

CHAPTER I

INTRODUCTION

The author provides an explanation of the study's background, problem, objectives, hypothesis, limitations, and conclusions in this chapter.

1.1. Background

English is very important to be mastered by each individual in today's era. There are many reasons why it is important to learn English. First, it is the global language that enables all people around the world to interact and collaborate. Second, English is needed in many fields such as political, scientific, technological, education, etc. Third, it is the basic thing we need to be able to participate in the modern era because computer data are processed and stored in English to an extent of 80%. Fourth, English has emerged as a language of status and symbolism in international trade and commerce (Ahmad, 2016). Since globalization and modernization cannot be ignored in our period, English is essential for enabling everyone, including every nation, to participate and survive.

English can be mastered when we interact with the language regularly or making it as a habit. The process of interacting means we first receive the language by listening and reading then we will be able to produce the skills through speaking or writing. And making it as a habit means we do those activities persistently, constantly, and critically that can be measured in terms of the frequency, number of materials, and time spent on doing it (Alsaedi et al., 2021). By practicing this process regularly, we'll be able to master English. However, for nations where English is not their first nor second language such as Indonesia, it is difficult for us to master English because English is still a foreign language for us and is difficult to find English speakers to have a chat with in order to help us interacting with the language. Thanks to the advancement of the technology, we no longer need to have

to meet the native speakers to learn and to master English. With the help of technology, now we can learn the language whenever and wherever we want to without asking for English speaker to help us namely by watching many videos or movies, reading many books, magazines, news and listen to many English songs to help us interacting with the language.

As we can see, in order to master English, we have to first master the receptive skills or also called as passive skills which are listening and reading then we will be able to master the productive skill which are speaking and writing (Jehma et al., 2021). Because in Indonesia, English is still a foreign language which means English speakers are hard to find to help us receiving the language, reading is the easiest option we can choose to receive the language. In order to comprehend the contents of the reading material, we need to recognize words and the construction of its meanings (Alsaedi et al., 2021). So, by reading English texts we will find many new vocabularies and we'll look up to its meaning in order to understand the text. Therefore, reading can develop our vocabulary in English and the more we read, the more vocabulary will be obtained by us which will help us to master the language.

However, the reading interest of learners in Indonesia is very low. According to UNESCO, Indonesians' reading interest is alarmingly low, at barely 0.001%. This suggests that only one Indonesian out of 1.000 is a voracious reader (Anisa et al., 2021). The Education Research Center (Puspendik) of the Ministry of Education & Culture conducted the Indonesia National Assessment Program in 2016, and the results show that the average literacy distribution on students' reading ability in Indonesia is 46.83 percent insufficient, 47.11 percent sufficient, and only 6.06 percent good. Indonesia is placed 60th out of 61 countries in terms of literacy ability, according to data from the World's Most Literate Nations survey, which was carried out by Central Connecticut State University in the United States and published in early 2017 (Razi, 2021).

From the data above, it indicates that reading habits in Indonesia is very low. This phenomena occurs due to students' attitude towards reading which is they only

read if there is an exercise given by the teacher (Subakti et al., 2021). This is also a reality that happened in Universitas Kristen Indonesia, a study conducted by Male et al., (2021) found that students in UKI have low interest in reading which also means low reading habit, even though the reading materials are now widely accessed through the online.

Several studies have been conducted by researchers related to students' reading habits. Based on a research conducted by Santoso (2014), he finds out that reading habit and vocabulary mastery as independent variable have a big impact towards speaking skill as dependent variable. In addition, Alchamda (2021) finds no significant differences between male and female students in all elements of reading, including reading activities, enjoyment, and anxiety. Then a study conducted by Hassan et al. (2021) reveals that reading proficiency among ESL students and reading habits are significantly correlated. The reading proficiency of ESL students is also greatly influenced by their reading habits.

After reading the previous explanation, the researcher is motivated to carry out a study to determine whether reading habits and English vocabulary mastery among UKI ELE students are related.

1.2. Problem of the Study

Is there any correlation between ELE students' reading habits towards their vocabulary mastery in English at English Language Education study program, Universitas Kristen Indonesia?

1.3. Objectives of the Study

The objective of this study is to discover whether there is a correlation between their reading habits towards their vocabulary mastery in English.

1.4. Hypothesis of the study

a. Ho: there is no significant correlation between ELE UKI students' reading habits towards their vocabulary mastery in English.

b. Ha: there is a significant correlation between ELE UKI students' reading habits towards their vocabulary mastery in English.

1.5. Limitations of the Study

This research only focuses on students' reading habits towards their vocabulary mastery in English at students of English Language Education, Universitas Kristen Indonesia.

1.6. Significances of the Study

a. For the lecturers

1. It is expected that this study will be able to give information to lecturers especially in ELE UKI about the students' reading habits and their vocabulary mastery.

2. It is expected that this study will be able to encourage lecturers to improve students' reading habits.

b. For the researchers

It is expected that this study can be used as a reference for further study.

c. For the readers

It is expected that the result of this study can give information for the readers about the importance of reading habits towards their vocabulary mastery.