THE RELATIONSHIP BETWEEN STUDENTS’ READING INTEREST, VOCABULARY MASTERY AND THEIR READING ABILITY ON DESCRIPTIVE TEXT
(A Correlational Study on the Eighth Grade Students in Kecamatan Banjar Pandeglang, Academic Year 2012/2013)

A Thesis

Presented to the Faculty of Tarbiyah and Teachers’ Training
In Partial Fulfillment of the Requirements for Degree of M.Pd
(Magister Pendidikan) in English Language Education

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MASTER DEGREE OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
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The Thesis entitled “The Relationship between Students’ Reading Interest, Vocabulary Mastery and Their Reading Ability On Descriptive Text (A Correlational Study on the Eighth Grade Students in Kecamatan Banjar Pandeglang, Banten Academic Year 2012/2013)”, was examined by the committee on January 7th, 2014, and has been revised as suggested by the examiners and, therefore, fulfilled one of the requirements for the academic title “M.Pd.”, (Magister Pendidikan) in Master Degree of English Language Education.

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ABSTRACT

LIA, NURSHOHIFAH. 2014. The Relationship between Students’ Reading Interest, Students’ Vocabulary Mastery and Their Reading Ability on Descriptive Text (A Correlational Study on The Eight Grade Students in Kecamatan Banjar Pandeglang, Banten), Thesis, Magister of English Education Department, Faculty of Tarbiyah Teachers’ Training, UIN Syarif Hidayatullah Jakarta.

This research was aimed to find out the relationship among the variables; (1) students’ reading interest (X1) and students’ reading ability on descriptive text (Y), (2) students’ vocabulary mastery (X2) and their reading ability on descriptive text and (3) students’ reading interest, vocabulary mastery and their reading ability on descriptive text. It was carried out to the eighth grade students in Kecamatan Banjar Pandeglang, academic year 2012/2013. The population is the eighth grade students in Kecamatan Banjar about 344 students, and 144 students are taken randomly as samples. The finding of the research indicated: firstly, there was a positive relationship between X1 and Y variables. It was proved by the correlation coefficient $r_{Y1}: 0.262$. Coefficient of determination was $r^2_{Y1}: 0.069$. It meant that 6.90% of variance of students’ reading ability on descriptive text is determined by the students’ reading interest. Secondly, there is a positive relationship between X2 and Y variables. It showed from the $r_{Y2}: 0.427$, coefficient of determination is $r^2_{Y2}: 0.182$. In other words, 18.2% of variance of students’ reading ability on descriptive text is determined by students’ vocabulary mastery. Thirdly, there is a positive relationship between X1, X2 and Y variables altogether. It is proved by the score of $r_{Y12}: 0.47$, the coefficient of determination 0.22. It means that 22% of variance of students’ reading ability on descriptive text score is determined by the students’ reading interest and vocabulary mastery.

Key Words: Reading Ability, Descriptive Text, Reading Interests, Vocabulary Mastery.
ABSTRAK


Penelitian ini bertujuan untuk mengetahui hubungan antara variable. Diantaranya (1) minat membaca siswa (X1) dan kemampuan membaca teks deskriptif (Y), (2) penguasaan kosakata (X2) dan kemampuan membaca teks deskriptif dan (3) minat membaca siswa, penguasaan kosakata dan kemampuan membaca teks deskriptif. Penelitian ini dilaksanakan pada siswa kelas VIII di Kecamatan Banjar Pandeglang, tahun pelajaran 2012/2013. Populasi berjumlah 344 siswa dan sample yang diambil adalah 144 siswa dan dilakukan secara acak. Dari hasil temuan diketahui bahwa: pertama, terdapat hubungan yang positif antara variabel X1 dan Y. Hal ini dibuktikan dari koefisien korelasi ry1: 0,262. Koefisien determinasinya r²y1: 0,069. Hal ini menunjukkan bahwa 6,90% varians dari skor kemampuan membaca teks deskriptif ditentukan oleh minat membaca siswa. Kedua, terdapat hubungan yang positif antara variabel X2 dan Y. Hal ini ditunjukkan dari koefisien korelasi ry2: 0,427, koefisien determinasinya adalah r²y2: 0,182. Hal ini menunjukkan bahwa 18,2% varians dari skor kemampuan membaca teks deskriptif ditentukan oleh penguasaan kosakata. Ketiga, terdapat hubungan yang positif antara variabel X1, X2 dan Y. Hal ini ditunjukkan oleh koefisien korelasi ganda ry12: 0,47, dan koefisien determinasinya ry12²: 0,22. Yang artinya 22% varians dari skor kemampuan membaca teks deskriptif ditentukan oleh minat membaca dan penguasaan kosakata siswa.

Kata Kunci: Kemampuan Membaca, Teks Deskriptif, Minat Membaca, Penguasaan Kosakata.
ملخص البحث

لي نور صحفية. 2014. العلاقة بين الاهمان بالقراءة، و اتقان المترادفات، والقراءة المهارات، نضا وفصي للطلبة (المتعلّق على طلبة السنة السادسة بمدرسة بنجر فندغلان، باتين)، أطروحة، الماجستير على التعليم اللغة الإنجليزية، بقسم التربية و التدريب المعلمين بجامعة إسلامية الحكومة، شريف هداية الله، جاكرتا.

فُقد التحليل على تعريف المعدل بنوع المتغير، وهي (1) الاهمان بالقراءة للطلبة (X1) و التقدير على قراءة نص وصفيّ (Y)، (2) اتقان المترادفات (X2) و التقدير على قراءة نص وصفيّ، (3) الاهتمام بالقراءة للطلبة، و اتقان المترادفات، و التقدير على قراءة نص وصفيّ.

عقد التحليل بطلبة السنة السادسة بمدرسة بنجر فندغلان، باتين. سنة الدراسة 2012/2013. السكان من 344 طلبة و يؤخذ المثال على 144 طلبة و فعلت عشوائيًا. و الحصول منه، أولاً، هناك علاقة إيجابية بين المتغير 1 و Y. ويُضح ذلك من معامل الارتباط 0,262. والمعامل داتيرمناسينيا 0.069: 

\[ r^2 = 0.069 \]

\[ r = 0.262 \]

من المعاملات ذات العلاقة إيجابية بين المتغير X1 و Y. و يُضح ذلك من معامل الارتباط 0.69% يتم تحديد نقاط القراءة مهارات نضا وفصيّ بصالح القراءة للطالب. وثانيًا، هناك علاقة إيجابية بين المتغير 2 و Y. ويُضح ذلك من المعامل لمعامل الارتباط 0.182: 

\[ r^2 = 0.182 \]

\[ r = 0.427 \]

من المعاملات ذات العلاقة إيجابية بين نقاط القراءة قبل تمكّن المفردات. وثالثًا، هناك علاقة إيجابية بين متغيرات 1 و 2 و Y. وهذا يُجلى في معامل الارتباط متعددة: 0.47: 

\[ r^2 = 0.47 \]

و معامل 0.22 داتيرمناسينيا. وهذا أن الفرق 22% تعني من محاولات القراءة نضا وفصيّ للطلاب من الاهمان بالقراءة، والتقييم على اتقان المفردات.

الكلمات الرئيسية: القراءة المهارات، النص الوصفيّ، والاهتمام بالقراءة، وإتقان المفردات.
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Jakarta, December 2013

The Writer
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CHAPTER I
INTRODUCTION

This chapter discusses the background of study, formulation of the research problem, objectives and significant of the study.

E. Background

English is one of languages that is most widely used in the world. Jack Richard and Theodore S. Rodgers noted that “Today English is the world most widely studied foreign languages; five hundred years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the western world.”

Although English is not the language with the largest number of native or first language speaker, but it has become a Lingua Franca. It means that English has become a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a second language.

English has been applied in school curriculum and the students have to learn it whether they like it or not, as Jeremy Harmer stated “… probably the greatest number of language students in the world do it because it is on the school curriculum.”

English has determined as the common subject that is used in every level of education, from toddler until university level.

English is one of foreign languages that is used in Indonesia. For some schools, it is also used in English classrooms for delivering the lesson or daily communication. This condition makes English difficult for Indonesian students. They have limited time to practice the language. Because of a foreign language, like a native language, requires a lot of practices. In order to master a

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language, students should use it in everyday activities, through a real practice.

Nowadays, the ability to comprehend English is necessary for millions of people. By understanding English, people are able to communicate in English and also able to read many kinds of English texts. The ability to read in English is crucial in contemporary society. People find many texts written in English, from holiday brochures to academic books, newspapers, pamphlets, magazines, traffic direction, advertisement and so on. Therefore the ability to read English text in any form will give the great deal of advantages in live.

Listening, speaking, reading, and writing are the basic language skills especially in teaching English as foreign language at school, courses or other educational places which are formal or informal. But reading is considered the most important foreign language skills. As Harry Madox stated “reading is the most important single skill in study.”⁴ This statement is also supported by the curriculum which noted that out of the four skills, listening, speaking, reading and writing, the main emphasis is on reading skill because it is believed that the acquisition in a second language is priority.

Moreover, the first verse that Allah sent to the prophet Muhammad (PBUH) is to read.⁵ Reading becomes a part of life that is to read is not only to vocalize the sequence words in a sentence, a paragraph or a discourse, but also to absorb and infer the meaning inside those words. So that a reader can interpret every word, every sentence, paragraph and even a discourse appropriately.

Being able to read is important. The success in reading is the most necessary because it is the basic tool of education. All the subjects such as, mathematics, science, language and others depend on the ability to read.

Since English is a foreign language in Indonesia, most students encounter the problems to understand English texts. This case happened almost at any levels of education. Many research results (Syatriana, 1998; Hamra, 1993 and 1996; Mardiana, 1993;

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⁵ Qur’an, Al-Alaq verse 1
Kwedjlu, 2001) indicated that the ability of Indonesian students to read English texts was very low.\(^6\) Most university graduates are not able to read English with complete comprehension. The Indonesian students need help in reading comprehension. For students, reading is a key to improve learning outcome in many fields of study. Reading is an inseparable part of any English course.

Moreover, reading becomes one of the skills that tested in national examination. In many developed and developing countries, secondary students are required to take entrance examination before they are granted access to post-secondary institution.\(^7\) It must be noted that the entrance test contained at least one or more part that students need to comprehend reading text.

Discussing reading, it is important to underline that reading is the act of interpreting printed and written words. Reading requires understanding and comprehending the means of print. It cannot be ignored that reading is a complex skill.\(^8\) It involves both perceptions and thought. It also consists of two related processes: word recognition and comprehension.\(^9\) Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language, whereas comprehension is the process of making sense of words, sentences and connected text.

Therefore, it is important to be considered that the basic of teaching reading that should be trained is the one that is related with the understanding of the text itself. However, to understand the text is not merely knowing the meaning of every word in the text but also understanding the implied information such as, main idea, topics and supporting details of the text.

According to 2006 curriculum that standard of competence in reading which must be accomplished by the students consists of

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\(^6\) Eny, Syatriana & Hamra, Developing a Model of Teaching Reading Comprehension for EFL Students, *TEFLIN Journal, Volume 21, Number 1, February 2010*, p. 28.


the ability to understand some types of text or Genre such as narrative, report, recount, descriptive and procedure. But the fact is, the standard of competence in reading for Junior high school level, especially which happened to the students of SMPN 1 Banjar, Pandeglang has not been accomplished optimally. Some of students encountered the problem to understand written text, whether the content or the implied information of the text as a whole. This case was proved from their scores of reading which is still below the KKM.

Descriptive, narrative, recount and procedure are types of text that taught in Junior High School from the first until the last semester. In this case, and it is the most interesting to do the research about it, was that the students were difficult to understand descriptive text. Based on the observation, it was found that most of students have difficulties to read descriptive text accurately and fluency. Moreover, when the teacher asked them a basic question, they could even answer it because they said that they didn’t know the meaning of the question. Surprisingly, when the teacher gave them some words related to the text, they couldn’t distinguish among noun, verb, adverb or adjective. Even if the teacher, finally, translated it to Bahasa Indonesia, they still couldn’t put those words appropriately as part of speech. It made the writer wondering of how can the students encounter the problems in understanding descriptive text, although it is actually can be considered as easier text than others, such as narrative, report, recount or procedure. In addition, there has not been an investigation of reading ability that focuses on reading descriptive text.

To understand the English text, in this case is descriptive, is not an easy thing to do, especially for Junior high school students in Indonesia. It is because reading English as a foreign language is more complicated than reading in Bahasa Indonesia as a second language. Reading in Bahasa Indonesia as a second language involves at least four components of knowledge such as, knowledge of words, knowledge of language, background knowledge of the reader and the context of the reading. Whereas reading English as a foreign language, besides, engages with those four components of knowledge, it also should be incorporated with many different context such as culture and tradition.
The lack of students’ ability in understanding the text is usually influenced by the frequency of reading. But, the awareness of reading activity is not coming exactly. A reader must have capacity and ability. It is in line with Snow that for some readers, it is not easy to comprehend the text especially if it is written in English because to comprehend the text, a reader must have the capacities and abilities. This include cognitive capacities (e.g., attention, memory, critical analytic ability, inference and visualization ability), motivation (a purpose for reading, an interest in the content being read, and self-efficacy as the reader), and various type of knowledge (vocabulary, domain and topic knowledge, linguistics and discourse knowledge).  

Therefore, the investigation of the eighth grade students’ lack frequency in reading should be noticed from the factors which influence it. There are some factors that might influence students’ lack frequency in reading. The first factor is coming from students’ family. The role of family, in this case, the parents should give a strong and basic influential toward students’ reading ability. According to Chakravarthy as cited from Najeemah stated that family lifestyle, relationship between children and parents at home and family socioeconomic status will have a close relationship with the nurturing of reading habit and interest. His study also found that the intimate reading between mother and a child will give positive impact in raising the child’s interest in reading so that the child will have good reading ability. However, it is contrary to what happened to students in Kecamatan Banjar. Some students who come from low educated family found that reading English for them is limited as long as the community does not speak English and consequently they lack of exposure. The students of this group are seldom to read and usually do not have materials which enable to be read at home. They learn to read in English only in the classroom.

11 Najeemah Mohd. Yusofa, Influence of Family Factors on Reading Habits and Interest among level 2 Pupils in National Primary Schools in Malaysia, Procedia Social and Behavioral Sciences 5 (Elsevier Ltd: 2010), p. 1161
The second factor appeared from students’ environment at school and society. The factor which happens at school may come from the teachers. The students’ low reading ability can be caused of the teaching strategy, the methodology and the technique that is commonly used by the teachers. Therefore, this problem caused the other problems to arise, such as some students were lack of motivation in learning English, the scores of students’ evaluation were still below the KKM, the students were lack of communication competence and the students lack of cooperative learning. Based on the observation, some teachers usually read for the students once then explained the content of the text and let the students answer the provided questions. Moreover, the teacher sometimes, instructed the students to translate the whole text into Bahasa Indonesia.

The third factor was finally coming from the students’ reading attitude; it is included interest, self-esteem, self-concept and self-efficacy. Attitude to reading is an important factor that is likely to influence children’s regularity of independent reading, their level of involvement in class reading activities, the variety of reading topic chosen, their enjoyment of reading and possibly their reading achievement. Moreover, the students’ attitude toward reading is a central factor affecting reading performance. Therefore, it can be assumed that the more positive the attitude, the more likely student will engage in reading activities. Moreover, students’ positive attitude toward reading is one of the objectives of the reading curriculum in most countries. It stated that students who enjoy reading and who perceive themselves to be good readers usually read more frequently and more widely which impact to broaden their reading experience and improves their reading skills. Based on the data of TIMSS & PIRLS, on average internationally, and in every country, students at the high level of the index of positive attitudes toward reading had substantially got higher average reading achievement than those at medium or low level.

The other factor was gender differences. Some previous studies found that girls and boys tend to be different in their reading preferences, habits and interest. It was found that girls read
more frequent than boys and have better reading ability. In addition, TIMSS and PIRLS reported that in almost every country, girls had more time than boys reading from books and magazines and in many countries, boys reported more time than girls reading stories or articles on the internet. Only in Chinese Taipei that girls reported more time reading on the internet than boys. It can be said that girls who read more frequent than boys, will have positive attitude toward reading itself. In sum, gender differences also can influence students’ attitude toward reading.

The last factor which may affect students’ low reading ability on descriptive text and it might be a classical problem. It was found that the students of SMPN 1 Banjar encounter the problem in understanding the text was because they lack of vocabulary knowledge. The limited vocabulary knowledge that the students have was actually related with their frequency in reading. As the more they read the more vocabulary and new words they can encounter. But how can they encounter many vocabularies if they have no interest in reading. They read only if they are instructed by their teachers.

This study was not going to discuss the whole factors. Because of time and the chance to investigate it, this study only focused on some factors, in this case, students’ reading interest and vocabulary mastery.

Interest becomes one of the factors which may affect the students’ reading ability because reading is a skill. A skill cannot only be developed by learning but it also must be developed by extensive and continual practice. To practice an extensive reading is not an easy thing to do because a reader must have a purpose to read any kinds of text. Meanwhile, a reader also must have something inside himself to read, such as interest or motivation to do such kind of activity. Someone who reads a newspaper, for example, he must have the goal to do it. It is to search information or to be entertained or anything else. This is what is called by interest or motivation. Someone who has no interest in reading will

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not be able to understand the text well. Because of an interest is like a factor that can push or support someone to do something. In case of reading interest, someone who has an interest in reading will have a long term memory about what is being read. So that the memory or it can be said the prior knowledge will also affect the understanding of the text being read.

Therefore, interest plays an important role in reading activity. It can be assumed that someone who has high interest in reading any kind of text, he will have good ability to understand it. But actually, it is hard to build the students’ reading interest and awareness that reading is important and it will bring the benefit in life. Some countries believe that the ability to read will develop by having reading habits. Consequently, a society which has reading habit will give a positive effect to the development of the country itself. However, reading habit should be started with reading interest.

In addition, interest has an important role in reader’s text processing. It is based on the research of educational psychology. It was believed that a reader who has high interest could recall best the more important ideas at the higher levels of text structures. A person’s interest can also be triggered by a visual stimulus such as play object, or viewing a picture, an auditory stimulus such as hearing a conversation, or a combination of visual and auditory like a TV show.

Therefore, interest has a strong positive influence on reader’s comprehension and recall. A number of studies have shown that children’s comprehension, inferencing, and retention is facilitated by personally interesting text segment as well as passages written on high interest topics. So, the topic or the title of the books that are going to be read by the children should be interesting.

Interest did not simply enhance the amount of recalled text information, but had a strong influence on the quality of learning. That is, interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their
underlying meaning.\textsuperscript{13} In other words, someone who has high interest in something, for example, in reading, he will not only able to understand the printed words on the text but he will go beyond those words, he will be able to infer an implied information of the text. Moreover, he is able to grasp the purpose of the author.

Furthermore, as it was mentioned previously that the classical problem the students encountered to understand the text is because they lack of vocabulary knowledge. They have a very minimum English vocabulary. Consequently, it becomes an obstacle which made them lazier and uninterested to read in English. They considered English is the most difficult subject as long as they do not know the meaning of English words.

In accordance with the previous discussion, one of the purposes of teaching English as foreign language to Indonesian people is that they can read, grasp the idea, and understand any kind of texts written in English. To achieve those purposes, students need a lot of words of English to be mastered.

Vocabulary is a very important language aspect to be mastered. As Norbert said, “… Vocabulary is the most important skills in a language.”\textsuperscript{14} It is impossible to learn a language without vocabulary. Good mastery of vocabulary is important for anyone who learns the language skills. A learner of a foreign language will speak fluently, write easily, and understand what he or she reads and hears if he or she has enough vocabularies and capability to use it accurately.

Consequently, the lack of vocabulary mastery may affect the students’ reading ability. The more vocabulary students have, the easier they understand the text. By having good mastery vocabulary, in this case, students did not only know the meaning of every word but also its role in a text, therefore, their reading ability will be better. Moreover, in order to master vocabulary, a reader must read a lot. In other words, he or she has to read more and more in order to acquire the vocabulary. Consequently, by


acquiring more vocabularies, he/she will be easy to understand the text. It is related to the previous study that found vocabulary makes a larger contribution to L2 reading than grammar does.\textsuperscript{15}

Therefore, it is important to find out and to do the investigation whether there are really any relationship between reading interest and vocabulary mastery with the students’ reading ability. If there are found the relationship among the variables, it should be suggested to attempt to build the reading interest among the students. It is the responsibility of all parts of people who really care of the development of the Nation.

The research was conducted to find whether there is any relationship between students’ reading interest, vocabulary mastery and their reading ability on Descriptive Text. Based on the reasons mentioned above, the writer interested to do the research entitled: “The Relationship between Students’ Reading Interest, Students’ Vocabulary Mastery and Their Reading Ability on Descriptive Text (A Correlation Study on The Eighth Grade Students in Kecamatan Banjar, Pandeglang Banten, Academic Year 2012/2013).”

F. Formulation of The Research Problems
Based on the description above, the writer formulates the problems as follows:
1. Is there any relationship between students’ reading interest and their reading ability on descriptive text?
2. Is there any relationship between students’ vocabulary mastery and their reading ability on descriptive text?
3. Is there any relationship between students’ reading interest, students’ vocabulary mastery and their reading ability on descriptive text?

G. Objectives
   As formulated above, the objectives of this study were stated as follows:
   1. To find out the relationship between students’ reading interest and their reading ability descriptive text.
   2. To find out the relationship between students’ vocabulary mastery and their reading ability on descriptive text.
   3. To find out the relationship among students’ reading interest, students’ vocabulary mastery and their reading ability on descriptive text.

H. Significances
   Hopefully, the finding of this research gives the information about how strong the relationship between students’ reading interest, vocabulary mastery and their reading ability on descriptive text. Such information is expected to be useful for the researcher, English teachers and the development of knowledge.

   For the researcher, it gives her the clear description about the relationship between students’ reading interest, vocabulary mastery and their reading ability on descriptive text. Then the implication of the finding research will be suggested to related people for the sake of developing the process of reading ability.

   For the English teachers, the finding of this research hopefully can inspire them to improve the students’ reading skills, especially on understanding Descriptive Text, to add some aspects which are related to students’ reading ability that might be haven’t any attention yet and to be able to collaborate the researched aspects with the one that usually done by the teachers.
CHAPTER II
LITERATURE REVIEW

This chapter provides the literature review of reading ability on descriptive text which consists of the nature of reading, descriptive text, the language features and generic structure of descriptive text; reading interest which consists of interest as emotion, expression of interest, the difference between interest and happiness some variables affect interest and types of interest; vocabulary mastery which consists of the nature of vocabulary and types of vocabulary.

A. The Nature of Reading

Reading is defined as an understanding, using, reflecting on and engaging with written text, in order to achieve one’s goals to develop one’s knowledge and potential and to participate in society.\(^{16}\) This definition goes beyond the traditional notion of decoding information and literal interpretation of what is written towards more applied tasks. The concept of reading is the range of situation in which someone reads, the different ways the written texts that are presented through different media and the variety ways of that readers approach and use text from the function and finite, such as finding a particular piece of information or to the deep and far reaching such as other ways of doing, thinking and being.

Therefore, reading is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension.\(^{17}\) Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension refers to the process of deriving

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meaning from connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to make them understand written text. There are some studies had been investigated whether those are things related to or give the contribution to reading skill?

Prior knowledge or it can be defined as whatever the readers already know about the events, ideas, or objects can help them to understand the text being read. Carr and Thompson, Gaultney, Pearson, Hansen and Gordon, Taft and Leslie, as quoted in Kozminsky found that the prior knowledge of a given topic can increase the quantity of remembered information in a text on that topic. In addition, Kintsch, as cited in Kozminsky, also found that students with high prior knowledge perform better on open-ended questions after reading texts with low coherence. \(^{18}\) It means that prior knowledge is also related with text variables, such as text coherence. It is also based on Lazarus and McKenna as cited in Kozminsky stated that there are three significant developments in comprehension; integration of information, prior knowledge and text organization. \(^{19}\)

In lined with the previous discussion, Broughton, et al stated that reading involves a whole series of lesser skills. The first is the ability to recognize stylized shapes which are figures on a ground, curves, and lines and dots in patterned relationships. The second is the ability to correlate the black marks on the paper with language. And the last is the ability to correlate the black marks on the paper by way of the formal elements of language with meaning which those words symbolize. \(^{20}\)

However, Snow defined reading comprehension as the process of simultaneously extracting and constructing meaning


through interaction and involvement with written language.\textsuperscript{21} Unlike Broughton, she mentioned the three elements that involve the comprehension.

1. The Reader who is doing the comprehending

A reader must have wide range of capacities and abilities in comprehending the text. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, and visualization ability), motivation (a purpose of reading, an interest in the context being read, self-efficacy as a reader) and various type of knowledge, such as vocabulary, topic knowledge, linguistic, discourse knowledge and knowledge of reading.

Knowledge of reading, however, includes other factors such as, knowledge of reading strategies, knowledge of the goals of the reading, the various factors affecting the reading process, what reading strategies to apply, how to apply them effectively, when each strategy should be applied and why.\textsuperscript{22} Those are knowledge that allows the reader to identify, select and use appropriate strategy, such as: clarification of information in the text, self-evaluation by asking some questions of one’s understanding, summarizing and predicting of what is going to come in the next text.

2. The text that is to be comprehended

The features of text also have a large effect on comprehension, because comprehension does not occur by simply extracting meaning from text. Text can be difficult or easy, depending on the factors inherent in the text, on the relationship between the text and the knowledge and the abilities of the reader and on the activities in which the reader is engaged. In addition, the vocabulary and its linguistic structure, discourse style and genre also interact with the reader’s knowledge.

3. The activity in which comprehension is a part

\textsuperscript{21} Chaterine Snow, \textit{Reading for Understanding; toward an R&D Program in Reading Comprehension}, (New York: RAND, 2002), p. 11.

\textsuperscript{22} Ely Kozminsky & Lea Kozminsky, How Do General Knowledge and Reading Strategies Ability Related to Reading Comprehension of High School Students at Different Educational Level?, \textit{Journal of Research in Reading}, p. 189.
A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. A reader has a purpose, which can be either externally imposed or internally generated. The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. Depending on the purposes of reading, the type of reading can also be classified into two types of activities, intensive and extensive reading.

a. Intensive Reading

Intensive reading means reading shorter texts to extract specific information. This reading activity is likely more to emphasize the accuracy activity involving reading for detail. This type of reading is used to gain a deep understanding of a text, which is important for reader. The process of scanning takes more prominent role than skimming. The reader is trying to absorb all the information given. For example, reading for dosage instruction in the label of medicine.

b. Extensive Reading

In this type of reading, the reader deals with a longer text as a whole which requires the ability to understand the component part of texts and their contribution to the overall meaning, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding. For example, reading a newspaper, article, short story or novel. So if a person wants to read an address, phone number, a date, or a book over paragraph in order to locate specific information, it is called scanning. But if someone reads all the passage in order to know about what it deals about his reading is called skimming.

In skimming, a reader must ask himself what is the text about. He must move his eyes quickly over the text, looking especially at the main idea, at the beginning and the end, and the first sentence of paragraph. Whereas in scanning, the reader must ask himself whether the text contains what he is looking for or not,

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23 Chaterine Snow, Reading for Understanding; toward an R&D Program in Reading Comprehension, ..., pp. 13—15.
and if any, he must find where it is located. In this technique, he moves his eyes more or less quickly over the text for specific items.

For clearer information about reading process and the interaction between a reader and a writer, Birch illustrated the process of reading through the following figure.

![Figure 2.1](image)

**Figure 2.1**

A hypothetical model of the reading process with some sample processing strategies and types of knowledge.\(^{25}\)

Figure 2.1 illustrated that reading requires a reader to process the text by some strategies and based on his knowledge. However, the knowledge base is not enough for reading, because it cannot interact directly without some kind of processing mechanism. This processing component consists of some strategies that the reader has learned or acquired. The strategies that are used by the reader will allow the reader to take the text as a source of information and added or related with the knowledge base as another source, make sense of what is on the printed page. Birch added that the processing strategies can be optionally consciously or unconsciously applied.\(^{26}\) Meaning that those strategies can operate automatically beneath the level of a reader’s awareness or

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\(^{26}\) Barbara M. Birch, *English L2 Reading: Getting to the Bottom*, ..., p. 3.
they can be chosen selectively because of a reader’s attention to something he/she perceives.

As what is illustrated above, Troike, in addition, mentioned two processes involve comprehension of written or spoken language, both are \textit{bottom up} and \textit{top down}.\footnote{Muriel Saville-Troike, \textit{An Introducing to Second Language Acquisition}, (New York: Cambridge University Press, 2006), p. 154.} She stated that \textit{bottom up} process means that the reader must have prior knowledge of the language system (e.g., vocabulary, morphology, phonology, syntax and discourse structure) and interpretation of physical cues. Whereas \textit{top down} is the process in which the readers or the learners are allowed to guess the meaning of words they have not encountered before. For both L1 and L2 learners, top down processing utilizes prior knowledge of content, context and culture.

She added that content knowledge is background information about the topic that is being read. Whereas context knowledge includes information learned from what has already been read in a specific text or situation as well as an understanding of what the writer’s intention is and the overall structure of the discourse pattern being used. And culture knowledge includes an understanding of the wider social setting in which the reading takes place.

Meanwhile, Alderson described \textit{bottom up} as serial models, where the reader begins with the printed word, recognizes graphic stimuli, decodes them to sounds, recognizes words and decodes meaning; and \textit{top down} emphasizes the importance of the schemata or models of reading that stress the centrality of this knowledge and the reader’s contribution, over the incoming text.\footnote{J. Charles Alderson, \textit{Assessing Reading}, (Cambridge: Cambridge University Press, 2000), pp.16—17.} In other words, Goodman, as cited in Alderson, stated that reading is like “psycholinguistic guessing game” in which readers guess or predict the text’s meaning on the basis of minimal textual information, and maximum use of existing, activated, knowledge.\footnote{\textit{Ibid.}, p. 17.}

Instead of \textit{top down} and \textit{bottom up} process, Birch included \textit{balanced approach} or integrated approach in which a reader uses
an interactive process of reading. She said that *balanced approach* emphasizes the interactive nature of reading which described in the following three ways:

- The different processing strategies such as top down and bottom up go along with the knowledge base, they interact each other to accomplish the reading.
- The reader’s mind interacts with the written text so that the reader can understand the message.
- The reader interacts indirectly with the writer of the text across time and space because it is the writer who communicating information to the reader, but it is the reader who must grasp the information from the writer.\(^{30}\)

Based on the long discussion among the experts about reading, it can be concluded that reading, it is fact, is a complex skills. It is not merely to understand the written text by knowing the meaning of every word and every sentence on the text, but it involves the ability to understand the elements of language, such as phonology, semantic, syntax and also the culture of the language being read.

Therefore, English teacher has to do the strong effort to teach reading. He or she has to use various activities in order to make the students easier in understanding and also comprehending any kinds of English text. It is important to know that among the four skills of foreign language, reading becomes the most important skills to be taught.

In addition, a teacher has to give the students the understanding and awareness about how important reading is for their future. Before teaching reading, a teacher would better ask the students about their purpose, aim, or goal for reading. It is important to do because those aspects may affect their comprehension.

In line with the previous discussion, there are three important interacting factors related to learning to read: affective,

\(^{30}\) Barbara M. Birch, *English L2 Reading: Getting to the Bottom*, ..., pp. 5—6
cognition, and language\textsuperscript{31}. Affective behaviors are related to feelings, cognitive behaviors to thought, and linguistic behaviors to language. Therefore, there are three assumptions that underlie these descriptions: (1) the way someone feels about himself and the environment that influences his reading achievement, (2) to understand what is being read, reader should understand the concepts in the reading materials, and (3) reading is a process of interaction between the reader and the writer through written language.

In other words, first thing that a reader has to do is having the positive feeling toward reading, then he or she has to acknowledge the material being read and finally, a reader will interact with the author. In this case, he has to know the way and the purpose of the author. Those three factors are assumed to have the effect to his reading ability.

A reader reads a text to understand its meaning, as well as to put the understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person’s motivation for reading. It will also affect the way a book is read.

According to Paul S. Anderson in Widyamartaya’s book, there are seven aims of reading. They are, reading for details and fact, reading for main idea, reading for sequence of organization, reading for inference, reading for classifying, reading for evaluation and reading for comparing of contest.\textsuperscript{32}

Another expert such as William Grabe and Fredricka L. Stoller also have divided reading purposes into seven main headings and it has classified into four main headings as follows:

1. Reading to search for simple information
2. Reading to learn from texts
3. Reading to integrate information, write and critique texts
4. Reading for general comprehension

\textsuperscript{31} Arifudin, Hamra & Eny Syatriana, Developing A Model of Teaching Reading Comprehension for EFL Students, \textit{(TEFLIN Journal, Volume 21, Number 1, February. 2010)}, p. 29.

Meanwhile, Lester and Alice Crow classified two general purposes. These purposes are:

a. Leisure time reading, it is reading for enjoyment which may vary in to follow the favorite sport, comic, article and movie program.

b. More serious reading, it is reading for academic purpose such as to obtain factual information and to solve problem.

Based on the classification of types and purpose of reading above, the writer takes the last classification according to Lester and Alice Crow that reading generally can be classified into two types, both are reading for enjoyment and reading for academic purpose.

In addition, the descriptions about the purposes for reading from different experts can be concluded that reading is not only done for academic purposes, but it is done for entertaining readers and for any simple thing information, such as, advertisement, announcements and so on. Consequently, the purposes for reading can affect the way readers read the text. The more interesting information the faster will be.

1. Types of Text (Genre)

As it was mentioned above, the text type may also influence the readers’ understanding when they read. Therefore, it is important to know firstly the characteristics of the text being read. Text type or “Genre” is coming from the French term for a type, species or class of composition. The term genre is used to distinguish a broad range of different kinds of writing from non-literary to the literary. Genre is characterized by different codes and conventions. The types of text that are commonly used are: narrative, recount, report, descriptive, procedure, exposition and explanation.


d. Descriptive Text
In this case, the research discussed about one types of the text which is descriptive text. As well as its name, descriptive text is a kind of text which consists of a description of an object, such as a person, an animal, a plant or other kinds of object that can be described in vivid detail. The writer of this type of text has to be able to describe something clearly about an object, until the readers can imagine the object that is described accurately and clearly. Descriptive text is used in all forms of writing to create vivid impression of person, place or event. For example describing special place and explain why it is special to be described, describing the most important person or etc.

Descriptive text is a style of writing which can be useful for a variety of purposes. It can be used to engage a reader’s attention, to create the characters, to set a mood or create an atmosphere or to train the writing ability. When describing an object, the writer of this text has to pay more attention to the detail of the object. He or she has to select an appropriate word to describe the object in order to make the readers get impression and be able to imagine the object being described successfully.

e. The Language Features of Descriptive Texts

Descriptive text is a text that describes thing, someone, place or anything which can be described vividly. This kind of text usually includes the following language features:

1. Certain nouns, e.g. teacher, house, my pet, etc.
2. Simple Present tense
3. Detailed noun phrase for adding information about the subject, e.g. she is a sweet young lady
4. Descriptive adjectives, e.g. two little moles, two white flags, etc.
5. Relating verbs for giving information about the subject, e.g. my boyfriend is really cool, it has very thick fur, etc.
6. Thinking verbs and feeling verbs for expressing the writer’s personal opinion about the subject, e.g. I think it is a clever animal, action verbs, e.g. my new puppy bites my foot.
7. Adverbials, for example, fast, at my house, etc.
8. Figurative language, such as simile, metaphor, e.g. *my little baby is white as milk, sat tight*, etc.\textsuperscript{34}

Therefore, the characteristic of descriptive text is coming from the structure of the text and the language use. So, to understand descriptive text, the readers have to master the adjective words and also to understand the use of Simple Present Tense.

**f. Generic Structure of Descriptive Text**

According to Ririn Pusparini in her article, she mentioned the three generic structures of Descriptive Text as followed:

1. **Identification** covers (a) the paragraph introduces the subject of the description to the audience and (b) it gives the audience brief details about the when, where, who, or what of the subject.

2. **Description** includes that descriptive text (a) consists of several paragraphs, (b) each paragraph usually begins with a topic sentence, (c) each paragraph in this part should describe one feature of the subject, and (d) all of the paragraphs in this part build the detailed description of the subject.

3. **Conclusion (Optional)** means that the concluding paragraph signals the end of the text.\textsuperscript{35}

Based on the discussion above, it can be concluded that descriptive text is a type of text which aims to widen the readers’ knowledge and experience by describing the real object of something. It is used to show rather than to tell through the use of active verbs and precise modifiers. It also can be used to entertain the readers and finally to attract the readers to read it and get an interest of the object being described.

**2. Reading Ability on Descriptive Text**


Discussing about reading, it cannot be separated from the reader’s understanding on the text being read. In other words, it is discussed about the reader’s ability to understand at certain levels. The level of understanding can be distinguished as when a reader is possible to comprehend the words but not the meaning of a sentence, and comprehend a sentence but not the organization of the text. Kintsch and van Dijk, as quoted in Alderson, named the former possibility as “microprocesses” and the latter as “macroprocesses”. Micro-processes have to deal with local or phase-by-phase understanding whereas macro-processes have to deal with global understanding.\textsuperscript{36}

Based on the levels of understanding presented above, reading ability can be interpreted as the skills that must be mastered by a reader to achieve at expected level of understanding. Davis, as cited in Alderson, defines eight skills as follows:

1. Recalling words meaning
2. Drawing inferences about the meaning of a word in context
3. Finding answers to questions answered explicitly or in paraphrase
4. Weaving together ideas in the content
5. Drawing inferences from the content
6. Recognizing a writer’s purpose, attitude, tone and mood
7. Identifying a writer’s technique
8. Following the structure of a passage\textsuperscript{37}

In addition, reading ability on descriptive text is not merely measured by the ability to answer the questions about the text being read but also to draw inferences until identify a writer’s purpose, mood and attitude. In other words, to have the ability to read any kinds of text, in this case descriptive text is complex. A reader must have the skills that are mentioned above and combine the skills with his purpose and motivation to read the text.

\textsuperscript{36} J. Charles Alderson, Assessing Reading, …, p. 9.
\textsuperscript{37} J. Charles Alderson, Assessing Reading, …, p. 10.
In this case, reading ability on descriptive text is measured by the comprehension of descriptive text. In other word, the students’ ability in comprehending descriptive text is characterized from their ability to identify the topic, main idea and supporting details of the text, the ability to understand the meaning of the word written in the text, to identify the reference and the ability to recognize the purpose of the text.

B. The Nature of Reading Interest

Reading is a skill and it can only be developed by practice a lot. In order to be able to understand any kinds of text, a reader must have some skills that will support his understanding. However, a reader reads for many purposes. He will have different methods for different text being read. A reader may not use the same method when he reads science books and novel. If it measured by the time, it can be guessed that a reader will read novel faster than science books. It is, of course because he has something which makes him reading novel faster than science books. Something that a reader has to support his reading is what known by interest.

Interest is defined as interaction between a person and an object within the environment.38 In other words, there is something happened which made a person and an object interrelated each other. Interest in the field of education can be referred to as a psychological state or selective preference toward particular domain of the study.39 In accordance with the two definition of interest, it can be revealed that interest is the psychological aspect which can make someone doing a particular activity or predispose to an object. The researchers have divided interest into situational and individual interest. Situational interest refers to a condition when someone prefers to a particular object or to do a particular activity are affected with some factors. This type of interest tends

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38 Ulrike I.E. Magner., et al., Triggering Situational Interest by Decorative Illustrations both Fosters and Hinders Learning in Computer-Based Learning Environments, *Learning and Instruction* ***xxx*** (2012), p. 3
to be short term. Unlike situational interest, individual interest is an aspect of preferences that stable overtime without any effected factors. For further explanation, these types of interest are going to be discussed in the next subtitle.

Krapp have identified three conceptualizations of interest which play an important role on discussion of motivation and interest. They are:

1. Interest as a dispositional characteristics of the person,
2. Interest as the characteristics of the learning environment and
3. Interest as a psychological state,

Those three concepts are related each other as displayed from the following figure:

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research which considers interest as a specific psychological state rather than as a disposition or trait. This approach focuses on the cognitive and affective states and processes which are evoked while experiencing an actualized interest.

7. **Interest as an Emotion**

   Before going further to the discussion of interest, it is important to notice that interest is one of the psychological aspects. Therefore, it is needed to know that interest should be categorized as an emotion.

   Someone who is interested in an activity, for example, reading novel, he may be enjoy and happy doing it. There must be something which makes him do that kind of activity. Therefore, interest can be related to happiness, enjoyment or preference toward something, whether it is activity or object. Some researchers say that interest can be categorized as an emotion, some other researchers doubt about this theory. They stated that interest is a nonemotional state of motivation or attention. \(^{41}\) But, there is no enough evidence to prove their statements.

   However, based on the illustration above, interest can be categorized as an emotion. It is because interest is the feeling that closely related to others emotion, such as, happiness or enjoyment.

8. **Expressions of Interest**

   There are many theories mentioned that emotion has its own characteristics. The emotions, such as happiness, fear, anger, sad or interest, have their own characteristics. The characteristics can be recognized from its facial expression or behavior. If interest can be categorized as an emotion, so the interestingness will have its own characteristics. It can be shown from the facial expression or behavior. Someone can be easily recognized he is interested in doing something or not can be seen from its facial expression. For example, when someone is watching a film, the following facial expressions can be showed that he is interested in watching the film; he will widen his eyelids more, blink and glance away less

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often, spend less time with the eyes closed or away from the film, move the head away less often and keep the head more still.

Silvia stated that interest involves either slightly lowered or raised eyebrows, raised lower eyelids, parted lips and dropped jaw. The study of attentive listening in which there are two groups listened to audio recording three times continuously. Each group listened to a detective story, and a philosophy essay. In fact, several participants fell asleep at the end of the experiment and most participants were bored during the repetitions. These were measured from the frontalis movement showed and the decrease of facial activity. This study also found the new theory that repeating story can reduce interest.

Another factor that can be determined as the index of interest is the duration and intensity. This study was done to the infants. Infants expressed significantly more interest in the live face than in an inanimate object. The measure of visual attention also found that infants spent the most time looking at the face, less time looking at a doll and less time looking at an animate object. So that it can be concluded that the frequency of time looking at an object is indicated as an interest in that object. It means that the more time spending to look at an object, the more that person interested in the object. But, this type of expression is driven from the postural changes rather than facial changes.

In addition, based on the experiment to the infant above, it can be revealed that the lively object will be more interesting rather than inanimate object. If it is related to the reading material, it means that the text which has something attractive will be paid more attention by a reader. Such as, by including a picture or maybe, by practicing a lively object related to reading material before delivering the material.

9. **Distinguishing Interest from Happiness**

Although interest is closely related with happiness, liking or enjoyment, but if interest is an emotion, it must be different from happiness or enjoyment. Interest and enjoyment have different
antecedents, it is because of different emotion should have different causes. People tend to find complex things interesting and simple things enjoyable. The result of the research showed that the variables such as complexity and novelty can affect the interest and enjoyment. In conclusion, someone who is familiar with the things tends to be enjoyable and someone who found something new tends to be interesting.

In other words, interest has some variables which can affect it, such as complexity, novelty and uncertainty. According to the research, it showed that someone’s interest is higher when he found thing is complex, new or unexpected thing. However, happiness tends to be associated with the competence he has. It means, the easiest thing he can do, the happier he will do it.

Another research also showed that when an activity is done repeatedly, it will increase how much people like it. Meanwhile, when an activity repeated and increasing liking, then an interest will decrease. It can be concluded that an activity or thing becomes less interesting with more repetitions.

In addition, someone who has high interest tends to view an interesting image or object longer than an enjoyable image. It is based on the research on complexity and music. The result showed that the listeners with high interest can reach 78% variance in listening time. In contrast, the listeners of enjoyment only reach 10% of the variance.

In sum, the different between interest and happiness is that the former tends to focus on something new, something complex and unpredictable, whereas happiness or enjoyment is an emotion that appears when someone is familiar with the things and he likes to do it because it is repeated regularly. For example, when someone must choose between unfamiliar things and liked things at a favorite restaurant, interest will motivate trying a new dish. In contrary, happiness will motivate to order what he usually liked in the past.

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10. Interest and Learning

The study of interest firstly is coming from the field of education. Nowadays, the study of interest’s implication for learning, motivation and academic achievement occupies a central place in educational research.\textsuperscript{44} According to Krapp, at the beginning of this century, famous psychologists advocated that interests were the most important motivational factors in learning and development. The development of more difference approaches and theories in the field of learning and motivation, such as, curiosity, attention, achievement, motivation, intrinsic motivation made the concept of interest become too much. Finally, within the last 10-15 years it has become clear that concepts and theories developed in the specialized fields of research do not adequately account for all important aspects of the traditional concept of interest.\textsuperscript{45}

There are many researches done to investigate the interest in learning. It is because of text is one of the most common forms that is used to convey the information to the learners. Consequently, the study of text based interest dominates the study of interest and learning. Based on the research done by Anderson, as cited in Silvia, he found that interest played an important role in how people select, process and remember what they read.\textsuperscript{46}

In lined with Anderson, Hidi also stated that interest is central in determining the ways in which someone selects and processes certain types of information in preference to others.\textsuperscript{47} Interest has been defined as a motivational variable, as well as a psychological state that takes place during interactions between people and objects in the environment. Commonly, it is characterized by increasing of attention, concentration and effect.

\textsuperscript{44} Paul J. Silvia, Exploring The Psychology of Interest,..., p. 65.
\textsuperscript{46} Paul J. Silvia, Exploring The Psychology of Interest,..., p. 65.
Based on Hidi’s statement that the interestingness of someone can be characterized by increasing of attention, Wilbert mentioned two routes to learning: an attention-intensive route and attention-extensive route.\(^{48}\) The former route also known as the route of selective attention, it is determination the amount of learning by the amount of attention paid to the text by the reader. In addition, the amount of attention is determined by the importance that is attributed to the different parts of the text. It means that parts of the text that are considered as important information receive more attention and are retained better.

An attention-extensive route, however, is called as *schema based learning*.\(^{49}\) It is a condition when the readers have significant interest in the topic of a text. In other words, they can read the text with little cognitive effort, but they still can learn from the text being read. It can be said that attention-extensive route is the route of learning that is based on readers’ background knowledge. So, the readers will be interested when they have much background knowledge and consequently elaborate schemata that will help them process the information in the text very effectively.

Based on one study of the fourth graders who read single sentences on a computer screen and rated them for interest, attention was measured by response times to a second task when a tone would sound during some sentences and the students pressed a key upon hearing the tone. A recall test was given after the students finished reading the sentences. As the result, interest significantly increased the attention devoted to a sentence and significantly improved recall, consistent with many other experiments. But, attention didn’t mediate the effect of interest and recall. Unlike the previous study, interest reduces the amount of attention devoted to text. Hidi argues that interest elicits spontaneous, automatic allocation of attention.\(^{50}\) This spontaneous makes a reader read faster. However, boring material requires more attention to be comprehended. It can be said that the less interesting text will force

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\(^{50}\) *Ibid.*, p. 68.
a reader to keep focusing on extracting meaning from the text. In other words, people should pay less attention to interesting texts. The different arguments about interest and attention had invited John Dewey to mediate it by stating that the function of interest in learning is to unify the person and the activity, and also to stimulate thoughtfulness. Rather than trying to focus on a boring task, because people can experience activities at abstract, flexible and conceptual levels.

If interest doesn’t enhance learning because of high attention, the depth of text processing might be responsible. Text processing occur at three levels; verbatim level, in which the readers process the basic structure of the text; propositional level, in which the readers process the specific and general meaning; and at situational level, in which the readers build a situation model of the text’s characters, events, facts and analogical information. In other words, at this level, the readers combine the information of the text with their personal experiences or prior knowledge. Then, it can be said that interest leads people to process text more deeply. In turn, deeper processing of the text will lead to better comprehension and recall of the text. The effect of interest on text processing had been investigated by Schiefele, as cited in Silvia. The study found that people with low interest in the topic presented the text at the superficial verbatim level, whereas people with high interest, in contrast, represented the text at the deeper propositional and situational levels. Another study with different measurement also found the effect of interest in text processing. The result showed that people with high interest in the topic recalled more of the text’s main ideas and more ideas overall. They also contributed more new ideas in the free recall, indicating that they had deeper processing of the text. In conclusion, people with high interest were more likely to recall the main ideas in correct sequence, reflecting more coherent representation of the text.

In other words, interests had an important role in reader’s text processing. It is also based on the research of educational psychology. It was believed that readers could recall best the more

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51 Paul J. Silvia, Exploring The Psychology of Interest, ..., p. 69.
52 Ibid., p.70.
important ideas at the higher levels of text structures with high interest.

The last thing that interest should affect the learning can be seen from the learning strategy and educational choices. Interest, indeed, affects what people choose to study and how much time they spend studying it.

Therefore, reading in educational fields requires special skills. It is not too much to consider that students have to become professional in reading texts. Whereas other working people read texts about the topics they are interested in and professionally trained. In the reality, students are not yet very knowledgeable and not interested in the topics they learnt at school. Students have to learn how to filter and retain the most important information on the texts.

11. The Variables Affect Interest

According to the research done by Hidi, there are some types of interest, and all types of interest tend to facilitate reader’s comprehension and recall. The other major concern of researchers in the area has been to establish the variables that determine the level of situational interest that readers experience. Variables that have been found to have such an influence include text characteristics, such as: novelty, intensity and ease of comprehension.\(^{53}\) It means that the characteristics of the text being read can affect someone interested in reading, whether it is from the title of the text, the content or the vocabulary used in the text. It can be seen from the number of studies that have shown that children’s comprehension, inferencing, and retention is facilitated by personally interesting text segment as well as passages written on high interest topics. So, the topic or the title of the books that are going to be read by the children should be interesting.

However, Berlyne’s theory of curiosity mentioned some variables which can affect interest, which he called as collative variables; complexity, novelty, uncertainty, and conflict.\(^{54}\) An activity or thing which has one of the variables, it can cause

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someone interested in it. For example, someone is more interested with something complex or uncertainty, it is based on the research done by Berlyne.

Therefore, it can be concluded that interest has a strong positive influence on reader’s comprehension and recall, and consider the factors and variables that have been found to increase reader’s situational interest.

In this case, a person’s interest can be triggered by a visual stimulus such as play object, or viewing a picture, an auditory stimulus such as hearing a conversation, or a combination of visual and auditory like a TV show.

Moreover, interest did not simply enhance the amount of recalled text information, but it had a strong influence on the quality of learning. That is, interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning.

There are two different ways of investigating the role of interest in learning. The first is focused on the impact of personal’s preferences. In other words, it is focused on how someone already-formed interests affect his performance. The other one refers to text-based. It is focused on how the interestingness of stimulus materials influenced subject’s performance. It means that the interest itself is coming from the text being read. How that such kinds of text can stimulate a reader to read as what has been mentioned above.

Therefore, in order to stimulate and build someone’s reading interest, it can be started from the type and characteristics of the text that will be read. The more attractive the topic or the title of text, the more a reader will be interested to read the text. In this case, Paul mentioned some variables which can make a text interesting. There are coherence, ease of comprehension, prior knowledge, concreteness, vividness and surprisingness.

Coherence refers to aspects of a text that facilitate organizing and understanding the text’s ideas. Schraw and Lehman did the research of text-based interest and they concluded

that the effect of coherence on interest were positive because all studies had found that coherence can enhance interest. In addition, Wade stated that coherence, compared with other factors, enhanced interest in a comprehensive study of text characteristics.

*Ease of comprehension* also can affect the interest, because as text become easier to understand, they become more interesting. This idea is coming from the study done by Schraw that after reading expository and literary texts, college students gave ratings of ease comprehension.\(^5^7\)

*Prior knowledge* is another source of interest. Prior knowledge of physics predicted overall interest. People with the most prior knowledge tend to be more interested in the text being read. However, Kintsch added suggestion that extremes knowledge and ignorance will lead to low interest.\(^5^8\) Because, he considered that high knowledge renders the incoming information familiar and unsurprising. In the contrary, low knowledge prevents the reader from forming connections.

Another variable is *concreteness*, it was believed that the text which has concrete words and title is more interesting, easier to understand and it must be easier to remember. It is based on the study of single sentence done by Sadoski et al., it is concluded that concrete sentences were more interesting than abstract sentences. Concreteness affects the familiarity, comprehensibility, and interestingness of long sentences and short and long paragraph in both immediate and delayed recall. The result of study done by Sadoski indicated that concrete text was rated as more comprehensible and interesting than abstract text but not more familiar.\(^5^9\) In addition, brief essays were more interesting when their titles were concrete. Therefore it can be concluded that concreteness affects interest indirectly. Surprisingly, the further result showed that placing abstract sentences after concrete sentence increased the recall of the abstract sentence about 70% over placing it after another abstract sentence.

The last variables are **vividness** and **surprisingness**. Vividness refers to the intensity of mental imagery during reading. Vivid images are lifelike and resemble actual perception. Schraw and Lehman, as cited in Silvia, added that vividness can be considered as text segments that stand out because they create suspense, surprise, or other engaging. It is based on many correlational studies that found the reader’s ratings of suspense predict ratings of interest, in both young children and college students.

In addition, Asher and Markell examined that vocabulary, text difficulty, story length and sex differences may affect the interest in learning and text recall. Asher and Markell as cited in Oakhill and Petrides, did the investigation related to interest in text comprehension between boys and girls. The result showed that in general, boys correctly recalled more of the sentences rated as interesting by boys and girls more of the sentences rated as interesting by girls, but the effect of interest were more marked for boys than for girls.

Moreover, there is another research that had investigated about the parental influence on child interest. Parent reading styles are potentially an important determinant of early interest. If children are not interested in book reading or if they dislike it, it is needed to encourage parents to increase the frequency of reading to them. But, some researchers said that it may have a negative effect on literacy. In sum, there is evidence that parents can be taught to read differently to their children and there is evidence that teachers may be able to increase children’s interest in reading.

Finally, it can be concluded that variables which may affect the interest are not only related with text characteristics but also sex differences and parents’ role in increasing the children’s early interest in reading. Therefore, the development of students’ reading

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interest can be started from their parents, family, school environment, teachers and the last is the text being read.

12. Types of Interest

According to Hidi there are two types of interest: situational and individual interest. Situational interest has been defined as an immediate affective response to certain condition and or stimuli in the learning environment, it is evoked rather suddenly by something in the environment that focuses attention and represents an action that may or may not have a long-term effect on the individual’s knowledge and value system, it means that situational interest may or may not develop into a long-standing. In other words, situational interest is a reaction to the environmental input. The second type of interest is individual interest. It refers to a relatively enduring predisposition to attend to events and objects, and to reengage in activities. This predisposition develops slowly, tends to be long-lasting and it is associated with the increasing of knowledge and values.

Krapp, as quoted from Sara et al., defines individual interest as a stable preference for certain topics or domains, whereas situational interest is aroused by characteristics of the task such as the topic. Students with high interest in reading are highly dependent on their individual interest in certain topics or content. The discussion of this topic of reading is commonly known as topic interest.

Generally, the students with high interest in the topic of text being read are considered have more interest and enjoyment of the story. In contrary, when students with low topic interest for a text, they were more likely to stop reading when given the opportunity and feeling bored while reading. In addition, there are two component of topic interest. The first is a value-related component.

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It refers to a relation between a person’s expectation and goals. In other words, the object of interest is valuable, important or useful for that person. The latter component is the feeling-related component. It refers to positive feeling and activation such as the feeling of exciting or entertaining toward the topic being read.

Hidi added that situational interest activated by specific features oral and written discourse or what is commonly known as text-based. Several studies have tried to identify the conditions which trigger interest during reading. Triggering situational interest is related to catching attention to positive or negative feeling. Therefore, most of which are based on seminal distinction between cognitive and emotional interest.

According to Kintsch, as cited in Pietro, *cognitive interest* is activated by unexpected information whereas *emotional interest* is activated by emotionally loaded topics such as murder, romance or sport. The distinction between cognitive and emotional interest underlies research *seductive details*. Scholars have used the term *seductive details* to refer to interesting but irrelevant detailed that are added to a passage to make it more interesting. Garner added that seductive details refer to the addition of novel, active, concrete and personally engaging but irrelevant information to increase interest over uninteresting text. Unlike Garner, Sadoski used the term of seductive details as “seductive abstraction” which refers to statement using abstract language that may seem important to teacher and researchers but are not well understood or retained by developing learners.

Kintsch differentiated between emotional interest and cognitive interest as the following approaches:
- If seductive details are added to a scientific text, based on emotional interest theory, the addition of interesting but irrelevant or unimportant material to a textbook should

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energize reader so that they will pay more attention and learn more overall. In other words, seductive details influence the reader’s affect by promoting his enjoyment of the text being read. Consequently, the increase of enjoyment will influence the reader’s cognition. Therefore, the reader will encode more of the material in the text.

In contrary, the second approach is based on cognitive interest. Based on cognitive interest theory, the scientific text become more interesting if the reader understands it. In other words, the text as a whole must hang together and make sense to the reader. Therefore, the reader can construct a coherent structure within the text. This approach can be accomplished by adding material that signals the structural coherence of the explanation, such as an explanatory summary. According to cognitive interest theory, explanatory summary will influence the reader’s cognition by promoting the reader’s structural of a causal chain by helping readers to focus their selective attention on relevant pieces of information. In sum, the students who read scientific text with explanatory summaries remember the explanation and solve the problem better than those who read text without summaries.

The effects of seductive details on learning from text have been investigated by providing students with different version of a text. Seductive details or what is structurally unimportant but interesting text parts were recalled better than important information (see, Garner et al., Wade and Adams). Another version of seductive details hypothesis states that the information which rates high in interest but low in importance to the main idea or themes of a text is recalled more often and received more attention than its importance would seem to warrant. Silvia frames

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69 Kintsch, W., Learning from text, Level of Comprehension, or: Why Anyone Would Read a Story away, *Poetics*, 9, p. 89.
71 Wilbert Spooren et al., The Role of Interest and Text Structure in Professional Reading, ..., p. 111.
it that the vivid details are recalled, but the importance pieces of information are not. This statement is contrary with attention-intensive route as it was mentioned previously.

Finally, research has demonstrated that seductive details negatively affect learning from text because it tends to interfere with the integration of principal ideas in a coherent representation because of its vividness. Paul also added that if people recall too many seductive details than main ideas, then it can be harmful to the understanding of the text itself.

Studies on the text-based interest have shown that interest is distributed across the various paragraphs or segments of a text, which convey different information. When reading passage, someone’s interest is not even across the text, but may vary according to the type of information conveyed by the various segments or parts. Unlike seductive details, present study assumed that the reader’s interest would be related to the type of information convey by the text. For example a particular text type was used describing a phenomenon, people or an object which are relevant with the social and cultural implications. This is what is known by genre which high school students frequently deal with in school textbooks, the internet, and the newspaper.

Consequently, the different types of information may elicit different reaction from the reader. Hidi, as cited in Boscolo et al., added that the definition of situational interest over the past three decades emphasize that interest consists of different cognitive and affective reactions, for example focus of attention, liking and reflection. That is, situational interest can be recognized and seen from someone’s attention, preference and response toward something he does.

Therefore, it would seem logical that if children were interested in reading they would read more often and therefore have more opportunities to improve their reading ability than children who prefer not to read. Children who have poor reading ability may find reading unrewarding and therefore lose interest in it, which in

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72 Paul J. Silvia, Exploring The Psychology of Interest,...., p. 74.
73 Pietro Boscolo et al., Interest in an Expository Text: How Does It Flow from Reading to Writing?.... p. 469.
turn would have an impact on their future reading ability.\textsuperscript{74} It is clear that students who have high interest in reading will have better reading ability. Moreover, he will have good vocabulary knowledge and know many information and knowledge to enrich his understanding of the text being read.

Other information related with interest is that internal motivation for reading is based on items assessing characteristics such as reading self-efficacy, thinking deeply about text content and frequency of independent reading, which go beyond the usual sense of reading interest. McKenna et al., demonstrated that declines in reading attitudes were related to reading ability. It proves that as students with low reading ability progress through school, their interest in reading for pleasure declines sharply, whereas students with high reading ability do not lose interest in reading to such a large degree.\textsuperscript{75}

It can be concluded that someone who has higher interest in reading is assumed will have better reading ability. On the contrary, someone who has low ability in reading can be assumed will also have low interest in reading. Therefore, it is needed to build the awareness of reading through the development of reading interest. It is because someone’s interest may affect his ability in doing something such as reading.

C. The Nature of Vocabulary Mastery

4. What is Vocabulary?

Vocabulary is essential component of all uses language. It is impossible to learn a language without it. That is why mastering vocabulary can smoothen the way to be successful in mastering the language skills. Moreover, Richard and Renandya states that vocabulary is a core component of language proficiency and provides much of the bass for how well learners speak, listen, read


\textsuperscript{75} John R. Kirby, Angela Ball & B. Kelly Geler, The Development of Reading Interest and Its Relation to Reading Ability,.,. p. 265.
and write. Therefore, without an extensive vocabulary and strategic for acquiring new vocabulary, learners achieve less than their potential and may be discouraged and uninterested in using a language, especially English.

In addition, vocabulary is an indicator of one’s intelligence and an accurate predictor of academic achievement. Vocabulary is also called as the tool of thought because a rich vocabulary will help to think more clearly and more articulately. Consequently, by having rich vocabulary, it will be easy to understand the thought of others. Lewis also added that highest salaried people have highest vocabulary in the US.

Before going further to the discussion of vocabulary mastery, it is needed to know firstly about the definition of vocabulary. According to some dictionaries, it can be summed up that vocabulary can be defined as:

1. A list of words and phrase which is alphabetically arranged and defined lexicon.
2. A stock of words employed by a language group, individually or word in field of knowledge.
3. Total number of words makes up the language.
4. Range of words known to or used by person in a trade or profession.
5. Book containing a list of words used in a book or any text which is usually has definition and translation.
6. The total number of word in a language, words known to a person; last of words with their meanings, especially at the back of for teaching a foreign language.

However, Richards added that vocabulary or word also called a base word or word family is defined as including the base

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form (e.g.: make) and its inflections and derivation (e.g., makes, made, making, maker, markers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them.\textsuperscript{79}

Based on the definition of Richards above, it can be inferred that vocabulary is not merely a list of word which has definition or translation but there are also the inflection and derivation of each word. As it was mentioned above, a word such “make” has some inflexions and absolutely it has different meanings.

In lined with this statement, Harmer stated “Vocabulary is more than merely a list of words. Some words may appear to be simple to refer to one thing and therefore easy to teach, but some words may also difficult to teach because their meaning may change depends on the words they are attached with”.\textsuperscript{80}

Vocabulary is used in communication either in spoken form or written form. Sending messages, sharing information and ideas are using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language.

The process and the way to go through in learning and using the target language usually take hard effort especially in learning a foreign language. This is because a foreign language is different from a mother language. The differences can be in the rules of the sounds system (phonology), the word formation (morphology), the word structures (syntax), the words’ meaning (semantic), and the social context (sociolinguistic). These can cause problems in learning a foreign language. Therefore, the teachers should always motivate their students to keep practicing using the language. They should use many methods which can attract their students in using the target language in classroom communication.

As a linguist David Wilkins in Thornbury says that vocabulary learning is very important. ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.’ Thus, vocabularies are the flesh of a language while grammar is the

In order to be able to use the language productively, students should know certain amount of vocabularies, not only for communicating orally, but also written. It is in line with the concept of communicative approach in which learners have a big chance to use the language directly in classroom activities. This approach is useful in improving students’ vocabularies. Through the approach students are forced to use the language directly in either spoken or written communication.

Learning the vocabulary of a foreign language presents the learner with firstly making the correct connections when understanding the language between the form and the meaning of words including discriminating the meanings of closely related words. Secondly, when producing the language, using the correct form of a word for the meaning intended. Knowing the meaning of words is also not enough, because it is needed to use those words appropriately or to use those words in the right context. This happened because English words have no only one meaning for every word but one word may have several meaning for several contexts.

Therefore vocabulary knowledge is instrumental in understanding the text. Cronbach, as quoted in Qian, divided vocabulary knowledge into two main categories: knowledge of word meaning and level of accessibility to this knowledge. Richard added that knowing a word involved frequency, register, syntax, derivation, semantic features and polysemy.

Unlike Cronbach, Nation proposed three categories; the first is form, including spoken form, written form and word parts; the second is meaning, including form and meaning, concept and reference, and association; the last is use, including grammatical function, collocation, and constraint on use.

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Vocabulary knowledge has two primary dimensions: breadth and depth. The former refers to the size of vocabulary or a number of words the meaning of which someone has at least some basic knowledge, whereas the later refers to how well someone knows a word. The dimension of depth of vocabulary knowledge contains some components such as pronunciation, spelling, meaning, register, frequency, morphological, syntactic and collocation properties. Those components are interconnected whether structurally or functionally. Therefore, in reading process, those components interact and inform one another so that the best result of understanding the text can be achieved.

Therefore, vocabulary mastery is the skill of the language speaker to choose the appropriate lexical items or words in oral communication. Vocabulary mastery has been studied in research for more than a half century and some researchers believe that vocabulary is one of the properties that is specific to language and has to be learned. It means that vocabulary mastery is not merely giving the meaning of every word in communication whether oral or written text but good vocabulary mastery must support of each of language skills, both receptive and productive.

Finally, mastering vocabulary is one of the important aspects of learning English as foreign language. The four skills of learning English as foreign language need vocabulary mastery in order to comprehend them well, because learning language, it means learning its vocabularies.

5. Types of Vocabulary
There are two kinds of vocabulary used by the people for communication, both are: general and special vocabulary. The general vocabulary is the words used in general; there is no limit of fields or user, general in meaning and use. Whereas the special one is used in certain fields, job, profession or special science. For example: politicians, journalist, and lawyers. All of those examples have specialized vocabulary arising from particular circumstances of their lives and work.

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84 Ibid., p. 515.
Meanwhile, Jo Ann Aebersold classified the vocabulary into *active* and *passive vocabulary*. 86

a. *Active vocabulary* refers to items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary. Although, in fact, it is more difficult to put into practice. Means that to use the productive vocabulary, student must know how to pronounce it well. They must know and be able to use grammar of the target language. They also must be familiar with collocation and understand the connotation meaning of words. This kind of vocabulary often used in speaking and writing skills.

b. *Passive vocabulary* refers to language items that can be recognized and understood in the context of reading or listening. It is also called as receptive vocabulary.

In addition, Fries has classified vocabulary into *function* and *content words*. The *function words* are a closed class, it means that the words cannot be added to the prepositions or auxiliaries or modals or any structure words of the language. On the other hand, the *content words* can be added to any times as new scientific advances make new words and communication about new inventions necessary.

The content words can be divided into three general classes:
   a. Words naming things, ideas, entitles, that can be called as nouns
   b. Words naming actions called verbs
   c. Words used to describe the qualities of those things or action called adjective and adverbs.

It can be concluded that to be able to understand any kind of text, in this case is descriptive text, in a foreign language, especially English, the learners are not only suggested to have the ability in grammar but they also need to master the vocabulary which is related to the type of text being read and learned. Without grammar, the sequence of words, thought and idea cannot be delivered accurately; and without vocabulary, there is nothing to be delivered.

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In this correlational study, the writer did not focus on vocabulary mastery in general but only focus on the vocabulary which is related with descriptive text. In descriptive text, the vocabulary or words that are commonly used are adjectives, including comparative and superlative of adjective, adverb and the Simple Present Tense or verb 1.

Therefore, the indicators of instrument to measure students’ vocabulary mastery are related to the three aspects, they are: mastery of word form, mastery of word meaning and vocabulary knowledge, which is the amount of words that students encountered based on what they have learned in the class.

6. Vocabulary and Reading Comprehension

Vocabulary plays an important role in understanding the four skills of learning English as a foreign language, especially in reading comprehension. The contribution of a student’s vocabulary knowledge to his reading comprehension has been an acceptable finding in reading research. Moreover, the prominent role of vocabulary in reading comprehension has been documented for English-Native speaker, ELs and students who are second language learners of language other than English.87

The most important emphasis in teaching or learning vocabulary is not only on the amount of words the students have but further. Students have to know the role of every word in a sentence or paragraph. Because reading is a complex and skill and the text is not always as simple as they think. Sometimes, a text can be complex that someone needs to think deeply to understand it.

Those two different dimensions are known as breadth and depth vocabulary. The former refers to the amount of words that someone has whereas the later refers to how well someone knows a word. According to Qian, he proposed that depth vocabulary is related with reading comprehension. Because depth vocabulary knowledge contain some components that are needed in understanding a text such components are pronunciation, spelling,

meaning, frequency, morphological, syntactic and collocation properties. He argues that those components are interconnected. In reading process, they interact each other and inform one another so that an understanding of a text being read can be achieved.

As it was discussed previously that interest affects reader’s text processing and recall. Therefore, interest can be considered as one of the variables that has strong relation with reading comprehension. Therefore, building the students’ interest is as important as mastering vocabulary in teaching learning process. Especially in teaching reading, because interest and reading have a strong relation. Interest has the important role in comprehension and recall. The understanding itself is needed when the students are reading the texts.

After having studied about the theory and the nature of reading, vocabulary mastery and interest, the writer concluded that both vocabulary mastery and reading interest may have a strong relationship in the process of understanding Descriptive text. As it was described previously, that one of the reading processes is deriving meaning from what is being read, so it means that a reader must have a stock of words to support his understanding about the text being read.

D. Previous Study

The research about reading interest had been investigated by Mulyanih from University of Sultan Ageng Tirtayasa in 2010. The finding of her study showed that reading interest gives the contribution to reading comprehension of the eighth grade students in SMPN Curug, Tangerang.

Another relevant study about factor of interest toward reading ability was done by Kirby et.al, the result of the study showed that interest in reading has only a weak relationship to reading ability in the first level of students. It also showed that reading interest was lower for low-ability participants compared to high-ability participants at each grade level. In other words, the

higher interest that the students have, the higher ability the students will be.

Unlike the study done by Kirby, this study is not investigating about the development of reading interest of students for each level, but it is going to investigate the relationship between reading interest and reading ability on descriptive text.

Besides, there are also some studies related with reading ability and the factors that affect it. Mostly the studies showed that vocabulary has a great effect on someone’s ability in reading any kinds of text. The following studies are some related studies done by the scholars.

The first is, Warren Matsuoka and David Hirsh\textsuperscript{89} from university of Sydney Australia did the study about the effect of vocabulary that the students mastered toward their reading comprehension. The result of the study suggests that the text would provide opportunities to deepen knowledge of the second 1,000 most frequent words in English. Another suggestion is that the text would provide minimal opportunities for learners to develop vocabulary knowledge beyond high frequency and academic words. The findings of the study demonstrate a need to supplement use of such texts with an extensive reading program and other forms of language rich input to promote vocabulary development.

Another relevant study was done by William E. Nagy found that vocabulary knowledge is fundamental to reading comprehension. Meaning that one can’t understand text without knowing what most of the words mean. A wealth of research has documented that strength of relationship between vocabulary and comprehension. The proportion of difficult words in a text is a single most powerful predictor of how well that reader can understand text. (Anderson & Freebody: 1981)\textsuperscript{90}

---


\textsuperscript{90} William, E. Nagy, \textit{Vocabulary Instruction and Reading Comprehension}, Center for the Study of Reading-Technical Reports, (Champaign: Urbana-Champaign Library, 2007), p. 2 (Retrieved from
Unlike the previous studies that mentioned above, this study is more focused on the specific comprehension of one type of text which is Descriptive text. Therefore, there are very significant differences between this study and the previous ones.

G. Conceptual Framework

Finally, based on the theories above, the writer formulates the conceptual framework as follows:

1. The relationship between students’ reading interest and their reading ability on descriptive text

A reader reads with many purposes. The purpose for reading unconsciously will affect the way to read. For example, someone who reads novel will be faster than the one who reads science book. The reason is because they have different purposes in reading. But actually, it will be contrary if someone who reads science book has a high interest in reading it. He might be read as fast as he reads novel.

Based on the illustration above, it can be seen that interest has an important role in reading ability. Reading is a skill and it can only be developed by practice and reading more. But actually, this kind of activity is hard to be done because of the purpose and the motivation. Therefore, in order to read more, it is needed to build the reading interest first.

Moreover, descriptive text is one of the genres which has a purpose to entertain a reader with the object being described. Therefore, someone who reads a descriptive text, especially if the topic or the title of the text being described is an interesting topic, will have a higher interest to read and consequently, the more he reads the higher reading ability he has.

The aim of descriptive text is in lined with the statement that someone’s interest can be stimulated by a visual object such as play object, or viewing a picture, an auditory stimulus such as hearing a conversation, or a combination of visual and auditory like

http://www.ideals.illinois.edu/bitstream/handle/2142/17756/ctrstreadtechrepv01988i00431_opt.pdf?sequence=1 on December 06, 2012, 8:04:18 PM)
a TV show. Therefore, it seems logical that students’ reading interest and their reading ability are related each other.

2. **The relationship between students’ vocabulary mastery and their reading ability on descriptive text**

Another fact is that someone who has high interest in reading is assumed to be reluctant to read because he may encounter the problem in vocabulary. Consequently, the lack of vocabulary may also give an effect to reading ability. So that vocabulary can be a main role in reading ability.

Someone will speak fluently, write easily and understand what he reads and hears if he has enough vocabulary and capability to use it accurately. In other words, a learner needs to know the meaning of words in order to understand the text, whether it is spoken or written text. Good mastery of vocabulary is important for anyone who learns the language. Meanwhile, many studies have shown that good readers have good vocabulary knowledge.

Consequently, in order to understand a text, a reader needs to know the meaning of words being read in the text. However, to master the vocabulary, a reader is not only able to know the meaning of every word in the text, but also to go beyond it. In other words, he has to know the whole aspect of vocabulary, such as its synonym, antonym and also its position in the sentence.

Descriptive text is one of genre that is taught for the eighth grade students. The writer of this type of text has to be able to describe something clearly about an object, until the readers can imagine the object that is described accurately and clearly. Descriptive text is used in all forms of writing to create vivid impression of person, place or event. For example describing special place and explain why it is special to be described, describing the most important person or place and etc.

To understand descriptive text, the readers should master the language features as the previous description such as adjective words, adverb and Simple Present Tense. When a reader reads a text, he needs to be able to understand the patterns of relationships between words, such as semantic patterns of lexical item.

Therefore, in order to have the ability to read descriptive text, learners need to master such language features of descriptive
text by reading extensively and continual practice. However, it is not easy to do an extensive and continual practice in reading. A reader may find some obstacles in comprehending a text being read. One of the obstacles in reading is the lack of vocabularies. It is commonly happened to almost every reader.

To have reading ability in descriptive text, a reader does not only need to know the meaning of every word being read, but also absorb the word, its form, its meaning and remember it in the long-term memory. A reader may also guess the meaning of the word from the context without always looking up the dictionary. So, it can be concluded that mastering vocabulary has strong relationship with reading ability, in this case, the reading ability on descriptive text.

3. The relationship between students’ reading interest and vocabulary mastery with their reading ability on descriptive text

To have reading ability, a reader has to practice more by reading extensively. However, it is not an easy thing to do. A reader needs to have a motivation, a purpose and an interest to do it. By having interest in reading extensively, a reader will encounter a lot of new vocabulary. Then, by having good vocabulary mastery, a reader might be more interested to read more often. Therefore, the reading interest and vocabulary mastery have strong relationship in reading ability. It can be hypothesized that someone who has high interest and has good vocabulary knowledge, he may have good ability in reading any kind of text, including descriptive text.

Reading is one of the important skills to be mastered by students from every level of education, especially for high school students. As English is taught in school and becomes a compulsory subject, there are some materials that must be taught related to standard of competence. One of the objectives is that the students are able to understand some types of text or commonly known as genre. Therefore, students’ reading ability plays an important role to achieve the objective.

Descriptive text is one of genre that is taught for the eighth grade students. The language features of descriptive text are related
to Adjective vocabulary, adverbial words, and the Simple Present Tense. Consequently, to understand this type of text, the students have to know the meaning of every word in it. So they have to master the vocabulary which is contained in descriptive text such as, adjective words, the Simple Present tense and Adverb.

Moreover, vocabulary will help someone to be able to read any kinds of text, including descriptive text. In other words, he or she has to read more and more in order to acquire the vocabulary. However, to read a lot is not an easy way. Someone who reads a newspaper, for example, he must have the goal to do it. It is to search information or to be entertained or anything else. This is what is called by interest or motivation. Someone who has no interest in reading, he will not be able to understand the text well. Because of an interest is like a factor that can push or support someone to do something. In case of reading interest, someone who has an interest in reading will have a long term memory about what is being read. So that the memory or it can be said the prior knowledge will also affect the understanding of the text being read.

Finally, as it was mentioned previously that to understand types of text, in this case, descriptive text, one of the aspects to be mastered is vocabulary. However, mastering of vocabulary is not enough to have a good ability in reading. A reader must have something to support his ability in understanding the text. Interest is becoming one of the factors which can affect reader’s ability to understand any kind of text, in this case, descriptive text, as interest also plays an important role in reading. When someone has an interest to do something, no matter how hard it is, he will do it. Because interest is like a support or something which can push someone to do something which he has or hasn’t known before.

**H. Hypotheses**

According to the explanation of theories above, the writer states the hypotheses as follows:

1. There is a positive relationship between students’ reading interest and their reading ability on descriptive text.
2. There is a positive relationship between students’ vocabulary mastery and their reading ability on descriptive text.
3. There is a positive relationship between both students’ reading interest and vocabulary mastery variables with students’ reading ability on descriptive text.

In other words, the higher reading interest students have, the better their reading ability on descriptive text and the more vocabulary that they mastered, then the better their reading ability on descriptive text.

The correlation of theoretical model of the study can be drawn as follows:

Note:
X 1 = Students’ Reading Interest
X 2 = Students’ vocabulary Mastery
Y = Students’ reading ability on descriptive text
CHAPTER III
RESEARCH METHOD

The third chapter of this study describes the method, statistical hypothesis, place and time, population and sample, technique of collecting the data, research instrument try out which consists of validity and reliability of the data, and technique of data analysis. Those steps and procedure are going to be used during the research.

J. Method of Research
This research was a quantitative and it used correlational method in which the variables were correlated each other. The first was to find out the relationship between X1 and Y variables, the second was to find out the relationship between X2 and Y variables and the last was to find out the relationship between X1 and X2 variables together with Y variable.

K. Statistical Hypotheses
For the sake of calculating the three variables mentioned above, it was needed to be formulated as follows:

1. Ho : $R_{Y1} = 0$
   Hi : $R_{Y1} > 0$
2. Ho : $R_{Y2} = 0$
   Hi : $R_{Y2} > 0$
3. Ho : $R_{Y12} = 0$
   Hi : $R_{Y12} > 0$

Note:
Ho = null hypotheses
Hi = alternative hypotheses
$R_{Y1}$ = the coefficient correlation between students’ reading interest and understanding descriptive text
$R_{Y2}$ = the coefficient correlation between adjective mastery and understanding descriptive text
$R_{Y12}$ = the multiple coefficient correlation among students’ reading interest, students’ adjective mastery and their understanding descriptive text.
L. Place and Time of Research

The place of this research was at SMP Negeri 1 and 2 Banjar, Pandeglang, Banten (The writer takes all schools in one Kecamatan).

The time in conducting this study started in the even semester of academic year 2012 – 2013. It was started around June.

M. Population and Sample

3. Population

The population of this research was all of the Eight Grade students of SMP Negeri in Kecamatan Banjar, Pandeglang Banten Academic year 2012-2013. There were two schools in Kecamatan Banjar. The total number of the eighth grade students from SMPN 1 was 295 students, and the total number of the eighth grade students from SMPN 2 was 49 students. Then, the total of population was 344. The Eighth grade students were chosen because they were in the transition from the seventh grade and considered that they had already recognized the whole of Junior high school subjects and their thinking did not seem as when they were in elementary level.

4. Sample

In this study, the whole population was not taken to be investigated. There were only some samples of the population taken. The technique of deriving samples of the population was adopted from Isaac and Michael’s table. They provided a table for deciding amount of samples that are going to be analyzed.\(^\text{91}\)

Therefore, based on the table, the samples that analyzed were around 144 students of population. It was aimed to avoid error sampling and to get the representative of the population.

The samples were chosen by using random sampling. It means that the 144 students were chosen as the samples from 344 students of population randomly. The technique of choosing the sample was by writing every name of students in a piece of paper and then put them in the glass. Then the glass was shook to

---

withdraw a paper one by one. So there would be possibility for every student to be chosen.

N. Technique of Collecting the Data

1. Questioner

The study used questionnaires to measure the students’ reading interest. All participants responded to 28 statements including positive and negatives. They rated negative of statements on a scale 1—5, in which 1 indicating no frequency in negative statement and 5 reflecting the most frequency. On the contrary, for positive statement, they rated on scale 5—1, in which 5 indicated that they always do such kind of reading activities and 1 indicated that they never do such kind of reading activity. This kind of technique is commonly known as Likert scale. For more details, the scale of reading interest questionnaires is presented in the following table:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always (SL)</td>
<td>Never (TP)</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Often (SR)</td>
<td>Ever/Once (P)</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes (KD)</td>
<td>Sometimes (KD)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ever/Once (P)</td>
<td>Often (SR)</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Never (TP)</td>
<td>Always (SL)</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

The reading interest questionnaires were given in Bahasa Indonesia. It was aimed to avoid misunderstanding and to ease the participants in answering them. Moreover, to ease arranging the questionnaires, the indicators were made based on theory of interest. In this case, among the whole aspects of interest, types of interest (situational and individual interest) were chosen to arrange the indicators. It is because types of interest can be a representative to measure students reading interest including some factors in it. The following table presented the indicators of interest in reading:
Table 3.2
The Indicators of Reading Interest Questionnaires

<table>
<thead>
<tr>
<th>The Measured Aspect</th>
<th>Indicators</th>
<th>Kinds of Statement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive</td>
<td>Negatives</td>
</tr>
<tr>
<td>The frequency of situational interest</td>
<td>➢ Spending the spare time by reading for fun</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Spending the spare time by reading English text at school</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Reading for fun during a trip</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Reading a tale</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Reading some topics related to English subject</td>
<td>9, 10, 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Reading for information</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total number of questionnaires</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Test

The test was used to measure the students’ vocabulary mastery and students’ reading ability on descriptive text. Each test consisted of 40 multiple choice items and every item had four choices.

The test for examining the students’ vocabulary mastery consisted of the following indicators:

<table>
<thead>
<tr>
<th>The Measured Aspects</th>
<th>Indicators</th>
<th>Number of question</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of word form</td>
<td>The ability to decide the form of Comparative and superlative Adjective appropriately</td>
<td>1, 2, 3, 4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The ability to decide the form of verb appropriately</td>
<td>5, 6, 27, 38</td>
<td>4</td>
</tr>
<tr>
<td>Mastery of word meaning</td>
<td>The ability to give the meaning of a word</td>
<td>7, 8, 40</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The ability to decide the antonym of a word</td>
<td>9, 10, 36, 37</td>
<td>4</td>
</tr>
<tr>
<td>Vocabulary knowledge</td>
<td>The ability to decide the Adjective appropriately</td>
<td>17, 18, 19, 20, 26, 29, 30, 33</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>The ability to decide the verb appropriately</td>
<td>16, 18, 34, 35</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The ability to decide the adverb</td>
<td>11, 12, 25, 28</td>
<td>4</td>
</tr>
</tbody>
</table>
 Meanwhile, the test to measure the students’ reading ability on Descriptive Text consists of the indicators as follows:

**Table 3.4**

<table>
<thead>
<tr>
<th>The Measured Aspects</th>
<th>Indicators</th>
<th>Number of Question</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the text literally</td>
<td>➢ The ability to remind and recognize supporting details of the text</td>
<td>2, 5, 10, 14, 25, 26, 27, 28, 31, 32, 34, 39, 39, 15, 16, 17, 22, 23, 30, 35, 37, 38</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>➢ The ability to identify the information of written text</td>
<td>9, 15, 16, 17, 22, 23, 30, 35, 37, 38</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>➢ The ability to give the meaning of word in the text</td>
<td>8, 12, 24, 29, 36, 40</td>
<td>6</td>
</tr>
</tbody>
</table>
Understanding of the text interpretatively

- The ability to identify the topic and main idea
- The ability to identify the reference
- The ability to make a conclusion of the text

<table>
<thead>
<tr>
<th>Understanding of the text interpretatively</th>
<th>The ability to identify the topic and main idea</th>
<th>The ability to identify the reference</th>
<th>The ability to identify the reference</th>
<th>Total of number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1, 3, 6, 11, 13, 19, 4, 20, 33, 7, 18, 21,</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

O. Research Instrument Try Out
1. Research Variables
   The variables that tested were: (1) Reading ability on descriptive text (Y); (2) Reading Interest (X1); and (3) Vocabulary mastery (X2).

2. Item test
   The total of item test that was going to be tested consisted of:
   a. The total of item test to measure the students’ reading ability on descriptive text is 55 items of multiple choices.
   b. The total of item test to measure students’ reading interest is 44 items of questionnaires.
   c. The total of items test to measure students’ vocabulary mastery is 65 items of multiple choices.

3. Place of Test
   The test was conducted in SMPN 1 Banjar Pandeglang.

4. Samples of Test
   a. The sample of test was conducted to the Eighth grade students of SMPN 1 Banjar Pandeglang.
   b. The total of sample was 30 students of the eighth grade excluding the population for testing X1 variable and 20 students for testing X2 and Y variable.

P. Research Instrument Try Out Procedure
1. Preparation
   a. Before conducting the test. Firstly, the writer consulted to the headmaster of SMP N 1 Banjar and asked the
permission to conduct the test on the selected students of the eighth grade.

b. The implementation of instrument test was conducted by the help of other teacher to get the data.

c. Before the test, the respondents were given the instruction and explanation related with the test.

2. Implementation

The implementation of instrument test was conducted during 10 days. It began on the 3\textsuperscript{rd} of June 2013 and lasted on 12\textsuperscript{th} of June 2013. The test of students’ reading interest and vocabulary mastery started on 3\textsuperscript{rd} — 4\textsuperscript{th} of June 2013, whereas, the test of students’ reading ability on descriptive text is started on 10\textsuperscript{th} — 11\textsuperscript{th} of June 2013.

3. Data Analysis

a. To test the validity of reading interest instruments, it used Pearson Product Moment. Whereas the instrument of vocabulary mastery and reading ability on descriptive text was tested by using item discriminating formula as follows:

\[
D = \frac{U - L}{N}
\]

Note:  
D = Discriminating power  
U = Upper group who answer the item correctly  
L = Lower group who answer the item correctly  
N = Total number of each group

The result can be seen from the following scale:

<table>
<thead>
<tr>
<th>Discriminating Power</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6 — 1.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>0.4 — 0.6</td>
<td>Good</td>
</tr>
<tr>
<td>0.1 — 0.3</td>
<td>OK</td>
</tr>
<tr>
<td>-1 — 0.0</td>
<td>Bad</td>
</tr>
</tbody>
</table>
In order to know the difficulty item, it could use the following formula\textsuperscript{92}:

\[
R\frac{P}{T}
\]

Note: \( P \) = Item of Difficulty  
\( R \) = Total number who answer the item correctly  
\( T \) = Total number of students including upper and lower group

The remark of item difficulty can be seen from the following scale:

<table>
<thead>
<tr>
<th>Item of Difficulty</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 0.29</td>
<td>High</td>
</tr>
<tr>
<td>0.30 – 0.79</td>
<td>Medium</td>
</tr>
<tr>
<td>0.80 – 1.00</td>
<td>Low</td>
</tr>
</tbody>
</table>

b. To test the reliability of reading ability on descriptive text (Y), reading interest (X1), and vocabulary mastery (X2), the formula of “Kuder Richardson Formula 20 (KR-20)” that was used as follows:

\[
\Gamma_{11} = \left[ \frac{k}{k-1} \right] \frac{SD_t^2 - \sum(pq)}{SD^2}
\]

Note:
\( \Gamma_{11} \) = Coefficient of reliability  
\( k \) = the total of item test  
\( SD_t^2 \) = Standard deviation of total scores  
\( SD^2 \) = Standard deviation of score item

p = Proportion of total subjects who answer the item correctly
q = 1—p

Q. The Result of Research Instrument Try Out

1. The result of item analysis

The recapitulation result of research instruments validity of each variable is presented from the following table:

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number of Item</th>
<th>Valid</th>
<th>Drop</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading ability on descriptive text</td>
<td>1—55</td>
<td>41</td>
<td>14</td>
<td>55</td>
</tr>
<tr>
<td>Reading interest</td>
<td>1—44</td>
<td>28</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>Vocabulary mastery</td>
<td>1—65</td>
<td>42</td>
<td>23</td>
<td>65</td>
</tr>
</tbody>
</table>

a. Validity Test of Reading Ability on Descriptive Text

To examine the validity of the item test used discriminating power and difficulty item test. The example of item test validity by using discriminating power for number 1 is 0.2 and this value is categorized as OK or valid. For examining the item difficulty, the item number 1 is categorized as low index difficulty.93

As seen from the Table 3.4, there are 41 items were valid. But, considering the index difficulty item, there were only 40 items were used in this study.

b. Validity Test of Reading Interest

To examine the validity of students’ reading interest used Pearson Product Moment. The example of item test validity of students reading interest for statement number 1 is 0.538 in which \( r_{table} \) is 0.361 at 0.05 level of significant. Therefore, the item number 1 was categorized as valid.

93 See Appendix 2
The Table 3.8 showed there were 16 items of questionnaires that invalid or dropped because the $r_{test}$ was less than $r_{table}$ at the level of significance $\alpha$: 0.05. It can be concluded that the item test that used was 28 items.

c. Validity Test of Vocabulary Mastery

As well as the validity of reading ability on descriptive text tests, vocabulary mastery test also had been validated by using discrimination power and difficulty item test. The example of item test validity using discriminating power for number 1 was -0.1. This value was categorized as bad or invalid.  

As seen from Table 3.4, among the 65 items of test, there were 23 items that must be removed because of the discriminating power of them were bad. So, it can be concluded that those items were invalid. But, the items that were used are 40 items of test. It is based on consideration of the difficulty item results. The items of test that used were only those which have medium index of difficulty.

2. Reliability of Instrument

Reliability of each tested instrument of the three variables was presented in the following table  

<table>
<thead>
<tr>
<th>Variable</th>
<th>Participants</th>
<th>$r_{table}$ $\alpha$: 0.1</th>
<th>$r_{11}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Ability on Descriptive Text</td>
<td>20 participants</td>
<td>0.444</td>
<td>0.779</td>
</tr>
<tr>
<td>Reading Interest</td>
<td>30 participants</td>
<td>0.361</td>
<td>0.783</td>
</tr>
<tr>
<td>Vocabulary Mastery</td>
<td>20 participants</td>
<td>0.444</td>
<td>0.873</td>
</tr>
</tbody>
</table>

94 See Appendix 2
Based on Table 3.10, it was concluded that the reliability test of each variable was reliable. It was because of the score of $r_{11}$ is more than $r_{table}$ at the level of significance $\alpha$: 0.05

R. Technique of Data Analysis

Technique of data analysis used in this study was aimed to examine the three statements of hypothesis as mentioned previously. Therefore, the technique that used was regression and correlation techniques whether the single or multiple one.

Regression technique analysis was used to know the functional correlation or correlation between variables whereas correlation technique analysis was used to know the level or the strength relationship between variables.

Before using regression and correlation technique analysis, there were some steps that must be accomplished. They consisted of:

1. Normality distribution of dependent variable score
2. Variance score homogeneity of dependent variable
3. Regression linearity
4. Significance of regression coefficient
5. Significance of correlation coefficient

To calculate normality test of this study used Kolmogrov-Smirnov technique; homogeneity test of variance used Barlett test technique; linearity of similarity regression was known from its equation. To examine the significance of regression used $F_{test}$; the significance of simple correlation coefficient used $T_{test}$ and the multiple ones used $F_{test}$.

To examine the hypotheses, in this case, the three variables, the writer used multiple regression and correlation analysis technique. The formula of multiple correlations was as the following:

\[ \text{Multiple Correlation} \]

\[ R = \frac{\text{Total Variance}}{\text{Sum of Squares of Error}} \]

---

95 See Appendix 2
\[ \text{Ryx1x2} = \sqrt{r^2_{yx1} + r^2_{yx2} - 2r_{yx1}r_{yx2}r_{x1x2}} \]

Note:

- \( \text{Ryx1x2} \) = correlation between X1 and X2 variables with Y variable
- \( \text{ryx1} \) = Product Moment Correlation between X1 and Y
- \( \text{ryx2} \) = Product Moment Correlation between X2 and Y
- \( \text{rx1x2} \) = Product Moment Correlation between x1 and x2

The following steps were used to examine the hypothesis:

1. Finding out the similarities of simple regression and the multiple one between independent and dependent variables.
2. Examining the similar linearity of regression.
3. Summing up the simple and multiple relationship coefficients between independent variable and dependent variable.
4. Summing up the partial relationship coefficients between independent variable and dependent variable by controlling another independent variable.
5. Summing up the contribution of each independent variable to dependent variable.

Besides using the previous techniques, to describe the data of each research variable, the analysis descriptive technique was also used, it was including:

1. Calculating the central tendency which consists of determining Mean, Modus and Median.
2. Calculating the distribution tendency which consists of determining range, standard deviation and variance.
CHAPTER IV
RESEARCH FINDING

This chapter contains the explanation of (1) data description, (2) analysis requirement test and (3) hypothesis test.

A. Data Description of Research Finding

This study consists of three variables; reading ability on Descriptive text (Y) as dependent variable, Students’ reading Interest (X1) and Vocabulary mastery (X2) as independent variables.

Based on the calculation, to provide the general description of dissemination research finding data, the description of research finding data is provided as follows. The provided data was the data that processed by using descriptive statistic technique. The data description of each variable was provided in the form of frequency distribution, total score, average score, standard deviation, mode, median, maximum score and minimum score.

1. Data of Reading Ability on Descriptive Text (Y)

Data of reading ability on descriptive text (Y) that uses 40 items as the research instrument is acquired theoretical score range 0 – 40 and the empirical score 30 which are 3 as the lowest score, 33 as the highest one, and the total score 2304. Based on data analysis finding, it shows the average score (Ȳ) is 16.00, standard deviation (SD) is 5.08, the most frequency score (Mo) is 13.22 and the medium score (Me) is 15.39. The amount of class is 8 and the class length is 4.\textsuperscript{97}

The dissemination data of reading ability on descriptive text (Y) variable can be seen from the table of distribution frequency as follows:

\textsuperscript{97} See Appendix 4
Table 4.1
Distribution Frequency Score of Reading Ability on Descriptive Text (Y)

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Interval</th>
<th>Absolute Frequency</th>
<th>Relative Frequency (%)</th>
<th>Cumulative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 – 6</td>
<td>4</td>
<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td>2</td>
<td>7 – 10</td>
<td>13</td>
<td>9.03</td>
<td>11.83</td>
</tr>
<tr>
<td>3</td>
<td>11 – 14</td>
<td>45</td>
<td>31.25</td>
<td>43.08</td>
</tr>
<tr>
<td>4</td>
<td>15 – 18</td>
<td>30</td>
<td>20.83</td>
<td>63.91</td>
</tr>
<tr>
<td>5</td>
<td>19 – 22</td>
<td>37</td>
<td>25.69</td>
<td>89.60</td>
</tr>
<tr>
<td>6</td>
<td>23 – 26</td>
<td>12</td>
<td>8.3</td>
<td>97.90</td>
</tr>
<tr>
<td>7</td>
<td>27 – 30</td>
<td>2</td>
<td>1.40</td>
<td>99.30</td>
</tr>
<tr>
<td>8</td>
<td>31 – 34</td>
<td>1</td>
<td>0.70</td>
<td>100</td>
</tr>
<tr>
<td>Σ</td>
<td>144</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Referring to the theoretical score range 0 – 40 in which 0 as the minimum score and 40 as the maximum one, therefore, the theoretical medium score is 15.39 whereas the average score ($\bar{Y} = 16.00$) is located in the theoretical score range as showed in the figure 4.1.

<table>
<thead>
<tr>
<th>Minimum Score</th>
<th>Medium Score $\bar{Y}$</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>15.39</td>
<td>16.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

**Figure 4.1**

Theoretical Score Range of Students’ Reading Ability on Descriptive Text

As displayed in Figure 4.1 that the average score of (Y) variable is 16.00, it is higher than the medium score which is 15.39. It means that the score of reading ability on descriptive text is
enough, because the average score is higher than the medium score of \((Y)\) variable.

Referring to the result shows in the Figure 4.1 above, it can be concluded that the students’ reading ability on descriptive text which contains the understanding of the text literally and interpretatively is still low. The level of comprehension of descriptive text can be determined from the average that is 16.00 of the maximum score 40. If it is used percentage, it got only 40%. The score shows that the students’ reading ability on descriptive text can be categorized low.

2. Data of Students’ Reading Interest

Students’ reading interest was measured by using questionnaire which consists of 28 statements and 5 choices. The theoretical score range starts from 0 until 150 and the empirical score is 54 in which the lowest score is 39, the highest one is 92 and the total score is 9479. Based on the data analysis, the average score of Students’ reading interest is 65.83, the standard deviation (SD) is 11.05, the most frequency (Mo) is 63.32 and the medium score (Me) is 65.1. The amount of class is 8 and the length of class is 7.

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Interval</th>
<th>Absolute Frequency</th>
<th>Relative Frequency</th>
<th>Cumulative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>39 – 45</td>
<td>3</td>
<td>2.08</td>
<td>2.08</td>
</tr>
<tr>
<td>2</td>
<td>46 – 52</td>
<td>12</td>
<td>8.33</td>
<td>10.41</td>
</tr>
<tr>
<td>3</td>
<td>53 – 59</td>
<td>29</td>
<td>20.14</td>
<td>30.55</td>
</tr>
<tr>
<td>4</td>
<td>60 – 66</td>
<td>35</td>
<td>24.31</td>
<td>54.86</td>
</tr>
<tr>
<td>5</td>
<td>67 – 73</td>
<td>30</td>
<td>20.83</td>
<td>75.69</td>
</tr>
<tr>
<td>6</td>
<td>74 – 80</td>
<td>21</td>
<td>14.58</td>
<td>90.27</td>
</tr>
<tr>
<td>7</td>
<td>81 – 87</td>
<td>8</td>
<td>5.56</td>
<td>95.83</td>
</tr>
<tr>
<td>8</td>
<td>88 – 94</td>
<td>6</td>
<td>4.17</td>
<td>100</td>
</tr>
<tr>
<td>(\Sigma)</td>
<td>144</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the theoretical score range 0 –150 that the minimum score is 39 and the maximum one is 92, so, the theoretical medium score is 65.1, whereas the empirical average score is 65.83, the theoretical score range can be showed in the following figure.

<table>
<thead>
<tr>
<th>Minimum Score</th>
<th>Medium Score X</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>65.1</td>
<td>65.83</td>
</tr>
</tbody>
</table>

**Figure 4.2**
Theoretical Score Range of Students’ Reading Interest

3. Data of Students’ Vocabulary Mastery

The data of students’ vocabulary mastery was taken from 40 items test in which the theoretical score range 0 until 40. Based on the research finding, it is acquired the empirical score range 29 in which the lowest score is 5, the highest one is 34 and the total score is 1862. The data analysis found that the average score of vocabulary mastery (X2) is 12.93, the standard deviation (SD) is 3.77, the most frequency score (Mo) is 13.00, and the medium score is 13.00. The amount of class is 8 and the length of class is 4.

The dissemination of vocabulary mastery data can be seen from the frequency of distribution table as follows:

**Table 4.3**
Distribution Frequency Score of Vocabulary Mastery

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Interval</th>
<th>Absolute Frequency</th>
<th>Relative Frequency (%)</th>
<th>Cumulative Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 – 8</td>
<td>14</td>
<td>9.72</td>
<td>9.72</td>
</tr>
<tr>
<td>2</td>
<td>9 – 12</td>
<td>51</td>
<td>35.42</td>
<td>45.14</td>
</tr>
<tr>
<td>3</td>
<td>13 – 16</td>
<td>56</td>
<td>38.89</td>
<td>84.03</td>
</tr>
<tr>
<td>4</td>
<td>17 – 20</td>
<td>20</td>
<td>13.89</td>
<td>97.92</td>
</tr>
<tr>
<td>5</td>
<td>21 – 24</td>
<td>2</td>
<td>1.39</td>
<td>99.31</td>
</tr>
<tr>
<td>6</td>
<td>25 – 28</td>
<td>0</td>
<td>0</td>
<td>99.31</td>
</tr>
</tbody>
</table>
Referring to the theoretical score range from 0 until 40 in which the minimum score is 0 and the maximum one is 40, therefore, the theoretical medium score is 13.00 whereas the empirical average score is 12.93 or 13.00. It is showed from the following figure.

<table>
<thead>
<tr>
<th>Minimum Score</th>
<th>Medium Score X2</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>13.00</td>
<td>12.93</td>
</tr>
<tr>
<td>8</td>
<td>0.69</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>29 – 32</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>33 – 36</td>
<td>1</td>
</tr>
<tr>
<td>Σ</td>
<td>144</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 4.3**

Theoretical Score Range of Students’ Vocabulary Mastery

As seen from Figure 4.3, the average score of vocabulary mastery almost closes with the equivalent theoretical medium score which is 13.00. It means that vocabulary mastery is equal on an average if it is compared with the medium score.

Referring to the description above, it can be revealed that the level of students’ vocabulary mastery which consists of the mastery of word form, word meaning and vocabulary knowledge is still low.

It was proved from the students’ average score 12.93 of the total score 40. If it uses the percentage, the students’ vocabulary mastery average score only achieved 32.33%. The 32% mastery can be categorized as low level of mastery. Because of the percentage has not reached even to the 50%.

The enough level of students’ vocabulary mastery, hopefully, can give the contribution to the students in order to have good ability in reading descriptive text. The students will be difficult to understand descriptive text if they have minimum
vocabulary. However, based on the finding result above, it can be revealed that students are inclined to have difficulty in understanding Descriptive text, because the result shows that the average score is only got 32.33%.

The following table shows the recapitulation of basic statistics which was based on students’ reading ability on Descriptive text, students’ reading interest and vocabulary mastery variables.

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Y</th>
<th>X1</th>
<th>X2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lowest Score</td>
<td>3</td>
<td>39</td>
<td>5</td>
</tr>
<tr>
<td>The Highest Score</td>
<td>33</td>
<td>92</td>
<td>34</td>
</tr>
<tr>
<td>Range Score</td>
<td>30</td>
<td>53</td>
<td>29</td>
</tr>
<tr>
<td>Average</td>
<td>16.00</td>
<td>65.83</td>
<td>12.93</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>5.078</td>
<td>11.05</td>
<td>3.77</td>
</tr>
<tr>
<td>Modus (Mo)</td>
<td>13.22</td>
<td>63.32</td>
<td>13.00</td>
</tr>
<tr>
<td>Median (Me)</td>
<td>15.39</td>
<td>65.1</td>
<td>13.00</td>
</tr>
</tbody>
</table>

(The data sources was displayed in appendix 4)

Note:
Y    : Reading Ability on Descriptive Text
X1   : Reading Interest
X2   : Vocabulary Mastery

B. Requirement Analysis Test

Before analyzing the regression or testing the hypothesis, firstly, it is needed to do the requirement analysis test of X1, X2 and Y variables, these three variables must be linier and the distribution of variables must be normal and homogeny. Moreover, the requirement analysis test is one of the requirements that is needed to be accomplished in order to make the regression analysis or hypothesis test done well.

For this prediction or hypothesis test, it uses two requirement analysis tests; the first is normality test, it is applied to
the representative research samples. This test is done as hypothesis test which is required that the sample must be normal. The second is homogeneity test, which is assumed that the score of dependent variable (Y) is categorized based on the equation of independent variable scores (X1 and X2).\(^98\)

1. **Normality Test**

Normality test is conducted to know whether the population of Y and X variable distribute normally or not. In this study, the normality test used Kolmogorov-Smirnov method in which the significance level \(\alpha = 0.05\) as the rule to accept or reject the normal test.

Based on the calculation, the normality of Reading ability on Descriptive text variable to Reading Interest variable is acquired \(D_t = 0.089\)\(^99\), whereas the normality of Reading Ability on Descriptive text variable to Vocabulary Mastery variable is acquired the score \(D_t = 0.127\)\(^100\).

Based on the sample use of each variable \(n = 144\) on the significance level \(\alpha = 0.01\), the \(D_{table}\) is known as \(0.113\). It can be concluded that \(D_{test}\) of \(X_1\) variable (0.089) and \(D_{test}\) of \(X_2\) variable (0.127) is less than \(D_{table}\) (\(D_t = 0.089\) and \(D_t = 0.127 < D_t = 0.136\)). Therefore, the null hypothesis test (Ho) is accepted. It means that the sample based on the normal distribution of the population, so it accomplished the requirement and the analysis can be continued.

**Table 4.5**

The Review of Normality Test Score of Y Variable above \(X_1\) and Y Variable above \(X_2\) Variable

<table>
<thead>
<tr>
<th>NO</th>
<th>Appraisal of Y on (X_i) Variable</th>
<th>(D_{test})</th>
<th>(D_{table})</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(X_1)</td>
<td>0.089</td>
<td>0.136</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>(X_2)</td>
<td>0.127</td>
<td>0.136</td>
<td>Normal</td>
</tr>
</tbody>
</table>

\(^98\) See Appendix 6
\(^99\) See Appendix 9
\(^100\) See Appendix 11
2. **Homogeneity Test**

Homogeneity test is used to test the variance homogeneity between Y variable score which is categorized based on the similarity of X score. This variance homogeneity test used Bartlett Test. The result of variance homogeneity test of Y above X1 and Y above X2 can be seen from the following table:

<table>
<thead>
<tr>
<th>Variance Category</th>
<th>df</th>
<th>The Test Score</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X² test</td>
<td>X²table</td>
</tr>
<tr>
<td>Y based on X1</td>
<td>101</td>
<td>52.55</td>
<td>124.342</td>
</tr>
<tr>
<td>Y based on X2</td>
<td>125</td>
<td>16.96</td>
<td>124.342</td>
</tr>
</tbody>
</table>

Note: df = Degree of Freedom

As seen from Table 4.6 it was found that the score of $X²_{test}$ which is based on the calculation of each pair variables is less than $X²_{table}$ ($X²_{test} < X²_{table}$) and it is based on the table which has significant level $\alpha = 0.05$. Therefore, it can be revealed that the hypothesis test states that the category of Y score variable has homogeneity variance or (H0) is accepted. It means that all of variables data is categorized based on the similarity of X score and homogeneity variance so that this data has accomplished the requirement to continue the next analysis.

C. **Hypothesis Test**
The hypothesis test in this study is aimed to test the relationship between independent variable (X) and dependent variable (Y), whether the single or multiple one.

1. The Relationship between Students’ Reading Interest (X1) and Students’ Reading Ability on Descriptive Text (Y)

The first hypothesis in this study is there is relationship between students’ reading interest and students’ reading ability on descriptive text. According to the result of the simple regression linearity analysis between reading interest and reading ability on descriptive text is got “b” = 0.12 and the constant “a” = 8.06. Therefore, the simple regression of two variables is Ŷ = 8.06+0.12X1. The result can be arranged as the following table:

Table 4.7
ANAVA Table of Significance and Linearity Regression Test Ŷ = 8.06+0.12X1

<table>
<thead>
<tr>
<th>Variance Source</th>
<th>df</th>
<th>Sum of Square</th>
<th>Mean Square</th>
<th>Ftest</th>
<th>Ftable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>144</td>
<td>40552</td>
<td>40552</td>
<td>0.05</td>
<td>0.01</td>
</tr>
<tr>
<td>Regression (a)</td>
<td>1</td>
<td>36864</td>
<td>36864</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regression (b/a)</td>
<td>1</td>
<td>252.72</td>
<td>252.72</td>
<td>10.45</td>
<td>3.91</td>
</tr>
<tr>
<td>Residue</td>
<td>142</td>
<td>3435.28</td>
<td>24.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate Error</td>
<td>41</td>
<td>-1473.68</td>
<td>-35.94</td>
<td>-1.85</td>
<td>1.51</td>
</tr>
<tr>
<td></td>
<td>101</td>
<td>1961.6</td>
<td>19.42</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note:
** = The regression is very significant (Ftest= 10.45 > Ftable= 6.81 at α = 0.01
Df = Degree of Freedom

The test of significant regression and linearity based on the table above can be revealed that the regression equation of Ŷ = 8.06+0.12X1, in which the Ftest= 10.45 is higher than Ftable= 6.81 at the level of significant α = 0.01, whereas the test of linearity
shows that \( F_{test} = -1.85 \) is lower than \( F_{table} = 1.79 \) at the level of significant \( \alpha = 0.01 \). Therefore, the regression equation is \textit{significant and linear}.

Based on the regression equation of \( \hat{Y} = 8.06 + 0.12X_1 \), it can be concluded that each of the improvement of students’ reading interest will be followed up by the improvement of students’ reading ability on descriptive text score about 0.12 at the constant 8.06. For example, if the score of reading interest is 58, the score of reading ability on descriptive text can be predicted by using the regression equation of \( \hat{Y} = 8.06 + (0.12)(58) = 15.02 \)

The independent variable of reading interest (\( X_1 \)) and the dependent variable of reading ability on descriptive text (\( Y \)) which is correlated by the regression equation \( \hat{Y} = 8.06 + 0.12X_1 \) can be seen its strength relation by calculating the correlation coefficient (\( r_{y1} \)) = 0.262.

For the clear description of the strength relation between \( X_1 \) variable and \( Y \) variable, it can be seen from the following table:

<table>
<thead>
<tr>
<th>N</th>
<th>( r_{y1} )</th>
<th>( T_{test} )</th>
<th>( T_{table} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>144</td>
<td>0.262</td>
<td>3.236**</td>
<td>1.645</td>
</tr>
</tbody>
</table>

Note:

** = Correlation coefficient is significant \( (T_{test} = 3.236 > 2.326) \) at \( \alpha 0.01 \) level of significant

\( r_{y1} \) = Correlation coefficient between \( X_1 \) and \( Y \)

Based on the table above, it is known that \( T_{test} \) is 3.236 for testing the significant correlation coefficient of \( Y \) above \( X_1 \) is used \( T_{test} \). The table of distribution \( T \), in which the degree of freedom 142 at \( \alpha 0.01 \) level of significant is got 2.326, it means that \( T_{test} \) is more than \( T_{table} \).

Based on the calculation, in which \( T_{test} \) is more than \( T_{table} \), it can be said that the correlation coefficient between reading interest (\( X_1 \)) and reading ability on descriptive text (\( Y \)) is
significant. This result can be concluded that there is a positive relationship between reading interest and reading ability on descriptive text. This case means that the higher the students’ interest in reading, the more the students able to read descriptive text. But the strength relation between $X_1$ and $Y$ variables can be categorized as low.

Therefore, the hypothesis which stated that there is a relationship between students’ reading interest and students’ reading ability on descriptive text is accepted. Determinant coefficient is the squared of coefficient value between $X_1$ and $Y$, it is 0.069, it means that 6.90% variance of reading ability on descriptive text ($Y$) can be determined by reading interest variable ($X_1$) through the regression equation $\hat{Y} = 8.06 + 0.12X_1$.

In addition, based on the result above, it can be concluded that interest can influence someone’s reading ability. As it was discussed in theoretical framework that there are some factors which can affect someone’s ability in reading. Reading attitude can be assumed as one of the factors which influences students’ reading ability on descriptive for the eighth grade students in Kecamatan Banjar. Fortunately, one of the attitudes toward reading, in this case is reading interest. Interest, as it was discussed previously, plays an important role in learning, especially the text processing. Someone who has high interest will be able to overcome the problem during learning or reading. Moreover, he or she will be easier to understand the text being read and remember longer than the one who doesn’t. Consequently, the more he understands the text, the better his English reading ability will be.

Reading is a complex skill. There is no single definition to define reading. There are various definitions about reading. Therefore, many factors can affect someone reading ability, as it was found above that interest can give distribution to have better reading ability. However, interest is not the only factors. Another factor that is assumed to have a relation in reading is vocabulary. Some previous studies found that vocabulary is an essential parts of language components in learning English as a foreign language, including reading as one of the four skills.

Therefore, the next step of this study is to examine the two variables, reading interest and reading ability on descriptive text,
by controlling or adapting another variable, in this case, vocabulary mastery which is assumed those two variables have linear relation with vocabulary mastery.

Based on the result, the strength relationship between reading interest variable (X1) and reading ability on descriptive text variable (Y) if one of the independent variables is controlled, in this case is vocabulary mastery (X2), is acquired that partial correlation coefficient value of reading interest (X1) and reading ability on descriptive text (Y) ry1.2 = 0.215, whereas the significant test of partial correlation coefficient between X1 and Y in which X2 is controlled is acquired that t is 2.623.

In conclusion, there is still a positive relationship between reading interest and reading ability on descriptive text even if vocabulary mastery is controlled. In other words, if the score of reading interest improve, then the score of vocabulary mastery will also improve significantly. However, the strength relation between X1 and Y variable if X2 is controlled can be interpreted as low level, because ry1.2 is close to (0) zero and far from 1 (one).

<table>
<thead>
<tr>
<th>N</th>
<th>Partial Correlation Coefficient</th>
<th>T test</th>
<th>T table – 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>144</td>
<td>ry1.2 = 0.215</td>
<td>2.623*</td>
<td>1.960</td>
</tr>
</tbody>
</table>

Note: * = partial correlation coefficient is significant because Ttest is more than Ttable at α 0.05 level of significant.

To know whether the relation is occurred for the population of the study, it is needed to test the significant of partial correlation coefficient between X1 and Y if X2 is controlled. According to the calculation of significant test of partial correlation coefficient, it was found that P value is 2.623 > 1.960. Therefore, the Ho is accepted. In other words, there is no significant relation between reading interest and reading ability if vocabulary mastery is constant. In conclusion, the relation of reading interest and reading
ability on descriptive text if vocabulary is controlled is not occurred for the population of the eighth grade students in Kecamatan Banjar, but only occurred for the sample of population.

2. The Relationship between Students’ Vocabulary Mastery (X2) and Students’ Reading Ability on Descriptive Text (Y)

The second hypothesis is that there is a relationship between students’ vocabulary mastery (X2) and students’ reading ability on descriptive text (Y).

According to the result of the simple regression linearity analysis between vocabulary mastery and reading ability on descriptive text is got “b” = 0.57 and the constant “a” = 8.57. Therefore, the simple regression of two variables is $\hat{Y} = 8.57 + 0.57X2$. The result can be arranged as the following table:

<table>
<thead>
<tr>
<th>Variance Source</th>
<th>d.f</th>
<th>Sum of Square</th>
<th>Mean Square</th>
<th>t</th>
<th>Ftable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>144</td>
<td>40552</td>
<td>40552</td>
<td>0.05</td>
<td>0.01</td>
</tr>
<tr>
<td>Regression (a)</td>
<td>1</td>
<td>36864</td>
<td>36864</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regression (b/a)</td>
<td>1</td>
<td>668.61</td>
<td>668.61</td>
<td>31.45**</td>
<td>3.91</td>
</tr>
<tr>
<td>Residue</td>
<td>142</td>
<td>3019.39</td>
<td>21.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate Error</td>
<td>17</td>
<td>-526.47</td>
<td>-30.97</td>
<td>-1.55</td>
<td>1.65</td>
</tr>
</tbody>
</table>

Note:

* = The regression is significant ($F_{test} = 7.02 > F_t = 6.81$ at $\alpha = 0.01$)

Df = Degree of Freedom

Based on the table above, it is acquired $F_{test}$ is 31.45 and it is more or higher than $F_{table} = 6.81$ at $\alpha = 0.01$ level of significant. It can be concluded that the regression equation of $\hat{Y} = 8.57 + 0.57X2$ is very significant, whereas the linearity test is shown that $F_{test}$ -
1.55 is less than $F_{table} = 1.65$ at $\alpha = 0.05$ level of significant which means that the regression is linear.

According to the description above, it can be stated that every improvement of vocabulary mastery score will be followed by the improvement of reading ability on descriptive text score about 0.57 at the constant 8.57. For example if the score of vocabulary mastery is 9, the score of reading ability on descriptive text can be predicted through the regression equation $\hat{Y} = 8.57 + (0.57)(9) = 13.7$

The independent variable of vocabulary mastery ($X_2$) and the dependent variable of reading ability on descriptive text ($Y$) which is correlated by the regression equation $\hat{Y} = 8.57 + 0.57X_2$ can be seen its strength relation by calculating the correlation coefficient ($r_{y2}$) = 0.427

For the clear description of the strength relation between $X_2$ variable and $Y$ variable, it can be seen from the following table:

**Table 4.11**

<table>
<thead>
<tr>
<th>Significant Test of Correlation Coefficient between $X_2$ and $Y$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$N$</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>144</td>
</tr>
</tbody>
</table>

Note:

** = Correlation coefficient is very significant ($T_{test} = 6.211 > 2.576$) at $\alpha = 0.01$ level of significant

$\hat{Y}$ = Correlation coefficient between $X_2$ and $Y$

Based on the table above, it is known that $T_{test}$ is 6.211 for testing the significant correlation coefficient of $Y$ above $X_2$ is used $T_{test}$. The table of distribution $T$, in which the degree of freedom 142 at $\alpha = 0.01$ level of significant is acquired 2.576, it means that $T_{test}$ is more than $T_{table}$.

Based on the calculation, in which $T_{test}$ is more than $T_{table}$, it can be said that the correlation coefficient between...
vocabulary mastery (X2) and reading ability on descriptive text (Y) is very significant. This result can be concluded that there is a positive relationship between vocabulary and reading ability on descriptive text. This case means that the more vocabulary the students mastered, the more the students able to read descriptive text. The correlation coefficient 0.427 can be categorized as average level of strength.

Therefore, the hypothesis which stated that there is a relationship between students’ vocabulary mastery and students’ reading ability on descriptive text is accepted. Determinant coefficient is the quadrate of coefficient between X2 and Y, it is 0.182, it means that 18.20% variance of reading ability on descriptive text (Y) can be determined by vocabulary mastery (X2) through the regression equation Ŷ = 8.57+0.57X2.

In conclusion, the correlation study of the eighth grade students of Kecamatan Banjar found that vocabulary gives the contribution to their reading ability on descriptive text. The amount of words that students have will help them to understand the written text. However, vocabulary mastery is not merely a great amount of words, but also knowing the role of every word within the text and it is as knew as breadth and depth vocabulary knowledge. It is clear that having good vocabulary mastery is related with the ability to reading descriptive text. The next step to examine is whether those two variables also have a relation with another independent variable, it is reading interest. Therefore, it is needed to examine the partial correlation coefficient between the two variables if one of the independent is controlled.

The result found that the strength relationship between vocabulary mastery variable (X2) and reading ability on descriptive text variable (Y) if one of the independent variables is controlled, in this case is reading interest (X1), is acquired the partial correlation coefficient of vocabulary mastery (X2) and reading ability on descriptive text (Y) ry.2.1 = 0.394, whereas the significant test of partial correlation coefficient between X2 and Y in which X1 is controlled is acquired 5.110.

Based on the result above, there is a positive relationship between X2 and Y variables even if X1 variable is controlled. So that the higher vocabulary mastery the better ability in reading
descriptive text. However, the level of strength is categorized as low level. It is because the value 0.394 is rather close to (0) zero. Then, to know whether this relation is occurred to the whole population of this study, testing of significant of partial correlation coefficient is needed to be conducted. The following table is the result of partial correlation coefficient and its significance.

### Table 4.12

<table>
<thead>
<tr>
<th>N</th>
<th>Partial Correlation Coefficient</th>
<th>T test</th>
<th>T table – 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>144</td>
<td>$r_{y2.1} = 0.404$</td>
<td>5.110**</td>
<td>1.960</td>
</tr>
</tbody>
</table>

Note: **= partial correlation coefficient is very significant because $T_{test}$ is more than $T_{table}$ at $\alpha$ 0.05 level of significant.

According to the calculation of significant test of partial correlation coefficient, it found that $P$ value is $5.110 > 1.960$. It means that Ho is accepted. In other words, the relation between vocabulary mastery and reading ability if reading interest is constant not occurred for the whole population of the eighth grade students in Kecamatan Banjar, but is only occurred for the sample of population.

### 3. The Relationship between Students’ Reading Interest, Students’ Vocabulary Mastery and Their Reading Ability on Descriptive Text

The last aim of this study is to know whether there is relationship between the three variables altogether. The third hypothesis is that there is relationship between students’ reading interest ($X_1$), students’ vocabulary mastery ($X_2$) and their reading ability on descriptive text ($Y$) is proved from the calculation of multiple correlation analysis.

First of all, the writer found the multiple regression of the three variables to know whether those three variables are affected each other. Based on the calculation of multiple correlation
analysis, the relationship between $X_1$, $X_2$ and $Y$ variables is acquired the regression equation $\hat{Y} = 3.22 + 0.09X_1 + 0.53X_2$.

To know the significant degree of the multiple regression equation above, it is needed to do the F test and the result is shown as the following:

**Table 4.13**

<table>
<thead>
<tr>
<th>ANAVA table of Significant Multiple Regression $\hat{Y} = 3.22 + 0.09X_1 + 0.53X_2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variance Sources</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Regression</td>
</tr>
<tr>
<td>Residue</td>
</tr>
</tbody>
</table>

Based on significant test in which the regression equation $\hat{Y} = 3.22 + 0.09X_1 + 0.53X_2$, is acquired $F_{test}$ 20.02 and $F_{table}$ 4.78 at $\alpha$ 0.01 level of significant. It is clear that $F_{test}$ is more than $F_t$ (20.02 > 4.78) it can be concluded that the regression equation of $\hat{Y} = 3.22 + 0.09X_1 + 0.53X_2$ is very significant. It means that there is positive relationship between students’ reading interest ($X_1$), students’ vocabulary mastery ($X_2$) and students’ reading ability on descriptive text ($Y$).

According to the analysis result of multiple correlation between students’ reading interest ($X_1$) and vocabulary mastery ($X_2$) variables is acquired multiple correlation coefficient ($R_{y1.2}$) 0.47, whereas to test the significance is used $F$ Test and the result is 20.00. For more detail, the calculation can be seen from the following table:

**Table 4.14**

<table>
<thead>
<tr>
<th>Table of the Significance of Multiple Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>144</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Note:

** = Correlation coefficient is very significant ($F_{test} = 20.00 > F_t = 4.78$ at α 0.01 level of significant)

Based on the calculation shown in Table 4.14, ry1.2 is 0.47, this value is categorized as an average level of strength relation. Furthermore, it can be defined that the level of relationship between students’ reading interest (X1), students’ vocabulary mastery (X2) and students’ reading ability on descriptive text (Y) is 20.00 and it means that correlation coefficient is significant, because $F_{test}$ it more than $F_t$ ($F_{test} = 20.00 > F_t = 4.78$ at α 0.01 level of significant). Moreover, from the calculation it is acquired $R_{y1.2} = 0.47$ and it means that determinant multiple correlation coefficient $R_{y1.2}^2 = 0.22$. It shows that 22% variance of students’ reading ability on descriptive text as dependent variable can be explained by students’ reading interest (X1) and students’ vocabulary mastery (X2) variables altogether through the regression equation of $\hat{Y} = 3.22 + 0.09X1 + 0.53X2$. This case can be defined as every unit improvement of students’ reading interest will be followed by the improvement of students’ reading ability score at the constant level 0.09 and it also happens if there is an improvement of students’ vocabulary mastery will be followed by the improvement of students’ reading ability on descriptive text score at the constant level 0.53.

According to the finding above, it can be concluded that both reading interest and vocabulary mastery can give the contribution to reading ability on descriptive text. So, the finding research proved and supported the previous theory which stated that interest plays an important role in reading. Although the relation is low, but it has a linear relation that indicated the higher someone’s interest in reading, then the better his reading ability will be.

In line with reading interest variable, vocabulary mastery as one of the language components also has an important role in reading. This finding research also supported the theory of relationship between vocabulary mastery and reading ability.
Unlike reading interest, the level of strength relation of vocabulary mastery with reading ability is categorized as average.

In addition, to control the strength relationship between independent and dependent variables is used an analysis of partial correlation coefficient. The summary can be seen from the following table:

<table>
<thead>
<tr>
<th>N</th>
<th>Partial Correlation Coefficient</th>
<th>T test</th>
<th>T table – 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>144</td>
<td>ry1.2 = 0.215</td>
<td>2.623*</td>
<td>1.960</td>
</tr>
<tr>
<td></td>
<td>ry2.1 = 0.394</td>
<td>5.110*</td>
<td>1.960</td>
</tr>
</tbody>
</table>

According to the table 4.15, it can be concluded that the significant test of partial correlation coefficient between X1 and Y by controlling X2 and the vise versa indicated that Ho is accepted. It is because $t_{test}$ is more than $t_{table}$ (2.282 and 5.388 > 1.960) at $\alpha$ 0.05 level of significant in which df is 142. It means that the relationship between the two variables in which each independent variable is controlled not occurred for the population but only occurred for the sample of population. For the strength relation of variables when one of them is controlled, found that the strength level is low.

D. Discussions

The present study investigated the role of interest and vocabulary mastery in eighth graders’ reading ability of descriptive text, how great those two independents variables contribute reading ability on descriptive text. Those two variables will be discussed in relation to reading ability on descriptive text as was measured in the present study and the result of hypothesis were presented as the following findings:

1. **Reading Interest and Reading Ability on Descriptive Text**

   The result of single regression indicates that reading interest gives contribution to reading ability on descriptive text. It revealed that every improvement of reading interest
will be followed by the improvement of reading ability on descriptive text about 0.12 with the constant level 8.06. In other words, the student with high interest in reading, he/she will have better reading ability on descriptive text. The improvement of reading ability on descriptive text can be predicted by the score of reading interest. For example, if the score of reading interest is 58, the average score of reading ability can be predicted by using regression equation 8.06 + 0.12 (58) = 15.02. This finding was in line with Mckenna et al., who demonstrated that declines in reading attitudes were related to reading ability. It proves that as students with low reading ability progress through school, their interest in reading for pleasure declines sharply, whereas students with high reading ability do not lose interest in reading to such a large degree. However, although reading interest gives contribution to reading ability, the strength relation between those two variables was categorized as weak relation. It was proved by the score of correlation coefficient between reading interest and reading ability on descriptive text $r_{yi} = 0.262$. Based on $r$ value, the determinant coefficient was 0.069. It can be revealed that 6.9% variance of reading ability on descriptive text can be explained by reading interest. The other 93.1% of total variance in reading ability on descriptive text remains unexplained.

The small variance reading interest in reading ability on descriptive text can be assumed that there were still other factors excluding interest that explained variance of reading ability on descriptive text. As discussed in the second chapter of literature review, there were some factors which might affect someone’s reading ability. In sum, it can be interpreted that interest cannot be considered as the strong variable which affects someone’s ability in reading. Although there were many studies which investigated the role of interest in reading and text processing, and the result was significantly have a great effect. However, the finding of current study which happened to the eighth grade students in Kecamatan Banjar, Pandeglang has not come to support the previous studies.
Interestingly, the result of partial correlation coefficient found that there was no significant relationship between reading interest and reading ability on descriptive text if one of the other predictors, in this case is, vocabulary mastery is controlled. It means that the relationship between students’ reading interest and reading ability on descriptive text by controlling vocabulary mastery was not occurred for the whole population of the eighth grade students in Kecamatan Banjar, Pandeglang but it was only occurred for the samples of population.

2. Vocabulary Mastery and Reading Ability on Descriptive Text

In line with the result of X1 and Y variable above, there was also a linear regression between vocabulary mastery and reading ability on descriptive text. It revealed that every improvement of vocabulary mastery will be followed by the improvement of reading ability on descriptive text about 0.57 at 8.57 constant. It can be concluded that the better students master vocabulary knowledge the better their reading ability will be. It is in line with the scholars which stated that vocabulary has a great deal in reading ability. But, it must be noted that if there was a positive relation between vocabulary mastery and reading ability, so the next step is to know how strength the relation is. The result of correlation coefficient showed that ry2 value was 0.427. The result can be categorized as moderate relation. Based on ry2 value, the determinant coefficient was 0.182. It means that about 18.2% variations of reading ability on descriptive text can be explained by vocabulary mastery. The other 81.8% variation remains unexplained. Alternatively, the rest of variations might be explained by the other factors.

Although there were many research findings which stated that vocabulary has strong relation with reading ability, in which the more vocabulary acquired the easier someone understands the text so that the better achievement will be. But, the current study proved that the relation between vocabulary mastery and reading ability on descriptive text which especially happened to the eighth grade students in
Kecamatan Banjar has only achieved to the moderate level of relation.

It was not surprising. As the result of data description, it was found that the mean of the eighth grade students’ vocabulary mastery score was 12.93 or 13.00. Interestingly, the mean of the eight grade students’ of reading ability on descriptive text got 16.00. It showed that the mean score of reading ability on descriptive text was higher than the mean score of vocabulary mastery. The percentage score of vocabulary mastery was only 32.33%, meaning that the level mastery of vocabulary of the eighth grade students in Kecamatan Banjar is still low whereas the percentage of reading ability on descriptive text was 40%, it means that the level of reading ability on descriptive text of the eighth grade students in Kecamatan Banjar can also be considered as low reading ability. However, the percentage of reading ability was better than vocabulary mastery. It can be assumed that the contribution of vocabulary to the score of reading ability on descriptive text is not as much as what was expected before.

In addition, for testing the partial correlation coefficient between $X_2$ and $Y$ if $X_1$ is controlled, it was found that there was still relation between $X_2$ and $Y$ although the other predictor was controlled. It proved from the result $r_{y2.1} = 0.394$ and the level of strength is categorized as moderate. However, the result of partial correlation between vocabulary mastery and reading ability on descriptive text if the other independent variable controlled was not significant. It means that the relation between vocabulary mastery and reading ability on descriptive text if reading interest variable controlled, was not occurred for the whole of population. However, this relation was occurred only for the sample of population.

3. Reading Interest, Vocabulary Mastery and Reading Ability on Descriptive Text
The multiple correlation coefficient result found that both reading interest and vocabulary mastery has a positive relationship with reading ability on descriptive text. The multiple regressions also found that the relation is linear and significant. It revealed that every improvement of reading ability on descriptive text will be followed by the improvement of reading interest and vocabulary mastery through the regression equation \( \hat{Y} = 3.22 + 0.09X_1 + 0.53X_2 \). However, the level of strength relation between reading interest, vocabulary mastery and reading ability on descriptive text has reached to moderate level of strength. It was proved from the result of \( r_{1.2} = 0.47 \). To know how great the distribution of those two independent variables toward dependent variable, the determinant coefficient is 22%. It concluded that 22% variation of reading ability on descriptive text can be explained by reading interest and vocabulary mastery, whereas the rest of 78% variation remains unexplained or it might be explained by the other predictors.

The finding of the current study cannot support the previous study which found that both interest and vocabulary have strong and great contribution whether to reading ability or reading comprehension. It was assumed that the more vocabulary someone has the better he understands the text comprehensively. In addition, the higher someone’s interest in reading, the more he reads and the better his understanding the text will be. In fact, although there was a positive relationship between the three variables partially or multiply, but the strength of relation has not reached to the level of strong relation as what the researchers found before.

Based on the result, there were two assumptions arose: first, it can be assumed that the weak relation between reading interest and reading ability might be caused there were other factors of reading attitudes except interest that affected reading ability. So that it cannot be concluded that interest was the only factors affecting reading ability on descriptive text. Secondly, the less contribution of vocabulary mastery toward reading ability was because the students use the top-down process in understanding the text. In other words, top-
down means that the readers or the learners are allowed to
guess the meaning of words they have not encountered
before. So that they do not need to have the amount of
vocabularies to comprehend the text, and as the result, their
score of reading ability reached higher score than vocabulary
mastery.

In sum, it can be revealed that interest in reading and
vocabulary mastery have not yet given the expected
contribution to the eighth graders’ reading ability on
descriptive text in Kecamatan Banjar. It can be caused that
such interest in reading is affected by some other variables
and those variables should be considered carefully. Besides,
vocabulary mastery also cannot only be determined by the
amount of words that students have but also by how they
know every word morphologically and semantically or what
is commonly called by depth vocabulary.

Therefore, for further research, it is needed to do the
investigation about what other predictors that can be related
closely and strongly to reading ability on descriptive text.
Moreover, to know the relationship between vocabulary
mastery and reading ability, it is needed to consider the types
of vocabulary that the students have to be acquired.

CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter discusses the conclusion of the finding research and also mentions some suggestions which are related with the study.

A. Conclusion

Based on the finding and interpretation that firstly began with normality and linearity test, the data that has been accomplished the requirement and the approval of the research hypothesis about the relationship between students’ reading interest, students’ vocabulary mastery and their reading ability on descriptive text which happened to the eighth grade students of SMP Negeri 1 Banjar, Pandeglang Banten concluded the following conclusions:

1. The result of the simple correlation analysis shows that there is a positive relationship between students’ reading interest and students’ reading ability on descriptive text. Therefore, the hypothesis which stated that there is a relationship between the two variables above is accepted. This case means that the students’ reading interest which consists of situational and individual interest should give a contribution to the improvement of students’ reading ability on descriptive text. By understanding the students’ interest in reading, it should support the students’ habit in reading, especially reading descriptive text. Moreover, both variables have one way relationship as the more students’ interest in reading, the better they read and understand descriptive text. On the contrary, the less students’ interest, the lower their ability on reading descriptive text.

2. Based on the result of simple correlation analysis, it proves that there is a positive relationship between students’ vocabulary mastery and students’ reading ability on descriptive text. Therefore, the hypothesis which stated that there is a relationship between the two variables is accepted. It means that the students’ vocabulary mastery which consists of some aspects such as, the mastery of word form, word meaning and vocabulary knowledge should give a contribution to the improvement of reading ability on descriptive text.
Through the improvement of students’ vocabulary mastery, students will be easier to understand descriptive text. It is because the more student mastering the vocabulary, in this case, the vocabulary which is related with descriptive text, the easier students understand and able to read descriptive text. Besides, the two variables have one way relationship that is the better students’ vocabulary mastery, the higher students’ level of reading ability on descriptive text. On the contrary, the less students’ vocabulary mastery, the lower students’ level of reading ability on descriptive text.

3. There is a positive relationship between the three variables altogether. This means that students’ level of reading interest and vocabulary mastery should give a contribution to the improvement of students’ reading ability on descriptive text. The student who has high interest in reading and masters the vocabulary mastery should be easier to understand the text literally and also interpretatively. Therefore, the ability in reading descriptive text will be supported by the level of interest and vocabulary student has.

In spite of the conclusions which stated that there were positive relationship between two independent variables and dependent variable partially or multiply, there were some important points that should be underlined. Firstly, the relation between reading interest and reading ability on descriptive text was categorized as weak relation. It was proved from ry1: 0.262. Whereas the contribution of reading interest to reading ability on descriptive text was only 6.9%. The partial correlation between those two variables if vocabulary mastery is controlled can be generalized because the significant value is higher than $T_{table}$. In other words, the relation was occurred for the whole population. Secondly, the relationship between $X_2$ and $Y$ variable was categorized as moderate level of strength. It was proved by ry2 value: 0.427. Therefore, the variance of reading ability can be determined by vocabulary mastery about 18.2%. The partial correlation between $X_2$ and $Y$ variables by controlling $X_1$ was occurred for the whole of population.
B. Suggestions

In conclusion, some suggestions are delivered. The suggestions are actually related with the way to improve students’ reading ability that should be paid more attention and more serious by the teachers.

The suggestions are:

For the teachers, firstly, the teacher should build the students’ interest in reading. One of the ways is by practicing extensive reading in which the students are trained to read for pleasure. They can read what they want to read. By exploring students’ extensive reading, they would have an interest in reading. Because, in order to have reading interest, someone should have something which makes him or her attracting with the text being read so that teachers should select the suitable and attractive one to be given to the students in order to build their interest. It is aimed to build their consciousness to feel that reading is a need. To build the interest in reading, teacher should consider to the factors which may affect students’ interest in reading, such as gender differences, topic interest or characteristics of the text. The factors which are interrelated can be used as the way teachers elaborate and design the techniques in teaching reading. It is needed to build students’ interest in reading earlier.

Secondly, to teach reading is not merely to make students are able to vocalize every word, sentence or paragraph, but also to make them understand the text literally and interpretatively. Therefore, teachers should be patient in guiding the students to understand the text and asking them questions related with the text being read continuously. Alternatively, to build students’ reading interest, teacher should be firstly began by telling an interesting story, games or joke related with the topic that’s going to be learned. Hopefully, students will be attracted by the topic then willing to read.

The last but not least, to support the suggestions mentioned above, the students should have enough vocabulary in order to understand the text literally and interpretatively. However, students should not only know the meaning of a word but also its role in a text. It is important to know the word’s role or part of speech of a word as the text they usually read is not that simple but sometimes
they find it as a complex one. In other words, based on the classification of vocabulary knowledge, students should not be given breadth vocabulary in which they only focus on the amount of vocabulary they have but they should be more focused on depth of vocabulary in which the students aware of how to put every word in a sentence appropriately and accurately, so that they know the word’s role and position in a sentence.

For the researchers, based on the finding research, it is needed to do further investigation about the other predictors which are assumed can affect students’ reading ability on descriptive text. The finding result showed there were only 22% contribution of reading interest and vocabulary mastery in reading ability on descriptive text. Therefore, 78% contribution may come from other factors. The prior knowledge can be assumed to have contribution in reading ability on descriptive text. But, some experts argued that the prior knowledge can decrease someone’s interest. As it was known that the more familiar the text, the less someone’s curiosity of the topic, however, some others stated that the more familiar the topic, the easier they understand the text so that they will be more attracted to read. Therefore, it is needed to prove which one is more significantly affected the interest.

For some related schools and community, as long as Kecamatan Banjar is one of suburban areas in Pandeglang city, in which many families struggle to fulfill their needs. Such household cannot afford even the textbooks required for learning at school. National libraries do not help either, because they are located in urban areas. This condition made children in Kecamatan Banjar lack the foundation that would predispose them to the acquisition of good reading skills and positive attitude toward reading. Therefore, if school and the community could provide reading materials, then children are more likely to become readers later on.

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