

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher gives the description of theoretical review related to the variable of this research. They are reviewing reading comprehension, vocabulary mastery, and learning motivation. Previous study and framework design are also discussed.

A. Theoretical Description

1. Reading Comprehension

a. Definition of Reading Comprehension

Here some experts who describe the definition of reading. Linse (2005: 69) states that reading is a skill includes the way to comprehend and get the definition of the word from the text. Students should be competent to get the definition of the word students' read and also comprehend what they read. McNamara (2006: 3) states reading is the result obtained by seeing the level and component that must be mastered by the reader. It can be interpreted that reading is an activity that gets results based on the abilities mastered through reading. Harmer (2007: 99) defines reading is helpful in support of mastering a language. Student must be understands what they read in order for them to master the language. If they often read, they will be more competent.

Klingner, et al (2015: 2) state reading is the basic goal or result of a study. We know the content of a reading if we understand the meaning of the reading. McNamara (2006: 4) defines that comprehension is not always easy and goes so fast. It can be interpreted that in understanding the reading it takes a long time to understand every word and even every sentence. Snow (2002: 11) defines reading comprehension is an activity of finding worth in reading a text. It can be decided that the definition of reading is an activity that can make students understand the point of the text. Meanwhile, definition reading comprehension is understood correctly the content of reading.

Harmer (2007: 99) mentions two kinds of reading. Those are:

1) Extensive reading

Extensive reading is reading that is often done by students outside the classroom or not while in school. They have the right to choose what they want to read. Every student has a different interest in the type of reading they read. So, they can share information that is different from the type of reading they are reading. For example, short stories, novels, magazines, newspaper, etc.

2) Intensive reading

Intensive reading is reading that is often done by students in the classroom. Usually, they read about the learning material

taught by the teacher. For example, the teacher asks students to read textbooks, poetry, dialog text, journal, etc. Probably, students have same information about they read.

The researcher concluded that extensive reading is one method that can improve a student's vocabulary. They are given the opportunity to choose what texts they will read according to their references. In this way, students will learn outside the classroom by feeling enjoyed in reading and can understand the content of the reading.

b. Strategies for Reading Comprehension

Brown (2003: 306) mentions ten strategies, individually of which can be realistically useful in classroom techniques. Those are:

1) Identify the aim

Identifying the aim is main part of reading. If they get the point of they are studying in the reading, students can leave information that is not important or not their purpose in that reading. In reading, if students understand the purpose of reading, so they will understand the text that they read.

2) Use graphemic rules and patterns

The difficulties student is the difficulty understanding between verbal and nonverbal English. Sometimes, students have to develop understanding by the verbal language and have some difficulties in learning English daily meaning.

3) Silent reading technique

At the middle to higher levels, it is used silent reading technique to relatively fast comprehension. In the beginning, the students do not use this technique because they have still limited vocabulary and grammatical pattern.

4) Skim the text

Skimming is fast reading with one's eyes closed across a whole text to find the meaning. Skimming has many benefits, namely, the reader can quickly find the main idea, purpose, message or moral value and find the supporting ideas that exist in the reading.

5) Scan the text

Scanning is used to quote certain information in the way without reading the complete text. Example, students immediately search for names, dates or other things to find the definition of a keyword.

6) Mapping or grouping

The mapping or grouping is makes a group of ideas into meaningful groups. It can support the students to deliver some instruction from the text. Making the semantic mapping or cluster can be done by an individually or group.

7) Guess when you aren't certain

Students are guessing when they don't get it the meaning of what they read. The key to successful guessing is used effective strategies where they have a clue that helps them to guess. But, if they don't have a clue, they won't be able to guess.

8) Analyze vocabulary

Word analysis is the way students to get the definition of a vocabulary. The way is analyze the vocabularies related to their knowledge about the word.

9) Differentiate between literal and implied meanings

Students must have the skills to differentiate between literal and implied meanings. In fact, language cannot be interpreted correctly. Sometimes it has an implied meaning. Thus, students must also have the skills to differentiate between direct and indirect meanings.

10) Capitalized

Discourse markers in English are to provide a link between ideas spoken over expressions, part and sentences. Readers can increase their reading efficiency if they find the mark.

The researcher chose two strategies that can be applied to students. They are identified the purpose of reading and use semantic mapping or clustering. Students must get it the point of the text. In the descriptive text, of course the point of the text is to

illustrate something or someone. The next plan is to build mapping. Students get the text deep while make mapping. Descriptive text is very important to make it.

McNamara (2006: 6) defines a reading comprehension strategy is behavior or cognitive actions that are performed under certain conditions. The purpose of reading comprehension is to improve aspects the reading skill. The strategies of reading comprehension are:

1) Dictionary Artifact Strategy

This strategy helps researchers or teachers to know how the strategy is implemented and to find out what difficulties have occurred. The purpose of this strategy is to find out the details of the strategy used and not to formulate the rules that are made.

2) Contextual Word Definition Strategy

In real life, sometimes some students are lazy to look up words they don't understand in the dictionary. Sometimes, the strategy they choose is to interpret words in the context. For example, students can interpret a word they did not know before by looking at it ontologically (example: animal). The animal ran across the grasslands and trees, and it was explained again that the animal was striped and lived in Africa. With sufficient specifications in the explanation, go on to gather information from the reading and get the definition of a word that they did not previously understand.

So, the students know the definition of a word usually not from the definition of the word or from a cognitive strategy. Students assume they can find any sign that will make them understand.

3) Character Motive Strategy

Students have enough knowledge and experience to conclude the actions taken by present characters in a novel or short story. For example, when the students read a detective novel, they will understand the different characters in a novel that has a simple story. This strategy is very important because it can differentiate deep understanding from understanding that is not too deep.

In this research, the researcher used the contextual word definition strategy. The reason is that researcher used this strategy because the researcher used descriptive text. In the description, the text described something. This strategy is appropriate with the descriptive text.

c. Principles for Designing Interactive Reading Techniques

Brown (2007: 313-316) mentions principles for designing interactive reading techniques, those are:

1) Focus on Specific Instruction

ESL students will use their own language as a reading learning tool. The researcher assumes that students will learn to read well by being interested what they read. But in fact, they will increase a lot in reading. The most important thing is that students are given sufficient time to read. In fact, silent reading would be a very good method for them in reading.

2) Use Techniques that are Intrinsically Motivating

An approach is the Language Experience Approach or LEA. Not only that, another approach is to ask students to select reading material that increases their intrinsic motivation. Another way to increase intrinsic motivation is to give them an opportunity to measure progress to self-assess.

3) Authenticity Language

Authentic language is very important and must be beyond than strong. But in teaching reading, there is one subject that concerns an argument, which is the definition of a shortened text. In which, authentic text is corrected to the competence equal in a usual of students. Students must be able to differentiate between easy texts and basic texts and also realize the source of difficulty.

Original easy texts used original life. For example, labels, report, and essay. Simplifying the reading is not necessary, but if necessary, it is important to simplify. First, to preserve the natural

redundancy, humor, intelligence and other captivating features of the original material. Second, the understanding of text simplification that is simpler than the original form. Sometimes, the text that has been simplified will remove natural redundancy and thus become difficult.

4) Encourage the Development of Reading Strategies

Reading has many strategies. A teacher must use strategy so those students do not get bored in reading. But it depends on each student whether they like the strategy or not. Each student chooses a different strategy. It's just those teachers must be good at understanding their students. The teacher must be able to develop reading strategies for each student.

5) Both Bottom-Up and Top-Down Techniques

When there is original language activity in the classroom at times, the students can get advantage from the study. Make sure the teacher gives enough students' time for them to read at an appropriate level.

6) Follow the "SQ3R" System

"SQ3R" is a technique for the approaching a reading. An activity containing of the following steps:

- a) *Survey* is skimmed to see a summary of the text.
- b) *Question* is whether the student asks questions about what the text wants to send.

- c) *Read* is looking information from the text to answers the questions.
- d) *Recite* is retelling the important information of the text by the oral or written language.
- e) *Review* is summarizes the main material from the text and then combine the knowledge.

This technique of development can not appropriate all classes and setting, however it helps typical standard for a reading lesson.

7) Pre-Reading, During-Reading, and After-Reading Stages

This technique is very good for Junior High School and Senior High School. So, they get there is no introduction, no instructions for something specific to be done while reading and no thoughts during silent reading. There are three kinds of techniques that must be done, namely:

a) Before students read

The first step that must be done is to get the topic in the reading. After the students know the topic in reading, their next steps are skimming, scanning, predicting, and activating plans. Students could develop their knowledge and skill in reading well if they would have done these techniques.

b) While you read

In the reading process, not all reading is general or universal reading. There are sure truths that students must be focused in reading. The teacher not only asks students to read, but also must provide understanding or the purpose of reading.

c) After you read

After reading, students will be able to understand the content from the text. This activity is certain is answering questions related to read. Answering the questions is an movement to build the students knowledge the content of the reading.

8) Evaluative Aspect

Reading skill is the same as listening skill. Neither the reader nor the listener can conclude understanding easily. Readers and listeners must be able to understand other behavior. The reader should consider the reading comprehension in several ways:

- a) Doing is the reader must respond to the instruction given in reading.
- b) Choosing is the reader must choose the alternative they want or in writing.
- c) Transferring is the readers summarize the information they get from reading.
- d) Answering is readers must answer the questions provided in relation to the text they are reading.

- e) Condensing is when the reader takes notes.
- f) Extending is the reader gives the end of the reading.
- g) Duplicating is the reader concluding the message contained in the reading.
- h) Modeling is the reader act with reading related support.
- i) Conversing is the student involved in a conversation related to the knowledge.

This research, the researcher chooses a technique “Focus on specific instruction”. The researcher makes questions with some instructions. The student must be accurately read the instruction. In the questions, there are some instructions like looking for the synonym, antonym, and verbal content. Besides that, in the questions there are some instructions like correct, incorrect, except, and underlined words. The students must also read those instructions.

2. Vocabulary Mastery

a. Defining of Vocabulary Mastery

Linse (2005: 121) defines vocabulary is group of word that each individual knows. It can be determined vocabulary is a identical main component in studying foreign languages, especially in the English language. Nurhayati (2008) states vocabulary mastery is an ability in use amount of vocabularies in doing interaction, then students comprehend the arranged of words. Ahmad et al (2016) define vocabulary mastery is focused in interaction point in practical through

an appropriate technique. Nurhayati (2018) states that the develop spirit for reading is often as difficult with the mastering the vocabulary or comprehension of the text selection. It can be concluded that vocabulary mastery is understands the meaning of each existing vocabulary.

b. Kinds of Vocabulary

Rao, et al (2003: 41-42), mention kinds of vocabulary, those are:

1) Active Vocabulary

Active vocabulary is vocabulary that is often spoken or written by many people. The vocabulary in active vocabulary is usually words that are often used in everyday life but to some level in the use of language.

2) Passive Vocabulary

Passive vocabulary is vocabulary that seldom spent in everyday life. Passive vocabulary is words that someone understands but is not usually used in everyday life. The more students understand the passive vocabulary, the better one's reading comprehension is.

This research, the researcher consumes passive vocabulary to test the students. The researcher chose passive vocabulary because when students understand the passive vocabulary, they will understand reading comprehension. It can be prove students

mastered vocabulary. The conclusion is that students mastered vocabulary more they do better in reading comprehension.

c. Structural Words and High-Frequency Words

Rao, et al (2003: 43-45), mention structural words and high-frequency words, those are:

1) Actual Objects or Models

Teachers in teaching vocabulary to students should use objects or models. The teacher asks students to prepare objects or models to create interesting situations in learning. For example, the clock-face model can be used to teach the transferred meanings of hand and face, etc.

2) Actions

In learning, a teacher must take simple actions in explaining a word. The goal is to make students quickly get the definition of the words that are taught by their teacher. For example, walk, run, hit, scowl, munch, etc.

3) Pictures

Nurhayati (2014) states that, the series pictures can be used to know reading comprehension. Functions the pictures in instructing English vocabulary is very clear. Usually, some dictionaries use pictures to clarify the meaning of a word. Almost any vocabulary can be taught with the help of pictures. For example, a flower, a cat, a car, a doll, etc.

4) Verbal Content

There are some words which cannot be used visually. Therefore, they must use familiar verbal words. For example, prefer.

Prefer: (a) I like milk more than coffee.

I prefer milk to coffee.

(b) She likes rabbit more than cat.

She prefers rabbit to cat.

5) Illustrative Sentence

Illustrative sentences are very helpful to indicate a word and every dictionary uses illustrative sentences; however, to make illustrative sentences is not easy. The teacher must prepare illustrated sentences and ask students to use illustrated sentences after they understand the general meaning of the word. For example, accept.

Accept: (a) My brother accepted his friend's mistakes patiently.

(b) He accepts me as I am.

6) Word Series

Word series are familiar word in the real life. For example, the month of the year, days of the week, cardinal and ordinal numbers, etc. The vocabulary will become clear when put in the

right position. Usually, in words that have positive and negative connotations. For example, good >< bad, hot >< cold, etc.

7) Associated Vocabulary

Sometimes, it is easy to combine words to relate to a particular topic. For example, it is easier when teaching a doctor, a nurse, a patient, a medicine, an ambulance, etc. These words fall in one context, namely hospital. With the help of pictures, the words can be taught together.

8) Synonyms

Nurhayati (2015) states synonym is the word that same meaning, example, luxurious, pricy, exclusive, may attend as synonym of expensive. Synonym is a word that has the similar definition as a particular word. The teacher asks students to understand the definition of a vocabulary. Following educator invites learners look for words that have the same definition of a word. Such as, clever and smart, pretty and beautiful, etc. (Pretty: Jessi is a pretty (beautiful) girl).

9) Antonyms

Nurhayati (2015) states antonym is word that mean the opposed, such as, lazy is an antonym of diligent. Antonym is a word that has the opposite definition of another vocabulary. The educator could invite learners catch the opposite of a vocabulary.

For example, clever and stupid, handsome and ugly, etc. (He is very clever (stupid) boy).

This research, the researcher uses antonym, synonym, and verbal content. The researcher chose these structural because the researcher thought those structural were exact main to the learners. Verbal content is main because some words which cannot be used visually. Antonym is very important for students because they can be mastered in vocabulary if they know the opposite word. Synonym is also very important for students because they can be mastered in vocabulary if they know the same meaning of the word.

3. Learning Motivation

a. Defining of Learning Motivation

Harmer (2007: 98) defines motivation is an internal factor that makes someone want to do something and achieve it. It can be interpreted that motivation is something from the individual to do something. Brown (2007: 72) states that motivation is a balanced relationship between the goal of lacking to achieve something and the effort made to achieve it. It can be concluded that motivation is the relationship between goals and efforts to achieve it.

Karunia and Yudhanegara (2017: 93) defined that learning motivation is an encouragement that comes from inside or outside that make learners to study. It can be interpreted that learning motivation is

a support to make students to learn that comes from internal or external factors. Learning motivation can make it easier for students to achieve goals in learning process.

b. Types of Motivation

Harmer (2007: 98) mentions two types of motivation. Those are:

1) Extrinsic Motivation

Extrinsic motivation is an external factor that can influence something. For example, needs, rewards, hopes, etc.

Brown (2007: 76) on the other opinion, states that extrinsic motivation is done to anticipate external rewards. For example, money, gifts, value, etc.

2) Intrinsic Motivation

Intrinsic motivation is motivation comes beginning a student. Every student has curiosity about something. Therefore, a student can be motivated by the learning process that can make them better. Brown (2007: 77) defines intrinsic motivation is not any of the elements in the success of a language learning process. Sometimes, even though they have tried but were not successful for several reasons.

In this research, the researcher was using intrinsic motivation. Intrinsic motivation is motivation comes beginning a student. Even though the teacher has given a reward that is a score,

the students still have less motivation. So, it can be concluded that the motivation originates from within the students.

c. Sources of Motivation

Harmer (2007: 51-52), mentions four sources of motivation.

Those are:

1) The Society They Live in

The society around a student is the people who live around them. Each student has a different opinion about learning English. Each level of motivation has a different opinion of motivation, which will influence the effort they put in. Students who are old enough will make them motivated to learn English by themselves. Sometimes, students will also bring out the attitudes they get from their society. Students never know whether it's a positive or a negative attitude.

2) Significant Others

Other people will influence learning English to students. Students' attitudes in learning English will be influenced by those closest to them. For example, the attitude of parents, siblings and friends will influence it. Not necessarily they support students' English learning. Under these conditions, students who do not have their critical thinking will be less motivated. While the student who has critical and enthusiastic thinking will ask the other student to learn English.

3) The Teacher

Nurhayati (2018) defines a good teacher is a self initiated teacher who not only comes for their own purpose but becomes a motivation for their students. An important factor of a learner's motive is educator. Nurhayati (2014) states the teachers must create the classroom enjoyable situation. The teacher must be given the positive condition in the classroom. The positive condition can build the students enjoy in the learning process. A clear motivation for English studying in the situation will appear the basic in good condition. Teacher must have a way to teach their students.

4) The Method

The method is important for the educator and learners take certain belief in the method teaching and learning income. While any fails belief, motivation unsuccessfully adopted, although while together are easy the way presence.

Based researcher's opinion, the more important source of motivation is the teacher. The teacher has main roles to teach the students. Motivation can be grown up if the teacher could build a safe situation. Learners can be beyond motivated if they enjoy being classroom.

B. Previous Study

The researcher found previous studies related to the correlation between vocabulary mastery and learning motivation toward reading comprehension. Some of the previous studies are presented as follows:

1. Irwan

In the research entitled “*The Correlation between Students’ Vocabulary Mastery and Reading Comprehension*” the variables are similar with this research. Those are vocabulary mastery and reading comprehension, but the different changing is different in the research without learning motivation variable. The research design is correlation research design. The instruments that use are observation, interview and documentation. In the research, the instrument is an observation studied, , and documentation. Sample was occupied from 30 learners at the second grade semester of Tarbiyah Faculty and Teachers Training of State Islamic University Syarif Hidayatullah Jakarta. The sampling in the research is random sampling.

2. Frida

In the research entitled “*A Correlation between Learning Motivation and Vocabulary Mastery and Reading Competence of the Second Grade Students of SMP Negeri 4 Surakarta in the Academic Year 2011-2012*” the variables are same. Those are learning motivation and vocabulary mastery, but one variable is different, that is reading competence. The research design is correlation design. The instruments

are also same with this research, those are questionnaire and tests. The test was used to collate the data of vocabulary mastery and reading competence and questionnaire used to collect the data of learning motivation. The writer used cluster random sampling to take the sample. The sample was taken from 296 students at the second grade of SMP Negeri 4 Jakarta.

3. Dewi

In the research entitled “*The Correlation between Vocabulary Mastery and Reading Comprehension: The Case of the Seventh Grade Students of SMP N 13 Semarang in the Academic Year 2005/2006*” has the same variables, those are vocabulary mastery and reading comprehension. The study used correlation research design. The writer used a test to gather information of the variables. Writer spent cluster random sampling with taken from 266 students at the seventh grade of SMP N 13 Semarang as a sample.

4. Cahyani

Research entitled “*The Relationship between Students’ Vocabulary Mastery and Reading Comprehension Achievement*” has same variable with this research, those are vocabulary mastery and reading comprehension. Test is instrument to collect data from vocabulary mastery and reading comprehension achievement. The research design is a case study. The sample was taken from 34 students at the second grade of

SMAN 13 Ciledug Tangerang with the technique sampling is proportional random sampling.

5. Yuyun

In the research entitled *“The Correlation between Students’ Vocabulary Mastery and Their Writing Ability in Descriptive Text (A Study for the Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District in the Academic Year 2016/2017)”* only one variable is same with this research, that is vocabulary mastery variable. The research used test and documentation to get the information. To test vocabulary mastery, writer spent multiple choices and test the writing ability writer used a written test of descriptive text.

6. Elfitri

In the research entitled *“The Correlation between Vocabulary Mastery and Reading Ability on Narrative Tetx at the Second Year Students of SMP N 3 kampar”* has same variable. The test is instrument to get the information in the research. Sample is the second year of SMP N 3 Kampar and using random sampling. Topic the text is a narrative text.

7. Ahmad

In the research entitled *“The Effectiveness of Reading Aloud to Improve the Students’ Vocabulary Mastery at the Second Grade of SMPN 3 Parangloe”* the variable is same. Writer used quasi experimental research design. The instrument is test to get the information since reading aloud and vocabulary mastery. The writer took 20 learners as the

experimental class and 20 learners as the control class with a different class. The technique for sampling is cluster sampling.

Table 2.1

Table of Previous Study

NO.	RESEARCHER	SAME	DIFFERENT	NEWEST
1.	Irwan (2010) <i>“The Correlation between Students’ Vocabulary Mastery and Reading Comprehension”</i>	<ul style="list-style-type: none"> ➤ Variable: Vocabulary Mastery and Reading Comprehension ➤ Design: Correlation design 	<ul style="list-style-type: none"> ➤ Sample: 30 students at the second semester ➤ Sampling: Random sampling ➤ Place: Tarbiyah Faculty and Teachers Training Syarif Hidayatullah State Islamic University Jakarta ➤ Instrument: observation, interview and documentation. 	<ul style="list-style-type: none"> ➤ In the previous research only 2 variables but in this research have 3 variables. ➤ In this research by using online to collecting data. ➤ The sampling was purposive sampling
2.	Frida (2012) <i>“A Correlation between Learning Motivation and Vocabulary Mastery and Reading Competence of the Second Grade Students of SMP Negeri 4 Surakarta in the Academic Year 2011-2012”</i>	<ul style="list-style-type: none"> ➤ Variable: Learning Motivation and Vocabulary Mastery ➤ Design: correlation design ➤ Instrument: Questionnaire and test 	<ul style="list-style-type: none"> ➤ Variable: Reading Competence ➤ Sample: 296 students at the second grade ➤ Sampling: Cluster random sampling ➤ Place: SMP Negeri 4 Surakarta 	<ul style="list-style-type: none"> ➤ In this research by using online to collecting data. ➤ The sampling was purposive sampling
3.	Dewi (2006) <i>“The Correlation between Vocabulary</i>	<ul style="list-style-type: none"> ➤ Variable: Vocabulary Mastery and Reading 	<ul style="list-style-type: none"> ➤ Sample: 266 students at the seventh grade 	<ul style="list-style-type: none"> ➤ Previous research only 2 variables

	<i>Mastery and Reading Comprehension: The Case of the Seventh Grade Students of SMP N 13 Semarang in the Academic Year 2005/2006</i>	<ul style="list-style-type: none"> Comprehension ➤ Instrument: Test ➤ Design: Correlation design 	<ul style="list-style-type: none"> ➤ Sampling: Cluster random sampling ➤ Place: SMP N 13 Semarang 	<ul style="list-style-type: none"> but in this research have 3 variables. ➤ In this research by using online to collecting data. ➤ The sampling was purposive sampling
4.	Cahyani (2009) <i>“The Relationship between Students’ Vocabulary Mastery and Reading Comprehension Achievement”</i>	<ul style="list-style-type: none"> ➤ Variable: Vocabulary Mastery and Reading Comprehension ➤ Instrument: Test 	<ul style="list-style-type: none"> ➤ Design: case study ➤ Sample: 34 students at the second grade ➤ Sampling: Proportional random sampling ➤ Place: SMAN 13 Ciledug Tangerang 	<ul style="list-style-type: none"> ➤ In the previous research only 2 variables but in this research have 3 variables. ➤ In this research by using online to collecting data. ➤ The sampling was purposive sampling
5.	Yuyun (2017) <i>“The Correlation between students’ Vocabulary Mastery and Their Writing Ability in Descriptive Text (A Study for the Seventh Grade Students of SMP Islam Sudirman I Bancak Semarang District in the Academic Year 2016/2017”</i>	<ul style="list-style-type: none"> ➤ Variable: Vocabulary Mastery ➤ Instrument: Test 	<ul style="list-style-type: none"> ➤ Design: Ex post facto ➤ Sample: 26 students at the seventh grade ➤ Sampling: SMP Islam Sudirman 1 Bancak Semarang ➤ Instrument: documentation 	<ul style="list-style-type: none"> ➤ In this research by using online to collecting data. ➤ The sampling was purposive sampling

6.	Elfitri (2013) <i>“The Correlation between Vocabulary Mastery and Reading Ability on Narrative Text at the Second Year Students of SMP N 3 Kampar”</i>	<ul style="list-style-type: none"> ➤ Variable: Vocabulary Mastery ➤ Instrument: Test ➤ Sample: Second year of SMP 	<ul style="list-style-type: none"> ➤ Sampling: random sampling ➤ Variable: Reading ability ➤ Topic: Narrative text 	<ul style="list-style-type: none"> ➤ Previous research only 2 variables but in this research have 3 variables. ➤ In this research by using online to collecting data. ➤ The sampling was purposive sampling
7.	Ahmad (2017) <i>“The Effectiveness of Reading Aloud to Improve the Students’ Vocabulary Mastery at the Second Grade of SMPN 3 Parangloe”</i>	<ul style="list-style-type: none"> ➤ Variable: Vocabulary Mastery ➤ Instrument: test ➤ Sample: Second grade of SMPN 	<ul style="list-style-type: none"> ➤ Sampling: Cluster sampling ➤ Research design: Quasi-Experimental 	<ul style="list-style-type: none"> ➤ In the previous research only 2 variables but in this research have 3 variables. ➤ In this research by using online to collecting data. ➤ The sampling was purposive sampling ➤ The research design was correlation design

C. Framework Design

Based on the theory, the framework design in this research will be discussed as follows. The English teacher has explained the material well, but the students still have low reading comprehension. Sometimes learners do not hold vocabulary mastery or do not have learning motivation or even both. This problem can effect on students' reading comprehension. So, it is important to get the correlation between vocabulary mastery and learning motivation toward reading comprehension.

This research, there are two types of variables, namely independent variable (predictor variable) and the dependent variable (criterion variable). Independent variables are vocabulary mastery and learning motivation (X) while dependent variable is learning motivation (Y). This study uses one class to collect the data. Students are given multiple choice questions to test the vocabulary mastery and reading comprehension related to descriptive text, and students are given questionnaire questions for learning motivation.

In order to obtain a clear concept of the correlation between vocabulary mastery and learning motivation toward reading comprehension, can be explained with following framework design as follows:

Figure 2.1

Framework Design

