CHAPTER 1

INTRODUCTION

This chapter present the discussion of some issues related to the topics of the study. They are background of the research, the problem of the research, objective of the research, the operational definition, significance of the research and scope of the research.

1.1 Background of the Research

Vocabulary is a basic science in knowing or understanding a word in the scope of second language learning. A knowledge base that must be understood and possessed by everyone in every aspect of learning a second language. Understand the meaning and understand the use of word for word in every different circumstances and situations. As previously mentioned, this is mandatory for every second language learner, especially in this study for students with junior high school level in Indonesia in particular.

Vocabulary has one great roles in developing the language knowledge areas for the learners and so many reasearchers has turning their attention to use it as developing tools for language learners Al- Qahtani (2015:22). Vocabulary is one of the language components that is very important in the teaching learning process. Wilkins in Thornbury (2005:13), states that someone will gain more improvement in learning a language if they learn more words and expressions. He also add that without vocabulary, there will be no information gained. In other words, vocabulary excessively needed in order to communicate and to express our ideas to others.

Similarly, Thornbury (2005:23) states that learner needs either to learn a lot of words or to remember them. When the students need to explain their ideas in the class, they need to put appropriate vocabulary to make the audiences can understand what they are going to present in the class. On the other hand, the students find some difficulties to express their ideas if they do not have sufficient vocabulary. Consequently, to deliver such information, the students must have sufficient collected vocabulary.

However, for students in learning English there are still problems referring to vocabulary mastery. Then, they have neither or less in terms of reading. They have difficulties in understanding foreign words found in the text due to a lack of vocabulary mastery for them, therefore they are ultimately unable or less able to understand a text if they do not have understanding of the words contained in the text. In this case, the teacher should pay attention to the students' vocabulary mastery.

From the result of the preliminary study by observing and interviewing the English teacher and class preliminary test, it was found that the seventh grade students of SMP Negeri 1 Ambulu Jember in 2018/2019 academic year problems can be compiled in several points. The first problem is the willingness of students to read texts or even do the assigned tasks related to the teaching and learning process in the classroom, this is based on the lack of student motivation in reading and gaining knowledge. They choose not to pay attention to the material provided by the teacher in the classroom during the teaching and learning process. Second, students have problems understanding foreign words contained in the text and most do not know the vocabulary in the text. In the end, students become passive

and lazy in obtaining and understanding new words or remembering the words. In the end students are less interested in reading texts because of the low knowledge of students related to vocabulary mastery.

Furthermore, the teaching technique used by the teacher in the classroom uses conventional teaching methods or in another sense is the traditional approach, in which the teaching technique is centered on the teacher who teaches in the classroom. In this case the teacher provides activities in the form of reading texts aloud, looking for difficult words in the text, and doing assignments on the Student Worksheet (LKS). In daily practice of teaching reading, the teachers should make great efforts to solve the problem of students' mastering vocabulary. She should try not only use the students worksheet (LKS) in teaching reading but also some materials from any other informations or readable materials that will increase students' vocabulary mastery. Teacher could use instructional strategies to improve vocabulary mastery of the students. In this case, teachers in the language teaching, especially the teaching of English as a foreign language plays important roles as the designers of the materials, practice, and test. Therefore, the researcher uses certain teaching technique, namely Extensive Reading to improve students' vocabulary mastery.

From studies that have been conducted by previous researchers, it shows an increase in mastery and vocabulary acquisition in the use of extensive reading in the teaching and learning process, from arafa (2018) changes in student habits which are shown through the interest and enthusiasm of students during the teaching and learning process, in line with the result from Purba and Gaol (2021) by using Extensive Reading the students' were more active in the teaching -

learning process. Later on from Liu and Zhang (2018) one semester (less than three months) is the most appropriate length of extensive reading instruction for vocabulary learning. Based from Jusnaeni (2019) students can fulfill what they need to memorize the vocabulary because by reading with a lot, students can met words and looked up the unfamiliar word in the reading material. In the end, in this study there are differences from previous research, with different and controlled reading materials according to the level of the reader, different forms of activity, and reading habits formed from the use of extensive reading.

Based on the above problem, the researcher wanted to overcome this problem by using a new strategy that had rarely being used by the English teacher. Extensive reading approach as alternative strategies. Therefore, it was necessary to conduct a research entitled "Improving students' vocabulary mastery by using extensive reading approach at seventh grade students of SMPN 1 Ambulu Jember in 2018/2019 academic year".

1.2 Problem of the Research

Based on the above background, the research problems were formulated as follow:

1. How can the use of extensive reading to improving the students' vocabulary mastery of the VII B grade students of SMPN 1 Ambulu Jember in 2018/2019 academic year ?

2. How can the use of extensive reading to improving the students' active
   participation of the VII B grade students of SMPN 1 Ambulu Jember in
   2018/2019 academic year ?

1.3 Objective of the Research

Based on those research problem, the objectives of the research can be
formulated:

1. To improve the students' Vocabulary Mastery of the seventh grade students of
   SMPN 1 Ambulu Jember in 2018/2019 academic year by using extensive
   reading approach.
2. To improve the students' active participation of the seventh grade students of
   SMPN 1 Ambulu Jember in 2018/2019 academic year process by using
   extensive approach.

1.4 Operational definition of the key terms

It is necessary to define the terms used in the title operationally to avoid
misunderstanding between the writer and the readers. The terms that are necessary
to be defined operationally are vocabulary mastery and extensive reading.

1.4.1 Vocabulary Mastery

Vocabulary Mastery is a term in linguistic to understand and comphrehend
meaning and use of words, by referring to the Vocabulary Test which contain in
word classes containing noun words, verb words, adjective words, and adverb
words.

1.4.2 Extensive Reading

Extensive Reading (ER) is an approach to learn second language. When learners read extensively, they read very easy, enjoyable books by reading text, comprehending the text, discussion the text, retelling the text, and seeking unknown word meaning from the text. By using this approach, the students will read the descriptive text that being used by looking forward to lesson plan, the students will choose the descriptive text by themselves and comprehend the use of every word.

1.5 Significance of the Research

The result of this classroom action research were expected to give important informations and improvement for the researcher, the english teacher, the students, and the future researcher in teaching and learning aspect.

1.5.1 Theoretical Significance

The result of this research is useful for English teacher as reference to encourage them to use extensive reading approach in teaching reading to improve students's vocabulary mastery and students' active participation.

1.5.2 Practical Significance

The result of this research will be useful for the researcher, the students and the future researcher, in order to use it in teaching learning process to improve vocabulary mastery and students's active participation in studying english. In

addition, they can have new learning experience by using extensive reading approach in process of reading that can help them to increase their vocabulary mastery.

1.5.2.1 The Researcher

The results were useful to increase the researcher's knowledge and experiece about doing a research which focus on the importance of extensive reading strategy in teaching vocabulary mastery.

1.5.2.2 The Students

The results of the research are expected to provide the students an experience in learning by extensive reading to improve their vocabulary mastery and active participation, especially in comprehending word usage in the text and gain the informations through understanding the meaning of the word.

1.5.2.3 Future Researchers

The findings of the research could be used as reference or a resource to conduct a further research by using extensive reading strategy on vocabulary mastery.

1.6 The Scope of the Research

The research focuses on improving vocabulaty mastery by using extensive reading. The subject of the research is the VII B grade students of SMPN 01 Ambulu Jember in the 2018/2019 Academic year.