

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of the current body of literature, previous studies conducted in the field, a conceptual framework, and the hypotheses developed for this study.

2.1 Literature Review

The literature review of this study discussed the concept of reading habits, vocabulary knowledge, and the relationship of reading habits and vocabulary knowledge.

2.1.1 Pre-Service English Teachers

2.1.1.1 Definition of Pre-Service English Teachers

Pre-service English teachers are university undergraduates who have finished all of their education-related classes. According to Bransford et al. (2005), Pre-service teacher education programs are specifically structured to facilitate the development of undergraduate students into proficient educators, equipping them with the necessary skills and knowledge to successfully face the evolving challenges and requirements of the teaching profession.

The pre-service as future educators, it becomes imperative for English teachers to engage in continuous professional development in order to successfully teach and facilitate their students' acquiring of 21st-century skills. According to Trujillo & Hernández (2018), an initial approach to towards reforming teacher education involves actively seeking feedback from pre-service teachers. The

experiences of pre-service English teachers are a valuable resource that should be taken into consideration when designing curriculum, particularly in relation to the development of new teaching practices that can facilitate personal and professional growth.

2.1.2 Reading Habits

2.1.2.1 Definition of Reading Habits

Reading constitutes a term whose meaning is both to read and to understand. According to Ur (1999), “reading” includes both the actions of reading and comprehending. Based on this perspective, reading involves more than the simple recognition, spelling, or pronunciation of written symbols; it requires an organized activity to comprehend the intended meaning conveyed by these symbols. Hence, individuals who are generally regarded as readers, possess the ability to comprehend written text by both seeing the words and comprehending their meaning. Habits can be described as routine behaviors that serve as the basis of daily routines (Neal et al., 2006). The development of a reading habit is facilitated by the constant involvement in reading activities and an active search of suitable literary resources.

According to Sangkaeo (1999), reading habits consist of behavioral patterns related to the enjoyment of reading and individual preferences in reading materials. The organization of someone’s reading, as well as the frequency, quantity, and topic matter of someone’s reading materials, significantly influences the reader’s reading habits. In addition, Wagner in Chettri (2013) states that the measurement of reading habits usually consist of three key aspects: the quantity of material read, the

frequency of reading, and the average time spent on reading activities. According to Cunningham & Stanovich (1998) , the establishment of a consistent reading practice can enable individuals to engage in a review of other's thought, which encourages the development of critical thinking skills. The development of effective reading habits has been shown to have a positive impact on various aspects of reading ability, including reading speed, fluency, vocabulary acquisition, general knowledge, and overall academic performance.

Based on the statements mentioned above, the practice of reading consistently is an activity carried out by individuals to acquire knowledge through the comprehension of textual material, which is performed on a regular basis. The establishment of a strong reading habits among students provides several benefits, including the acquisition of knowledge, the enhancement of critical thinking skills, and the development of maturity and character.

2.1.2.2 Indicators of Reading Habits

In their scholarly publication, Gaona & González (2011) outlined a few of indicators related to reading habits. The indicators will be further explained in the following explanation.

1. Reading frequency

The measurement of reading frequency is utilized to assess the frequency with which students engage in reading during their leisure time. The frequency of book reading refers to the frequency with which individuals engage in the act of reading a specific book. Individuals who possess an intense tendency towards reading exhibit a consistent and

persistent effort in acquiring various forms of literary content. The level of interest in reading can be assessed by the frequency with which one engages in reading activities. Individuals who engage in regular reading habits are likely to have a positive and enjoyable experience, which can further enhance their overall interest and enthusiasm for reading.

2. Reading a number of books.

This refers to the quantity of books that the readers had read within the previous three-month period. Books Read is a genre of literature that is frequently read by readers. The literature used by students can be categorized into two distinct groups: the quantity of books read and the specific genres or subjects that they seek to explore through their reading choices. The number of books read by students is indicative of their level of enthusiasm towards reading. It is more probable that students will engage in reading books as a means to achieve their learning goals.

3. Time spent on reading.

Individuals have different amounts of leisure time. Thus, it will be expected that each reader has the ability to set aside a suitable amount of time for reading without preventing other engagements. These aspects are relevant to the duration of time individuals allocate to reading books. The efficacy and efficiency of reading, rather than its length, are the main indicators of how well it does.

4. Motivation in the family environment.

This refers to the offering of internal support within the family-related environment. For example, it is necessary for families to engage in reading. The presence of books within families contributes to a known enhancement in the tendency to engage in reading activities within home environments.

5. Motivation in the academic environment.

This is related to the giving of support within a school environment. This kind of support can be obtained from individuals within the academic milieu, such as instructors and fellow students. The acquisition of knowledge or information becomes more comprehensive as the number of readings increases.

2.1.2.3 The Importance of Reading Habits

According to Inderjit (2014), the act of reading provides benefits upon individuals who engage in this activity. By engaging in the act of reading, individuals have the opportunity to acquire both information and knowledge. The development of reading habits among English as a Foreign Language (EFL) learners has the potential to enhance their vocabulary acquisition. According to Jack (2008), developing of reading habits offers numerous benefits. They are:

1. Help the mind performs effectively

Regular reading enhances individuals' ability to effectively communicate and engage in thoughtful thought. The development of a reading habit would naturally stimulate neurons and maintain their optimal

condition. Individuals who consistently engage in habitual behaviors as part of their daily routine are likely to demonstrate enhanced performance when presenting themselves in public places.

2. Develop a good vocabulary

Engaging in reading habits enhances individuals' capacity to identify errors in sentence structures. Individuals who engage in regular reading activities possess an extensive vocabulary. Individuals with a certain level of expertise would possess specific knowledge related to the semantic interpretation of a given term, allowing them to make accurate predictions regarding its intended connotation within a given context. Individuals who engage in regular reading activities are more likely to possess a strengthened comprehension of what is being conveyed by the writer.

3. Boost intellectual curiosity

As the phrase goes, "Reading is the window to the world." Therefore, individuals who engage in regular reading might view books as valuable stores of knowledge, as they encourage a varied reading habit while encouraging comprehension of the complicated specifics related to various literary works. In addition, individuals who engage in regular reading will develop a more comprehensive grasp of the various types of literacy competencies.

4. Habits of reading mean psychological activity

Reading habits, as a cognitive process, produce the reader's cognitive abilities to understand the writer's imaginative faculties and the narrative's

structure, while also facilitating an individualized engagement with the text.

5. Help readers to have a positive mind

Individuals who have excellent reading habits are expected to consistently offer beneficial assessments of the literature they engage with, requiring them to demonstrate qualities of attention to detail, optimism, and analytical thinking. It is recommended that individuals engage in an in-depth review of the relevant information and subsequently develop a well-founded conclusion derived from the stated material.

2.1.3 Vocabulary

2.1.3.1 Definition of Vocabulary

Bauer & Nation (1993) assert that vocabulary acquisition is crucial in the process of language learning and serves as an important component of achieving proficiency in a given language. When talking about vocabulary, the main issue that typically comes up is learning the meaning of words. Vocabulary includes the study of word modifications, word interconnections, and the utilization of words for the purpose of communication. The term "vocabulary" can be defined as a set of words that individuals must have in order to effectively communicate, covering both expressive vocabulary (words used in speaking) and receptive vocabulary (words understood in listening), (Neuman & Dwyer, 2009). The use of language acts as a means through which individuals express their thoughts, emotions, concepts, aspirations, aversions, expectations, and anxieties. The quantity of words at our

command as instruments allows us to fulfill our needs. The ability to effectively communicate our needs through language and comprehend the messages conveyed to us by others is a fundamental aspect of human interaction. Vocabulary can be generally defined as the lexical units that are instructed in a second language. (Ur, 1999). According to Hornby (2015) research, the term "vocabulary" refers to the whole set of words that an individual has knowledge of or utilizes in their language repertoire. Meanwhile, Finnochiaro (1989) states that vocabulary refers to a collection of words that an individual or entity owns, which may be specific to a particular language. An individual's vocabulary can be defined as the entirety of words fully understood by that person, or alternatively, as a group of words that are likely to be used when constructing unusual sentences.

As stated by Stahl (2005), vocabulary knowledge includes not only the understanding of a word's definition but also its meaning in context as well as integration within the world as a whole. The acquisition and growth of vocabulary are lifelong processes. Language possesses significant influence and impact. The utilization of words presents various opportunities, which aligns with our objective of encouraging a welcoming learning environment for all students.

Thus, from the definition above, vocabulary can be understood as a compilation process of words that an individual possesses knowledge of it. It pertains to the lexicon of a language and encompasses the entirety of words employed, comprehended, or under the control of a specific individual or collective. Particularly in the context of English, vocabulary refers to words that are

interconnected with their respective meanings and the manner in which they are utilized for communication purposes.

2.1.3.2 Dimension of Vocabulary Knowledge

The theoretical framework introduced by Meara et al. (1996), as cited by Teng (2014), defines the vocabulary knowledge into two different dimensions, including "depth" and "breadth."

The concept of vocabulary depth relates to the level of understanding of the various dimensions related to a particular term, while vocabulary breadth is commonly understood as the measure of vocabulary size. A comprehensive understanding of linguistic proficiency is crucial for the comprehension of academic content (Qian, 1998). Consequently, there is a growing awareness of the importance of vocabulary comprehension for improving the understanding of academic English materials.

1. Vocabulary Depth

Vocabulary knowledge depth relates to the depth of someone's comprehension of various aspects of a specific word, covering the breadth of their vocabulary. In other words, vocabulary depth refers to the extent of an individual's knowledge and understanding of a particular word. (Qian, 1999).

Furthermore, Richards (1976) claimed that the acquisition of vocabulary requires understanding its relative frequency and collocation, constraints on usage, syntactic patterns, fundamental forms and

derivations, associations with other words, semantic significance, and the multiple meanings associated with a particular term.

Based on the previous definition, vocabulary depth refers to an individual's level of understanding of a word, covering knowledge of its relative frequency and collocation, usage limitations, syntactic patterns, fundamental forms, and derivations.

2. Vocabulary Breadth

An understanding of a sufficient vocabulary is crucial when it comes to communicating in a second or foreign language (Nation, 2006). Then, vocabulary size relates to the extent of an individual's understanding of an extensive variety of vocabulary. Simply put, vocabulary size relates to the level of an individual's understanding of a wide range of vocabulary. (Nation, 2001).

According to Nation (2006), the significance of having an adequate vocabulary size for successfully engaging in a second or foreign language without depending on any kind of tool for comprehension has been underscored. It is essential for someone to have a word-family vocabulary ranging from 6,000 to 7,000 words for oral texts and 8,000 to 9,000 words for written texts.

2.1.3.3 The Importance of Vocabulary Knowledge

Vocabulary acquisition is a crucial element that facilitates learning in various language competencies, including listening, speaking, reading, and writing. In the context of auditory comprehension, it is possible for students to encounter

challenges in fully comprehending a given conversation. In speaking, they cannot communicate well without vocabulary. Effective interaction in spoken language becomes difficult when individuals lack a sufficient vocabulary. When engaging in the act of reading, students might have difficulties in comprehending the text, while in the field of writing, students may face challenges in effectively expressing their ideas. All of these problems come up due to students' lack of proficiency in vocabulary acquisition. In the end, an extensive command of vocabulary is necessary for achieving proficiency in various language competencies.

The acquisition of vocabulary is crucial for students as it plays a fundamental role in encouraging effective communication skills. The ability to effectively communicate and comprehend messages is dependent strongly on an individual's understanding of vocabulary. Without an excellent understanding of words and their meanings, individuals are unable to convey their thoughts and ideas to others, as well as comprehend the messages conveyed by others. As stated by Shepherd, vocabulary acquisition is considered an essential component of language development (Shepherd, 1973). The lack of a sufficient vocabulary restricts the successful delivery and appropriate development of language communication. To put it differently, vocabulary has the most significant impact on language.

The acquisition of vocabulary plays an important part in the field of English language learning as it is essential for students to have a sufficient vocabulary in order to comprehend others and effectively express their own thoughts and concepts. Moreover, Thornbury (2002) also adds, quoting David Wilkins, emphasizing that while vocabulary is essential for transferring meaning, grammar

is also essential. As students advance in their English language proficiency, it becomes crucial for them to enhance their productive vocabulary knowledge and develop effective vocabulary learning strategies. Students frequently acknowledge that vocabulary is crucial to the process of learning a language. Sometimes, comprehending the semantic significance of words can prove more challenging than comprehending the grammatical structure of the word in question. In addition, Schmitt (2010) observed that “learners usually have dictionaries rather than grammar books”.

Based on the explanations given above, it can be inferred that vocabulary knowledge is significant importance in the process of language acquisition. The acquisition of vocabulary knowledge facilitates the mastery of various language skills among students. The acquisition of vocabulary knowledge is crucial for students as it allows them to effectively engage in various language-related activities such as writing, reading, speaking, and listening to others' opinions or ideas. The acquisition of vocabulary is crucial for students to effectively engage in interpersonal communication within the global community.

2.2 Relationship Between Reading Habits and Vocabulary Knowledge

The habit of reading is commonly believed to be correlated with an individual's level of vocabulary proficiency. Engaging in the habit of reading can facilitate the acquisition and mastery of unfamiliar vocabulary. The development of reading habits is dependent upon the readers' tendency towards the reading material and their consistent engagement with it. A greater amount of reading can potentially lead to the growth of the reader's vocabulary. Specifically, committing

time to engage in multiple readings of a story leads to significant improvements in the development and growth of the reader's vocabulary (Sénéchal, 1997).

Wasik, Hindman, and Snell (2016) in their article 'Book reading and vocabulary development' emphasize the significant impact of reading books on vocabulary enhancement. The writers argue that reading from books facilitates repeated encounters with words and concepts, which allows students to acquire word meanings and engage in practical use.

Based on the previous explanation, the researcher draws the conclusion that the development of reading habits has significance in enhancing the vocabulary of students. The acquisition of vocabulary knowledge is essential to the process of reading. To put it simply, the ability to comprehend and engage in reading activities is enhanced by an individual's competence in vocabulary.

2.3 Previous Studies

This study includes a few of reviews related to research findings from the previous researcher.

The aim of Munawir & Ramli (2021) thesis was to investigate the relationship between students' reading habits and their mastery of vocabulary. The sample number consisted of 33 second-grade students from SMA Negeri 1 Campalagian. The data collection methods employed in this study included the administration of a questionnaire to assess students' reading habits, as well as a vocabulary test to assess their level of mastery in this domain. The findings indicated that the correlation coefficient had a value of 0.09, which was below the minimum

acceptable value of 0.05. The findings of the study revealed a significant relationship between the reading habits of students and their mastery in vocabulary.

The objective of the present study, as outlined by Ithriyah & Nuramalia's (2021) , is to establish empirical evidence about a possible correlation between students' reading habits and their vocabulary knowledge. The study involved a sample of seventh-grade students from class 7D at SMPN 174 Jakarta, consisting of 35 participants. The research employed a questionnaire and a vocabulary test as the main instruments. The findings indicated that the correlation coefficient had a value of 0.63, which was statistically significant. In addition, no relationship was observed between the two variables.

The current research conducted by Fitria & Syahrul (2021) aimed to investigate the relationship between reading habits and knowledge of vocabulary. The research employed a test and questionnaire as the main instruments. The findings indicated a significant relationship between the frequency of reading and the level of knowledge of vocabulary among twelfth-grade students at SMAN 5 Bukittinggi. It also means that engaging in regular reading activities can enhance a person's knowledge in vocabulary.

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 conduct 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.

2.4 Conceptual Framework

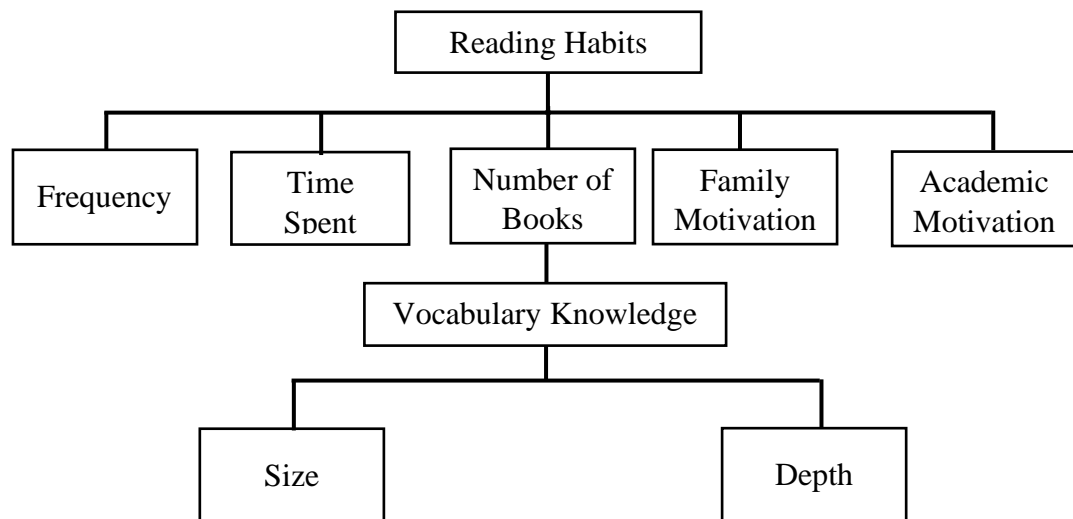


Figure 2. 1 Conceptual Framework

2.5 Hypotheses

Based on the review of the literature and conceptual framework above, the hypotheses are formulated as shown:

Null Hypothesis (H_0) : There is no correlation between reading habits and vocabulary knowledge of pre-service English teachers.

Alternative Hypothesis (H_1) : There is a correlation between reading habits and vocabulary knowledge of pre-service English teachers.