

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides an overview of the study's background, defines the research problems, outlines the study's objectives, discusses the scope and limitations of the research, and highlights the significance of the study.

#### **1.1 The Background of Study**

Vocabulary, which is becoming a fundamental component of language acquisition, holds significant importance for learners in their aim for language proficiency (Cameron, 2001). The acquisition of a second language and the development of communicative competence depend heavily on vocabulary (Schmitt, 2000). According to Alqahtani (2015), the acquisition of vocabulary is regarded as a fundamental aspect for individuals learning a second language, as an inadequate vocabulary may end up causing difficulties in effectively communicating in a second or foreign language. Hence, the acquisition of vocabulary is a fundamental aspect that individuals must effectively develop in order to effectively engage in communication in a foreign language.

Several studies have indicated that the vocabulary knowledge of pre-service English teachers in Indonesia remains significantly below the threshold needed for proficient use of a language. According to Kweldju (2005), one of the primary challenges faced by Indonesian students in the process of acquiring English language proficiency is a deficiency in vocabulary. Nation (2006) stated that in order to successfully utilize language, learners must have a minimum amount of

vocabulary. Specifically, he proposed that for spoken texts, a vocabulary of 6,000–7,000 word families is necessary, while for written texts, a range of 8,000–9,000 word families is required. It is important to note that these numbers relate to the independent use of language without dependence on any translation tools. Moreover, Renandya (2018) suggests that in spite of variations in vocabulary estimates, there is an acceptance among researchers that learners need to have a minimum vocabulary size of 3,000-5,000 words in order to comprehend non-specialized, unedited literature with sufficient proficiency.

Several studies have been conducted in Indonesia to assess the level of knowledge of vocabulary among Indonesian students. Examples of significant research include that by Quinn (1968), Nurweni & Read (1999), and Nurhemida (2007). Quinn conducted an investigation into the vocabulary breadth among his first-year students and discovered that, despite having completed over six years of formal education, their knowledge of high-frequency words amounted to less than 1000. Nurweni and Read (1999) conducted an assessment of the vocabulary knowledge of first-year students from different educational backgrounds. The findings of their research indicated that the students had an average vocabulary size of approximately 1226 word families. Nurhemida (2007) also reported a similar outcome. The findings of her thesis revealed that the population of senior high school students possessed a vocabulary set consisting of approximately 1240 word families. However, there is a limited amount of data available specifically for students who are majoring in the English Education Department. Sudarman & Chinokul (2018) conducted a study on the vocabulary size of students enrolled in

the English Department at a private university. The findings revealed that the students possessed a vocabulary consisting of approximately 1,273 word families. The findings showed another decline, falling below the standard established by academic experts. Nurweni & Read (1999) stated that the overall English vocabulary knowledge of first-year students was found to be unimpressive. The study participants, on average, demonstrated a comprehension rate of 60% for the items in the initial thousand-word list. The following lists showed progressively lower comprehension rates, with approximately 37% for the second thousand-word list and a mere 30% for the university word list. While considering the combined data from the three lists, it was found that the students possessed knowledge of an average of 1226 words, which accounted for 44% of the total of 2800 words. The previous results indicate the main obstacle to English language acquisition in Indonesia relates to the quality of vocabulary knowledge and the level of vocabulary comprehension.

On the other hand, the development of a reading habit that includes both leisure activities and academic things to do has been recognized as the first and foremost key to enhancing someone's vocabulary repertoire. Reading is more than just reading words; it is also about establishing beliefs and gaining knowledge. (Woudenberg, 2021). Similarly, Sallabaş (2008) observes that reading keeps us informed and knowledgeable about everything in the world. Reading improves vocabulary learning while improving knowledge. Nation (2015) claims that reading plays a significant role in the enhancement of vocabulary knowledge. Similarly, students develop their vocabularies by being exposed to various types of texts

(Cunningham & Stanovich, 1998). Put simply, the quantity of reading materials plays a role in the development and enhancement of a person's vocabulary proficiency. In addition, Nippold et al. (2005), highlight the fact that approximately 50% of an individual's vocabulary acquisition is contributed by reading.

A habit can be defined as a pattern of behavior that has been consistently practiced to the point where it becomes an established routine, carried out without thought and often without a significant level of awareness (Nilsen et al., 2012). The measurement of these habits involves factors such as the frequency of reading, the quantity of materials read, and the amount of time dedicated to reading. (Oluwayemisi et al., 2017). Students who read frequently are more likely to develop as proficient readers (Krashen, 2009). Krashen (1973) states that engaging in activities such as reading can significantly enhance an individual's knowledge acquisition and vocabulary development. Students who dedicate a substantial amount of time to reading have the ability to generate a significant amount of vocabulary. A good way to enhance the enticement of a sentence is by utilizing various kinds of suitable vocabulary when constructing the sentence's structure (Alchamda, 2021). In addition, Suhana & Haryudin (2017), stated that cultivating good reading lays a solid foundation for someone's educational development. Therefore, the development of reading habits is an effective method for enhancing a person's vocabulary proficiency.

Several previous research studies have been conducted investigating the relationship between reading habits and vocabulary knowledge. First, Munawir & Ramli (2021) thesis entitled *The correlation Between The Students' Reading Habits*

Toward The Students' Vocabulary Mastery at second-grade students in SMA Negeri 1 Campalgian. The study's findings revealed that the significance value was 0.009, which is below the standard threshold of 0.05. These results indicate a positive correlation between students' reading habits and their mastery of vocabulary. Furthermore, the thesis conducted by Ithriyah & Nuramalia (2021) entitled "Relationship Between Students' Reading Habits and Their Vocabulary Knowledge" found that the correlation coefficient value of significance was determined to be 0.63. This indicates that there is no obvious relationship between students' reading habits and their vocabulary knowledge. Last, Fitria & Syahrul (2021) found a positive correlation between reading habits and students' vocabulary mastery at XII grade in SMAN 5 Bukit Tinggi.

These three previous studies discussed the relationship between reading habits and vocabulary knowledge among senior high school students. However, none of the studies focused on pre-service English teachers. Thus, it becomes the inspiration for the researcher to conducted the study in that field. Because basically as English teachers to be, they are supposed to have high reading habits and vocabulary knowledge since they need to deal with a lot of reading materials exposed in English.

From the explanation above, the researcher conducted a study to find out the correlation between reading habits and vocabulary knowledge of pre-service English teachers entitled "THE CORRELATION BETWEEN READING HABITS AND VOCABULARY KNOWLEDGE OF PRE-SERVICE ENGLISH TEACHERS"

## **1.2 The Problems of The Study**

Based on the previous background, the purpose of this study was to answered the following question:

1. Is there any correlation between reading habits and vocabulary size?
2. Is there any correlation between reading habits and vocabulary depth?

## **1.3 The Objectives of The Study**

Based on the study's problems, the objectives of this study were as follows:

1. To figure out the correlation between reading habits and vocabulary size.
2. To investigate the correlation between reading habits and vocabulary depth.

## **1.4 The Scope and Limitation of Study**

Based on the previously mentioned problems, the researcher limited and concentrated on the correlation between reading habits toward vocabulary size and the depth of pre-service English teachers. The subject of this study were students majoring in English Education Program of Universitas Muhammadiyah Kalimantan Timur in Academic Year 2022/2023.

## **1.5 The Significances of Study**

### **1. Theoretical Significance**

The concept of theoretical significance relates to research findings that align with and contribute to the existing theoretical framework on reading habits and vocabulary knowledge. The expected result of this study is to provide valuable insights into the correlation between reading habits and vocabulary acquisition. It is believed that reading serves as encouragement for the development of linguistic structure and vocabulary knowledge.

## 2. Practical Significance

From an educational perspective, this research provides valuable insights for educators in terms of developing reading habits that can enhance students' vocabulary acquisition. Consequently, the development of a reading habit enhances the student's lexical proficiency. It is recommended that educators increase their efforts in organizing reading activities to promote the development of students' vocabulary skills.