CHAPTER I

INTRODUCTION

This chapter discussed an overview of the research. It covered background of the research, problem of the research, objective of the research, definition of keys terms, significance of the research, and scope of the research.

1.1 Background of the Research

Vocabulary Acquisition refers to the learning and acquiring of new words by students. Vocabulary acquisition is a fundamental and important phase for students, without good vocabulary acquisition one will have difficulty in understanding and using the language effectively. Students also need a large amount of vocabulary to be able to communicate well (Pellicer Sánchez, 2016). By having a large vocabulary, students are able to convey their ideas in a simple way that is easily understood by others. One of the problems that may occur if a student lacks vocabulary or does not have enough vocabulary is that they will not be confident in speaking English (Dewi, 2021). English skills also cannot be practiced without learning vocabulary (Alhebshi & Gamlo, 2022). Therefore, as a student, it is very important to have adequate vocabulary. Besides, Vocabulary Learning Strategies (VLS) also play a role in the process of the 11th grade students' vocabulary acquisition.

VLS are important for students. Through appropriate strategies, students will acquire their vocabulary effectively. VLS have a positive relationship with extensive vocabulary knowledge (Ghalebi et al., 2020). This means that the use of

VLS supports students' extensive vocabulary acquisition. The strategies also play a role in increasing students' motivation and this makes students able to face challenges in the process of learning new vocabulary. In addition to motivation, the use of VLS can also build students' vocabulary independently (Chiew & Hanim Ismail, 2021). Strategies make the vocabulary acquisition process more meaningful. Students can acquire new vocabulary by reading and understanding some words.

Reading plays an important role in every student's language proficiency (Ramirez-Avila & Barreiro, 2021). Through reading, students will be exposed to a variety of vocabulary contained in the text. Through reading, the student will also get the meaning of new vocabulary (Bi, 2020). Students will find new vocabulary in reading texts that they do not encounter in everyday English (Amin & Wahyudin, 2022). The process of acquiring words by reading, strengthens their memory of new words. Not only that, reading also makes someone more innovative and creative (Santi et al., 2021). The more students read, the more they are exposed to new vocabulary and the more vocabulary they learn. The more reading someone has, especially with a wide variety of texts, the more their vocabulary will be. If students have good reading skills, they also have a better chance of succeeding in their studies (Dhillon et al., 2020). Reading narrative texts as the vocabulary learning strategy can be an alternative to increase students' vocabulary.

Narrative text provides a natural context that helps students understand and internalize new vocabulary through the storyline. Narrative texts also often use word repetition, which makes it easier for students to focus on the new word

(Webb et al., 2023). By repeating the words, the reader's memory of the words will be stronger. In addition, narrative text also presents dialog between characters which allows students to observe how the word is used. By learning context through the dialog in the narrative text, students can see how the word is used in the sentence. This process makes learning new vocabulary more contextual, not just through memorization. In addition, narrative texts contain culture that can enrich students' knowledge.

Various studies have examined the effect of VLS on vocabulary acquisition. One of the studies by (Ali & Anwar, 2021) proved that there is a positive correlation between the use of strategies on vocabulary acquisition with a focus on private schools. The results of this study show that strategies such as memory, cognitive, metacognitive, and social improve vocabulary proficiency. And it shows, by using VLS learning is more focused. Further study by (Le & Trinh, 2024) which investigated vocabulary learning strategies in ESP students. This study showed that metacognitive strategies were used by participants from 3 majors (business administration, accounting, and tourism), and positive attitudes in technology were used as a tool to support vocabulary acquisition. The last study from (Ebrahimi et al., 2015) with the main focus on the effects of vocabulary learning strategies on Iranian EFL Learners' Vocabulary Development. The conclusion of this study shows that contextualized guessing helps students retain vocabulary for a longer time. The stories used in this study helped them acquire the vocabulary.

Although there are many challenges in learning vocabulary, various vocabulary learning strategy have been proven to beneficial in helping students

facing these challenges. However, research on the effect of reading narrative text as the vocabulary learning strategies on high school students' vocabulary acquisition is still very limited. This study aims to fill this gap, to examine the extent to reading narrative text as the vocabulary learning strategies to be able to improve 11th grade students' vocabulary acquisition. Moreover, it provided new insights in enriching vocabulary learning strategies.

1.2 Problem of the Research

Based on the background of the research, the writer formulates the research problem as follows "Is there any significant effect of using reading narrative text as the vocabulary learning strategy on the 11th grade students' vocabulary acquisition?"

1.3 Objective of the Research

The objective of the research is to investigate whether there is a significant effect of using reading narrative text as the vocabulary learning strategy on the 11th grade students' vocabulary acquisition or not.

1.4 Definition of Keys Terms

The writer needs to interpret and describe the meaning of a few important terms related to this research to make clear some of the main terms in it:

1.4.1 Vocabulary Learning Strategies

Vocabulary Learning Strategy refers to the strategy used by students in in acquiring new vocabulary in their language learning.

1.4.2 Vocabulary Acquisition

Vocabulary acquisition is the process of learning new words. The three steps to learning new words are: learn to pronounce the word correctly, learn what the word means (the definition), and learn how to use the word in sentences. Vocabulary acquisition measured using vocabulary test.

1.4.3 Reading Narrative text

Reading narrative texts is the activity of understanding the story and its elements. The activity of reading narrative texts is carried out by students with the aim of being exposed to texts to acquire vocabulary. Narrative text is one type of text that tells a story in the past.

1.5 Significance of the Research

1.5.1 Theoretically

The result of this research is expected to show the effect of reading narrative text as the vocabulary learning strategies on the 11th grade students' vocabulary acquisition.

1.5.2 Practically

The findings of this study are expected to provide insights for educators and curriculum designers to integrate effective vocabulary learning strategies into teaching methods, especially strategies for reading activities.

1.6 Scope of the Research

   This study evaluated the effect of reading narrative text as the vocabulary learning strategies on the 11th grade students' vocabulary acquisition. Vocabulary acquisition involves acquiring new vocabulary, and knowing the meaning of the word in context. The subjects of this research were 11th grade students of SMA Muhammadiyah 2 Wuluhan. The type of text used is narrative text in the form of fable, folklore, myth, legend, and fairy tale.