

# CHAPTER I

## INTRODUCTION

In this chapter, the topic that will be discussed about: background of the research, problem of the research, objective of the research, operational definitions, significance of the research, and scope of the research.

### 1.1 Background of The Research

In recent years, extensive reading has become a significant pedagogical strategy in improving vocabulary acquisition among English language learners. Recent research shows that learners' engagement with different types of texts not only improves language skills, but also deepens the understanding of vocabulary in context (Yamashita, 2021). These findings support the idea that extensive reading can result in substantial vocabulary growth, which is crucial for effective communication and comprehension in a second language.

Based on the study by (Alsaif & Masrai, 2019), extensive reading significantly contributed to the increase of participants' vocabulary. In the study, participants experienced a 15% increase in the number of vocabulary words after undergoing extensive reading activities for eight weeks. This shows that extensive and continuous reading activities can be more effective in enriching second language learners' lexical acquisition when compared to traditional classroom learning methods. Consistent and extensive reading can accelerate the vocabulary acquisition process for second language learners. Regular reading activities using a variety of materials have been

shown to increase motivation, broaden horizons, and help participants acquire new vocabulary while still facing certain challenges. With a variety of reading materials such as articles, novels, or comics, reading interest and understanding of reading content can increase, thus supporting the development of lexical resources more effectively. Therefore, the continuous integration of extensive reading activities in the language curriculum is very important to support the improvement of students' reading skills and vocabulary thoroughly and effectively (Octavianti et al., 2023).

However, several challenges hinder the effectiveness of extensive reading, especially in Indonesia. Studies show that Indonesian students' reading skill are still below the international average, with reading speeds much lower than the standard 280 words per minute. In addition, Indonesia faces a lack of a strong reading culture, where reading for pleasure is not yet a common habit among students. Socio-economic factors as well as ineffective education policies further exacerbate students' negative attitudes towards reading. In addition, ineffective teaching methods and a lack of interesting reading materials also hinder the development of students' reading habits (Ateek, 2021).

Many students experience difficulties in reading english texts, mainly due to low reading ability in the first language (L1) as well as limited understanding of the target language (L2). This difficulty is further exacerbated by the use of inappropriate reading strategies, which hinder the effectiveness in comprehending foreign language texts. In addition, another challenge faced is the difficulty in implementing English language learning effectively, including in the aspect of reading. Students often have

difficulty in connecting the theory they have learnt with the reading practice they do, so the learning outcomes cannot be optimally utilised (Masrai, 2020).

An excessive focus on vocabulary in language learning can distract from other important aspects, such as grammar and sentence structure, resulting in a less thorough understanding of the language. Limited learning resources are also an obstacle, especially in providing varied and quality teaching materials, which can hinder students' broader understanding. In addition, the often reactive and sporadic approach to vocabulary teaching in response to classroom needs can hinder deep and sustained vocabulary acquisition.

In addition to improving vocabulary acquisition, extensive reading also has a positive impact on overall language skills, including reading fluency and text comprehension. A recent study by Yamashita, (2021) showed that students who participated in an extensive reading programme experienced significant improvements not only in vocabulary but also in the ability to comprehend and analyse texts. This multidimensional impact confirms the importance of promoting extensive reading as a basic component in language education. Other studies have also provided evidence-based recommendations for educators aimed at improving vocabulary acquisition through extensive reading initiatives.

The integration of extensive reading in language learning frameworks presents a promising pathway for the development of vocabulary acquisition for English language learners. This study aims to explore the relationship between extensive reading practices and vocabulary formation, and its impact on learning by examining this relationship, it seeks to provide evidence-based recommendations for educators

in enhancing vocabulary acquisition through extensive reading initiatives (Liu & Zhang, 2018) .

While previous studies have focused more on university students and vocabulary acquisition in general through extensive reading, there is still a research gap in exploring how this approach impacts vocational school students in the acquisition of the categories noun, pronouns, verb, adverb, adjectives. This study aims to fill that gap by investigating the effects of extensive reading on noun vocabulary acquisition among secondary school students, so as to provide a more targeted understanding of how specific word categories are acquired through reading practice.

### **1.2 Problem of the Research**

Is there any impact of extensive reading on vocabulary acquisition of learners SMK Muhammadiyah Jember ?

### **1.3 Objective of the Research**

The purpose of this study is to analyze the significant impact of extensive reading on English language learners' vocabulary acquisition.

### **1.4 Operational Definitions**

**Extensive Reading** is a large activity that aims to improve overall understanding, enrich vocabulary, and foster interest and reading habits. In this approach, readers are not required to understand every detail of the text in depth, but are rather directed to enjoy reading in a more natural and relaxed way. Thus, extensive reading can help improve reading skills gradually and broaden readers' horizons through various types of the reading materials.

**Vocabulary Acquisition** is the process of acquiring and understanding new vocabulary in a language through various means, such as reading, listening, speaking, and writing. This process can occur uncsciously through exposure to language in real contexts or consciously through stuctured learning.

### **1.5 Significant of The Research**

This study has both theoritical and practical significance. Theoretically, this research contributes to enhance academic studies on the impact between extensive reading and vocabulary acquisition in English language laerning, especially for senior high school students, and support they theory that extensive reading can improve vocabulary acquisition and reading skills. Practically, the results of this research can serve as a guide for educators in designing more effective teaching strategies by integrating extensive reading, assisting students in improving their comprehension and use of vocabulary, and providing recommendations for educational regulators to develop better literacy programmes. In addition, this research can also be used as a basis for developing teaching materials that are more interesting and appropriate to students' needs, so that they can increase their interest in reading and improve their vocabulary more optimally.

### **1.6 Scope of The Research**

This scope of the research focussed on analysing the impact of of extensive reading on vocabulary acquisition in English language learners among grade XI at SMK Muhammadiyah Jember located at JL. Panglima Besar Sudirman I No.31, Wetan Ktr., Jemberlor, Patrang, Kabupaten Jember, Jawa Timur 68118.