

Chapter One

Introduction

This chapter covers the specific points. It includes background of the study, statement of the problem, delimitation of the problem, research question, purpose of the research, significant of the research and the last is the organization of the chapters.

Background of the Study

English is a means of communication, both written and spoken. Communication in English should be able to understand and reveal information, feelings, thoughts and developments in science and technology. In Indonesia, teaching English includes four skills, there are listening, speaking, reading and writing. According to Dawkins (2017), reading has a great influence in the learning process and is one of the most important things in achieving learning goals. Reading is something that must be learned.

Reading has many benefits. According to Pugh (2017), reading will get many benefits. Reading will get a lot of information, knowledge and experience that can be useful for us. According to Bridges (2014), when students read students will know the world and make it easier for us to explore the world. Stanovich (2000) stated that reading can add vocabulary, develop cognitive abilities and expand knowledge. Therefore, students' reading interest has a big influence on student success such as academic achievement, student creativity and good writing ability.

Indonesia is reported to have low reading habit level based on research by UNESCO in 2018 which rank Indonesia to be number 69th out of 127 countries in reading competence. Rahmawati (2019) stated that the research shows that people in Indonesia have low reading interest, so it is in the bottom position because only 1 out of 1000 people in Indonesia loves reading. The reading habit does not only occur in reading Indonesia text but also English text. According to Iftanti (2015), Indonesian students have a bad habit of reading English texts, even though they have been learning English from elementary to high school. This is because they are tired of reading, have difficulty in understanding the text and do not master vocabulary.

One of the effect of low reading habit presumably cause the low quality of vocabulary mastery. Once students have low reading habit, the exposure of vocabulary is limited. It might result in low vocabulary mastery. Based on observations in ELED batch 2021, it can be found that problems that occur in students' reading interest are bored with reading, have not found reading books according to their interests or level and lack of knowledge in reading. In addition, students' problems with vocabulary mastery are students' lack of vocabulary and students' attitude about vocabulary mastery. Syaifuddin (2016) stated that the interest in reading students with vocabulary mastery has a significant correlation. If students have low reading habits, it will result in low reading interest and low vocabulary mastery. It can be concluded that students must increase interest in reading in order to master vocabulary.

Statement of the Problem

Reading is among many activities done by students in an English Language Department of a university in Yogyakarta. They usually read many texts from many courses. Common activities are reading short English text, reading journals, functional text, English novels and reading English text on social media.

Based on interview with four students of ELED batch 2021, the problem in reading English books is the low students' reading interest because they are bored reading, have not found books according to their interests and also lack of knowledge of reading. The next problem is the low students' vocabulary mastery due to the lack of knowledge of students' vocabulary mastery and students' attitude about vocabulary mastery.

From the two phenomena above, researcher is interested in investigating whether there is correlation between students' reading interest and students' English vocabulary mastery. It aims to figure out whether the two variables has tendency to be correlated each other.

Delimitation of the Problem

Based on the problem statement above, this study focuses on examining the significant correlation that occurs in students' reading interest and their vocabulary. This research was conducted only on students of the English Language Education Department at private University in Yogyakarta batch 2021. This study only wanted to find out the significant correlation between the two variables.

Research Question

There is one research question in this study formulated by the researcher.

The one research question is presented below:

1. What is the level of students' reading interest?
2. What is the level of students' vocabulary mastery?
3. Is there a significant correlation between students' reading interest and students' English vocabulary mastery?

Purpose of the Research

Based on the research question, this study aims:

1. To find out the level of students' reading interest
2. To find out the level of students' vocabulary mastery
3. To find out the significant correlation between students' reading interest and vocabulary mastery

Significance of the Research

Researchers provide benefits aimed at researchers, namely students, teachers and further researchers. The advantages are presented below:

For the students. Students can find out the benefits of high reading interest on vocabulary mastery. First, they can start reading English books from books they like. Second, they can learn more about vocabulary mastery which is not only limited to adding vocabulary.

For the teachers. Teachers can get information about the level of reading interest, the effect of reading interest on vocabulary mastery and students' difficulties in reading English. In this study, the researcher hopes that the results of this study will have an effect on the teacher to familiarize the students with

reading the books they like before starting the class and the teacher will provide a more specific explanation about parts of vocabulary mastery.

For the next researchers. Researchers hope this research can provide benefits for next researchers. In addition, this research can be used as a reference for researchers who want to discuss the same topic.

Organization of the Chapter

This research consists of five chapters. The first chapter is about the introduction. The second chapter is about literature review. The third chapter is about research methodology. The fourth chapter is about finding and discussion and the last chapter is about conclusion and recommendation.

Chapter one discusses the introduction, which in this introduction discusses several things, namely background of the study, statement of the problem, delimitation of the problem, research question, purpose of the research, significant of the research and the last is the organization of the chapters.

Chapter two talks about literature review. The researcher explains the literature review from this research, such as reading in general, types of reading, reading interest, the importance of reading interest, definition of vocabulary, the role of vocabulary, vocabulary mastery, even a review of related studies, the correlation between students' reading interest and vocabulary mastery and conceptual framework.

Chapter three describes the research methodology used. This chapter includes research design and research setting. In this chapter the researcher also describes data collection and data collection techniques. The last discussion in this chapter is data analysis.

Chapter four is finding and discussion. Here the research interpretation is well organized. Then the discussion of the researcher's findings is enhanced in this chapter.

Chapter five discusses the conclusion and recommendation. This chapter briefly describes the research, challenges, results and recommendations for this research.