

CHAPTER II

LITERATURE REVIEW

This section highlights the subject of this study, including the theoretical foundation for reading, reading habits, vocabulary, as well as some previous research relevant to this research.

A. Theoretical Framework

1. Reading

a. Definition of Reading

The process of reading is complex and requires a wide range of cognitive abilities. This process is more than just turning it into meanings that are easy to understand and remember. We can learn new things, improve our understanding of the world, and hone our critical thinking skills through reading.

Brown (2003) highlights that reading is more than just a passive talent, although many people consider it a natural talent. Reading can help people understand different concepts, beliefs, and ideas by opening the gates to knowledge and information. This skill is essential for learning in a variety of subjects.

According to Ying and Aziz (2019), reading has long been known as a complex and intellectually exhausting process that requires active engagement between readers, texts, and reading strategies. The previous experiences and knowledge that readers bring to the text influence the way they understand it. With its distinctive style,

structure, and terminology, the text itself challenges the reader to decipher and evaluate the information it offers.

According to Giawa and Panjaitan (2021), reading is a dynamic dialogue between the reader and the text. We do not just passively receive information, but reading is an active process. Instead, we interact with the author's concept, consider his message, and formulate our own answers. The meaning of the text is not revealed suddenly, instead, we must actively engage with it to uncover its contents. We interpret the author's words and deduce deeper meanings using our own experience and prior knowledge.

Based on the definition given above, reading is a skill that requires the reader to actively participate, this is not a natural ability. Although it is the cornerstone of academic achievement, reading is a sophisticated process that involves more than just absorbing information. According to experts Giawa and Panjaitan (2021), Ying and Aziz (2019), and Brown (2003), reading is a dynamic interaction between the reader, the text, and the reader's initial knowledge. To read well, we must actively unravel the meaning in the text, grapple with the author's ideas, and develop our own interpretations.

b. Types of Reading

There are two types of reading: intensive reading and extensive reading, according to Nurdianan and Amelia (2017).

1) Extensive Reading

The practice of reading extensively, usually for pleasure or general understanding. Extensive reading emphasizes the volume of the reading rather than an in-depth examination of each section. Improving background knowledge, improving vocabulary, and improving fluency are greatly helped by this.

Renandya et al. (2021) define extensive reading as an independent learning strategy in which students read more by heart and rely less on the teacher's explanation. Therefore, Prayuda et al. (2023) define extensive reading as reading as much text as possible in a relatively short time to understand significant content quickly. Thus, reading extensively can be a useful tactic used by educators to help students become better readers and understand the content they read.

In addition, reading extensively has many benefits, according to Ateek (2021), such as improving vocabulary and fluency, improving overall language skills, improving receptive and productive skills, increasing reading motivation, and fostering a positive attitude towards reading in the target language.

2) Intensive Reading

In contrast, intensive reading is a method of reading that is done with attention and depth to understand the content thoroughly. To gather the right details and develop a deeper

understanding, this activity requires a comprehensive investigation of the text (Akhter et al., 2024).

Reading a lot is essential for fostering deep understanding and critical thinking skills. One can study difficult texts, determine the author's goals, and develop their own interpretation by reading intensively (Moon & Kwan, 2022).

Intensive reading is a more advanced reading activity in which the reader not only reads but also understands and retains knowledge for a longer period. A high level of focus is required for this activity (Moon & Kwan, 2022).

Intensive reading is a common practice in school settings. In their capacity as supervisors, teachers play an important role in teaching students and supporting them when they have difficulty reading. Students will concentrate on examining books that discuss grammar and vocabulary (Hidayat, 2023).

c. Benefits of Reading

Christina's (2019) research shows that reading provides children with several cognitive and affective advantages, such as:

1) Larger Memory Capacity

The students' brains become more proficient at storing and remembering knowledge the more they read. Students should pay attention to the details of the story, characters, and setting as they read. As a result, they become more perceptive and meticulous,

which improves their memory of specific things in different areas of life.

Reading helps students better understand the world around them and improve their memory. Students can gain new information and understanding that will help them in problem-solving and decision-making by reading a variety of literature.

2) Acquiring New Vocab

Students' vocabulary is expanded, and their communication skills are enhanced through reading. Students are introduced to a variety of new vocabulary through reading that they may not find in everyday conversation. As a result, students can learn the definitions of new words as well as how they fit in sentences and paragraphs. This improves students' understanding of the meaning of words and allows them to use them effectively in their own writing. As a result, reading helps children become better communicators in both writing and speaking.

3) Improves Concentration and Focus

One of the activities that requires a lot of focus is reading. Students must concentrate on understanding the text, following the storyline, and absorbing the information presented as they read. Your brain becomes more adept at focusing on one task for long periods of time as you read more.

Reading regularly also teaches students to ignore outside distractions. Students often lose awareness of the sounds and

activities around them while they are engrossed in reading. This happens because the brain's attention is focused on the content of the text. When studying in class or working on assignments, for example, the ability to ignore these distractions is helpful.

4) Developing Writing Skills

By reading a well-written book, students can understand effective and powerful sentence construction. By reading texts written in different language styles, students can also understand and use different language styles in their own writing. Finally, children can get ideas and inspiration for their own stories or written works by reading about other people's experiences and stories.

2. Reading Habits

a. Definition of Reading Habits

Habits are behaviors that are formed through repetition until they are done automatically, often without awareness. Habit, according to Nilsen (2012), is a behavior that is carried out repeatedly until it becomes automatic and is usually done without a conscious mind. According to Resta et al. (2023), habits are routine actions that a person usually does, sometimes with a specific goal.

In the case of reading, the habit is characterized as repetitive behavior that is carried out regularly without analyzing the motivation for the action. A person must be constantly involved in and practice reading activities in daily life to develop reading habits, according to

Sartika et al. (2020), who state that reading is an activity that is done frequently and occurs unconsciously. This concept is expanded by Yusof (2021), who states that students' reading habits include the frequency, time, type of reading material, and the purpose of reading activities.

In addition, the habit of reading is defined by Rendi et al. (2024) as the routine practice of interacting with written materials for self-development, entertainment, and information gathering. This habit is to set aside time regularly to read a variety of reading materials, including books, articles, and essays that cover a wide range of subjects and genres. Therefore, reading is more than just a physical exercise, it is a process that requires drive, perseverance, and well-set goals to reap the benefits of reading.

b. Reading Habits Indicators

According to Gaona and González (2010), indicators of reading habits include several important elements that characterize a person's motivation and reading behavior:

1) Attitude toward Reading

According to Rafi et al. (2021), a person's attitude towards reading is a way of evaluating or acting on various activities related to reading scenarios. Because it helps readers improve their reading skills, this attitude is an important internal component. A person who has a positive outlook will be more motivated to practice and gradually become better at reading.

Thus, students who have a positive attitude towards reading tend to like what they read more, improve reading skills, understand the material more carefully, and excel academically (Briones and Hussien, 2024).

According to Gaona and González (2010), the explanations given by people about their cognitive, affective, and behavioral attitudes towards reading activities are included in their attitudes towards reading. Questions like "I read books for fun, and I learn a lot while reading" are examples.

2) Reading Frequency

According to Lombardi (1999), frequency is the rate at which an event occurs again. In the same context, frequency is defined by the Cambridge Dictionary as the quantity of time something occurs in each period or a state in which something happens frequently or in large quantities. Gaona and González (2010) define reading frequency as the frequency at which a person reports reading a book during the time they have. Questions like "I read books in my free time, I read only on class days" are examples.

3) Books Read

A quantitative measure of how many books a person is reported to have read in the past three months. Examples of questions include I've read books of various genres in the past three months; I finish at least one book every three months.

4) Time Spent in Reading

Academic and non-academic reading are two categories that Gaona and González (2010) divide into reading time. Academic reading is the amount of time a person reports reading a book or article about his or her studies, whereas nonacademic reading is the amount of time spent reading books or periodicals that have nothing to do with academics. Examples of questions include I read a book, comic, or short story for fun; I read scientific articles, lecture notes, and textbooks to study.

5) Reading Motivation

According to Readence et al. (1989), referenced in Li and Gan (2022), certain emotions that attract readers to come or go from the reading environment are known as reading motivation. Students' interests, self-esteem, and goals can all be influenced by reading motivation because these elements can improve comprehension outcomes. The initial goal of reading motivation is to improve learning outcomes through understanding (Indrayadi, 2021).

Gaona and González (2010) distinguish two categories of reading motivation: academic motivation and motivation in the family environment. Family activities such as buying books, suggesting reading materials, and encouraging interest in reading among family members are commonly used to measure motivation in the home environment. Activities that teachers use

to encourage students to interact with academic books, such as psychology literature, are usually used to measure motivation in the classroom. Examples of questions include I read because my professor assigned me, and my family suggested books for me to read.

3. Vocabulary

a. Definition of Vocabulary

Developing a strong vocabulary is essential for English language learners. Words are the foundation of all English language skills, including speaking, writing, listening, and reading. Students will find it difficult to speak well if they do not have a good vocabulary. Therefore, acquiring vocabulary is essential for learning English.

Vocabulary is a tool for efficient communication, interpretation of ideas, and expression of thought, Putri et al. (2019) claim. It is well known that to succeed academically, cognitively, and professionally, students need a lot of vocabulary. This emphasizes the importance of teaching strategies that support vocabulary acquisition. When children have a strong vocabulary base, the learning process runs more smoothly.

The ability to communicate effectively and understand others depends on having a lot of vocabulary. Thus, vocabulary serves as an effective foundation for language learning (Giawa and Panjaitan, 2021). This is since vocabulary serves as an important instrument for communication. Expressing one's thoughts and feelings accurately

will be a challenge if we do not have a lot of vocabulary. On the other hand, having a large vocabulary allows us to understand intricacies and complex concepts in both written and spoken language. Furthermore, increasing vocabulary will open new areas of literature and knowledge, which will enhance and enjoy the process of learning a language.

We can conclude from some of the definitions mentioned above that good language mastery and efficient communication depend on a large vocabulary. Our ability to communicate effectively, relate to others, and understand complex concepts is all aided by our vocabulary.

b. Aspects of Vocabulary

Nation (2001) emphasizes that vocabulary, which can be separated into three aspects: form, meaning, and usage, is a sophisticated and important part of language.

1) Form

The presentation of words in written and spoken language is referred to as form. It involves an awareness of the structure of words, including root words, prefixes, and endings, as well as how they sound when spoken and how they are written. For example, the prefix "un-," the core word "happy," and the suffix "-ness" combine to form the term "unhappiness." Understanding these components helps people write and pronounce words correctly, which is essential for efficient communication.

Acquiring proficiency in form allows students to write and speak more confidently, which encourages clearer communication.

2) Meaning

Meaning is related to the importance of words and their relationship to the concept or thing they represent. These characteristics can be broken down into several important components. The first is the relationship between the form and meaning of words, which helps students understand how different words express different concepts. For example, learning that the word "dog" denotes a specific type of animal is essential for vocabulary development. Further, meaning includes the conceptual ideas that the words convey as well as the ways in which these ideas can change depending on the situation. Learning synonyms (words with similar meanings), antonyms (words with opposite meanings), and other complicated things that affect the perception of a word is essential.

3) Use

The use emphasizes the application of vocabulary in grammatical and linguistic norms. It involves understanding the role of words in sentences, including recognizing nouns, verbs, adjectives, and adverbs. Additionally, uses include collocation, which is a common combination of words or expressions commonly used by native speakers together, such as "make a decision" or "take a break." To sound fluent and natural in a

language, one must understand this pair. Further, certain situations where a particular word or phrase is appropriate are referred to as usage restrictions. For example, a job interview may require a different level of formality than a friendly conversation. Vocabulary proficiency guarantees that people can communicate responsibly and successfully, adapting their language to suit a wide range of contexts and target audiences.

c. Kind of Vocabulary

Lehr et al. (2004) distinguish two categories of vocabulary: receptive and productive. All the words that we can understand when we hear them spoken or see them written fall into the category of receptive vocabulary. This vocabulary serves as the foundation upon which we build our understanding of spoken and written language. In contrast, productive vocabulary describes words that we actively use to communicate both verbally and in writing. This vocabulary is how we communicate our thoughts, feelings, and ideas.

According to Beck and McKeown (1985), vocabulary can be divided into three levels to help the process of word recognition.

1) Tier-1 Basic Vocabulary

The simplest words are found in the first step. Due to their straightforward meaning and lack of variety, these words usually do not require direct instruction. Books, women, sadness, runs, puppies, and oranges are some examples.

2) Tier-2- High Frequency Vocabulary with Dual Meaning

Words that are often used in many scientific domains fall into the second tier. These terms are important for speaking and reading because they are often used in academic settings. Examples include environmental, comparative, neutral, contrast, measurable, and diligent.

3) Tier-3 Context-Specific Low Frequency Vocabulary

Rarely used words that are usually associated with a specific area of expertise, such as academic subjects, hobbies, jobs, geographic regions, technology, or natural phenomena, make up the third layer. Pogroms, swamps, loxies, polyglots, sonatas, and the same feet are some examples.

4. Academic Vocabulary

The success of learning in higher education settings is greatly aided by academic vocabulary, which is a specific type of language used in academic discourse (Hatch & Brown, 1995). According to Farrel (1990), academic vocabulary serves an important purpose in academic writing because it includes terms that are frequently used and scattered across different fields but are not usually found in ordinary English.

Academic vocabulary plays an important role in the process of acquiring language knowledge and skills, such as the ability to read, write, speak, and listen effectively, in addition to its significance in language mastery (Yulianto et al., 2022). In other words, the main basis for the

development of language skills that is important in an academic environment is knowledge of academic vocabulary.

The Academic Word List (AWL), created by Coxhead (2000), is the primary source for academic vocabulary research. This list highlights generic and cross-disciplinary words by including 570-word families not found in the 2,000 most popular English words. The significance of AWL stems from its emphasis on academic ideas that are important for students to understand in a variety of scientific domains but are not unique to a single field of study (Yulianto et al., 2022).

According to Coxhead (2000) by helping in the formation of a clear vocabulary for language courses, academic vocabulary is an important tool in language teaching. The list offers useful direction for educators and curriculum developers in addition to assisting students in planning and monitoring their self-paced learning activities. By using academic word lists, educators can make informed choices regarding appropriate reading material choices and create productive learning exercises that focus on important academic terms. Ultimately, combining academic word lists helps language learners improve their vocabulary in a more targeted and effective way.

Thus, at the higher education level, mastery of academic vocabulary is an important component that supports academic performance and comprehensive language skill development. This shows that academic vocabulary is more than just a list of words, it is an important instrument

for knowledge, communication, and scientific advancement in an academic environment.

5. Vocabulary Mastery

The ability to understand and master the vocabulary of a language is known as vocabulary mastery. Vocabulary mastery, according to Rahmah et al. (2023), includes more than just knowing many words; Vocabulary mastery also includes the ability to use words effectively, develop and understand their meanings, and integrate them into the context of communication.

Vocabulary mastery, according to Tamba et al. (2022), is the capacity to use and understand many words. This broad vocabulary is important for interpreting written English texts and avoiding misunderstandings. This broad vocabulary aids in critical and analytical thinking, knowledge expansion and horizons, and oral and written communication skills.

The understanding of words, definitions, glossaries, and other concepts that are often used in everyday language by students to communicate with others is closely related to vocabulary mastery, according to Nugraheni et al. (2024).

Furthermore, Havwini et al. (2024) emphasized how important vocabulary knowledge in English is for academic success and the student learning process. Nafiah and Praminatih (2025) also emphasized that a person's general ability, understanding, and level of competence in scientific subjects are greatly influenced by their language mastery in an academic context. Having a good command of academic vocabulary is

essential for students who are not native English speakers to be able to succeed academically.

This shows that the key to learning English well is vocabulary mastery, which directly affects students' academic performance. Vocabulary mastery, which includes elements of word comprehension, use, and development, is therefore an important foundation for language acquisition and supports academic success and effective language skills for students.

B. Previous Studies

The relationship between vocabulary, reading comprehension, and reading habits has been the subject of various studies. According to Basmai and Trisno (2022), having a lot of vocabulary is very important to successfully understand written content. Their research highlights a strong relationship between reading comprehension and vocabulary, highlighting how having a large vocabulary enhances a person's capacity to understand the complexity and intricacies of a text. Similarly, a study by Mokoginta et al. (2023) at SMA Negeru 1 Kotamobagu showed a positive relationship between students' vocabulary competencies and reading comprehension. Strong reading comprehension skills are usually possessed by students who excel in language.

In addition, Habil et al. (2023) provide strong evidence. Students' reading comprehension and vocabulary knowledge were found to be strongly positively correlated in their research. Simply put, students who have more vocabulary are generally much better at understanding what they read. This implies that expanding one's vocabulary is essential to improving one's reading skills.

Furthermore, research by Balan et al. (2019) shows that students have formed certain reading habits, mostly because of reading online articles. They read to relieve stress as well as to improve academic performance. Furthermore, it was found that reading improved knowledge, worldview, and speaking and writing skills in English. Nonetheless, the lack of enthusiasm for reading remains a serious problem. Overall, the study found a clear positive correlation between academic success and the motivation behind reading.

According to Polii (2023), eighth-grade students at Pekanbaru Telecommunication Junior High School showed excellent reading habits and received good ratings for reading comprehension. In addition, students' reading habits and their academic reading comprehension are significantly correlated.

Research consistently shows that vocabulary mastery and reading comprehension are closely intertwined, and that fostering good reading habits improves students' comprehension and academic outcomes (Basmai and Trisno, 2022; Mokoginta et al., 2023; Habib et al., 2023; Balan et al., 2019; Polii, 2023). These results highlight how important it is to improve students' literacy and academic performance by encouraging the development of vocabulary and reading on a regular basis.

The study aimed to investigate a specific topic: the correlation between reading habits and academic vocabulary mastery. It builds on the documented correlation between vocabulary and reading comprehension and the understanding that reading is a powerful tool for vocabulary learning. Although the effects of vocabulary on reading comprehension scores and the overall benefits of reading for vocabulary development have been studied extensively

in several previous studies, little is known about the effect of students' reading habits on academic vocabulary mastery. As a result, the study offers a new perspective that improves up-to-date information by concentrating exclusively on English Language Education department students at IAIN Kediri to ascertain the correlation between their reading habits and academic vocabulary mastery.