

**THE CORRELATION BETWEEN STUDENTS' READING INTEREST
AND VOCABULARY MASTERY WITH READING COMPREHENSION
AT SMKN 2 PONOROGO**

THESIS



By

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ABSTRACT

RISDIANTI, SISKA. 2020. *THE CORRELATION BETWEEN STUDENTS' READING INTEREST AND VOCABULARY MASTERY WITH READING COMPREHENSION AT SMKN 2 PONOROGO.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies IAIN Ponorogo. Advisor, Dr. Ahmadi, M. Ag.

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Reading is important since many people gain information by reading, but reading is meaningless without comprehension. In reading the students are not only getting meaning from a text but also understanding what is written in the text, explaining the meaning proposed by the author. Reading comprehension itself is influenced by so many factors. One of factors that influence reading comprehension is reading interest. Reading interest is one motivational aspect that causes people to have high attention in reading text. Another factor that influences students' reading comprehension is vocabulary mastery. Vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. Based on the explanation above it can be assumed that to get reading comprehension students are demanded to have high reading interest and also mastering the vocabulary.

The purpose of this research was to examine whether (1) there is any correlation between students' reading interest with reading comprehension at the eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020. (2) there is any correlation between vocabulary mastery with reading comprehension at the eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020. (3) there is any correlation between students' reading interest and vocabulary mastery with reading comprehension at the eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020.

In this research, a quantitative approach was used in SMKN 2 Ponorogo. There were 66 respondents who were used as research samples. This sample was taken by using proportional random sampling technique. The techniques used in data collection in this study were questionnaires and tests. The questionnaire was used to collect the data of students reading interest, the test were used to collect the data of vocabulary mastery and reading comprehension. In analyzing the data, the researcher used Simple and Multiple Correlation.

Based on the data analysis, the results show that (1) There is no any correlation between the students' reading interest with reading comprehension at SMKN 2 Ponorogo. The value of $r_{count} = -0.153 < r_{table} = 0.244$. (2) There is any positive correlation between vocabulary mastery with reading comprehension at SMKN 2 Ponorogo. The value of to $r_{count} = 0.475 > r_{table} = 0.244$. It means that the increase of vocabulary mastery will be followed by the increase of reading comprehension. It also means that the students' vocabulary mastery has contribution to their reading comprehension. (3) There is any positive correlation between the students' reading interest, and vocabulary mastery with reading comprehension at SMKN 2 Ponorogo. The result of students' reading interest and vocabulary mastery with reading comprehension is $F_{count} = 10.341 > F_{table} = 3.14$. It means that the increase of the students' reading interest and vocabulary mastery will be followed by the increase of reading comprehension.

APPROVAL SHEET

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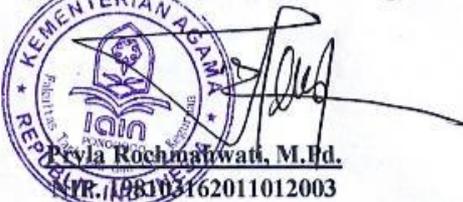
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CHAPTER I

INTRODUCTION

A. Background of the Study

In the times, being equipped with a mobile phone that has a variety of social media is one of the reasons why students' reading interest is low. Students prefer to see and listen to youtube or the like to find information by videos. It feels more accurate, because youtube displays the way at once with practice directly. It causes students to listen rather than seek information by reading.

The learning system makes students tend to be passive and only listen to the teacher teach in class rather than looking for information or knowledge more than what is taught in school by reading as many books as possible. For example, homework given by the teacher, most of the homework is in the form of working on questions in textbooks or worksheets. It means only continuing tasks and questions that have not been completed in school. Homework should be given more in the form of a fun project, where children are required to read a lot from a variety of literature. Their insights are more developed so that it will slowly develop a reading climate. Reading is not regarded as boring and unattractive, but rather as fun for students.

In learning English language, reading is an activity to get information which has an important role as input for the students. Reading is one of the receptive skills and it is considered as the most important skill for the students. By reading students can interact with feelings and thoughts, obtain information, and improve the science knowledge.

Reading is important since many people gain information by reading, but reading is meaningless without comprehension. Reading entails comprehension and understanding what is being communicated in the text¹. Reading is considered as a complex process. In reading the students are not only getting meaning from a text but also understanding what is written in the text, explaining the meaning proposed by the author.

In comprehending the text the reader must find the explicit and implicit meaning of the written or printed materials. The reader must also find the author's purpose in writing the text and the author's message. Comprehension is not merely read the word but also find

¹ John J. De boer and Martha Dallman, *The Teaching of Reading*. (New York: Holt, Rinehart and Winston, Inc 1997), 17.

the important message in the text, understand the author's purpose in writing the text, and also find the implicit meaning of the text².

Reading comprehension itself is influenced by so many factors. Proficiently comprehending the text is influenced by accurate and fluent word reading skills, oral language skills (vocabulary, linguistic comprehension), extent of conceptual and factual knowledge, knowledge and skills is use of cognitive strategies to improve comprehension or repair it when it breaks down, reasoning and inferential skills knowledge of test structure and genre, motivation to understand and interest in task and materials.³

As mentioned above, one of factors that influence reading comprehension is interest. "Interest is the motivating force which causes individual to give attention to a person, a thing, or and activity"⁴. In another word, interest intrinsic motivation that keeps the students on what they are doing and attracts them to give attention on their preferences. Interest will motivate the students to read and it encourages them to read as a necessary activity. So, interest is important point in reading which will help the students focus their attention on reading text.

Students who have strong interest in something will learn more than one who does not have interest. Interest provides positive force and reason to learn⁵. It means when students are interested in doing something they have a reason to learn it and will learn seriously. In terms of reading, the students will also have a good reason why they read. Interest gives pleasure to any activity that students do⁶. If the children are interested in reading, their experience will be more enjoyable; in contrary the students will have less enjoyable reading experience if they are bored.

Interest becomes one of the indicators that showed how he students will be engaged in an activity or "area of knowledge" and how they will treat the activity or the knowledge, how they will understand it and how the knowledge will remain in their mind.⁷ It means that we can predict how far the students are interested in an activity or in a subject. When the students show that they are interested in an activity it can be predict that they will do the activity longer than the student who does not interested. When the students show

² R. White, and V. Arndt, *Process Writing*. (London: Longma, 1997), 22.

³ *Ibid.*,

⁴ L.D Crow, and A. Crow, *A Outline of General Psychology*. (New Jersey: Little Field, Adams n Co., 1963), 159.

⁵ Elizabeth Hurlock, *Developmental Psychology Life Span Approach*, (New Delhi: Tata McGraw Hill, 1981), 420.

⁶ Elizabeth Hurlock, *Child Growth and Development*. (Fifth Edition). (New Delhi: Tata McGraw Hill, 1978), 42.

⁷ Stephen N. Elliot, et.al., *Educational Psychology: Effective Teaching and Effective Learning*, (Boston: Mc Grew-Hill, 2000), 349.

reading interest they will read properly, process the information, comprehend the text and remember the message in the text.

Another factor that influences students' reading comprehension is vocabulary mastery. The only component in speaking and reading is vocabulary.⁸ It means that vocabulary is an important component in reading and speaking to improve the language use. This will help students to get better understanding especially in reading. Vocabulary is the core of language and the most important part that learners must study.⁹ Students having rich vocabulary will not be blinded of the meaning of a word so they can argue the context of the topic being discussed or being told in the text. They can easily understand the message stated in the text. The students cannot comprehend the text without understanding the vocabulary of the text. It been consistently demonstrated that reading comprehension is strongly related to vocabulary knowledge, more strongly that to the other components of reading.¹⁰

Public Vocational High School (SMKN) 2 Ponorogo is the only Vocational High School in Ponorogo which is engaged in tourism, which promises to be an option for students who want to enter the world of tourism. SMKN 2 Ponorogo has a lot of expertise programs including Culinary, Fashion, Beauty, Computer & Network Engineering, and Hospitality Accommodation. In the hotel business, of course, many visitors enter the hotel to stay for some time at the hotel. Then, for big hotels it is not impossible that hotel guests who come are foreigners from various countries in the world, therefore English for hospitality is needed as a universal language of communication with hotel guests from various countries. English is the international language in the business world where most business transactions including e-mails, memos, reports, contacts and many more are written in English.¹¹

In a manner actively mastering English it will make it easier for us to communicate with people from any country in a business, study and introduction, but basically, we are able to master all the knowledge that we absorb such as by socializing with anyone and wherever we are. Fluent in English will be a plus when looking for work in all types of hospitality industry, to get an international career if our English skills are very good.

⁸ Michael McCarthy, and Norbert Schimtt, *Vocabulary, Acquisition, and Pedagogy*, (Oxford University Press, 1997), 6.

⁹ James Cody, and Huckin. Thomas, *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, (Cambridge: Cambridge University Press. 1998), 5.

¹⁰ *Ibid.*, 20.

¹¹ Documentation of SMKN 2 Ponorogo

Based on the explanation above it can be assumed that to get reading comprehension students are demanded to have high reading interest and also mastering the vocabulary. For those who have reading interest and who master vocabulary will achieve better comprehension in reading. It can be concluded that there is correlation between students reading interest, vocabulary mastery and reading comprehension. In conclusion, the researcher wants to prove empirically whether there is a correlation students reading interest, vocabulary mastery and reading comprehension to the students; and the research title is formulated as follows: “The Correlation between students’ reading interest and vocabulary mastery with reading comprehension at SMKN 2 Ponorogo”.

B. Limitations of The Problem

The study of this research focus on the correlation between the students’ reading interest and vocabulary mastery with reading comprehension of the eleventh grade in hospitality program students of SMKN 2 Ponorogo in academic year 2019/2020.

C. Statements of The Problem

Based on the limitations of the problem above, the researcher formulate the problems as follow :

1. Is there any correlation between students’ reading interest with reading comprehension at SMKN 2 Ponorogo?
2. Is there any correlation between students’ vocabulary mastery with reading comprehension at SMKN 2 Ponorogo?
3. Is there any correlation between students’ reading interest and vocabulary mastery with reading comprehension at SMKN 2 Ponorogo?

D. Objectives of The Study

The researcher formulates objective of the research are:

1. To find out there is any correlation between students’ reading interest with reading comprehension at SMKN 2 Ponorogo.
2. To find out there is any correlation between students’ vocabulary mastery with reading comprehension at SMKN 2 Ponorogo.
3. To find out there is any correlation between students’ reading interest and vocabulary mastery with reading comprehension at SMKN 2 Ponorogo.

E. Significances of The Study

The result of the study of excellent insights on the implementation of the learning of reading skill, expected can be a useful tool good theoretically and practical.

1. Theoretical significances

Theoretical benefits are the benefits obtained from the results of theoretical research. This research is expected to provide knowledge about the relationship between reading interest and vocabulary mastery with reading comprehension, so that students can enjoy reading to understand reading, can be used as information in developing interest and good vocabulary, and can provide input for improving reading comprehension by improving students' reading interest and vocabulary mastery.

2. Practical significances

a. For teachers

This research hopefully can inspire them to improve the students' reading comprehension, to add same aspects which are related to students' reading comprehension that might be haven't any attention yet and to be able to collaborate the researched aspect with the one that usually done by the teachers.

b. For students

This research is expected to give students awareness of increasing their reading comprehension, particularly for the students of SMKN 2 Ponorogo

c. For readers

This research is expected to give a contribution to readers, in enriching references concerned of reading comprehension.

d. The researcher

This research hopefully will give her the clear description about the correlation between students' reading interest and vocabulary mastery with reading comprehension. Then the implication of the finding research will be suggested to related people for the sake of developing the process of reading comprehension.

F. Organization of the Study

In this research, the researcher uses the organization of the thesis that consists of five chapters. The organization of this thesis are :

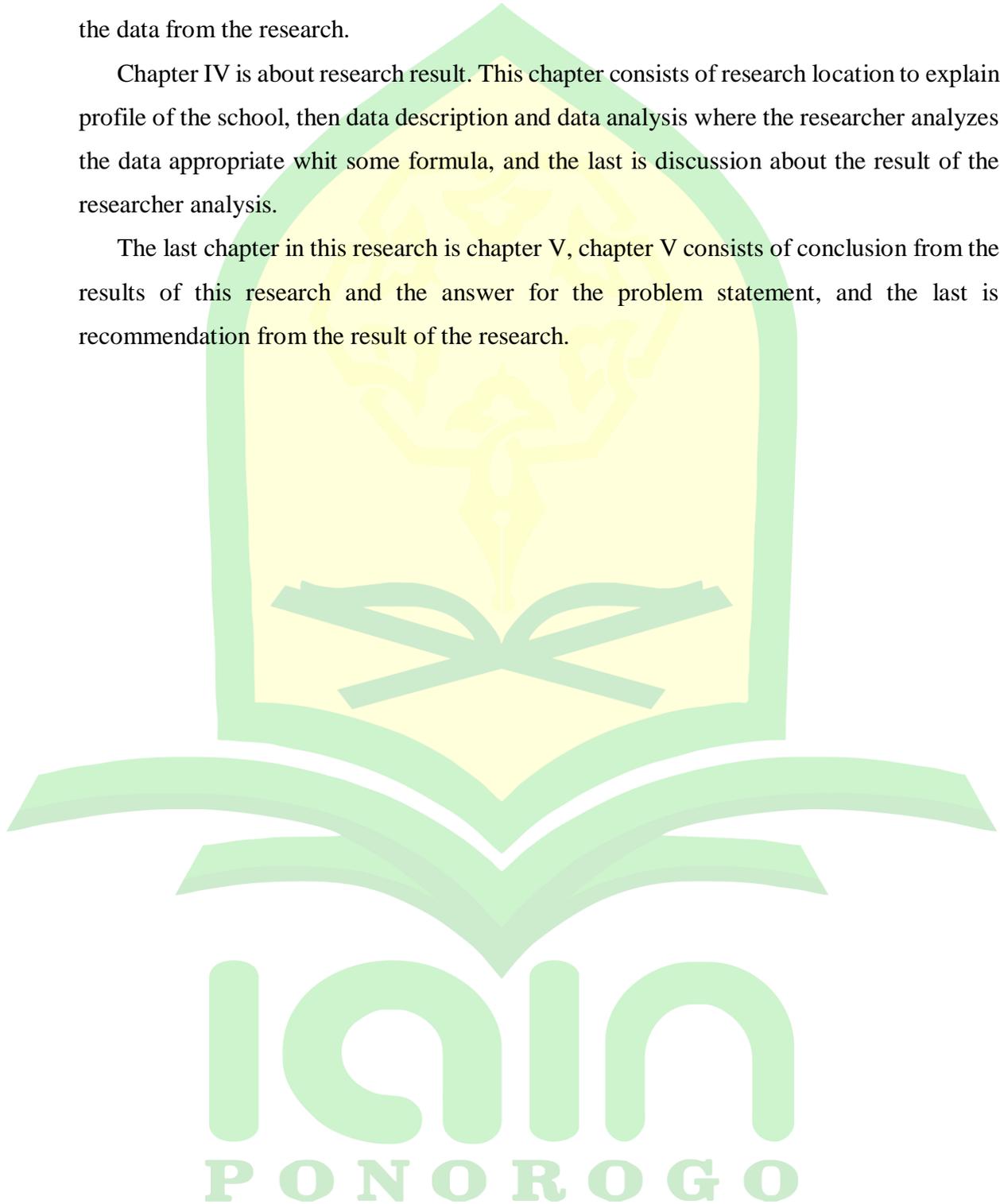
Chapter I provides introductions of the research. This chapter consists of background of the study to explain the keyword from this research, after that the limitation of the problem to the focus from this research. Next, statement of the problem, objectives of the study, significances of the study, and the last organization of the study.

Chapter II consists of previous study to finding the similar problem from other research. Next, theoretical background to explain the keyword of this research from some theories by some experts, after that theoretical framework to explain three variables of this research, and the last is hypothesis to show the answer whether the method effective or not.

Chapter III consists of research design to explain how the researcher using technique to conduct this research, then the population and sample to explain the subject from this research. Next, instrument and technique of data collection to get validity and reliability of the data, and the last is technique of data analysis to explain how the researcher analysis the data from the research.

Chapter IV is about research result. This chapter consists of research location to explain profile of the school, then data description and data analysis where the researcher analyzes the data appropriate whit some formula, and the last is discussion about the result of the researcher analysis.

The last chapter in this research is chapter V, chapter V consists of conclusion from the results of this research and the answer for the problem statement, and the last is recommendation from the result of the research.



CHAPTER II

READING AND VOCABULARY

A. Previous Related Study

To strengthen the problem in this study, the researcher conduct a literature review by searching for and finding theories that have existed before. From the results of tracking existing theses and journals, the following was found:

1. The research was conducted by Eva Faliyanti and the title "*The Correlation Between Students' Vocabulary Mastery and Their Interest in English Toward Reading Comprehension in descriptive Text at the Second Semester of Muhammadiyah University of Metro Academic Year 2014/2015*" in the year 2015. The population of this research was 127 students. The researcher used cluster random sampling in taking sample. In collecting the data the researcher used test and questionnaire, test used to research of vocabulary mastery and reading comprehension in descriptive text. In questionnaire used to students' interest in English and in analyzing the data, the researcher used Product Moment Formula.¹²

The relevance of the above research with the research to be studied is both related to students' reading interest, vocabulary mastery and reading comprehension, using questionnaire and test as instruments. The focus of the difference is research by Eva Faliyanti researched in Muhammadiyah University of Metro while the researcher conducted research at SMKN 2 Ponorogo

2. The research conduct by I Nyoman Satria Indra Pebriawan, Basturi Hasan, Sudirman, "*The Correlation Between Vocabulary Mastery And Reading Comprehension*" in the year 2015. to find out whether there was any correlation between students' vocabulary mastery and reading comprehension. The population was the second grade of MIA 3 students of SMAN 1 Sidomulyo. There were 30 students as the sample. The instruments were vocabulary test and reading test.¹³

The relevance of the above research with the research to be studied is both related to students' vocabulary mastery ad reading comprehension. using test as instruments.

¹² Eva Faliyanti, *The Correlation Between Students' Vocabulary Mastery and Their Interest in English Toward Reading Comprehension in descriptive Text at the Second Semester of Muhammadiyah University of Metro Academic Year 2014/2015*, (Education Journals, April 2015), 5-7

¹³ I Nyoman Satria Indra Pebriawan, Basturi Hasan, Sudirman, *The Correlation Between Vocabulary Mastery And Reading Comprehension*, (Education Journals, UNILA Journal of English Teaching, 2015)

The focus of the difference are research by Mochammad Fajri, used 2 variable, vocabulary mastery and reading comprehension while researcher used 3 variable are reading interest and vocabulary mastery with reading comprehension.

3. The research about reading interest had been investigate by Mochammad Fajri from UIN Syarif Hidayatullah Jakarta with the title “*The Correlation between Student Reading Interest and Their Speed Reading*” in the year 2015. This research tried to find out any significant correlation between students’ reading interest and their speed reading at the fourth semester of English Education Department Faculty of Tarbiyah and Teachers’ Training UIN Syarif Hidayatullah Jakarta. This research used two instruments to collect data, there are questionnaire and test. The questionnaire consist of 18 items and speed reading consist of 550 words. This study will focused on finding out the correlation between students reading interest and their speed reading. The result of the correlation index between variable X and Y is 0.51. it means that there is a medium correlation between the two variables.¹⁴

The relevance of the above research with the research to be studied is both related to students' reading interest, using questionnaire and test instruments. The focus of the difference are research by Mochammad Fajri, used 2 variable reading comprehension and reading speed while researcher used 3 variable are reading interest and vocabulary mastery with reading comprehension.

4. The research conduct by Ruhsotul Layli Hanifah, titled “*The Correlation Study between Reading Comprehension and Reading Fluency to the Eighth Grade of Mts N Geneng Ngawi in Academic Year 2016/2017*” in the year 2017. This research tried to find out any significant correlation between reading comprehension and reading fluency to the eighth grade of MTs N Geneng Ngawi in academic year 2016/2017. The researcher conducted the place of MTs N Geneng Ngawi. The population of this research was the eighth grade students of MTsN Geneng Ngawi in Academic Year 2016/2017, while the sample is the students of class VIII B. The researcher used random sampling as sampling technique. The data is collected by test and questionnaire to measure the students’ reading comprehension and reading fluency. To analyze data the researcher used the Product Moment formula as technique of data analysis.¹⁵

¹⁴ Mochammad Fajri, *The Correlation between Student Reading Interest and Their Speed Reading*, (Thesis: UIN Syarif Hidayatullah Jakarta)

¹⁵ Ruhsotul Layli Hanifah, “*The Correlation Study between Reading Comprehension and Reading Fluency to the Eighth Grade of MtsN Geneng Ngawi in Academic Year 2016/2017*” (THESIS: IAIN Ponorogo)

The relevance of the above research with the research to be studied is both related to students' reading comprehension, using questionnaire and test instruments. The focus of the difference are research by Ruhsotul Layli Hanifah, used 2 variable reading comprehension with reading Fluency while researcher used 3 variable are reading interest and vocabulary mastery with reading comprehension.

5. The research conduct by Andi Idayani, the titled "*Correlation between Reading Comprehension and Reading Strategy Used by English Students of FKIP UIR*", Islamic University of Riau in the year 2019. This research is to find out the correlation between students' reading comprehension and reading strategy used by the third semester of English Students of FKIP UIR. The researcher used a quantitative method. The researcher used a questionnaire for reading strategy and reading test for reading comprehension. Based on the research findings, there was a medium correlation between students' reading strategy used and students' reading comprehension by the third semester of English students of FKIP UIR.¹⁶

The relevance of the above research with the research to be studied is both related to students' reading comprehension, using questionnaire and test instruments. The focus of the difference are research by Andi Idayani used 2 variable reading comprehension with reading Fluency while researcher used 3 variable are reading interest and vocabulary mastery with reading comprehension.

B. Theoretical background

1. Reading interest

a. Definition of reading interest

Reading interest is one motivational aspect that causes people to have high attention in reading text. The students will ready actively if they are interested in reading activity. Thus, they will consider reading activity as habitual activity for them. "Interest is very influence for reading activeness. Because of reading for and achievement in reading are also dependent upon the pupil's motivational reading, and poor reading or reding failure may be caused by lack of interest. To achieve in reading, the students must want to read."¹⁷

b. Factors Influencing Reading interest

Interest is not fixed character since his birth, and it is not a thing that can not change. One's interest is not his/her nature but it develops through several steps as well as his

¹⁶ Andi Idayani, "*Correlation between Reading Comprehension and Reading Strategy Used by English Students of FKIP UIR*", (Education Jurnas, Islamic University o Riau, 2019)

¹⁷ Emerald Dechant, *Improving the Teaching of Reading*", (London: Prentice Hall, 1982), 73.

growing.¹⁸ Like one's age, interest change in from and content, that is why every step in age is followed by an improvement of interest. Interest can be created and kept, so that a teacher is expected to do good things to the students.

Classify the factors influencing reading interest in two main heading, as follows:

1) Personal

The factors included in this category are; age, gender, intelligence, reading, ability, psychological needs and attitude.

2) Institutional

The factors included in this category are availability of books, socioeconomic status and ethnic background, peers, parents, teacher's influences, television and movies.¹⁹

Furthermore, the factors that have influence on reading interest are availability of material, attitude with reading, the competition for leisure time between reading and leisure time activities, guidance with higher quality of reading and reading comprehension.

c. Aspect of Interest Reading

People's interest with a certain object is influenced by some aspects or factors. From the explanation above interest is intrinsic motivation which include aspect of pleasure, attention, willingness and consciousness that drive people naturally to do something and engaged with it. There are four aspects that influence interest, they are:

1) Pleasure

Pleasure can be defined as the condition of sensation induced by enjoyment or anticipation of what is felt or viewed as good or desirable; enjoyment, delight gratification. Pleasure is linked with the state of feeling or being happy or satisfied in doing something. Interest has reciprocal relationship, if the students are not pleased or happy in doing something they will not be interested in that activity.

2) Attention

Attention is focusing on a stimulus. Someone can be said having attention if he only thinks or do an activity. He cannot pay attention to activity that demands him to think or to do many things in one time.²⁰

¹⁸ E.G. Simanjuntak, *Developing Reading Sills*, (Chicago: University of Chicago Press, 1988), 52.

¹⁹ J. E. Alexander, *Teaching Reading 3rd Edition*, (Boston: Scots, Foresman, and Company, 1988), 407.

²⁰ Anita Woolfolk, *Educational Psychology: Active Learning*, (Yogyakarta: Pustaka Belajar, 2009), 9.

3) Willingness

Interest can be expressed that students like a particular thing more than the order, or it can also be manifested in students' participation in an activity. The students having interest will participate in an activity without being asked they will do this on their own will.²¹

4) Consciousness

Interested in something or in an activity when he has consciousness. An individual can be interested in something because he knows that the object has relationship with him. The consciousness is starts from the personal awareness about what he is doing, the important of what he is doing and the relationship between what he is doing and his goal.

From the explanation above it can be concluded that aspect of interest are pleasure, attention, willingness, and consciousness. Those four aspects will be used in measuring students reading interest.

The researcher can know the students' reading interest on English text from the four of aspects above. From indicator pleasure, the researcher can know the students' reading interest because pleasure seems to be derived from simply watching the movements of the objects. From willingness, reading interest will be known because it's mean that a motivational desire that directed to the purpose of life controlled by thought.

The researcher can also be known the students' reading interest on English text from their consciousness to read a particular English text and consciousness can exist in an individual when the students have a will. It also be known from the students' attention in English text, whether students try to comprehend the text or not. When the students read an English text, they perceive only what they pay attention to. It can be known whether they are interested in reading English text or not from the result in answering the questionnaire.

There are four principles that can be affecting the reading interest, as follows:²²

1) Attitude

The student who can find the riding material that appropriate with him/herself means that he/she has a good attitude in reading and the attitude refers how high his/her reading interest. Attitude here can come from two factors, attitude to the reading material especially on English text about

²¹ Slameto, 2010. *Belajar dan Faktor-faktor yang Mempengaruhinya*, Jakarta: PT Rineka Cipta, 180.

²² Suzanne Hidi, *Interest, Reading and Learning: Theretical and Practical Consideration*, (2001), 195.

attitude to the classmate or teacher, how the students' attitude in facing the teacher or classmate who invite him to discuss about English text.

2) Habit

The students' activities and reading habit can reference his/her reading interest. How often students do reading activity, it indicates their reading interest a text especially English text. If the student has needed reading on his life, automatically his reading interest is high. Whereas if the student rarely does the reading activity, it indicates that his/her reading interest is limited.

3) Facility

Facility is one of the major factor influencing students' reading interest. Student who has more facility from his/her parents or the school library has higher interest than the student who has a limited facility. Availability of textbooks in the environment of the student is one of the factors driving the choice of reading materials and reading interest. Availability of the school libraries is relatively complete and perfect as well as ease the process of borrowing is a major factor that encourages the student reading interest.

4) Motivation

Students' reading interest can be known from looking for information whether the students get the motivation from the other or not. If the students get motivation from the other perhaps they have higher interest to read than the students who do not get the motivation. Suggestions from the parents or the teachers as external factors may spark students in reading.²³

d. Type of Reading Interest

Interest in a subject can promote motivation and learning. The students will learn if they are interested and will not learn or perform well if they are uninterested. Therefore, interest is an important aspect of motivation that influences attention, learning, thinking and performance of the students. there here are types of interest:

1) Individual Interest

Individual interest is individual's tendency with an object (certain, stimuli, events, or activity). Personal interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a students brings to the classroom such as space exploration, which is based on a deep level of knowledge.

²³ *Ibid.*, 196.

Personal interest assumed to be directed toward specific activity or topic. For example: particular interest in sports, science, music, dance, computers

2) Situational Interest

Situational interest is elicited by certain aspects of the environment. These include content features such as human activity or life themes, and structural features such as the ways in which task are organized and presented.

Situational interest is more temporary and specific situation of attention to a topic. More contextual dependent or specific than personal interest. It result from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting text, media, presentation, and the like. It may trigger the students interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interest students bring with them.²⁴

e. The factors that affect reading interest

A person's interest does not arise suddenly. This interest exists due to the influence of several factors. The factors that influence interest include the following. There are four factor that affect a students reading interest:

1) Physical condition

Physical condition is the main thing of concern because with good physical condition and healthy, then the condition of a student will be stable.

2) Mental condition

A students mental condition is also very influential on his daily activities. When students mental down, then the lesson will not respond well what he/she will do.

3) Emotional status

If the students emotional condition is stable and good, then he will be happy and light in doing the activities he/she likes.

4) Social environment

Social environment of each of student is different. If the social environment, in the sense of the environment of people who like to read, then the student will indirectly begin to like reading. However, the students living environment is not healthy, in the sense of a shambles society condition, then he will also be affected and tend not to do useful activities.

²⁴ M.D Ainley, *Interest, Learning, and the Psychological Processes That Mediate Their Relationship*. (Journal of Educational Psychology: American Psychological Association, 2002), 545.

Based above, it can be concluded that physical condition, mental condition, emotional status and social environment is very influential on very student. With good physical, mental, emotional, and social condition, every student will feel happy doing useful activities and increase his knowledge.²⁵

f. The ways measure the level of reading interest

There are several ways to measure the level of the students' reading interest as stated bellow:

- 1) The attention that students give with the reading activities, like attention in reading books, reading facilities (such as library), and the activities which require reading.
- 2) The intensity of reading which can be seen from students' frequency in performing reading activities. Whether they spend a lot of time in reading or not and how they make the schedule in reading.
- 3) Concentration; the higher the interest of students in reading, the longer they can concentrate in reading.
- 4) The statement from the students about the feeling of love without forced, need, satisfied, and glad; and the feeling of getting benefits from the reading.²⁶

2. Vocabulary Mastery

a. Definition of vocabulary mastery

Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. Vocabulary mastery means total amount of world which we can mastered and us it in the communication context.²⁷

Vocabulary is knowledge of words and word meanings. Vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context.²⁸

Vocabulary mastery is very important to develop their language skill. Therefore, it is necessary to mean some ways to handle the vocabulary mastery. It can be said that vocabulary is all the words of language. It is one of the language aspects that are important in language skill, such as reading. Knowing the meaning of the words can make the students easy to understand the context of reading text. One of the weaknesses of students is that they do not have a lot of vocabulary stocks in English. It is difficult

²⁵ Meliyawati, *Pemahaman Dasar Membaca*, (Yogyakarta: Deepublish, 2012), 33-35.

²⁶ N. Hayati, *Minat Baca Buku Referensi Mata Pelajaran Sosiologi*, (Semarang; UMS, 2009), 28-30.

²⁷ P. Nation & J. Newton, *Teaching Vocabulary*, (Cambridge: University Press. 1997)

²⁸ *Ibid.*,

for them to comprehend reading texts because they do not know the meaning of words and the words are not familiar for them.²⁹

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.³⁰

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 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.

There are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.³¹

1) Meaning

The meaning can be classified according to the form they attack 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 word. For example, the meaning of a building for human habitation that attaches to 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. For example question attaches to the word arrangement in the sentence is he a student.³²

²⁹ P. Nation & J. Newton, *Teaching Vocabulary*, (Cambridge: University Press, 1997)

³⁰ Chen and Leany, *Dictionary Activities*, (New York: Cambridge University Press, 2009), 90.

³¹ J. Harmer, *The Practice of English language Teaching, Fourth Edition*, (Essex: Pearson Education Limited, 2007), 16

³² Robert Lado, *Language Teaching*, (Amerika: MC. Grow Hill, 1964), 209-212.

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

a) Synonym

The term synonym derives from *syn* + *nymy*. The two parts mean *same* and *name*. Synonym 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 is the same but has different connotation.

b) Antonym

Antonym is the opposite of meaning. It derives from *ant* + *nymy*, the two parts mean *opposite* + *name*. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

c) Denotation

Denotation is conceptual meaning and dictionary meaning. Denotation meaning is also 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.

d) Connotation

Connotation is more complicated than denotation. Denotation is the meaning of a word which has add the component of meaning related to emotional overtones. Connotation is feeling and emotion that occurs within a word. Thus, it can be said the connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with meaning.

e) Guessing

The students have to guess the questions based on the characteristics of something that have been available on the question. For example: I am brown. I live in the jungle. I eat meat. I have four legs. Who am I? And the answer is

lion. The guess will help student reading interest skill. It caused student will get challenge in how to answer the guess by the vocabulary they have.³³

2) Use

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), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children), and giving a well known opposite or well known word describing the group or lexical et it fits into.³⁴

3) 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 from a word or part of word; the process of forming words by putting letters together.

There are some important point that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learner have to know what a word sound is like its spelling and pronunciation.³⁵

4) Pronunciation

Pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that makeup speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.³⁶

a) Sounds

The building blocks of the pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonant such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /t/ (as in it) and /ʌ/ (as in up) are separate.

³³ H. Jackson, E.Z. Amvela, *Words, Meaning, and vocabulary*, (London:Cassel, 2000), 64.

³⁴ P. Nation, *Learning Vocabularyin in Another Language*, (UK: Cambridge University Press, 2001), 1.

³⁵ Penny Ur, *A Course in a language Teaching*, (Cambridge: Cambridge University Press, 1996), 60.

³⁶ Martin Hewings, *Pronunciation Practice Activities*, (Cambridge: Cambridge University Press, 2004), 3.

It is important to remember that there is a difference between vowel and consonant letter and vowel and consonant sounds.

b) Syllables

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables :

[Consonant (s) + Vowel + consonant (s)]

This means that various combinations of vowels and consonants are possible:

- Vowel only (e.g. in *a*)
- Consonant + vowel (e.g. in *me*)
- Vowel + consonant (e.g. in *eat*)
- Consonant + vowel + consonant (e.g. in *bag*)

c) Words

A word can be either a single syllable (e.g. *cat*, *own*) or a sequence of two or more syllables (e.g. *window*, *about* [two syllables]; *lemonade* [three syllables], or *electricity* [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word. While other syllables are said to be unstressed. For example, in *window*, the first syllable is stressed and the second is unstressed, while in *about*, the first syllable is unstressed and the second syllable is stressed.

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 features, vowel, and the intonation pattern. The listeners are supposed to apply them well and correctly. Native speakers or competent users of the language know how to say a word.

Some important points that should be considered when teaching vocabulary that I form (pronunciation and spelling). The learners have to know what a word sound is like its spelling and pronunciation. These are fairly obvious characteristics and the word will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because the language consists of words. It is in order to be able to use the language appropriately. Having mastered a large number

of words, they will be able to express their ideas in the language approximately.³⁷

b. Kind of vocabulary mastery

First, words come in two forms:

- a) Oral vocabulary includes the words that are recognized and used in listening and speaking.
- b) Print vocabulary includes the words that are recognized and used in reading and writing.³⁸

Some experts divide vocabulary into two types. The types of vocabulary; those are receptive vocabulary and productive vocabulary.³⁹

- a) Receptive vocabulary is vocabulary that is not used then the reader speak or write, it is only recognize by the reader.
- b) Productive vocabulary is vocabulary that is used when the students speak or write.

While states another two types of vocabulary, those are active vocabulary and passive vocabulary.⁴⁰

- a) Active vocabulary is stock of words that students know, understand and know how to pronounce it and use it in speaking and writing.
- b) Passive vocabulary is a stock of words that the students recognize and it only can be read or listened which the students can be produce correctly himself.

According to the previous explanation, vocabulary can be differed into two types; they are:

- a) Receptive vocabulary Receptive vocabulary is a passive vocabulary that is used in listening and reading. This type of vocabulary can be recognize and understood by the people when it occur in a context, but they do not use it actively in daily life.
- b) Productive vocabulary Productive vocabulary is an active vocabulary that is used in productive skill, such as speaking and writing. This type of vocabulary can be understood, produced, pronounced, and used constructively by people in everyday life.⁴¹

³⁷ J. Harmer, *The Practice of English language Teaching, Fourth Edition*, (Essex: Pearson Education Limited, 2007), 48-60.

³⁸ Osbon & Lehr Fran, *A Focus on Vocabulary*. (New Jersey: Prentice Hall, 2001), 68.

³⁹ Mari Lee Aebersold, Jo Ann, and Field, *From Reader to Reading Teacher*, (Cambridge: University Press, 1997), 139.

⁴⁰ J. Haycraft, *An Introduction to English Language Teaching*. Sixteen Edition, (Longman Group Ltd, 1993), 44.

⁴¹ Osbon & Lehr Fran, *A Focus on Vocabulary*. (New Jersey: Prentice Hall, 2001), 68.

c. Assesment of Vocabulary Mastery

Vocabulary mastery is the total number of words in a particular language that a person knows or uses, while mastery means as comprehensive knowledge. Then, vocabulary mastery means a comprehensive knowledge of vocabulary. In relation on communication using language, vocabulary is an important component. One should not only know the vocabulary but also understand its meaning and able to use it to communicate in the real communication.

To knowing a word means far more than just understanding one of its meaning. In other words, vocabulary competence constitutes some knowledge of words.⁴² The assasment of vocabulary in this research includes all knowledge of words, those are: word use (collocation), word grammar, and word meaning (synonym, antonym, and meaning in context).⁴³

d. Concept of vocabulary mastery

Vocabulary helps to express the ideas precisely, vividly without repeating a certain words and can not do well comprehension questions. Vocabulary is a stick or sum of words employed by a language, group, and individual or in relation to subject.⁴⁴ Furthermore, vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for ideas.

Based on statements above, it can be concluded that vocabulary consists of a number of a word and component of a language. In teaching vocabulary, the teacher should make the students more students more understands with the words or knowing of the words themselves.

3. Reading comprehension

a. Definition of reading comprehension

Reading comprehension can be defined level of understanding of a message or text. For formal reading rates (around 200-220 words per minutes) an acceptable level of comprehension is above 75%).⁴⁵

Based on the definition above, it can be said that reading comprehension is the level of passage or text understanding while reading. Comprehension occurs when readers are able to understand, remember, retell and discuss with others about what

⁴² Jeremy Harmer, *How to Teach English an Introduction to the Practice of English Language Teaching*, (New York: Longman, 2005), 16.

⁴³ Penny Ur, *A Course in Language Teaching; Practice and Theory*, (Cambridge: Cambridge University Press, 1996) 60-62.

⁴⁴ Burton, *Mastering English Languae*, (New York, The Mai Million Press Ltd, 1982)

⁴⁵ Pakhare, *Reading Comprehension Strategies*, (New York: The Guilford Press, 2007), 173

they have read. Reading comprehension requires motivation, mental framework for holding ideas, concentration and good study techniques. Good readers employ many strategies as they trying to comprehend what they are reading.

Reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skill. Reading comprehension involves understanding the vocabulary seeing relationship among words and concept, organizing the author's purpose, making judgment and evaluating.

Reading comprehension is a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended.

Reading comprehension is the ability to translate the written symbols into meaningful ideas. Reading comprehension means understanding the text, as the idea of the writer. Reading for comprehension involves the following factors: reading is an interaction between reader and the text, reader must have competence of predating what text is about, the reader must be able to make sense of the ideas conveyed in the text so that, misunderstanding of the content of the text can be avoid, the reader must get the general idea of the text, and the reader must get the gist of the text, reading comprehension ability is the ability in speed and comprehend about the content in the text.⁴⁶

When a person read, two aspects of “human information processing system” continuous interact. When the reader focuses primary on what is already know in trying to comprehend a text, this strategies is called a concept driven or “bottom-up” mode. In practice these two processing strategies are employed interactively and simultaneously as the reader tries to relate the new information in the text to what is read known. But the two modes used equally.

Reading comprehension is a product of level of cognitive, the process of application by the reader when requires information fi-om printed media which involves into another one level build on the preceding.⁴⁷

Reader knowledge, skills, and strategies include:

- 1) Linguistic competence; to ability to recognize the element of the writing system, knowledge of vocabulary, knowledge of how words are structured into sentences.

⁴⁶ Beatrice S. Mikulecky, *A Short Course in Teaching Reading Skills*, (United States of America: Addison-Wesley Publishing Company, 1992), 2.

⁴⁷ Heaton. J.B and Methold. K.1973. *Reading with Understanding*. Yogyakarta. Kanisius.

- 2) Discourse competence: knowledge of discourse markers and how they connect part of the text to one another.
- 3) Sociolinguistic competence: the ability to use top-down strategies as well as knowledge of the language.⁴⁸

Reading comprehension is different with auditory comprehension. In reading students able to precede speed and go back to re-read what they may not grasped at once. While in auditing students must adjust to the speed of the speakers.⁴⁹

Reading skill are often regarded as receptive skills and likened to listening skills. There are similarities, but one important difference is that the reader can take control of the input more easily. A listening input is often taped with pause built in or controlled by a teacher. Like listening, reading skill can be seen in term:

- 1) Bottom-up (systemic)

It consist of building up meaning from analyzing the form of the language used (e.g. from words to clauses to sentences to paragraphs). A text may be partially understood at this level, but is unlikely that a full understanding can be achieved.

- 2) Top-down (Schematic)

It involves the prior knowledge can be seen as being cultural or world knowledge. Our learners therefore need both types of skill if they are to make sense of a text, and our methodology needs to play attention to both.⁵⁰

Groups the kinds of reading comprehension activities used for testing purpose. When trying to gauge how difficult a particular text will be for students, we need to bear in mind not only in inherent difficulty of the text, but also the nature of the task we plan to set and whether we require students to attempt such before, during a after they have studied text.

There are kinds of the read activity task:

- 1) Pre-reading task.

The objectives of this stage are commonly:

- a) To introduce and arouse interest in the topic
- b) To motivate learners by giving reason reading
- c) To provide some language preparation for the text

⁴⁸ <http://www.ncrle.org/essencias/reading/reindex.htm>. Accessed on May 04th 2020

⁴⁹ Robert Lado, *Language Testing*, (London: Longman, 1977), 223

⁵⁰ J. A. Aebersold and M. L. Field, *From Reading to Reading Teacher Issues and Stratgies for 2nd Language Classroom*, (Cambridge: Cambridge University Press, 1997), 17-18

Pre-reading simply consist of question to which students a required to find the answer from the text, however some various. Enable the students to familiarize themselves with the content of a text. Activity can be systemic (such a vocabulary exercise) or schematic (such as thinking of the purpose of a text or predicting the content from its title).

2) While-reading task

In general, this stage aims at helping learned to developing their reading skill. So, that they can be effective and independent readers by implication students should be flexible in their ways of reading which they are appropriate to the given text. In this level, students interact by the help if their relevant background. This stage, the phase of reading should be gradually development from global understanding from the text and then more to smaller units such a paragraph, sentences and words.

Students can be given activities which require them to do any of the following: follow the order of ideas in a text, react to the opinion expressed, understand the information it contains, ask themselves question, makes notes, confirm expectations or prior knowledge or predict the next part of a text from various clues.

3) Post-reading task.

The post reading (text related task) is intended as a kind of follow up activity. In this level students need to consolidate of reflect upon what has been read. They need to relate the content on idea of the text to their own knowledge, interact or views.

These tasks follow up the works covered and seek to extend candidates. Such activities are directed writing activities, or role-play and group activities.⁵¹

b. The Ways of Reading Comprehension

The different skills of the reading are related to the ways of reading also. The purposes the main ways of reading to improved student's skills, there are four main ways in reading as follows:⁵²

⁵¹ Caroline Woods, *Teaching and Assessing Skills in Foreign Language*, (New York: Cambridge University Press, 2005), 65.

⁵² J. A. Aebersold and M. L. Field, *From Reading to Reading Teacher Issues and Stratgies for 2nd Language Classroom*, (Cambridge: Cambridge University Press, 1997), 74-76.

1) Skimming

Skimming is very fast-paced reading. Skimming is different from scanning, another fast-paced reading skill. Scanning is useful for finding specific pieces of information from text. But skimming is more comprehensive, effective skimming requires knowledge of textual organization, awareness of lexical clues to point of view, the ability to infer main idea and many other advanced reading skills.

Skimming may seem similar previewing, but they are done for a different purpose. The reader previews to get a glimpse of the content of a text before reading. But the reader skims to obtain an overview of the form and content of a text, including information as the writer's main point style.

Sometimes skimming as all that is necessary to obtain the information the reader wants (as skimming a newspaper and magazine article). Sometimes the reader skims in order to decide whether or not to read a text thoroughly, or too review a text already read. In order to skim, the reader has to capable of quickly seeing skeleton which underlines the text. it is easier to do that if the reader is aware of how texts are organized (for example, that is English the main point is usually stated at the beginning of a paragraph, section, or chapter).

Skimming is quickly meaning one's eyes over a text to the gist. Another word skimming is a form of rapid reading for finding the general idea of the passage of the text.

2) Scanning

Scanning is a high-speed reading skill used for location specific information. Scanning is often confused with skimming, a much more complicated skill demanding a greater degree of language knowledge and reading skill to perform effectively. Skimming is discussed in s later section.

Scanning is a very important and useful skill for all readers. When students learn to scan, they learn to that they can obtain information from a text without reading every word. In addition, they develop the ability to visualize words in English as they scan for them. And they learn that they can use scanning as a strategy for speeding up their sampling of any text.

It is important that students understand that scanning is an *extremely* high speed reading activity and that they should not try to read the entire passage carefully. In order to make sure that the students that actually scanning and not reading every word, introduce scanning exercise by reading aloud the request for information

which is to be found by scanning, rather than having each student read questions silently and then scan for the answers.

Many teachers have found that if they make scanning exercises into competitions, either between two groups of students or between everyone in the class, the students are more willing to risk skipping over many words in the text to find the information required. The success of this use of competition will depend, of course, on the background of the students and their familiarity with (and acceptance of) competitive activities.⁵³

Scanning is quickly going through a text to find a particular piece of information. It involves these like determining what key words to look for, look quickly through the text for those words, when you find each word, read the sentences around it to see if they provide the information being sought, if they do, do not read further, if they do not, continue scanning.

3) Extensive reading

Extensive reading is reading for longer text. usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: The way to identify the referent of text.

4) Intensive reading

Intensive reading is reading short text to extract specific information. This is more an accuracy activity involving reading for detail. This activity is likely more to emphasize the accuracy activity involving reading for detail. It is use to going a deep understanding of a text, which is important for the reader.

c. The purpose of reading comprehension

The purpose of reading determines how people read a text. When people read, they read for a purpose. There are three purposes of reading. They are as follows :

1) Reading for survival

Indeed some reading is almost literally a matter of life and death, or example a 'stop' sign for motorist. Survival reading serves immediate needs or wishes. Obvious example are 'ladies', 'gentleman', and 'exit'. Reading for survival is related of reading in response to our environment.

2) Reading for learning

We may want not so much to learn something new as to remind ourselves about half-known fact or vaguely formulated opinions. One might expect reading

⁵³ Beatrice, *A Short Course in Teaching Reading Skills*, 33.

for learning to be exclusively school related. In fact, while a good deal of reading to support learning clearly takes place in academic context. The reader find out information on a strictly utilitarian basis, wider role of extending general knowledge of the world.

3) Reading for pleasure

The readers want to enjoy the text. It is offers a variety of short text, fiction and non-fiction from printed media as books, magazine, comics, brochures, etc.⁵⁴

d. The Kinds of reading comprehension

The assessment of reading comprehension has been controversial. At the center of this controversy rests incongruence between the insights provided by theory and empirical evidence concerning the nature of this construct and the manner in which it commonly is assessed.⁵⁵ Theory and empirical evidence have demonstrated that reading comprehension is variable and multi-dimensional. Yet, the traditional reliance has been on tests with little variation in the material read and relatively little variation in the response formats used within tests.⁵⁶

1) Main Ideas

The question about main idea asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by word such as: *main point; mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.*

Here are some examples of questions about main idea:

- a) What is the main idea of the passage?
- b) With which of the following is the passage mainly concerned?
- c) What is the main part of the passage?
- d) Which of the following does the author mainly discuss?
- e) Which of the following would be the best title?

2) Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: *according to author...; according to the passage...; who, what, when, where, why, how, which.* Some questions in supporting details also can be called

⁵⁴ G. Hodges, *Reason for Reading*, 2005, 60-68

⁵⁵ P. D. Pearson, & D. N. Hamm, *Children's reading comprehension and assessment*, (Mahwah, NJ: Erlbaum Associates Publishers, 2005), 13

⁵⁶ A. P. Sweet, *Assessment of reading comprehension: The RAND reading study group vision*. (Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 2005), 3

as factual negative questions. It is commonly signed by words such as: *not; except; least; most*.

Here are some examples of question about supporting details:

- a) Which of the following question does passage answer?
 - b) According to the passage, which statement is true?
 - c) When did something happen?
 - d) Who did something?
 - e) The author discusses all of the following in the passage EXCEPT. . .
 - f) Which of the following is NOT mentioned in the passage?
- 3) Inferring meaning

The question about inferring meaning asks the reader to find the implicit meaning of the written words. Implicit meaning is not printed explicitly in text, but its meaning can be got from the explicit word. It is commonly signed by words such as: *it can be inferred that...; the author implied that...; likely agree with...; most likely to*.

Here are some examples of questions about inferring meaning:

- a) Which of the following does the author imply?
 - b) Which of the following can be inferred from the passage?
 - c) Which the following statements would be author most likely to agree with?
 - d) Which of the following is most likely to be true?
- 4) Passage Structure

Every kind of text is arranged based on certain rhetoric pattern, such as problem-solving problem, general-specific, and other. The question about passage structure asks the reader to determine how author arranges his/her idea writtenly. It is commonly signed by word such as: *which details; present this discussion; in which ways*.

Here are some examples of questions about passage structure:

- a) Which of the following details does the author use support this opinion?
 - b) How does the author present his discussion?
- 5) Defining Vocabulary Based on the Context

The question about defining vocabulary based on the context asks the reader to determine the meaning of a word in the text. Commonly, this word is used in the context of the sentence, when the reader is asked to determine the meaning of the word. It is commonly signed by words such as: *refers to; means in this context*.

Here are some examples of questions about defining vocabulary based on the context:

- a) The word “this” in this last sentence refers to...
 - b) What does the word “indelible” mean in this context?⁵⁷
- e. The factor influencing reading Comprehension

There are two factors that influence the students’ reading comprehension achievements and they are related one another, they are:

1) Internal factor.

a) Interest

Interest is being one of the important factors in order to increasing the students’ comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

b) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. The motivation theory into two kinds, they are: intrinsic and extrinsic motivation. Intrinsic motivation, as follows, “Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.”⁵⁸

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

2) External factor.

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

⁵⁷ P. I. Djiwandono, *Strategi Membaca Bahasa Inggris*,(Jakarta: PT. GramediaPustaka Utama,2002), 97-102.

⁵⁸ H. Douglas Brown, *Teaching by Principlesand Intractive Approach to Language Pedagogy*, (New York: Longman Inc., 2001), 75.

a) Reading material

The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b) Teacher of reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements. But in this research, the researcher focused on internal factor that influence of students reading comprehension, it is about interest. Furthermore students' interest in and excitement about what they are learning is one of the most important factors in education especially in reading. "Interest is powerful factors for increasing reading comprehension, promoting the reading habit, and producing a generation book of lovers."⁵⁹

f. The level of Reading Comprehension Skills

1) Literal comprehension

Literal comprehension represents the ability to obtain a low level type of understand by using only information explicitly stated. This category requires a lower level of thinking skills than the other three levels. In the words, this level is considered the lowest level of comprehension.

2) Interpretation

Interpretation is the act of explaining, reframing, or otherwise showing your own understanding of something.

3) Critical Reading

Critical reading is a form of language analysis that does not take the given text at face value, but involves a deeper examination of the claims put forth as well as the supporting points and possible counterarguments. The ability to reinterpret and reconstruct for improved clarity and readability is also a component of critical reading. The identification of possible ambiguities and flaws in the author's reasoning, in addition to the ability to address them comprehensively, are essential to this process. Critical reading, much like academic writing, requires the linkage of evidential points to corresponding arguments.

⁵⁹ *Ibid.*,

4) Inferential comprehension

Inferential comprehension is reading in order to find information which is not explicitly stated in a passage, using the reader's experiences and intuition, and inferring. The students have to read the text in detail if they want get the conclusion of the text.

5) Appreciative comprehension

Appreciative reading is reading in order to gain an emotional other kind of valued from a passage. If student get good emotional, it will be better understand the content of the text. The students also comfort in reading process because of good emotional too.

6) Creative Reading

Creative Reading is defined as reading for implied and inferred meanings, appreciative reactions, and critical evaluation. The act of critical reading goes beyond literal comprehension to demand that the reader becomes an active participant and adds to what the author has written. Opportunities for creative reading skill development should be included in the reading program for every child at every level.⁶⁰

g. Units of Comprehension

The basic comprehension units in reading are:

1) Words

It is important for students to know and comprehend word in order to comprehend the whole text. Students' vocabulary should be built from word they comprehend, their list of vocabulary they have would help them to gain meaning from the text.

2) Sentence

Sentence is the combination of some type of word and its function. The students ability to break down the complex sentence and comprehend the punctuation in the sentence will help them understand the sentence.

3) Paragraph

Paragraph is the groups of sentence. The sentences bring various function in the paragraph. They may be organized around a main ideas or topic. Understanding their functions, their general organization, and the relationships between the sentence in paragraph is important to reading comprehension.

⁶⁰ Dorothy Rubin, *A Practical Approach to Teaching Reading*, (New York: Holt, Rinehart and Winston, 1982),107-109.

4) Whole Selection

Whole selection or entire selection consists of words, sentences, and paragraphs, and understanding the whole selection itself depends upon understanding the smaller units. The genres of the paragraph are affecting the whole understanding.⁶¹

C. Theoretical Framework

This section describes three variables: reading interest, vocabulary mastery and reading comprehension respectively. The first variable reading interest followed by its definition and its elements. The second, vocabulary mastery is followed by its definition and its elements too. And the third, reading comprehension is followed by its definition and its elements too. From the three variables above, we can conclude the theoretical framework as follows:

1. If the students have little of reading interest, the students' reading comprehension is not good
2. If the students have little of vocabulary mastery, the students' reading comprehension is not good too,
3. If the students have much of reading interest and vocabulary mastery, the students' reading comprehension is good.

D. Hypotheses

In this study we use three hypotheses. They are:

a. Alternative Hypo (Ha)

1. There is any correlation between students' reading interest with reading comprehension at the eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020
2. There is any correlation between vocabulary mastery with reading comprehension at the eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020
3. There is any correlation between students' reading interest and vocabulary mastery with reading comprehension at the eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020

b. Null Hypo (Ho)

1. There is no any correlation between students' reading interest with reading comprehension at the eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020

⁶¹ Burn. Et. Al, *Teaching Reading in Today's Elementary Schol*, (Boston: Houghton Mifflin, 1984), 151.

2. There is no any correlation between with vocabulary mastery with reading comprehension at the students of SMKN 2 Ponorogo in academic year 2019/2020
3. There is no any correlation between students' reading interest and vocabulary mastery with reading comprehension at the students of SMKN 2 Ponorogo in academic year 2019/2020



CHAPTER III

RESEACH METHODOLOGY

A. Research Design

“Research design is plan about technique of collecting data so that can economically and compatible with the significance of the study.”⁶² Thus, research design is a plan of collecting and analyzing data in order to match the research objectives. It also can be stated the research design is a guide for the researcher to conduct a scientific research. It gives the researcher a description of in what ways data is collected, coded, and analyzed. It is a well-organized plan of achieving the researcher objectives.

This study applied quantitative research. Quantitative research is inquiry employing operational definition to generate numeric data to answer predetermined hypotheses or question.⁶³ This study gathered data from three variables those were correlated.

Thus, a correlation research has a goal of finding whether there is a correlation between one variable and another or not. This research has a goal of finding whether there is a correlation between students’ ability in reading comprehension and reading fluency or not. This chapter presents the description of research methodology that is applied in this research.

In this research, the researcher used correlational method. Correlational method is a method of a research which is designed to predict the extent or relationship between two or more variables. States that a correlation is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. It is a deeper level of explanation than descriptive method. Unlike the experimental method which examines whether or not there is an expected effect of a given control condition, this kind of method emphasizes on the relationship which can be seen through the coefficient of correlation.⁶⁴

In this research, the researcher examines the relationship between three variables; two independent variables (X) and one dependent variable (Y).

1. The independent variables

- a. Students’ reading interest of the students at SMKN 2 Ponorogo in academic year 2019/2020(X_1).

⁶² S. Nasution, *Metode research*, (Bandung: Jemmars, 1982), 31.

⁶³ Donald Ary, et, al., *Introduction to Research in Education*, (Canada: simullataneously, 1972), 648.

⁶⁴ John W.Creswell,*Educational Research: Planning, Conducting, andEvaluating Quantitative and Qualitative Research* (4th Ed), (Boston: Pearson Education Inc, 2012) 338

b. Vocabulary mastery of the students at SMKN 2 Ponorogo in academic year 2019/2020 (X_2).

2. Dependent variable.

Reading comprehension of the students of SMKN 2 Ponorogo 2019/2020 (Y).

B. Population and Sample

1. Population

Population is large group where the researcher can take sample from.⁶⁵ The population is all of the students of eleventh grade (hospitality program) of SMKN 2 Ponorogo in the academic year of 2019/2020. Students' Reading Interest (X_1) Vocabulary Mastery (X_2) Reading Comprehension (Y)

Based on the statement above, this research takes the students of eleventh grade (hospitality program) of SMKN 2 Ponorogo in academic year 2019/2020 as the population. The total number of population are 66 students.

2. Sample

Sample is a part of group that represents the population.⁶⁶ In this research, the researcher used a saturated sampling technique in sampling. Saturated sampling is a sampling technique when all populations are used as samples. This technique I used because the population is relatively small.⁶⁷ So in this research, researcher took a sample 66 people as the respondent.

C. Technique of Data Collection

Data is one of essential components in research activity. The accurate data is starting point to conduct a research. To collect data, it is necessary for the researcher to select appropriate methods. In connection with this case, "one of aspect in the research is collecting data because this data will be the material of analysis that useful to get the solution of the problems that is being face."⁶⁸ The collecting of data is a systematic procedure by rules. The methods for collecting data and the research problems that will be solved are closely related.

1. The Instrument of Collecting Data

Instrument is a device for operationally defining a variable. Selecting appropriate and useful measuring instruments is critical to the success of any research study. One must select or develop scales and instruments that can measure complex constructs

⁶⁵ Burke Johnson & Larry Christensen, *Educational Research*, (Boston: Allyn & Bacon, 2000), 158

⁶⁶ *Ibid.*,

⁶⁷ Andhita Dessy Wulansari, *PENELITIAN PENDIDIKAN: Suatu pendekatan praktik dengan menggunakan SPSS*, (Ponorogo: STAIN Po PRESS, 2012), terj, 47

⁶⁸ Mustafa Edwin Nasution, *Proses Penelitian Kuantitatif*, (Jakarta: Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia, 2007), 95.

such as intelligence, achievement, personality, motivation, attitudes, aptitudes, interests, and self-concept.⁶⁹

In collecting data the writer uses the questionnaire and the test as the instrument of collecting data. Based on the statement above, this research promotes questionnaire and test methods for collecting data.

a. Questionnaire

Questionnaire is a technique of gathering information that allows analysts to study the attitudes, beliefs, behaviors, and characteristics of some key people in an organization that could be affected by the proposed system or by existing systems. The questionnaire is used to collect the data of students' reading interest. Questionnaire is one of data collection instrument which is filled by the participants.⁷⁰ In this research, the questionnaire is used to measure the students' reading interest. The writer used the closed-ended questions, where the participant must select answer from the predetermined categories provided by the writer by crossing the letters.

Questionnaire is a number of written questions that used to collect information from the respondents about themselves or features as they know.⁷¹ In this research, questionnaire is used to know how the students' able to get understanding, information and explanation about something from the text. The questionnaire will be given to the students of SMKN 2 Ponorogo.

In determining the students' score, the writer determined the item score of each statement in the questionnaire. The questionnaire is a multiple choice form of four alternatives. The way of scoring system of questionnaire at the table 3.1.

Table 3.1

The Alternative Value of The Answer Questionnaire

Answer	Positive Item	Negative Item
Strongly agree (SS)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly disagree (STS)	1	4

⁶⁹ Donald Ary, Lucy Cheser Jacobs, Chir Soronce and Asqar Razavieh, *Introduction to Research in Education*, EightEdition, (New York: Wadsworth/Thomson Learning, 2010), 643.

⁷⁰ *Ibid.*, 127

⁷¹ Mustafa Edwin Nasution, *Proses Penelitian Kuantitatif*, (Jakarta: Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia, 2007), 124.

Table 3.2
Matrix of Instrument Data (Questionnaire)

Research Variables	Sub-Variables	Indicator	Number Item
Reading Interest (X ₁)	Pleasure	<ul style="list-style-type: none"> Like reading books to gain knowledge Read books in free time Like English lesson 	1, 2, 3 4, 5, 6 7, 8, 9
	Willingness	<ul style="list-style-type: none"> Desire to have a reading book Try to find the source to read Have a passion to read a book 	10, 11, 12 13, 14, 15 16, 17, 18
	Consciousness	<ul style="list-style-type: none"> Have a sense the important of reading a book Have an awareness of importance of learning english 	19, 20, 21 22, 23, 24
	Attention	<ul style="list-style-type: none"> Capable to carry out interest-supporting activities Capable to focus while doing an activity 	25, 26, 27 28, 29, 30

b. Test

Test may be constructed primarily as devices to reinforce learning and to motivate student, or primarily as a means of as seeing the student's performance the

language.⁷² The test is used to collect the data of the vocabulary mastery and reading comprehension.

The first test is the vocabulary mastery test. It is intended to collecting data about the student's mastery in vocabulary mastery. The test is objective test is the form of multiple choice type. There are four alternatives of answer in each item consisting on correct answer and three destructors. There were 4 optional answer namely a, b, c and d for each question. To determine the students score, the writer marks 1 for each correct answer, and 0 for each wrong answer.

The second test is the reading comprehension test. It is intended to collecting data about the student's reading comprehension. The test is objective test is the form of multiple choice type. There are four alternatives of answer in each item consisting on correct answer and three destructors. There were 4 optional answer namely a, b, c and d for each question. To determine the students score, the writer marks 1 for each correct answer, and 0 for each wrong answer.

Table 3.3
Matrix of Instrument Data (Test)

Research Variables	Sub-Variables	Indicator	Item Number
Vocabulary Mastery (X ₂)	Meaning	<ul style="list-style-type: none"> Capable to understand at leaning word meaning Capable to choose words according to the meaning Trying to find meaning tht has not been understood 	1, 2, 3 4, 5, 6 7, 8, 9
	Synonym	<ul style="list-style-type: none"> Capable to fnd synonym in a sentences Capable to get the meaning it word 	10. 11, 12 13, 14, 15
	Antonym	<ul style="list-style-type: none"> Capable to fnd antonym in a sentences Capable to get the meaning it word 	16, 17, 18 19, 20. 21

⁷² J.B.Heaton, *Language Testing*, (1987), 1.

	Guessing	<ul style="list-style-type: none"> • Capable of guessing the meaning of words • Capable of pointing and demonstrating attitude or behaviour of a word • Be able to describing the characteristics of living things 	22, 23, 24 25, 26, 27 28, 29, 30
Reading Comprehension (Y)	Main Ideas	<ul style="list-style-type: none"> • Capable to find the main ideas of a paragraph • Capable convey the main ideas of paragraph 	2, 19, 24 27, 28
	Supporting details	<ul style="list-style-type: none"> • Capable to find the supporting details of a paragraph • Capable to explain the supporting details of a paragraph 	3, 11, 25 9, 16, 27
	inferring meaning	<ul style="list-style-type: none"> • Capable to answer what is in the reading text explicitly • Capable to explain the meaning of words and phrase • Capable to acquire conclusion of reading 	7, 10, 15 8, 12, 26 1, 18, 20
	passage structure	<ul style="list-style-type: none"> • Capable to identify the structure of paragraph • Capable to identify words in a sentence 	5, 14, 21 6, 13, 22
	new vocabulary	<ul style="list-style-type: none"> • Capable to find new vocabulary • Capable to identify words in sentences 	4, 17, 23 29,30

2. Documentation

Documentation is kind of important technique to get data about everything or variable which is in form of note, transcript, book, newspaper, magazine, meeting result, agenda, etc. Documentation is a means of collecting data that produces important records related to the problem under study, so that will be obtained complete data valid

and not based on estimation.⁷³ In this research, documentation is used to get the historical data, organization structure, vision, mission, and goal, number of students and teachers of SMKN 2 Ponorogo.

D. Technique of the Data Analysis

Before using statistical formula, researcher needs to know the assumption that is used in the use of the formula. By knowing the basic assumption in using the formula, it would be more prudent in employing and calculation. The calculation is required to test the assumption or requirement, so in the use the formula and the obtained result is do not deviate from the occur certainly. The requirement test is occurred to use of the parametric formula which the data are normal assumed.⁷⁴ Therefore, the researcher applied SPSS for window to find out the normality test.

1. Try Out of the Instruments

A good instrument is valid and reliable instrument. So the instrument should be tried out before used to collect the data. The instruments of this study are students' reading interest questionnaire, vocabulary mastery test, and reading comprehension test.

a. The Validity of the Instruments

An instrument can be valid if it can reflect what is being measured.⁷⁵ Validity refers to the extent to which a test measures what we actually wish to measure. To analyze the validity of try out result of vocabulary mastery and reading comprehension, the writer uses discrete score. The researcher uses *Pearson Product Moment*. The validity was measured with SPSS, SPSS is probably the most common statistical data analysis software package used in education research.

In this research, the researcher used SPSS 25 program for windows to measure the validity. According to Sugiyono, r_{table} value for $N=66$ on the 5% significance level, it listed 0,244. It means that r index is 0,244. If the value of r_{xy} is higher than the value of r_{table} , it is indicated that the item test is valid. If the value of r_{xy} is lower than the value of r_{table} , it is indicated that the item test is invalid. To test the validity and reliability of the instrument, the writer took sample 66 respondents. The results of instruments of the test was stated as follows :

Table 3.4

The Result of Validity of Reading Interest

No	r_{count}	r_{table}	Criteria
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⁷³ Suwandi, Basrowi, *Memahami penelitian Kualitatif, terj.*, (Jakarta: Rineka Cipta, 2008), 93

⁷⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, terj, 147.

⁷⁵ Suharsimi Arikunto, *Metodologi Penelitian*, (Jakarta: PT. Rineka Cipta, 2002), 145

1	0.559	0.244	Valid
2	0.315	0.244	Valid
3	0.508	0.244	Valid
4	0.621	0.244	Valid
5	0.512	0.244	Valid
6	0.547	0.244	Valid
7	0.224	0.244	Invalid
8	0.342	0.244	Valid
9	0.449	0.244	Valid
10	0.542	0.244	Valid
11	0.607	0.244	Valid
12	0.506	0.244	Valid
13	0.597	0.244	Valid
14	0.548	0.244	Valid
15	0.043	0.244	Invalid
16	0.639	0.244	Valid
17	0.420	0.244	Valid
18	0.553	0.244	Valid
19	0.360	0.244	Valid
20	0.422	0.244	Valid
21	0.486	0.244	Valid
22	0.348	0.244	Valid
23	0.529	0.244	Valid
24	0.134	0.244	Invalid
25	0.401	0.244	Valid
26	0.063	0.244	Invalid
27	0.338	0.244	Valid
28	0.410	0.244	Valid
29	0.338	0.244	Valid
30	0.227	0.244	Invalid

From the calculation of the validity of the instrument for 30 items of the variable of reading interest, there were 25 items questions that were declared valid,

namely number 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 25, 27, 28, and 29.

Table 3.5
The Result of Validity of Vocabulary Mastery

No	r_{count}	r_{table}	Criteria
1	0.462	0.244	Valid
2	0.534	0.244	Valid
3	0.537	0.244	Valid
4	0.507	0.244	Valid
5	0.675	0.244	Valid
6	0.625	0.244	Valid
7	0.675	0.244	Valid
8	0.543	0.244	Valid
9	0.404	0.244	Valid
10	0.562	0.244	Valid
11	0.503	0.244	Valid
12	0.085	0.244	Invalid
13	0.658	0.244	Valid
14	0.377	0.244	Valid
15	0.471	0.244	Valid
16	0.459	0.244	Valid
17	0.564	0.244	Valid
18	0.419	0.244	Valid
19	0.292	0.244	Valid
20	0.538	0.244	Valid
21	0.622	0.244	Valid
22	0.332	0.244	Valid
23	0.740	0.244	Valid
24	0.557	0.244	Valid
25	0.573	0.244	Valid
26	0.653	0.244	Valid
27	0.445	0.244	Valid
28	0.257	0.244	Valid
29	537	0.244	Valid

30	0.225	0.244	Invalid
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From the calculation of the validity of the instrument for 30 items of the variable of vocabulary mastery, there were 28 items questions that were declared valid, namely number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, and 29.

Table 3.6

The Result of Validity of Reading Comprehension

No.	r_{count}	r_{table}	Criteria
1	0.462	0.244	Valid
2	0.543	0.244	Valid
3	0.537	0.244	Valid
4	0.507	0.244	Valid
5	0.679	0.244	Valid
6	0.617	0.244	Valid
7	0.670	0.244	Valid
8	0.543	0.244	Valid
9	0.404	0.244	Valid
10	0.562	0.244	Valid
11	0.495	0.244	Valid
12	0.086	0.244	Invalid
13	0.663	0.244	Valid
14	0.380	0.244	Valid
15	0.471	0.244	Valid
16	0.450	0.244	Valid
17	0.571	0.244	Valid
18	0.419	0.244	Valid
19	0.292	0.244	Valid
20	0.538	0.244	Valid
21	0.622	0.244	Valid
22	0.332	0.244	Valid
23	0.740	0.244	Valid
24	0.557	0.244	Valid
25	0.574	0.244	Valid

26	0.653	0.244	Valid
27	0.444	0.244	Valid
28	0.257	0.244	Valid
29	0.545	0.244	Valid
30	0.225	0.244	Invalid

From the calculation of the validity of the instrument for 30 items of the variable of reading comprehension, there were 28 items questions that were declared valid, namely number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, and 29.

b. The Reliability of the Instruments

Reliability related to consistency of scores or responses which is achieved on different occasions. A instrument is called reliable if the score gained by examiners is constant whenever and by whomever the instrument is conducted. A instrument would be a good parameter if the test is suitable or constant.⁷⁶ After getting the reliability of the half test, the researcher was used *Alfa Cronbach* and helped by program of SPSS 25.00 for windows.

In this research, the reliability of the test is measured by comparing the obtained score with r-score product moment. The calculation of reliability test used SPSS 25 program for windows. The result of reliability said if the obtained score is higher than the table r-score, it could be said that the test is reliable. Then, if the obtained score is lower than the table r-score, it could be said that the test is not reliable. The results of instruments of the test was stated as follows :

Table 3.7

The Result of The Reliability Test

Variable	r_{count}	r_{table}	Information
Reading Interest	0.866	0.244	Reliable
Vocabulary Mastery	0.896	0.244	Reliable
Reading Comprehension	0.866	0.244	Reliable

⁷⁶ Louis Cohen, et all, *Research Method in Education*. (New York: Routledge Falmer, 2005), 117.

Based on the calculation above, the value of reliability is consulted r_{table} on the significance level of 5%. The value of r_{table} is 0,244. Because the value of $r_{count} > r_{table}$. This result was included in the reliable level that was acceptable.

2. The Normality Test

Normality was a normality distribution test of (pattern) data.⁷⁷ In other word, the function of this test was to know whether the population of distribution data was normal or not. In this research, the normality of data will be calculated with SPSS and the steps as follows:

- a. Make a table of pre-test and post-test that would be analyzed
- b. Open SPSS program
- c. Click variable view
- d. Write down name in the first row by X_1 variable, the second row by X_2 variable and the third row by Y variable
- e. Click data view
- f. Write down score in the label column
- g. Click analyze – descriptive statistics – explore
- h. Click the arrow on Y variable (inputted dependent variables) – enter it into dependent list box
- i. Click plots – normality plots with test – continue - ok

After analyzed normality test, the results can determine by the following criteria:

- a. If the result analysis of SPSS program shown it was lower than Cronbach Alpha (0,05 was selected as Cronbach Alpha), so it will be rejected.
- b. If the result analysis of SPSS program shown it was higher than Cronbach Alpha (0,05 was selected as Cronbach Alpha), so it will be accepted.

3. The Correlation Analysis

The correlation between two variables is called bivariable correlations, while the correlation between two or more variables is called multivariable correlations. the objectives of the correlation analysis include:

- 1) To find evidence of whether there is a correlation between 2 / more variables
- 2) If there is a relationship, to see the level of closeness of the correlation between variables
- 3) To obtain clarity and certainty whether the correlation means significant or not.

⁷⁷ Andhita Dessy Wulansari, *Statistika Parametrik*, (Ponorogo: STAIN Po Press), 38.

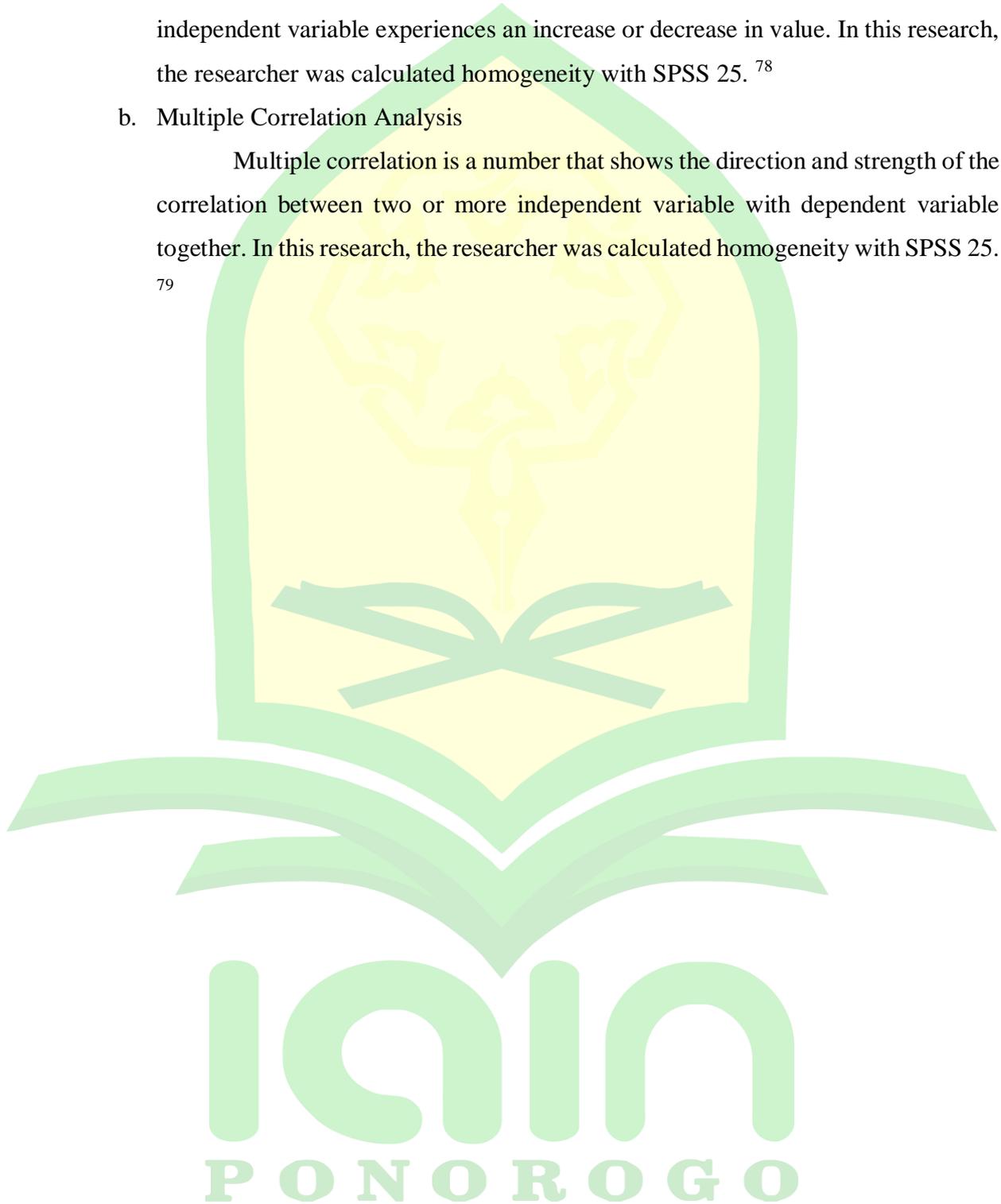
a. Correlation Analysis *Product Moment*

This analysis technique is used to determine the direction of the correlation between the independent variable and the dependent variable whether it is positive or negative, as well as to predict the value of the dependent variable if the independent variable experiences an increase or decrease in value. In this research, the researcher was calculated homogeneity with SPSS 25.⁷⁸

b. Multiple Correlation Analysis

Multiple correlation is a number that shows the direction and strength of the correlation between two or more independent variable with dependent variable together. In this research, the researcher was calculated homogeneity with SPSS 25.

⁷⁹



⁷⁸ *Ibid.*,

⁷⁹ *Ibid.*,

CHAPTER IV

RESEARCH RESULT

A. General Description of Research Location

1. History of SMKN 2 Ponorogo

This research takes place at SMKN 2 Ponorogo. It is located at Jl. Laksamana Yos Sudarso No. 21a, Krandegan, Kepatihan, Kec. Ponorogo, Kabupaten Ponorogo.

At SMK Negeri 2 Ponorogo, the teacher has met the criteria in accordance with the teacher qualification standards. There are even teachers at SMKN 2 Ponorogo who have master degrees (S2) although they are still in the minority. At SMKN 2 Ponorogo, it has five departments, namely, Culinary, Fashion, Beauty, Computer and Network Engineering and APH (Hospitality program). From these five majors students are trained in special skills by teachers who are experts in each of these fields or departments. So, it can be admitted that all teachers or educators at SMKN 2 Ponorogo have met the criteria as professional educators. The number of teachers at SMKN 2 Ponorogo is 80 teachers, consisting of 51 PNS and 28 GTT.

There are 1265 students of SMKN 2 Ponorogo, consisting of 74 male students and 1191 female students. With details according to class level, namely:

- a. Class X with a total of 504 students, consisting of 39 male students and 465 female students.
- b. Class XI with a total of 397 students, consisting of 18 male students and 379 female students.
- c. Class XII with a total of 363 students, consisting of 17 male students and 347 female students.

2. Vision and Mission of MAN 2 Ponorogo

a. School Vision

To become an education center that produces professional and independent graduates with a science and technology perspective, based on faith, care and environmental culture.

b. School Mission

- 1) Forming graduates with national characteristics.
- 2) Forming graduates who have an entrepreneurial spirit.
- 3) Forming graduates who are competent and able to compete in the world of work.

- 4) Forming graduates who care and have an environmental culture by carrying out actions against environmental protection, environmental management, and environmental control so as to create a comfortable working environment and learning conditions.

c. School Goals

- 1) Producing professional, tough and honest graduates.
- 2) Producing graduates who have advantages, are comparative and competitive in their fields
- 3) Producing graduates who have the courage to become entrepreneurs.
- 4) Making schools as information centers and community services in the field of education.
- 5) Creating graduates who care and have an environmental culture by taking actions against environmental protection, environmental management, and integrated environmental control through school subjects and activities.

B. Data Description

Sample in this research were 66 students of eleventh grade (hospitality program) of SMKN 2 Ponorogo. The variables of this research consisted of three variables namely reading interest (X_1), vocabulary mastery (X_2) and reading comprehension (Y). The research used questionnaire and test technique.

1. Data about score of reading interest

In this description, to get the data the researcher conducted by giving a questionnaire about students' reading interest on the eleventh grade (hospitality program) of SMKN 2 Ponorogo. The result from the students' reading interest each student as followed:

Table 4.1

The Score of Reading Interest's Questionnaire

No	Name	Score
1	Endah Setyabudi	83
2	Adisak Nadiatul Umirah	116
3	Asti Dina Astuti	91
4	Erlin Novita Stiyani	82
5	Alfi Kurinita Widianti	94
6	Elfi Khoirotun Nisa	89
7	Novita Rizki Rahmadani	88

8	Syahrul Agustiawan	76
9	Nafalia Rimanda Putri	84
10	Nova Tri Wulandari	85
11	Putri Ayu Ardianasari	89
12	Devi Kurnia M.A.	96
13	Erlena Dewi Kurniawati	85
14	Okta Viona Adisrirama	91
15	Ahmad Husaini	92
16	Cici Uli Nurcahyani	80
17	Amelia Sukmawati	98
18	Shinta A A	94
19	Eirosa Vivi Nadila	95
20	Silva Fera Kurniawati	93
21	Via Ni'matul Maula	85
22	Dimas Chandra Septia Roza	79
23	Sindyka Selvitasri	75
24	Sevilla Audyana Rista	86
25	Suci Hana Sundari	91
26	Sonya Noka N. F.	83
27	Dea Candra Rahmayani	91
28	Yuang Aringga D.P	92
29	Dyan Rahma Yuliana	91
30	Evi Mawar Riantika	89
31	Nadia Rizka Pratiwi	99
32	Francisca Happy Angei	90
33	Syamsiatul Fauziah	99
34	Meylani Aprillia Putri	97
35	Tereza Selviaana R	83
36	Naramita Nadiva Putri	71
37	Miwa Ratnasari	95
38	Rio Fernanda	90
39	Tessa Yuni Gazela	87
40	Selly Marcelina Ardiyanti	92
41	Trestha Vinnike C.S.	88

42	Yurike Khuntum	90
43	Ovin Putri Rahmadani	76
44	Ika Kurniasih	96
45	Silvyra Putri	93
46	Jian A'yuni Kartiko Weni	87
47	Evaline Salisila Sari	99
48	Mayrani Umaya Mochti	95
49	Yoga Priendiansah	73
50	Johan Aimu' Minin	82
51	Gadis Ariani	87
52	Muh. Alwi Akbar A	70
53	Mayang H.B.P.	84
54	Lina Eka S.	94
55	Friska Putri R.C	76
56	Amelia Widya Wulandari	72
57	Cindi Lukita Anggraini	91
58	Nimas Ayu Ohini	81
59	Septiana Ledtari	73
60	Hanum Noviana Pd	98
61	Laili Azizatur R	74
62	Hesti Kusumaningrum	76
63	Firma Dwi Safitri	87
64	Yuwinda Dwi Mastura	95
65	Siti Nadira	80
66	Puji Lestari	93

The data of students' reading interest is obtained from questionnaire consisting of 25 items, with the score 4, 3, 2, and 1. These results can be obtained the highest value of 116, the lowest value of 70, the average value of 87,56, and the standard deviation or deviation from the average amounted to 8,603. The data obtained for students' reading interest is presented at the table 4.2, and the histogram can be seen at figure 4.1.

Table 4.2
The Descriptive Statistic of Students' Reading Interest

Descriptive Statistics					
Variable	N	Minimum	Maximum	Mean (M)	Std. Deviation (SD)
Reading Interest	66	70	116	87,56	8,603
Valid N (listwise)	66				

Based on the table 4.2, it can be categorized into 3 classes as follows:

Low = $X < M - SD$

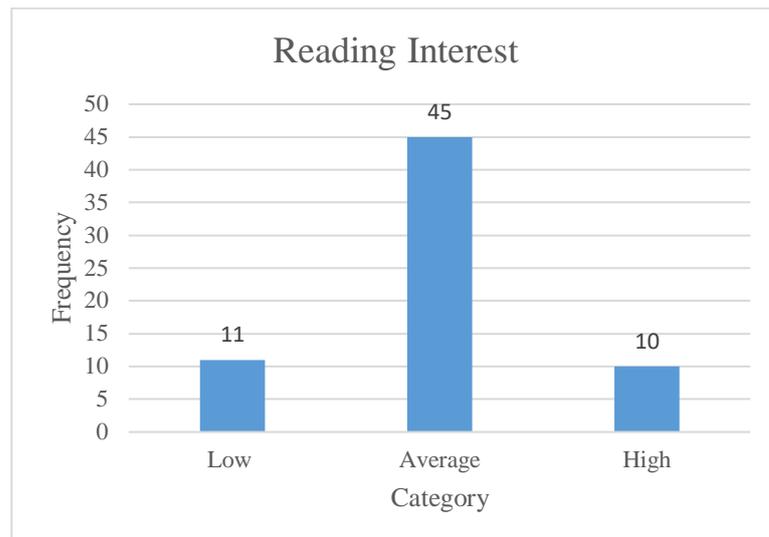
Medium/ Average = $M - SD \leq X < M + SD$

High = $X \geq M + SD$

Based on these calculations, a trend distribution table can be made as follows:

Table 4.3
Category Distribution of Reading Interest

No.	Score	Frequency	%	Category
1	$< 78,957$	11	16.67%	Low
2	$78,957 - 96,163$	45	68.18%	Medium/ Average
3	$96,163$	10	15.15%	High
	Total	66	100 %	



Graph 4.1
The Histogram of students' Reading Interest

2. Data about score of vocabulary mastery

In this description, to get the data the researcher conducted by giving a test about students' vocabulary mastery on the eleventh grade (hospitality program) of SMKN 2 Ponorogo. The result from the students' reading interest each student as followed:

Table 4.4
The Score of Vocabulary Mastery's Test

No	Name	Score
1	Endah Setyabudi	60
2	Adisak Nadiatul Umirah	83
3	Asti Dina Astuti	30
4	Erlin Novita Stiyani	67
5	Alfi Kurinita Widiанти	90
6	Elfi Khoirotun Nisa	80
7	Novita Rizki Rahmadani	53
8	Syahrul Agustiawan	90
9	Nafalia Rimanda Putri	77
10	Nova Tri Wulandari	67
11	Putri Ayu Ardianasari	53
12	Devi Kurnia M.A	67
13	Erlena Dewi Kurniawati	40
14	Okta Viona Adisrirama	83

15	Ahmad Husaini	73
16	Cici Uli Nurcahyani	97
17	Amelia Sukmawati	90
18	Shinta A A	50
19	Eirosa Vivi Nadila	63
20	Silva Fera Kurniawati	83
21	Via Ni'matul Maula	77
22	Dimas Chandra Septia Roza	83
23	Sindyka Selvitasri	40
24	Sevilla Audyana Rista	43
25	Suci Hana Sundari	70
26	Sonya Noka N. F.	30
27	Dea Candra Rahmayani	30
28	Yuang Aringga D.A	73
29	Dyan Rahma Yuliana	73
30	Evi Mawar Riantika	97
31	Nadia Rizka Pratiwi	87
32	Francisca Happy Angei	70
33	Syamsiatul Fauziah	50
34	Meylani Aprillia Putri	53
35	Tereza Selviaana R	97
36	Naramita Nadiva Putri R	63
37	Miwa Ratnasari	97
38	Rio Fernanda	100
39	Tessa Yuni Gazela	97
40	Selly Marcelina Ardiyanti	73
41	Trestha Vinnike C.S.	100
42	Yurike Khuntum	90
43	Ovin Putri Rahmadani	93
44	Ika Kurniasih	87
45	Silvyra Putri	73
46	Jian A'yuni Kartiko Weni	90
47	Evaline Salisila Sari	70
48	Mayrani Umayya Mochti	53

49	Yoga Priendiansah	100
50	Johan Aimu' Minin	50
51	Gadis Ariani	87
52	Muh. Alwi Akbar A	53
53	Mayang H.B.P.	90
54	Lina Eka S.	70
55	Friska Putri R.C	43
56	Amelia Widya Wulandari	93
57	Cindi Lukita Anggraini	100
58	Nimas Ayu Ohini	100
59	Septiana Ledtari	77
60	Hanum Noviana Pd	80
61	Laili Azizatur R	90
62	Hesti Kusumaningrum	60
63	Firma Dwi Safitri	70
64	Yuwinda Dwi Mastura	93
65	Siti Nadira	97
66	Puji Lestari	33

From the instrument of vocabulary mastery were obtained from a test. From these results can be obtained the highest value of 100, the lowest value of 10, the average value of 55,81, and the standard deviation or deviation from the average of 24,469.

Table 4.5

The Descriptive Statistics of Vocabulary Mastery

Descriptive Statistics					
Variable	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	66	10	100	55,81	24,469
Valid N (listwise)	66				

Based on the table 4.5, it can be categorized into 3 classes as follows:

Low = $X < M - SD$

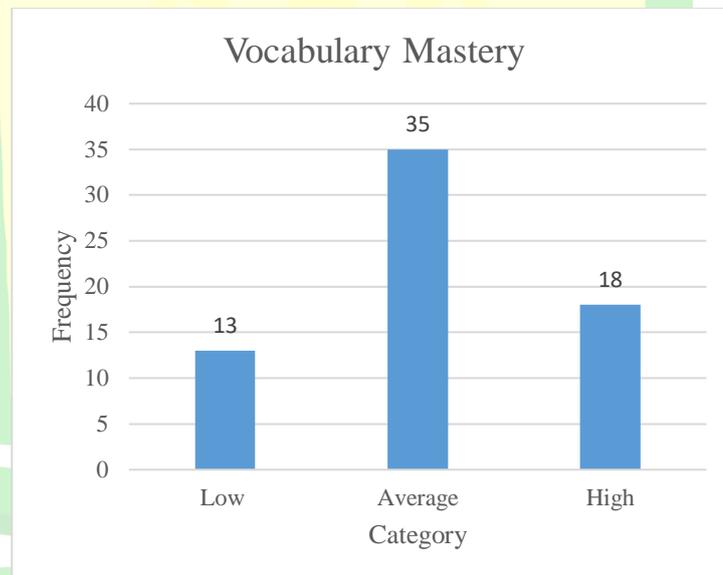
Medium/ Average = $M - SD \leq X < M + SD$

High = $X \geq M + SD$

Based on these calculations, a trend distribution table can be made as follows:

Table 4.6
Category Distribution of Vocabulary Mastery

No.	Score	Frequency	%	Category
1	< 31.341	13	19.7%	Low
2	31.341 – 80.279	35	53.03%	Medium/ Average
3	80.279	18	27.27%	High
	Total	66	100 %	



Graph 4.2

The Histogram of Vocabulary Mastery

3. Data about score of reading comprehension

In this description, to get the data the researcher conducted by giving a test about students' reading comprehension on the eleventh grade (hospitality program) of SMKN 2 Ponorogo. The result from the students' reading interest each student as followed:

Table 4.7
The Score of Reading Comprehension's Test

No	Name	Score
1	Endah Setyabudi	83
2	Adisak Nadiatul Umirah	50

3	Asti Dina Astuti	37
4	Erlin Novita Stiyani	70
5	Alfi Kurinita Widianti	73
6	Elfi Khoirotun Nisa	57
7	Novita Rizki Rahmadani	30
8	Syahrul Agustiawan	80
9	Nafalia Rimanda Putri	20
10	Nova Tri Wulandari	23
11	Putri Ayu Ardianasari	17
12	Devi Kurnia M.A	43
13	Erlena Dewi Kurniawati	33
14	Okta Viona Adisrirama	57
15	Ahmad Husaini	80
16	Cici Uli Nurcahyani	53
17	Amelia Sukmawati	83
18	Shinta A A	30
19	Eirosa Vivi Nadila	17
20	Silva Fera Kurniawati	27
21	Via Ni'matul Maula	37
22	Dimas Chandra Septia Roza	60
23	Sindyka Selvitasri	33
24	Sevilla Audyana Rista	20
25	Suci Hana Sundari	43
26	Sonya Noka N. F.	20
27	Dea Candra Rahmayani	40
28	Yuang Aringga D.A	67
29	Dyan Rahma Yuliana	43
30	Evi Mawar Riantika	40
31	Nadia Rizka Pratiwi	73
32	Francisca Happy Angei	43
33	Syamsiatul Fauziah	30
34	Meylani Aprillia Putri	37
35	Tereza Selviaana R	53
36	Naramita Nadiva Putri R	43

37	Miwa Ratnasari	87
38	Rio Fernanda	73
39	Tessa Yuni Gazela	10
40	Selly Marcelina Ardiyanti	83
41	Trestha Vinnike C.S.	90
42	Yurike Khuntum	93
43	Ovin Putri Rahmadani	77
44	Ika Kurniasih	87
45	Silvyra Putri	57
46	Jian A'yuni Kartiko Weni	83
47	Evaline Salisila Sari	47
48	Mayrani Umaya Mochti	33
49	Yoga Priendiansah	90
50	Johan Aimu' Minin	73
51	Gadis Ariani	50
52	Muh. Alwi Akbar A	80
53	Mayang H.B.P.	60
54	Lina Eka S.	30
55	Friska Putri R.C	80
56	Amelia Widya Wulandari	87
57	Cindi Lukita Anggraini	87
58	Nimas Ayu Ohini	73
59	Septiana Ledtari	57
60	Hanum Noviana Pd	53
61	Laili Azizatur R	87
62	Hesti Kusumaningrum	50
63	Firma Dwi Safitri	67
64	Yuwinda Dwi Mastura	87
65	Siti Nadira	13
66	Puji Lestari	37

From the instrument of reading comprehension were obtained from a test. From the result can be obtained the highest value of 100, the lowest value of 30, the average or mean of 73,38 , and the standard deviation value of 20,251.

Table 4.8
The Descriptive Statistics of Reading Comprehension

Descriptive Statistics					
Variable	N	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension	66	30	100	73,38	20,251
Valid N (listwise)	66				

Based on the table 4.8, it can be categorized into 3 classes as follows:

Low = $X < M - SD$

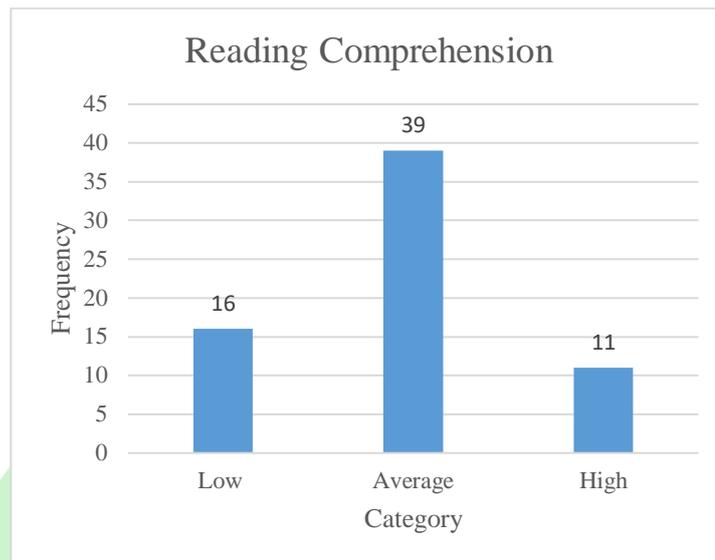
Medium/ Average = $M - SD \leq X < M + SD$

High = $X \geq M + SD$

Based on these calculations, a trend distribution table can be made as follows:

Table 4.9
Category Distribution of Reading Comprehension

No.	Score	Frequency	%	Category
1	< 53.129	16	24.2%	Low
2	53.129 – 93.631	39	59.1%	Medium/ Average
3	93.631	11	16.7%	High
	Total	66	100 %	



Graph 4.3
Histogram of Reading Comprehension

C. Data Analysis

1. Normality test

The normality test in this study used the *Kolmogorov Smirnov (KS)* test which was calculated using the SPSS Statistic Version 25.00 program at the 5% significance level. Guidelines for decision making in the normality test are if the significance value is $r_{\text{count}} > 0.05$, the data is normally distributed, and if the significance value is $r_{\text{count}} < 0.05$, the data is not normally distributed.⁸⁰The results of the normality test that have been carried out with the SPSS Statistics Version 25 program are as follows:

Tabel 4.10
The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		66
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	20.72521847
Most Extreme Differences	Absolute	0.064
	Positive	0.050
	Negative	-0.064

⁸⁰Andhita Dessy Wulansari, *Aplikasi Statistika Parametrik dalam Penelitian*, terj, 55.

Test Statistic	0.064
Asymp. Sig. (2-tailed)	.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

From the SPSS program output table above, it is known that the data significance value is 0.200. Because the significance value of $r_{count} = 0.200$ is greater than 0.05, it can be concluded that the data is normally distributed.

2. Hypothesis Testing

- a. Analysis of the correlation between students' reading interest with reading comprehension

To find out whether or not there is a correlation between students' reading interest with students' reading comprehension in the eleventh grade of SMKN 2 Ponorogo. In this research used of simple correlation test that have been carried out with the SPSS Statistics Version 25.00 program can be seen in the table below:

Steps to obtain test results are:

- 1) H_0 : There is no any significant correlation (positive or negative) between X and Y variable
 H_a : There is any significant correlation (positive or negative) between X and Y variable
- 2) The basis for decision making is if $r_{count} < r_{table}$ or the significant value > 0.05 , then H_0 is accepted and H_a is rejected, meaning that there is no any correlation between reading interest with reading comprehension, and if $r_{count} > r_{table}$ or the significant value < 0.05 , then H_0 is rejected and H_a is accepted, meaning that there is any significant correlation between reading interest with reading comprehension
- 3) $r_{table} = 0.244$

Table 4.11

The Result of Correlation Analysis

Reading Interest with Reading Comprehension

Correlations		
	READING INTEREST	READING COMPREHENSION

READING INTEREST	Pearson Correlation	1	-0.153
	Sig. (2-tailed)		0.219
	N	66	66
READING COMPREHENSION	Pearson Correlation	-0.153	1
	Sig. (2-tailed)	0.219	
	N	66	66

From the **Correlation** SPSS program output table above, it is known that the data, r_{count} of reading interest is -0.153 and significant value is 0.219. Because the $r_{count} = -0.153 < r_{table} = 0.244$ and significant value $t = 0.219 > 0.05$ then H_0 is accepted and H_a is rejected, meaning that there is no any correlation between reading interest with reading comprehension.

b. Analysis of the correlation between vocabulary mastery with reading comprehension

To find out whether or not there is a correlation between students' reading interest and students' reading comprehension in the eleventh grade of SMKN 2 Ponorogo. In this research used of simple correlation test that have been carried out with the SPSS Statistics Version 25.00 program can be seen in the table below:

Steps to obtain test results are:

- 1) H_0 : There is no any significant correlation (positive or negative) between X and Y variable
 H_a : There is any significant correlation (positive or negative) between X and Y variable
- 2) The basis for decision making is if $r_{count} < r_{table}$ or the significant value > 0.05 , then H_0 is accepted and H_a is rejected, meaning that there is no any correlation between reading interest with reading comprehension, and if $r_{count} > r_{table}$ or the significant value < 0.05 , then H_0 is rejected and H_a is accepted, meaning that there is any significant correlation between reading interest with reading comprehension
- 3) $r_{table} = 0.244$

Table 4.12
The Result Correlation Test
Vocabulary Mastery with Reading Comprehension

Correlations			
		VOCABULARY MASTERY	READING COMPREHENSION
VOCABULARY MASTERY	Pearson Correlation	1	.475**
	Sig. (2- tailed)		0.000
	N	66	66
READING COMPREHENSION	Pearson Correlation	.475**	1
	Sig. (2- tailed)	0.000	
	N	66	66

** . Correlation is significant at the 0.01 level (2-tailed).

From the Coefficients SPSS program output table above, it is known that the data, r_{count} of vocabulary mastery is 0.475 and significant value is 0.00. Because the $r_{count}=0.475 > r_{table}= 0.244$ and significant value = $0.00 < 0.05$ then H_0 is rejected and H_a is accepted, meaning that there is any significant positive correlation between vocabulary mastery with reading comprehension. In other words, the higher of students' vocabulary mastery, then reading comprehension will increase. The lower of students' vocabulary mastery, then reading comprehension will decrease.

- c. Analysis of the correlation between reading interest and vocabulary mastery with reading comprehension

To find out whether or not there is a correlation between students' reading interest and students' reading comprehension in the eleventh grade of SMKN 2 Ponorogo. In this research used multiple correlation test that have been carried out with the SPSS Statistics Version 25.00 program can be seen in the table below:

- 1) The correlation equation

Table 4.13
The Result of Multiple Correlation Analysis The Correlation between
Students' Reading Interest and Vocabulary Mastery with Reading
Comprehension

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.796	28.555		1.744	0.086
	READING INTEREST	-0.407	0.305	-0.146	-1.335	0.187
	VOCABULARY MASTERY	0.556	0.128	0.473	4.326	0.000

a. Dependent Variable: READING COMPREHENSION

From the SPSS output coefficients table above, it can be seen that the value of Constant (a) is 49.796, while the value of reading interest (X_1) is -0.407 and the value of vocabulary mastery (X_2) is 0.556.

- a) The constant is 49.796, meaning that the consistent value of the reading comprehension variable is 49.796.
 - b) The correlation coefficient of reading interest variable is -0.407, which means that an increase in one unit of reading interest will decrease -0.407 students' reading comprehension. The correlation coefficient of vocabulary mastery variable of 0.556 means that an increase in one unit of vocabulary mastery will increase 0.556 students' reading comprehension.
- 2) F Simultaneously Test (F_{count} and F_{table})

The F test is used to determine how close is correlation reading interest and vocabulary mastery with reading comprehension simultaneously or together by using multiple correlation analysis.

Steps to obtain test results are:

- a) H_0 : There is no any significant correlation (positive or negative) between X and Y variable
- H_a : There is any significant correlation (positive or negative) between X and Y variable

- b) The basis for decision making is if $F_{count} < F_{table}$ or the significant value > 0.05 , then H_0 is accepted and H_a is rejected, meaning that there is no any correlation between reading interest and vocabulary mastery with reading comprehension, and if $F_{count} < F_{table}$ or the significant value < 0.05 , then H_0 is rejected and H_a is accepted, meaning that there is any significant correlation between reading interest and vocabulary mastery with reading comprehension
- c) $F_{table} = 3.14$

Table 4.14

The Result of F Test The Correlation between Students' Reading Interest and Vocabulary Mastery with Reading Comprehension

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9166.003	2	4583.002	10.341	.000 ^b
	Residual	27919.754	63	443.171		
	Total	37085.758	65			

a. Dependent Variable: READING COMPREHENSION

b. Predictors: (Constant), VOCABULARY MASTERY, READING INTEREST

From the ANOVA table SPSS output above, it can be seen that the F_{count} is 10.341 and significant value is 0.00. Based on $F_{count} = 10.341 > F_{table} = 3.14$ and significant value = $0.00 < 0.05$, then H_0 is rejected and H_a is accepted meaning that there is any significant positive correlation between reading interest and vocabulary mastery with reading comprehension. In other words, the higher of students' reading interest and vocabulary mastery, then reading comprehension will increase. The lower of students' reading interest and vocabulary mastery, then reading comprehension will decrease.

3) Coefficient of Determination (R^2)

a) Coefficient of Determination (R^2)

The value of the coefficient of determination (R^2) can be seen in the SPSS multiple correlation analysis table in the Model Summary section as follows:

Table 4.15
The Result of Coefficient of Determination The Correlation between Reading Interest and Vocabulary Mastery with Reading Comprehension

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.497 ^a	0.247	0.223	21.052	0.247	10.341	2	63	0.000

a. Predictors: (Constant), VOCABULARY MASTERY, READING INTEREST

b. Dependent Variable: READING COMPREHENSION

Based on the SPSS Model Summary output table above, it can be seen that the coefficient of determination (R Square) is 0.247. The R Square value comes from the square of the correlation coefficient (R), namely $0.497 \times 0.497 = 0.247$. The value of the coefficient of determination is 0.247 or equal to 24.7%, which shows the percentage of correlation of reading interest and vocabulary mastery with reading comprehension. While the remaining 75.3% is influenced by other factors that are not examined.

D. Interpretation and Discussion

1. Analysis of the correlation between students' reading interest with reading comprehension

The results of statistical calculations using the Product Moment correlation analysis from Karl Person obtained the calculated r count greater than r table ($-0.153 > 0.244$) and a significance value of 0.219, which means greater than 0.05 ($0.219 < 0.05$). Thus this study was unsuccessful in proving the first hypothesis which states that there is a positive correlation between students Reading Interest with Reading Comprehension of eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020. Based on the results of the study, it is known that the level of reading interest of eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020 is assessed in the high category is 11 students (16.67%), reading interest in the medium category is 45 students (68.18%) and reading interest in the low category is 10 students (15.15%). So, it can be concluded that the tendency of the reading interest variable of eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020 is rated in the medium category, namely 45 students (68.18%).

In this study most of the students had medium reading interest. It means that they liked reading even though in medium level. They also liked their reading class, and liked being asked about their opinion after reading. However, most of them liked reading for pleasure, especially reading the type of books that they liked. They reported that they were interested only in certain books. In addition, they felt happy when they read book although sometimes they got bored in doing this activity. It could happen due to some reasons. Based on the analysis of the questionnaire, only few of them read at least one book in a day. The reason could be due to the development of technology nowadays. They are surrounded by much more interesting stuffs such as social media on internet, video games, movies, television and some others. It is also proved by the finding that only some of them preferred reading to playing games in their spare time. They also thought that joining extracurricular activity was more fun than reading.

Next, for reading comprehension, the data distribution shows there was the small amount of percentage of the students who were in good level as the students who were in average level of achievement. It could happen since they had already completed their reading courses, so they have enough knowledge and skills in reading comprehension questions. However, there was no one in a very good level of reading comprehension. This might happen due to some factors involved in reading comprehension. It could be caused by the fact that they did not focus in doing the reading comprehension test because the research was done after they had taken subjects at school. Some of them were also doing the test by chatting with their friends. Reading comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement. It might be that the students were not engaged fully during the test, or they had low motivation to do the test.

The finding in the study is Asgari could not find any relation of interest and incentive to the reading comprehension of average and below-average readers.⁸¹ The result of the study also supports the work in which reading interest was not the factor that can influence students' reading comprehension.

Based on the finding above, it can be said that students' reading interest did not correlate significantly to their reading comprehension. Thus, it did not matter whether the reading interest of the students were high or low, even more, it did not mean anything if

⁸¹ M. Asgari, *Integrating current issues of interest into class material in teaching reading comprehension. Journal of basic and applied scientific research..* (2012)

the students were affected by attention, time use, motivation, emotion, and effort toward their reading comprehension, because the difference among their aspects of reading interest did not give any differences in their reading comprehension score.

In relation to this, there might become independent variables that might give the significant influence with the students' reading comprehension. In my perspective, reading motivation is the factor that might correlate to the students' score, especially in reading, and influence it significantly. Because related to the theory, motivation is a mental strength for students to comprehend what they read in order that it will be a reading process. Motivated students are more engaged in reading, more confident, and more likely to comprehend successfully. Moreover, other factors that could have the most influential effect to students' reading comprehension are their background knowledge and reading habit. Because logically it is almost impossible for the students to answer question from reading test if they cannot activate their world and literary knowledge to link what they know to what they're reading. The information they may need could be gained by reading book.

2. Analysis of the correlation between students' vocabulary mastery with reading comprehension

The results of statistical calculations using the Product Moment correlation analysis from Karl Person obtained the calculated r count greater than r table ($0.475 > 0.244$) and a significance value of 0.000, which means less than 0.05 ($0.000 < 0.05$). Thus this study succeeded in proving the second hypothesis which states that there is a positive correlation between Vocabulary Mastery with Reading Comprehension of eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020. Based on the results of the study, it is known that the level of vocabulary mastery of eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020 is assessed in the high category is 16 students (24.24%), vocabulary mastery in the medium category is 39 students (59.09%) and vocabulary mastery in the low category is 11 students (16.67%). So, it can be concluded that the tendency of the vocabulary mastery variable of eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020 is rated in the medium category, namely 39 students (59.09%).

Vocabulary becomes a very meaningful aspect because all aspects of language will always use the vocabulary in it. Vocabulary Mastery is a language aspect that must be mastered. The vocabulary aspects referred to in this study are aspects of meaning, synonyms, antonyms, and guessing. Vocabulary mastery is the basis for a skilled reading person. A student is required to have a large vocabulary in order to become proficient in

language. Therefore, mastering a lot of vocabulary is expected to be able to develop power and understanding. This of course can prove that there is a relationship between the level of vocabulary mastery that students have with their reading comprehension. Vocabulary mastery becomes the basis for someone to be skilled in reading. Therefore, by mastering a lot of vocabulary a person is expected to be able to develop power and understanding. It is hoped that vocabulary mastery will help the eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020 to absorb all the information in the reading, so that it is easier for them to understand and understand the meaning and content of the reading.

3. Analysis of the correlation between students' reading interest and vocabulary mastery with reading comprehension

The results of statistical calculations using the Multiple correlation analysis obtained the calculated F count of 10.341 greater than the F table ($10.341 > 3.14$) and a significance value of 0.000 which means less than 0.05 ($0.000 < 0.05$). Thus this study succeeded in proving the third hypothesis which states that there is a positive correlation between Reading Interest and Vocabulary Mastery with Reading Comprehension of eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020.

The results of data analysis using the categorization calculation formula, it is known that the level of reading comprehension of eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020 is assessed in the high category is 16 students (24.24%), the reading comprehension in the medium category is 39 students (59.09%), and the reading comprehension in the low category is 11 students (16.67%). So it can be concluded that the tendency of the variable reading comprehension of eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020 is assessed in the medium category, namely 39 students (59.09%).

Based on previous observations of researchers when conducting research, the reading interest of eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020 tends to have a medium interest. This can be seen also in the vocabulary mastery possessed by students, the amount of vocabulary mastery possessed by students means that the reading intensity is medium. However, based on the results of interviews with teachers at SMKN 2 Ponorogo states that there are still students who have low reading interest and vocabulary mastery, this can be seen during the teaching and learning process. According to the teacher, there are still some students who have difficulty distinguishing standard and non-standard words, in addition there are still

students whose diction / use of diction is not appropriate so that students have difficulty understanding the content of the reading given by the teacher. Based on the results of data analysis and statements from one of the teachers, of course, it can prove the research conducted by the researcher that there is any correlation between reading interest and vocabulary mastery with reading comprehension.

Reading comprehension is a type of activity to understand the content of the reading in depth. In this case, the reader is required to know and remember the main things, as well as important details, reading comprehension requires memory in order to understand the contents of the reading in depth and use it well. To be able to understand a text well, one must have good comprehension skills as well. Reading comprehension is something that is very important to achieve success in this modern era.

This research supports the previous research conducted by Yunita Faranissa, IAIN Surakarta student entitled *The Correlation between Students Interest in Reading, Vocabulary Mastery and Reading Comprehension of The Eleventh Grade Students of Ma Al-Muayyad Surakarta in The academic Year 2016/2017*.⁸² The similarity between Yunita Faranissa' research and this research is in terms of variables, both use two independent variables, reading interest and vocabulary mastery and the equation is in the dependent variant, namely reading comprehension. In addition, the use of the ability assessment is both using tests and reading interest is measured using a questionnaire. With this it can be concluded that the higher the reading interest, the higher the vocabulary mastery they have, the students will automatically have good reading comprehension as well.



⁸² Yunita Faranissa, *The Correlation between Students Interest in Reading, Vocabulary Mastery and Reading Comprehension of The Eleventh Grade Students of Ma Al-Muayyad Surakarta in The academic Year 2016/2017*, (Thesis: 2018)

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATIONS

A. Conclusion

From the result of the calculation in this research about the correlation between reading interest and vocabulary mastery with reading comprehension at eleventh grade (hospitality program) students of SMKN 2 Ponorogo in academic year 2019/2020 that the researcher conducted, the following conclusions were obtained:

1. There is no any correlation between the students' reading interest with reading comprehension at SMKN 2 Ponorogo. The result of the correlation between the students' reading interest with reading comprehension is -0.153 and after being tested to simple correlation, the value of $r_{count} = -0.153 < r_{table} = 0.244$.
2. There is any positive correlation between vocabulary mastery with reading comprehension at SMKN 2 Ponorogo. The result of the correlation between vocabulary mastery with reading comprehension is 0.475 and after being tested to t-test, the value of $r_{count} = 0.475 > r_{table} = 0.244$. It means that the increase of vocabulary mastery will be followed by the increase of reading comprehension. It also means that the students' vocabulary mastery has contribution to their reading comprehension.
3. There is any positive correlation between the students' reading interest, and vocabulary mastery with reading comprehension at SMKN 2 Ponorogo. The result of students' reading interest and vocabulary mastery with reading comprehension is $F_{count} = 10.341 > F_{table} = 3.14$. It means that the increase of the students' reading interest and vocabulary mastery will be followed by the increase of reading comprehension.

B. Implication

According to the research finding, the researcher finds out that vocabulary mastery has contribution in students' reading comprehension. It means that vocabulary mastery cannot be ignored in the effort of improving students' reading comprehension. Vocabulary is important in learning language especially in mastering the four English skills. In reading the importance of the vocabulary mastery cannot be ignored. Students who have a wide range list of words will have better understanding of the text. Knowing a large number of vocabularies will help them to recognize the meaning of the words in text, if they will get the meaning of the test and understand the text easily. Knowing a wide range of vocabulary is not enough in learning

a language especially in reading. The students need to be encouraged to learn vocabulary not only from its translation in their native language but also from so many aspects. The teacher should encourage the students to learn how to pronounce and how to spell the words correctly, how to use words in context, know the meaning relationship with the other words, and how to use the words in correct grammar. In conclusion, based in the results of the research, it is recommended that vocabulary mastery should be underlined by the teachers since they have great influence on reading comprehension. Consequently, the utilization of vocabulary mastery appropriately will give benefit for students not only in participating reading class but also in dealing with the communication in real lives.

C. Recommendations

From the finding of the research, the researcher would like to propose some suggestion as follows:

1. For Teachers

- a. Teacher should be selective in choosing a suitable and proper method in teaching and learning process. They have to consider what students' need so that it makes students feel comfort and enjoy during the lesson.
- b. Teacher should consider the reading strategy used in reading class. The teacher should choose wisely the reading strategy that could increase the students' reading interest.
- c. The teacher should consider his use of actual topics and authentic material as media in teaching and learning process. It can make students more interested in the material and make students learn enthusiastically, especially in reading activity.
- d. Teacher should choose the material that suitable for the students. Choosing the materials or text that suitable for the grade of the students and suitable for the students' recognition in vocabulary will help students to have better understanding about the text.
- e. It is also very necessary for the teachers to increase students' vocabulary mastery since it is very beneficial especially to improve their reading comprehension. The use of creative methods in teaching vocabulary enables students to improve their ability in learning English including their reading comprehension.

2. For the Students

- a. The students are expected to realize more that reading comprehension is very important in learning English.
- b. The students should take an advantage of the reading interest to improve their capability in comprehending English text.

c. The students should improve their vocabulary mastery in order to have a better reading comprehension. By improving their vocabulary mastery, they will be able to comprehend the text easily.

3. For the other researcher

Since the research still lacks of many things and far from being perfect and there are other factors that influence students' reading comprehension, the researcher expects that there will be other researchers who will investigate the other factors relating to reading comprehension. The researcher also hopes that this research will be useful and can be used as one of the reference to others who will conduct and develop a similar study.



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