CHAPTER 1

INTRODUCTION

This chapter provides the discussion on the background of the research, research problems, purpose of the research, research hypothesis, scope and limitation of the research, significance of the research, and definition of key terms

A. Background of the Research

English is the global international language, which means English is spoken by people in almost all parts of the world to communicate. In the global era, Britain assumed an important role as communication of languages used in any sectors of lived, such as commerce, bilaterally relations, politics, knowledge, technology, and any others. In fact, person used the language to claim their sensations, ideas, and desires. English has become the language spoken by any person approximately the world to connected and shared. Person needs to communicated in their dailies activities and interact with others in their lives. English is used as middle languages in all aspect of nationals relation with others country such as diplomatic, socials, culturals, international commerced and also in educations. In other words, the English language takes an important part in communication, a easy for each nations to communicated with another.

For students of English as foreign language learners, vocabulary has a significant role. They should learn an appropriate number of words to communicate well in a foreign language and know how to use them correctly. Students will find difficulties in speaking, reading, listening, and writing without a proportional vocabulary. 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 and 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.

Moreover, with little or none, they cannot understand the others conveyor's specific ideas. Implementing extensive reading is one of the ways to gain vocabulary mastery. Students can develop their reading abilities and improve their overall language skills by Reading Text. Day and Bamford (2004) assert that extensive reading is an approach to language teaching in which students easily read a lot of materials in the target language. The extensive reading activity allows students to choose the materials based on their preference. They can choose and independently read their reading material for general comprehension and information, and pleasure. If the material is not exciting or too confusing, they could stop to read it. Their reading should be within the comfort zone range, and the material they pick should be read quickly and confidently.Extensive Reading, according to Bell (2001), is a reading instruction program that has been used as an effective means of improving reading fluency, understanding, and vocabulary grow within ESL or EFL settings.

When EFL students read extensively, students become fluent readers, and EFL students increase their vocabulary, and become better writers. People know that reading extensively helps increase oral fluency listening and speaking abilities. Students who read a lot develop positive attitudes and benefit toward reading and increased motivation to study the foreign language or second language. In addition, Blair (2011) states that extensive reading helps the learnes to build their vocabulary, introducing them to words and language skill chunks, and giving them a sense of common word partnership. Beside that it also develops their understand of grammar by seeing all sort of grammatical structure in use. Extensive reading has an additional advantages of learners to choose their text which generally increase their motivation and confidence, and creates a more positive attitude towards reading and language learning.

The results of the previous studies show that Extensive Reading increases vocabulary knowledge. Gatbonton & Segalowitz (2005) states that learners encounter the exact words repeatedly in context which resulted in less vocabulary learning. Furthermore, Pazakh and Sultoni (2010). Cited in Novi Pratiwi (2017) reported that the extensive reading method increases the student's motivation and interest in reading books. Ayuningtyas (2011) found out that applying the extensive reading activities by using book flood activity and telling the truth successfully improved students vocabulary mastery. The students can memorize the word quickly and increase their understanding. In addition, these activities make them enthusiastic and improve their engagement in the activities in the teaching and learning process. Thus, those previous studies on extensive reading which focused on the effectiveness of extensive reading, how extensive reading increases student's motivation and interest in reading books and extensive reading can change the student's behavior. Yet, the point about how to increase vocabulary mastery by using extensive reading has been much researcher investigated yet. Accordingly to study improving students vocabulary mastery by using extensive reading is significant.

Based on teaching experience in class 8C MTsN 2 Trenggalek, it was found that students still have problems related to vocabulary mastery which in turn affect their confidence in reading. They also have a lack of interest in terms of reading. They often find difficulties understanding the meaning of unknown words from the context because of their low vocabulary mastery. Moreover, the teaching and learning reading phase, the technique was always teacher-centered. It is resulted that the process does little help in improving the students' vocabulary mastery. Testing practices dominated the teaching and learning process. The teacher mainly tells the students to read the text aloud, look up unfamiliar words in the dictionary, exercise in the textbook or students' worksheet (LKS, Lembar Kerja Siswa), and discuss the answers.

Improving students vocabulary mastery encourages active learning, extensive reading promotes self-directed learning, allowing students to explore new words independently amd at their own space. Students can consolidates existing vocabulary, by repeatedly seeing familiar words in various context, students

reinforce their understanding and recall of these word. Students also enables successful comprehension without sufficient vocabulary, studentsstruggle to understand written material. Extensive reading allows student to encounter a wide range of words, helping them comprehend text better.

The researcher conducted a research in MTsN 2 Trenggalek, Kampak for students in class 8 of the school, in this research the researcher used the CAR (Classroom Action Research) based on Kemmis and McTaggart in Burns (1999) that suggest the study to use the dynamic progress and complementary. It consists of four-stage namely planning, action, observation and reflection. In addition, the reading material used by the researcher was more varied. Therefore, the researcher employed the Extensive Reading technique to improve students' vocabulary mastery.

B. Formulation of Research Question

The concern of the discussion has been determined from the problem of thye study. The following is the formulation of the problem:

"How to improve student vocabulary mastery by using extensive reading at eight grade of MTsN 2 Trenggalek?"

C. Purpose of the Study

The goal of this research which is stated from the problem statement above was:

"To know how to improve student vocabulary mastery by using extensive reading at eight grade of MTsN 2 Trenggalek"

D. Significance of The Research

This study is conducted through the classroom action research. This classroom action research focuses on vocabulary implementation to improve the eighth grade students' achievement at MTsN 2 Trenggalek using extensive reading. The result of the study is expected to be useful for people in education field and give more contribution for English teacher, students, and other researcher. In providing some benefits for English teaching and learning process, the significances of this research were:

a. For English Teachers

For the teachers in the school, it was expected that their student's vocabulary mastery can be improved interestingly and effectively in building enjoyable study

b. Students

This research it can be used Extensive Reading helps the learners gain new experiences in enhancing their vocabulary mastery because of this study.

c. Other Researcher

For other researchers who interest with this topic may help them in giving some references for their research in order to be more interesting strategy and result.

E. Research Scope and Limitation

The scope of this research is using extensive reading to increase student's vocabulary mastery for junior high school. This study focused on the improving students vocabulary mastery by using extensive reading at eight grade students of MTsN 2 Trenggalek. In this research, the researcher just focused on synonym and antonym of the word vocabulary. The writer can not take all of students in MTsN 2 Trenggalek because the number of students in MTsN 2 Trenggalek too big and that is

impossible to take all of the the population. And the researcher have limited time to do this study, so that the researcher decides to take one class that is C class.

F. Definition of Key Terms

To avoid misinterpretation and misunderstanding of the title of the research, the several termsare defined as follows:

a. Vocabulary Mastery

Vocabulary mastery is the ability to use the words in conducting the communication and understanding the meaning of the words or phrases in English. Vocabulary mastery can be defined as the students understanding based on the meaning, pronouns, and writing.

b. Extensive Reading

Extensive Reading is also known as "pleasure reading, free voluntary reading, and sustained quiet reading," (Susser & Rob, 1990). This strategy treats us to read as much as we can because while you read a book, you can enjoy it; of course, that helps your understanding of each vocabulary.