealing with the correlation between English vocabulary mastery and writing ability of grade students of SMP IT Rahmatan

Lil ‘Alamin Seloaji Babadan Ponorogo’’, conducted by Fitri (2009). She was student of English Education Department, Faculty of Education, State Islamic College of Ponorogo. The paper is aimed to find the correlation between English vocabulary mastery and writing ability of grade students of SMP IT Rahmatan Lil ‘Alamin Seloaji Babadan Ponorogo. It was also to find out the correlation between English vocabulary mastery and writing ability. The population is 84 of Eighth Grade Students of SMP IT Rahmatan Lil ‘Alamin Seloaji Babadan Ponorogo. The instruments of collecting the data are test and documentation. The test consists of subjective test and objective test. In this research, the writer found that there was a positive correlation between English vocabulary mastery and writing ability of grade students of SMP IT Rahmatan Lil ‘Alamin Seloaji Babadan Ponorogo.

The third previous study is the correlation between reading interest and the achievement in reading comprehension of the ninth grade students of SMP Negeri 1 Tambakboyo, conducted by Shoim (2011). He was a student of English Department Faculty of Language and Arts Education Universitas PGRI Ronggolawe Tuban 2011. In this paper, he analyzed that there was a significant correlation between reading interest and the achievement in reading comprehension. He found some aspects that caused the students had difficulty in comprehending the text which he found in his research were: students’ lack of vocabulary and grammar, students’ interest in the reading text, teachers’ ability in guiding and managing their class and inappropriate reading strategy. But, the writer did not find about the correlation between students’ reading interest and students’ vocabulary mastery on their reading ability. The writer uses two kinds of

instruments. They are questionnaire and the test of reading comprehension. The researcher does not give a limit for the respondents, but she gave the choice for each question and the questions used in this study are closed question, it means that the respondents just choose available options.

To sum up, based on the previous studies, it can be stated that all above mentioned studies reconfirmed the importance of the correlation between independent and dependent variable that are reading interest and ability to find the main idea in a short text, students' vocabulary mastery and writing ability, reading interest and the achievement in reading comprehension. All relationship above gives effect in the English learning process, especially in reading. However, there are still some issues which have not been investigated, that is, the correlation between reading interest and vocabulary mastery related to reading ability. Therefore, this research will be carried out to investigate the correlation between reading interest and vocabulary mastery related to reading ability and also to find out the correlation between students' vocabulary mastery and reading interest

Review of Related Literature

2.2.1 Reading Interest

Hidi (2006, p. 70) defined interest as a unique motivational variable that as well as a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by increased attention, concentration and affect. Interest is a motivational variable that involves not only the emotions but also the intellect, making it a powerful energizer indeed (Hidi, Renninger, &

Krapp, 2004). According to Ortlieb (2010:5), interest is positive attitudes of attraction toward objects or events. They learned responses which predispose the organism to certain lines of activity and which facilitate attention. Interest is the set of attending, the tendency to give selective attention to something. Interest arises through the interaction of basic needs and the means used to satisfy them. The students who are interested in reading are usually the students for whom reading satisfies the basic needs of personal adequacy or self-esteem, esteem of others, curiosity, or success.

Reading interest is a feeling that accompanies or causes special attention to reading. The students may read actively if they are interested in reading. Reading interest can make them consider reading activity as a habitual activity for them. Reading interest may affect reading activeness. Reading achievement is also dependent upon the student's motivational reading, and poor reading or reading failure may be caused by lack of interest. To achieve success in reading, the students must want to learn. The students generally come to school wanting to learn to read. However, when the students are unable readers, they almost certainly do not want to read. Teachers must know how to get the unable reader interested in reading and they must also be concerned with the type and the readability of reading materials that may encourage extensive and that may raise the student's general level of reading interests and tastes.

Reading behavior and interest are obtained elements after someone was born. So, reading behavior and interest can be fertilized and developed. Reading interest will make the students will obtain information, meaning, skill knowledge, motivation or fact as a served by reading matter. Reading interest building is

needed to do early starting from family, school surroundings and further in community surrounding. Child reading interest development is not only determined by desire and attitude toward reading matters. Some factors influenced, either in child self or out of child self.

According to Ortlieb (2010:2) it is imperative that teachers use non- traditional texts to engage readers so that students do not become disinterested in the reading process, for example, students often love to read other types of printed text such as magazines and newspapers while they would not even consider reading a book.

Frymeir (in Crawley and Mountain, 1995) identified six factors that influenced the development of children's interests. These factors are as follows:

1. Previous Experience.

Students may not develop their interest toward something new that they have never been experienced.

2. Self Concept.

Students may reject information that feels threatened; otherwise the student may receive it if it is felt useful and help them to improve their skill.

3. Values.

Student interest arises if a subject is presented by an authoritative people.

4. Understandable Subject

Information that is easily understood by students may attract their interest.

5. The Level of Pressure Involvement.

If students feel that they have some rate options and is less pressure, their reading interest may be higher.

6. The Complexity of subject material.

Students who are better intellectually and psychologically flexible are more attracted to something more complex.

Based on theories states, it can be inferred that interest includes; previous experience, self concept, values, understandable subject, level of pressure involvement, and complexity of subject material.

2.2.2 The Students Interest in Reading English Comprehension

Interest plays a role in decision to read, in the level of engagement with the text during reading, and thus also in the product the reader creates in terms of comprehension of the text and learning forms the text (Snow, 2002). From the statement above, the writer assumes that the students are not disappointed with their English if they are interested in their English reading. Students are more likely to read what they think interested in the reading material, for example, reading programs that provide dedicated reading time do influence the students “intention to read” by making available materials of interest to students and eliminating competing factors.

2.2.3 Vocabulary

Every language in this world has list of words. This word is used to express human feelings or ideas in oral and written form. Every word in a language always has specific meaning, both literal and semantic meaning. Also, people will use suitable vocabularies to express their feelings or ideas in order to be understood by other people. By using vocabulary people can communicate each other in order to ask or deliver the information. This is why vocabulary has an

important role in language use. Hiebert, (2005: 2-3) defines vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. Harmer (1991: 158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. Word meaning is also governed by metaphors and idioms, e.g., the word *hiss* refers to the noise of snake and to someone's threat to others. In learning vocabulary to get the appropriate meaning of the words of sentences, the thing that must be considered is sense relation. It is important to distinguish the meaning of individual item of what they mean in the real world, their meaning in relation to other words within the vocabulary system of the language Mccharty (1990:14). Beside that there are many important aspects in learning vocabulary:

a. Synonym

Synonym means that two or more words have the same meaning Mccharty (1990:16). Many words in English appear very close in the meaning to each other. It will depend on the situations and the context the words appear it. For example:

Short = 'small'

Good = 'kind'

Finish = 'end'

Toilet = 'lavatory'

b. Antonym

Antonym means the word that is opposite in meaning to the other. Mcharty (1990:17). For example:

Large >< '*small*'

Cheap >< '*expensive*'

Close >< '*open*'

Difficult >< '*easy*'

Little >< '*big*'

c. Homonym

Homonym is word spelt and pronounced like another word but with a different meaning, for example:

Beach – '*bitch*'

Head – '*hat*'

See – '*sea*'

Peace – '*piece*'

Our – '*hour*'

d. Idioms

Idiom is group of words with a meaning that is different from the meaning of all the individual words. For example:

At last (*finally*)

Called up (*telephone*)

Get on (*entire*)

Talk over (*discussion*)

e. Quantifiers

Victoria Neufeldt (1991:1099) defines quantifiers is logic word, term, prefix,

symbol, etc. that quantifies. Examples:

Someone *anyone* *everyone* *no one* *none*

Somebody *anybody* *everybody* *no body*

Something *anything* *nothing*

Reading vocabulary consists of the word found by people when they are reading.

According to Fromkin, V (1999:64), there are two classes of words, namely:

a. Lexical content words

In English, nouns, verbs, adjectives, and adverbs make up the largest part of the vocabulary. They are the content words of language, which are sometimes called the open class of lexical items because we can and regularly do add new words to them. Modem, for example, was added to the classes or nouns as a result of developments in personal computing.

b. Function words

Conjunction such as, and & or, preposition such as in or of, the articles the and a/an, part of the class of determiners, and pronouns have been referred to as closed class words that is called grammatical or function words. It is not easy to think of new conjunction or preposition or pronouns that have recently entered the language.

In English, vocabulary means every part of speech which is used to construct the sentences when people communicated each other. It includes content words (Noun, Verb, Adjective, and Adverb) and function words (Pronoun, Preposition, and Conjunction). Fries (1970) classified English vocabulary or word into four groups:

1. Content word

Content word represents the name of the subject or thing, that is concrete noun (*book, scissors, and bag*) action done by with these things, that is verb (*go, find, and run*), and the qualities of these things, that is adjective (*small, tall, and far*).

2. Function word

Function word are those word which are used as a means of expressing relation grammar structure, such as conjunction (*but, or, and*), article (*a, an, and the*), and auxiliaries (*are, be, is*).

3. Substitute word

Substitute word are those, which represent the individual things or specific action as substitute for whole from classes of words, that is, identifies (*anything, anyone*).

4. Distribute word

Distribute word are those are distribute in use according to grammatical matter as presence of a negative such as *either, too, or, yet*.

The classification of words of a language depends on their function in communication (Hatch and Brown, 1995: 218). Words are classified into functional and content words. Functional words are the words we use to make our sentences grammatically correct. Pronouns, determiners, and prepositions, and auxiliary verbs are examples of function words. Content words refer to nouns, verbs, adjectives, and adverbs. Functional words have major classes; there are pronoun, preposition, conjunction, and determiner. So, word classification membership is an important

lexical feature. In the study of word classification, the researcher limits on nouns, verbs, adjectives, and adverbs.

a. Nouns

A noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Nouns can be divided into sub classes. There are proper nouns and common nouns. There are also countable nouns (*pens, pillows, fruits*), mass or uncountable nouns (*sugar, water, money*), abstract nouns (*idea, religion, faith*), concrete nouns (*chair, table, cap*), and collective nouns (*class, government, group*).

b. Verbs

Verbs are words that denote or describe an action, experience or state. Vendler in Hatch and Brown (1995) places verbs into four classes: activities (*sleep, drink, eat*), accomplishment (*catch, kill, build*), achievement (*lose, find, recognize*), and states (*love, have, know*).

c. Adjectives

Adjective is a modifier that used to highlight quantities or attributes. Its most usual position is before the noun it modifier, but it fills other positions as well.

The types of adjective are:

1. Determiners

They are articles (*the, a, an*), demonstrative adjectives (*this, that, these, those*), possessive adjectives (*him, them, our*), numeral adjectives (*five, seven, nine*), and adjectives of indefinite quantity (*many, much, little*).

2. Descriptive adjectives

They usually indicate an inherent quality (*good, bad, young*), or physical state such as (*black, purple, yellow*), size or age.

d. Adverb

Adverb is a word that adds to the meaning of a verb, adjective, another adverb or a whole sentence. The types of adverbs are explained below:

- a. Adverb of manner – *quickly, neatly, awkwardly*
- b. Adverb of place and direction – *here, away, outside, left, straight*
- c. Adverb of time – define time such as *yesterday, today, tomorrow*; indefinite time such as *recently, nowadays, soon, already, before, later*
- d. Adverb of frequency – *usually, always, sometimes, never*
- e. Adverb of degree – *very, too, quite, extremely, more, almost, entirely, partially, wholly*

Based on the explanation above, the writer concludes that vocabulary is the total number of words, written or spoken that has certain meanings from a certain group of people.

2.2.4 Vocabulary Mastery

Every language has vocabulary and the mastery on vocabulary plays a very significant part in learning new language. One cannot master a language well unless he or she has a good mastery on vocabulary he or she is learning. Learning a foreign language is basically a matter of learning the vocabulary of language. The English language has a vocabulary of half a million words. The mastery on

vocabulary is the vital aspect in learning language. Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Moreover, learning vocabulary of foreign language presents the learner with several challenges.

A large vocabulary helps students to express their ideas precisely, vividly, and without repeating yourself in composition.” Therefore, vocabulary has an important role because it is the basic instrument of language. The meaning of mastery is: 1) great skill or knowledge. Vocabulary mastery is the student’s ability to understand the meaning of words by using the context and to use effectively words to express their ideas in communication. Vocabulary is one of the language components which have to be considered as integrated parts of language skills to development of the four language skills. Students’ mastery in senior high school is related to mastery in competence standard and basic competence.

Students use vocabulary which is arranged into sentence to express their opinion, thinking and also idea in their society. They use it in social communication. The other importance of vocabulary is suggested as follows: “Vocabulary is important to students-it is more important than grammar for communication purpose, particularly in the early stages when students are motivated to learn the basic words they need to get by in language. Also, as the lexical system is ‘open’, there is always something new to learn when students have ‘done’ the grammar. So more advance students are motivated to add to their vocabulary stock, to

understand nuances of meaning, to become more proficient in their own choice of words and expressions.”

In brief, the researcher assumes that 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 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. In this research used the content words (nouns, verbs, adverbs, and adjectives)

2.2.5 Vocabulary Test

A test of vocabulary measures students' knowledge of the meaning of certain words as well as the pattern and the collocations in which they occur. Such their test active vocabulary (the words they should be able to recognize and understand when they are listening to someone or when they are reading). It proves that vocabulary is really needed in the students' learning language activity by knowing the students' mastery of vocabulary students can also measure their language skills they are: listening, speaking, reading, writing. The kind of vocabulary test in this research is multiple choice test and the students are intended to find the synonym and antonym of the words in English. According to the syllabus, the researcher chose narrative text as the specific text in making the vocabulary test. The researcher took the words which is used in the test from

English book for second grade students senior high school.

According to Nation (1990:78), there are two steps to consider when looking at tests of total vocabulary size, they are:

1. Selecting

Usually it is not possible to test all the words within a particular group. First, we must exclude all the words that we cannot easily test, for example a, the, of, be. In fact, the test will be easier to make if we test only nouns, verbs, adjectives, and adverbs. Second, after we have excluded the words we cannot test, we must find a good way of choosing the test items from the words left. The best way is to number the words and then to choose every tenth word if this will give enough words for the test.

2. Testing

There are recognition and recall test. In recognition test, we want to see if the learners hear or see an English word then write or say a mother-tongue word, or English synonym or definition. While in recall test, we are interested in the learners' producing the word. In such test the learner hear or see a mother-tongue word or simple English synonym or definition, or they see a picture and then they write or say the English word.

From the text above, vocabulary test is measure students' knowledge and want to see the extent of their knowledge of vocabulary test that given by the teacher. There are some ways to create vocabulary test. First, selecting, teacher chooses the questions that will be tested. Whether the test is suitable or not for the students. The tests can be multiple choice, cloze test or matching.

Second is testing, the suitable test will be tested to students. In this research, the researcher chooses the certain words from narrative text in designing her vocabulary test.

2.2.6 Correlation between Vocabulary and Reading Comprehension

Vocabulary and reading cannot be separated, because both of them relate each other. Vocabulary is very important to reading comprehension. Students cannot understand what they are reading without what most of word mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. Building vocabulary skill improves reading comprehension and reading fluency. So, without building a large vocabulary, student cannot read successfully. Burton (1982:98) says that we cannot do well in comprehension without a large of vocabulary, for the passage and question involve a range of word much wide than that a daily conversation.

Building vocabulary can be started from teacher practice, students influenced by the conversation, short reading texts and games. One of difficulties of students face when learn English is vocabulary because they always confused when they did not find the meaning of word. It is because they seldom in memorize and use this language. Whereas in fact of vocabulary is the most important thing in reading skill. Most of us if we find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that it's meaning will become clear later on. But sometimes these word that we passed usually as the key of our reading and understanding. We cannot catch and grasp the idea from our reading as fast as possible.

2.2.7 Influence of Reading Interest to Vocabulary Mastery

Reading has been the skill most emphasized in traditional Foreign Language (FL) teaching, and even today is the mainstay of English as Foreign Language (EFL) instruction in many countries (Risdiyanto, 2012:35). Reading interest has a significant correlation with the advance of country. Especially for English language study, reading interest is very useful for students. By reading as a habitual activity, they will use their time to do positive activity. It is believed that they will get information little by little. Reading texts also provide opportunities to study language, vocabulary, grammar, punctuation, and the way that construct sentence, paragraphs, and texts. Finally, good reading texts can introduce interesting topics, stimulate discussion, and excite imaginative responses (Harmer, 2001:68). Therefore, the writer can assumed that reading interest can influence the other aspects of language study especially vocabulary mastery.

2.2.8 Reading

Reading is one of the ability of students in their life. It is generally accepted that reading is one of the most crucial skills needed by the students of secondary school, of senior high school and university. By reading, the learners may have further practice of language they have further practice of language they have already met through listening and speaking, they will also get much information, such as education, science, technology and culture, they require from the text as well. In relation to the definitions of reading, Edhita (1989:14) defines that reading are the meaningful interpretation of printed or written verbal symbols. Dubin explained the meaning of reading as “reading is primarily a cognitive process, which means

that the brain does most of the work”. While Lado states “reading in a foreign language consists of grasping meaning in that language through its written representation”. Generally, reading can be defined as an interaction with a printed message. It means that reading is not a passive action; there is some intellectual energy to be expended. Reading is the art of transmitting the ideas, facts, and feelings from the mind and soul of a reader, with accuracy and understandings, and much more.

The statements above show various definitions of reading. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the readers’ intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at words in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

Depending on the purposes of reading, reading can also be classified into two types of activities (Grellet, 1981), intensive and extensive reading.

a. Intensive reading

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: reading dosage instruction for medicine.

b. Extensive reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for ones' own pleasure. This is a fluency activity, mainly involving understanding. Example: Reading a newspaper, article, short story or novel.

Finnochiaro (1983) defines that reading comprehension is the ability which depends on the accuracy and speed of graphic perception, that are perception of writer's symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition control illusion. Tinker and McCullogh (1975: 197) explain that comprehension depends upon grasping word and meaning, grouping words into unitary thought complexes, that is grasping the relation between words in sentences in paragraph, between paragraph in large whole, they further claim that comprehension skill include the ability to skim, read for the main idea, to follow and anticipate sequence of event, to read to grasp relevant details, to read to follow direction or to draw conclusion, or to evaluate critically. Anderson et al (1969: 106 – 107) maintain that there are three levels of comprehension, namely “ reading the lines”, interpreting what the author says; “reading between the lines”, interpreting what is meant by the author; and “reading beyond the lines”, making generalization of what is read.

The comprehension entails three elements (Snow, 2002 : 11):

1. The *reader* who is doing the comprehending

To comprehend, a reader must have a awide range of capacities and abilities.

These include cognitive capacities (e.g., attention, memory, critical analytic Ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2. The *text* that is to be comprehend

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension.

3. The *activity* in which comprehension is part

During reading, the reader processes the text with regard to the purpose.

Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring.

In reading a literature, a reader uses a technique to make easier for them in getting information. There are two techniques in reading, that is, scanning and skimming.

1. Scanning

Scanning is technique used to look for specific information. Scanning is not fast reading but rather a process or technique of reading. In reading at a normal speed, 20 readers concentrate on horizontal distance between pauses, but when they scan they also use the vertical extent. In scanning, the reader lets his eyes low down the page, maybe following a set pattern, may be reading around word that catches his eyes. The exact technique

scanning depends on the purpose. Scanning is used to locate specific information, for example in encyclopedia or an index. It also can be used to review an article just read in order to mentally fix the important information, to discover the general organization or framework of the article, or to preview an article.

2. Skimming

Skimming is used to quickly identify the main idea of the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots material to read in a limited amount of time. There are many strategies that can be used when skimming. Some people used strategy by reading the first and last paragraph using heading, summarizes and other organizer as they move down the page or screen.

In short, reading is a skill to interpret the word of a text in order to get information from that text. Then to get the information, every students is very needed to master the vocabulary in order to make easy students to comprehend what their have done to read. Specially, when they are want to read the text about other knowledge which usually has some difficult words. Nuttal (1992) states that there are five reading skills that should be mastered by reader to comprehend the text deeply; they are as follow:

1. Determining main idea

The main idea is the most important piece of information the author wants to know about the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.

2. Finding the specific information or part of text

Finding the specific information or part of text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

3. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A cataphoric reference unit refers to another unit that is introduced later on in the text/speech. To understand the unit refers to by a cataphoric reference you would need to look ahead in the text. Meanwhile, an anaphoric reference unit, on the other hand, refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference you would need to look back in the text.

4. Finding inference

Inference is good guess or conclusion drawn based on the logic of passage.

Finding inference means the reader imply the sentences or passages understand and conclude it logically.

5. Understanding vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehending will be deeper. Since comprehension is ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

Considering the theories above, the five reading skills is important to comprehend the text. So in this research, the researcher used all of sort reading skill.

2.2.9 Theoretical Assumption

Considering the theories described, the researcher assumed to the idea that reading interest and vocabulary mastery has an important and special place in the reading comprehension, especially in finding the meaning. Vocabulary plays an important part in learning to read. As beginning readers, students use the words they have heard to make sense of the words they see in print. Vocabulary and reading cannot be separated, because both of them relate to each other. For the reading interest, students who have high interest toward reading tend easier to comprehend the passage that they read than the students who have low interest. Reading interest and vocabulary is very important to reading comprehension. Readers cannot understand what they read without knowing the word and high interest in reading. Reading involves much more than word recognition. Based on the assumption above, the researcher assumed by having high interest toward reading and mastering vocabulary, the students will be able to comprehend the text maximally, especially in reading comprehension of second year students of SMA Negeri 5 Bandar Lampung.

2.2.10 Hypotheses

To find the answer the problem, the writer should propose as follows:

1. H_0 : there is no effect of students' reading interest
on their reading comprehension.

H_1 : there is an effect between students' reading interest
on their reading comprehension.

2. H_0 : there is no effect of students' vocabulary mastery on their reading
comprehension.

H_1 : there is an effect of students' vocabulary mastery on their reading
comprehension.

3. H_0 : there is no effect of students' reading interest and students'
vocabulary mastery on their reading comprehension.

H_1 : there is an effect between students' reading interest and
students' vocabulary mastery on their reading comprehension.

That is the theoretical background of this research. This chapter discussed the concepts and findings which were reviewed from related literature. Then the next chapter will discuss the method of this research.