

CHAPTER I

INTRODUCTION

This chapter consists of background of study, research question, objective of study, research hypothesis, the significance of study, scope and limitation of study, and definition of key term.

A. Background of Study

Reading is one of four important skills of teaching English. Reading can help you learn more and gain experience. Reading is a great way for people to earn a lot of facts, concepts, and new informations. One of the most crucial language ability elements is reading.. Reading ability is to recognize and examine words of sentences and understand the information within (Lone, 2011). Patel and Jain (2008, p.13) stated that reading is the most useful and important skill for people. This skill is more important than speaking and writing. The goals of reading is the efficacy communication between the ideas and the readers which require students to have reading skills and strategies to obtain information from the printed text (Pilten & Kuralbaeya, 2018, p..). So, reading is an important skill since it can increase knowledge and experience. We also can find so much opinion, idea, and information from it. That is why reading can be defined as an important skill.

One of the bases of reading activity is reading comprehension. Before, during, and after someone reads a specific piece of writing, there is an intentional, active, and interactive process called reading comprehension that takes place. Nunan (2006, p.71) adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It is much more complex and involves

higher-order cognitive abilities than simply being able to decode particular words. Brown (2001, p. 306) states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. So, the definition of reading comprehension is a complex activity in reading, it not just an activity where the reader read a text and that is the end, but it continued untill the reader understand about the subject that he read. Because comprehension is the goal of reading, it follows that while the students read, they must also comprehend what they have read as a part of their reading process.

There are some factors affecting students' reading comprehension, one of them is reading habit. Reading habits are indicated by the amount of the materials that the readers read, the frequency of reading, the average of the time that readers spent of reading, and also the purpose of reading (Shen, 2006). Reading habits play a significant role in determining students' academic success. Patel and Jain (2008, p.114) say that reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. Academic success and reading are tied to and dependent upon one another. Students from various backgrounds and locations frequently have varying levels of intellectual achievement. They have different reading patterns as a result. While some students read well, others frequently display bad reading habits.

Palani (2012) stated that, effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. According to him, reading is the process of recognizing symbols and associating the proper meaning with them. Identification and comprehension are necessary. The student can better

understand the meaning of words by developing their comprehension abilities. Both young and old could find the time to read before the invention of television. Other professionals, besides teachers, used to read both English and local literature in their free time. Students in English-medium schools were frequently required to read more than usual. But they are all now relics of the past.

The other factor may affect students' reading comprehension is the students' vocabulary. As stated by Susanti (2002:, p.89) Vocabulary is the total number of words in a language. It is also a list of words that a person is familiar with using in both speaking and writing. In other words, vocabulary is the entire quantity of words we use in our language, and every word we create that becomes a sentence is considered a part of vocabulary. A person's collection of words used for either speaking or writing projects is known as their vocabulary. But they are all now relics of the past.

By pocketing a lot of vocabulary, it will be easy for us to speak and also understand the English text that we read. According to Inderjit (2014, p.71), reading habits for EFL (English Foreign Language) students can help them to increase their vocabulary. Students who read will learn new words from the text they are reading. Reading habits might help students develop their self-confidence as well. The knowledge and information that students learn through reading is substantial. Gaining knowledge might help students feel more confident. Moreover, Thanuskodi (2011, p.1) also explained the impact of reading in people's lives. A reader can pick up a new term, discover fresh information, increase their knowledge of the entire world, and have their thoughts and emotions aroused.

There are also several studies related to this research. The first previous study was conducted by Muawanah on her research in 2014 who investigated the relationship between students' reading habit and their reading comprehension. The second is from Wardani on her research on 2018. The purpose of his study is to find out the correlation between students reading habit and their oral reading fluency at the eleventh grade students of MAN Tenganan. The last is the study conducted by Nur Rifal Laili on 2021. The aim of this study was to find out the correlation between student's reading comprehension and their vocabulary mastery of eleventh grade students of SMA N 1 Palangkaraya.

This study is looking for the correlation between some aspect or variables, and it is the same with the previous study. Then, the differences between this study and the previous study is on the variable and the subject of the study. In this study, the researcher is looking for the correlation between three variables but the previous studies are only looking for the correlation between two variables. The previous study are using junior or senior high school students as their subject but this study, uses university students as the subject.

The researcher chose the university area since she has observed reading interest of students in the English education study program is relatively low. Moreover, the researcher also has observed that some students who make presentation in class do not understand the material they presents. They explained that limited vocabulary was one of the obstacles to understand the materials.

In IAIN Kediri, the second semester students of English Department have taken vocabulary subject in the first semester. They also have taken Intensive reading one in the second semester. Therefore, it is need a research to find out the

correlation among students' reading comprehension, reading habit, and vocabulary mastery. Based on the problem above, the researcher conducts a study entitled "The correlation among students' reading habit, reading comprehension, and vocabulary mastery of 2nd semester english department students at IAIN Kediri".

B. Research Question

Based on the background of study above, the researcher formulates some questions as follow:

1. Is there any significant correlation between students' reading habit with students' reading comprehension?
2. Is there any significant correlation between students' vocabulary mastery with students' reading comprehension?
3. Is there any significant correlation between students' vocabulary mastery with students' reading habit?

C. Objective of Study

Based on the research question above, the objective of this research are:

1. To find out whether or not there is a significant correlation between students' reading habit with students' reading comprehension.
2. To find out whether or not there is a significant correlation between students' reading comprehension with students' vocabulary mastery.
3. To find out whether or not there is a significant correlation between students' reading habit with students' vocabulary mastery.

D. Research Hypothesis

H_{a1} : There is significant relationship between students' reading habit

and reading comprehension.

H_{o1} : There is no significant relationship between students' reading habit and reading comprehension.

H_{a2} : There is significant relationship between students' vocabulary mastery and reading comprehension.

H_{o2} : There is no significant relationship between students' vocabulary mastery and reading comprehension.

H_{a3} : There is significant relationship between students' reading habit and vocabulary mastery.

H_{o3} : There is no significant relationship between students' reading habit and vocabulary mastery.

E. The Significance of Study

a) Students

The researcher hopes that this study can help everyone who reads this study to understand about the correlation between reading habit with reading comprehension and vocabulary mastery. Hopefully, this research can raise the spirit of the reader to have a great reading habit.

b) Lecturer

This study conducted to know the correlation between those variables. Hopefully, after reading this study, it can be a reference for the lecturer when they want to explain about the importance of reading habit and its impact to the other aspects.

c) Future Researcher

All anyone involved in the teaching and learning of the English language, including teachers, students, and potential future researchers conducting the next study, may gain information from this study.

F. Scope and Limitation of Study

The limitation of this study is 2nd semester English department students at State Islamic Institute of Kediri (IAIN Kediri). Located in Jl. Sunan Ampel No 7, Ngronggo-Kediri City. This research focuses in investigating students' reading habit, reading comprehension, and vocabulary mastery.

G. Definition of The Key Term

The researcher defines the key term of this study in order to avoid misunderstanding of this study.

a) Correlation

There are many different research where correlation is helpful. Assessing relationships, evaluating consistency, and making predictions are the three most beneficial uses of correlation.

b) Reading habit

A reading habit is a force that motivates people to read on their own initiative by encouraging them to pay attention, feel interested in, and enjoy the activity. The behavior that reflects a reader's preference for particular genres and reading styles is referred to as a reading habit.

c) Reading comprehension

The process of reading must include reading comprehension. Reading for meaning, comprehension, and entertainment is referred to as reading for reading comprehension.

d) Vocabulary mastery

Mastering a vocabulary is crucial for the acquisition process. Acquisition greatly depends on intelligible input. The ability to

understand the meaning of the utterance's essential components directly
affects the comprehensibility.