

CHAPTER I

INTRODUCTION

1.1 Background

In Indonesia, English is formally taught as a foreign language from junior high school to university. It has become an obligatory subject and is one of the subjects examined in the National Examination. There are many elements in English, such as vocabulary. Vocabulary is the smallest element in English that students must master because without it, we cannot understand each other or express our opinions, feelings, and ideas. However, teaching vocabulary is challenging because teachers must choose appropriate methods to make the learning process effective, so students can enjoy and relax while learning vocabulary.

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in the class. The four skills are supported by the learning of language elements. The language components involve vocabulary, grammar and pronunciation.

Vocabulary is the study of words or meanings of words. Vocabulary is the important part of the language. According to Heibert and Kamil (2005) in general, vocabulary as knowledge of word word meanings in both oral and written language and in productive and receptive forms. The word come in at least two forms: oral and print. Knowledge of word also comes in at least two forms: receptive and productive. Receptive is the vocabulary that people can understand or recognize and productive is the vocabulary that people use when write or speak. Oral vocabulary is the set of words that people know the meanings when speak or read orally. Print vocabulary consist of those words for which the meanings is known when the people write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Vocabulary learning is central to language acquisition whether the language is first, second or foreign. Sedita (2005) says that for some categories of students,

there are significant obstacle to developing sufficient vocabulary to be succesful in school: students with limited or no knowledge of English, students who do not read outside of school, students with reading and learning disabilities, students who enter school with limited vocabulary knowledge.

Extensive reading is an important aspect of any English language reading program. It motivates learners to read a large number of texts on a wide range of topics because students select the reading material based on their interests, knowledge, and experience. Students read texts that match their language level and choose when and where to read. Extensive reading allows students to find pleasure in reading as they gain a general understanding of literary ideas, learn reading strategies, acquire new vocabulary, and increase their English proficiency. The benefits of extensive reading on vocabulary growth have been widely documented in studies. However, it is argued that mainly fluent and motivated readers who can easily decode text, read expressively with comprehension and enjoyment can benefit from reading extensively to acquire vocabulary, while unsuccessful readers or reluctant learners may not benefit as much.

Several previous researchers have conducted studies related to extensive reading and vocabulary. As Schmitt (2000) found in his research, one of the important reasons for supporting extensive reading is that many teachers believe that intensive reading alone will not produce good, fluent readers. Of course, a number of experimental and quasi-experimental studies have demonstrated the effectiveness of extensive reading and have provided support for its use in ESL and EFL classrooms. The gains in motivation and attitude are equally impressive. Study after study has shown how attitudes toward reading in English have changed and how students have become eager readers. In their research, Gatbonton & Segalowitz (2005) found that the research convincingly shows that extensive reading increases vocabulary knowledge.

The more our students read, the better readers they will become. An integral part of this is learning new vocabulary. One of the primary ways in which vocabulary is learned is through reading. Learners encounter the same words over and over again in context, resulting in vocabulary learning. Nassaji (2006) examined the particular role learners' depth of vocabulary knowledge plays in lexical inference and found

that those with stronger depth of vocabulary knowledge used certain types of strategies more efficiently than those with weaker depth. Day & Bamford (2002) found in their research that the main goal of extensive reading is to develop reading.

Based on the previous study, the researcher tries to apply extensive reading to assess students' ability to improve their vocabulary. Vocabulary knowledge is most important for the ability to read effectively. Teachers are increasingly aware of the importance of extensive reading in the development of students' reading skills. In this case, it must be accompanied by a strategy in order to provide maximum results for both teachers and students. Furthermore, in relation to the discussion, the researcher tries to emphasize that simply reading alone may not produce satisfying results. Teachers play an important role in guiding students to understand how to read well and master vocabulary. Therefore, the researcher took the initiative to continue this study.

Based on the statement above, the researcher will apply Extensive Reading activities as a method to improve the students' vocabulary. This research is designed to identify the implementation of extensive reading to improve vocabularies, especially to use narrative text. Therefore; the researcher carries out the research entitled: "The Implementation of Extensive Reading to Improve Students' Vocabularies at SMPN 4 Palopo".

1.2 Problem Statement

Based on the description above, the researcher is able to identify the problem issues in this study, which include; can the implementation of extensive reading improve students' vocabulary at the second grade of SMPN 4 Palopo?

1.3 Objective of The Research

Based on the written statement of the problem above, the objective of this research is to determine whether the implementation of Extensive Reading can improve students' vocabularies at the second grade of SMPN 4 Palopo.

1.4 Significance of The Research

This research is concerned with teaching reading skills, using Extensive Reading activities to improve vocabulary. Since this research aims to improve student

vocabularies, the study's results are expected to be beneficial for the students, teachers, and school.

1. For the student

This study will help students improve their English reading skills by enhancing their ability to find vocabulary in every sentence. Extensive reading activities can be used to improve students' skills in reading passages.

2. For the teacher:

Implementing Extensive Reading activities can help teachers engage students to read and indirectly increase their understanding of the reading content. The findings are expected to be used as evidence that shared reading is an effective teaching activity for reading.

3. For the school

It will be used as a forum to improve the quality of learning. Especially when the learning process in the class.

1.5 Scope of The Research

The scope of the study focuses on implementing extensive reading to improve vocabulary at the second grade of SMPN 4 Palopo, specifically about nouns, verbs, adverbs, and adjectives.

1.6 Operational Definition

1. Vocabulary

Vocabulary is a combination of familiar words in a person's language. Vocabulary, usually developing with age, serves as a useful and fundamental tool for communication and acquiring knowledge

2. Extensive Reading

Extensive reading is defined as reading a large amount of easily understood language material without doing any tasks after reading.

3. Narrative Text

Narrative text is a text that aims to tell a story or event in detail and chronological

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

This part explains about vocabulary, extensive reading, and narrative text.

1. Vocabulary

a. Definiton of Vocabulary

Vocabulary is one of the elements of language learning. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turn their attention to (Richard, 2000:4). Vocabulary is one of the most important parts of language. Without vocabulary, a language cannot be formed. Any language in this world has vocabulary which is different from each other, either in pronunciation or writing, but the purpose of giving meaning is the same, to express the existence of something, either an abstract or concrete thing.

According to Ur Penny (1996) posits that the concept of vocabulary encompasses the words taught in the learning of a foreign language. Nevertheless, Hornby (2000) proposes a more recent definition of vocabularies that extends beyond a single word. Hornby suggests that vocabularies can encompass all the words that an individual knows or utilizes, all the words within a particular language, the words utilized in conversation, and a list of words and their meanings, specifically in learning materials developed for foreign language acquisition.

According to Webster's definition provided in 1980, vocabulary pertains to: 1) an organized compilation of words and occasionally phrases, which is commonly sorted in alphabetical order and outlined in a dictionary, glossary, or lexicon; 2) the entire set of words utilized in a language; and 3) the entirety of words utilized by a defined individual, group or profession.

However, it is worth noting that newly learned vocabulary items may encompass more than a single term. For instance, they may consist of multiple words, such as 'public car' or 'father-in-law,' yet express one unified meaning. As students engage in vocabulary acquisition, comprehending the significance of the new language holds paramount importance.

Language serves as a vehicle for individuals to communicate their ideas, and listening enables one to grasp the essence of others' words. Significantly, language has no real value without meaning. Given the above explanation, it is concluded that vocabulary refers to the collective count of written or spoken words with specific connotations from a particular group of speakers.

b. Types of Vocabulary

Vocabulary is necessary to give students something to hold onto when learning any kind of subject. Vocabulary also has many classifications as suggested by experts namely Good in Idham (2011:11) divides vocabulary into four types: oral vocabulary, writing vocabulary, listening vocabulary, and reading vocabulary.

- 1) Oral vocabulary refers to the words that a person employs in expressing ideas orally and actively. It consists of words actively used in speech that come readily to the tongue of the speaker.
- 2) Writing vocabulary refers to words commonly used in writing. It is the stock of words that come readily to one's vocabulary and are commonly used in writing.
- 3) Listening vocabulary refers to words that a person can understand when they are heard.
- 4) Reading vocabulary refers to words that someone can recognize when they are in written form.

Gairns and Readman (1986) assert that learners who acquire an extensive vocabulary can recognize and comprehend both written and spoken content, and can effectively recall and utilize them in their communication. Legget's statement in Idham (2011:12) further reinforces this notion, highlighting how vocabulary acquisition enables learners to recognize and appropriately use language in various contexts.

c. Word of Vocabulary

Harmer (1991) summarizes that knowing a word means knowing about meaning, word use, word formation, and word grammar. It means that learning vocabulary not only learning about the new words but also how to be use the words or vocabulary into correct usage. First, the meaning of a words is determined by the context where it is formed and also determined by its relation to other words. The example ofthe words is vegetables which has general meaning whereareas carrot is

more specific. Second, word meaning is also governed by metaphors and idioms, e.g the words hiss refers to the noise of snake and to someones threat to others. In collocation, a word goes with each other, such as, headache, earache, etc. In addition, style and register is applied by differentiating the language to be used by someone either in a formal or informal context, for example hello (formal) and hi (informal). Third, word formation may also create word meaning by seeing them on their grammatical contexts. It can be looked at how the suffixes and the prefixes works (im-, or in-) such as in imperfect and perfect, inappropriate and appropriate. The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, preposition, conjunction, synonym, antonym, etc.

2. Extensive Reading

a. Definition of Extensive Reading

Extensive Reading can be defined as reading in great amounts for the purpose of general understanding of the text or for the enjoyment of the reading experience. Its theoretical basis is that people learn to read by reading (Eskey, 1987; Grabe, 1991; Krashen, 1988; Smith, 1994). Based on this explanation, the researcher concludes that Extensive Reading is an essential skill that encourages or motivates students to read books according to their level of ability and eagerness.

Extensive Reading is a technique in teaching reading is defined as a situation where students read a lot of materials in their level in a new language: they read for general, for overall meaning, and for information at one with enjoyment (Bamford and Day, 2004., cited in Ferdila, 2014).

Extensive Reading is reading which involves students reading long text such as book, journals, article and papers. The aim is for general understanding with the intention of enjoying the text. After reading, the students are asked to write a summary of the text (Ferbawanti, 2012).

Based on the definition of Extensive Reading, it can be concluded that Extensive Reading Activities is method in learning process, where the students reading as many different kinds of English book, journals and paper for pleasure and only need a general understanding of the content.

Extensive Reading is one of the most important skills in learning a language, besides listening, speaking, and writing. The goal of any reading is to gain information or knowledge from a book. Nuttall (1988:21) and Richard and Renandya (2002) also mention that Extensive Reading is a supplementary activity attached to an English course that encourages students to read as many books as they find pleasurable, at their own level. Hedge (2000:202) defines Extensive Reading with the following peculiar characteristics:

- 1) Reading large quantities of materials such as short stories, novels, newspapers and magazine articles, or professional readings.
- 2) Reading consistently over time on a frequent and regular basis.
- 3) Reading longer texts (more than a few paragraphs in length) of the types listed in the first point above.
- 4) Reading for general meaning, primarily for pleasure, curiosity, or professional interest.
- 5) Reading longer texts during class.

b. Characteristic of Extensive Reading

There are ten principles characteristic of Extensive Reading as an approach or a language teaching/learning procedure, which have been identified as key factors in a successful extensive reading program (Bamford and Day, 1997).

- 1) Students read as much as possible, perhaps in and definitely out of the classroom. Emphasize that the amount of time students actually spend on reading is the most critical element in learning to read. Hence, to achieve the benefits of extensive reading and to establish a reading habit the minimum amount of reading is a book week, which is a realistic target for learners of all proficiency levels, as book written for beginners and low intermediate learners are very short.
- 2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways. It is recommended that to encourage a desire to read, the text should be varied and based on the purpose for which the student want to read, for example books, magazine, newspaper, fiction, non-fiction, text the inform, text the entertain, general, specialized, light, serious. Student select what they want to read and have to freedom to stop reading material that fails to interest them. Self-selection of reading materials is

the key to extensive reading. Students can select texts as they do their own language, that is, they can choose texts they expect to understand, to enjoy, or to learn from. They are free to stop reading material that is boring.

- 3) The purpose of reading is usually related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interest of the student.
- 4) Reading is its own reward. There are few or no follow-up exercises to be completed after reading.
- 5) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- 6) Reading is individual and silent. Students read at their own pace. Most of ER is done outside class, as homework, in the student's own time, when the student chooses.
- 7) Reading is speed usually, faster rather than slower. Students can read faster because the materials are easy and understandable. They move from word-by-word decoding to fluent reading. They are advised against using dictionaries as it interrupts the reading process, making fluent reading impossible.
- 8) Teachers orient students to the goals of extensive reading, explain the methodology, keep track of what students read, and guide in getting the most out of the program. Given the student may not be accustomed to the freedom of making choices at school, they need to be introduced to the practice of extensive reading.
- 9) The teacher is a role model of reader for students. The teachers' role is an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

c. Procedure of Extensive

Reading in the Classroom Implementation Extensive Reading programme needs commitment from teachers and students. Here are some activities of implementation of Extensive Reading programme proposed by Fanshao in Sudirman (2016). They are:

- 1) The teacher can ask their students to fill a short record form containing the name of the book they read, its level, how long they need to read the book, a brief comment about quality of the book, etc.
- 2) The students have to present an oral report on each book they read in front of the class or in a reading group. The reports cover the name of the book, type of the story, setting, whether the book is enjoyable or well written or not.
- 3) Group discussion consists of four or five students. It is organized based on the students who read the same book. After the discussion ends, they can prepare an oral book report or a written review that have to present to others in front of the classroom. These activities can help them to improve their speaking and writing abilities.
- 4) Teacher can provide individual counseling, he can ask the students about their reading experience, their progress, their problems and the teacher can give the best solution to overcome the problem found. This activity can be done when the other students engage their reading
- 5) The students get reward from the teacher depends on the quantity of reading they do. This activity is purposed to motivate the students to read more.

d. The Role of Extensive Reading in Language Learning

According to Bell (1998), the role of Extensive Reading programs in fostering learners progress in reading development and improvement, there are ten roles, they are: it can provide comprehensible input, it can enhance learners general language competence, it increases the students exposure to the language, it can increase knowledge of vocabulary, it can lead to improvement in writing, it can motivate learners to read, it can consolidate previously learned language, it helps to build confidence with extended texts, it encourages the exploitation of textual redundancy, and it facilitates the development of prediction skills.

Learning vocabulary through Extensive Reading is very good to apply in teaching English especially in learning vocabulary. The teacher can apply it both in classroom and out of classroom because Extensive Reading can do wherever we want, it is easy to do.

e. Advantages and disadvantages of extensive reading

In her research, Widiati's 2021 metrics stated that There are several advantages and disadvantages of extensive reading.

1) Advantages of Extensive Reading

The students may:

- a) Develop their reading habit
- b) Gain more confidence in reading
- c) Improve their attitude towards reading
- d) Become motivated to read.
- e) Be more prepared for further academic courses because they have read
- f) Large quantities

2) Disadvantages of Extensive Reading

- a) An Extensive Reading program may be costly and time consuming to set up if materials are not already available. It may be difficult to get support from Administration.
- b) Students need to have easy access to texts within their language proficiency level. An extensive reading program is easiest to establish when the students have a high level of second language proficiency. For intermediate levels, students require a specialized library within their language proficiency range. They need texts they can read without great use of a dictionary.
- c) It may be difficult to keep students challenged to read more difficult texts as the program continues. Some established programs use a "weighing scale" for students to record materials read, giving more "marks" materials read at a higher level. Although this has proven to be a motivating or competitive factor in some cases, in others it becomes counter-productive if students try to read texts that are more difficult than they can manage and consequently become discouraged.

3. Narrative text

a. Definition of Mirative Text

Michael Toolan (2016) stated that narrative text is a type of text that is often found in the world of literature. Narrative text has the power to bring readers into a story full of events and emotions. Meanwhile, according to the Ministry of

Education and Culture (2017, p. 194), narrative text is a text that includes all types of written or spoken words that contain story elements. In fact, apart from other types of derivative texts, in everyday life we are also involved with stories. For example, talking with a friend while recounting an incident is also a storytelling activity, which means that we are, in fact, narrating verbally.

From the definitions above, the researcher concludes that Narrative texts are a form of literary composition that recount a sequence of events in a sequential and interconnected manner. They are often characterized by their imaginative nature or fictional storytelling, and their primary objective is to provide entertainment to the reader.

b. Generic Structure of Narrative Text

Quoted from the English Student Book for SMA/MA Class X by Aris Widaryanti, S.Pd., M. Hum. (2021). The generic structure of a narrative text or the structure of an English narrative text consists of an orientation, complication, resolution, and reorientation.

1. Orientation is the opening paragraph that introduces the story's characters, atmosphere, or setting.
2. Complications are problems that arise and develop in the middle of the narrative text.
3. Resolution is the part of the text that tells the resolution of the problem.
4. Reorientation or coda contains a statement about the story or the lessons learned from the narrative text.

Based on the statement above, it can be concluded that narrative texts have four generic structures. These structures consist of orientation, complications, resolution, and reorientation. Orientation is the initial paragraph or opening paragraph. It introduces the story characters, the atmosphere, or the setting. Complications are problems that arise and develop in narrative texts. Resolution is the part of the text that tells the story of solving a problem. Reorientation is the closing.

2.2 Previous Studies

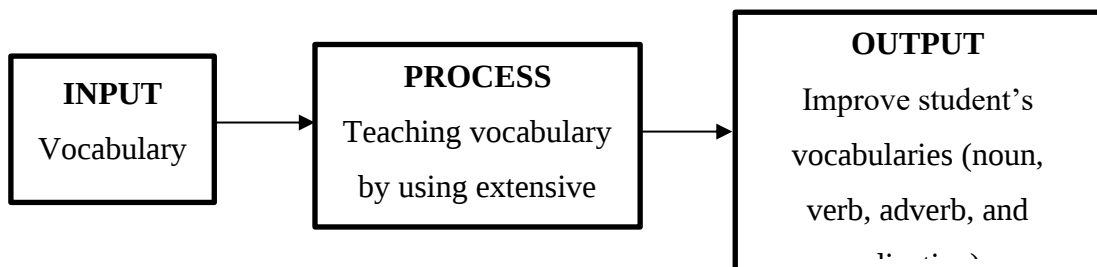
1. Ayuningtyas (2011) with a title “Improving Student’s Vocabulary Mastery Through Extensive Reading Activities at Grade XI Ipa 2 of SMAN 1 Pleret Bantul”. The result is this action research was conducted in two cycles, beginning on July 11th and concluding on August 18th, 2011. During both cycles, various activities relating to extensive reading were implemented. In Cycle I, a combination of successful and unsuccessful actions took place. The successful actions included book flooding, sustained silent reading, and vocabulary testing, while the unsuccessful actions consisted of quick book reporting and discussions of the answers. In Cycle II, some modifications were made. Firstly, quick book reporting was replaced with group work to address the issue of students struggling with summarizing and understanding vocabulary from newspaper texts. Secondly, discussions of the answers were substituted with truth-telling, as there were students in Cycle I who felt reluctant to answer questions if they believed their responses were incorrect. The researcher, in their endeavor to address the issue of shy and passive students during Cycle I, implemented a reward system whereby active and knowledgeable students were acknowledged for their participation, correct responses, as well as their ability to effectively communicate and describe the books they had read. The implementation of this system aimed to encourage students to become more engaged and enthusiastic in their learning. In the second cycle, the implementation of extensive reading activities, which involved diverse and captivating tasks, was executed successfully. As a result, it can be asserted that these activities significantly enhance students’ proficiency in vocabulary. By engaging in this particular endeavor, students were able to familiarize themselves with the words they had acquired. Furthermore, the repeated encounters with these words during the extensive reading sessions facilitated easier memorization, while also providing ample opportunities to explore a wide range of English texts.
2. Suharjuddin, et al. (2021) with a title “Improving Grade XI Student's Vocabulary Through Extensive Reading in Senior High School 4 Kendari”. The study's results indicated that students acquired vocabulary through extensive reading. The findings demonstrated that incidental vocabulary learning occurred during

the process of reading for students. This was supported by the comparison of pre-research scores and scores after implementing extensive reading treatment, showing that the technique effectively resolves the identified issues. Additionally, the results showed a significant improvement from each cycle, with the average score increasing from 48 to 67.2 after implementing extensive reading. This indicated an improvement in students' vocabulary, surpassing the minimum mastery target of 65% set for this research.

3. Sa'diyah (2021) with the title “The Effect of Extensive Reading on the Vocabulary Mastery at the Seventh Grade Students of Junior High School”. Based on the presented study, the significance level of the two-tailed test (p) was found to be 0.003, while the predetermined alpha level (α) was 0.05. This indicated that p was less than α . Therefore, it could be concluded that the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (H_a) was accepted. This finding confirms the effectiveness of extensive reading in improving students' mastery of vocabulary in descriptive texts. Furthermore, it establishes a significant relationship between extensive reading and vocabulary mastery in descriptive texts for the students involved in the study. Thus, it was evident that the research on the impact of extensive reading on students' vocabulary mastery had a noteworthy influence on the seventh-grade students of MTs Hasyim Asy'ari Sukod.

2.3 Conceptual Framework

Based on the theory of the research, the theoretical framework will be described as follows:



2.4 Hypothesis

Researchers formulate the hypothesis as follows:

H₀ (null hypothesis) : The use of extensive reading does not increase the students' vocabulary.

H_a (Alternative hypothesis) : The use of extensive reading can increase students' vocabulary.