

Chapter I

INTRODUCTION

This chapter introduces the nature of the study. In detail, this chapter consists of the background of the study, research questions, aims of the study, reasons for choosing the topic, significance of the study, scope of the study, research method, and organization of the paper.

1.1 Background of the Study

Vocabulary mastery is very important in language learning. According to Cameron (2001), the foundation to learn foreign language is by building up useful vocabulary. Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea. Therefore, vocabulary mastery of a language is important in order to convey ideas.

According to Wilkins (1972) as cited in Chen (2009), someone can convey a little if they do not understand grammar, but they cannot convey anything without vocabulary. Another supporting statement is that fluent speakers and writers put together parts of language system quickly and efficiently (Pinter, 2006). In order to gain this skill, people need to master vocabulary and grammatical structures. It is the reason why vocabulary is central to language and vocabulary is important as the basic need in learning a new language.

Vocabulary is taught in many different ways in Indonesia. It can be taught through listening and reading. By listening to some English conversations such as

podcasts from the internet, students can learn new vocabulary. Another way to teach vocabulary is through reading. Students can read many things from many sources to add to their vocabulary bank.

According to Harmer (2007), there are two kinds of reading activity. There are intensive reading activities and extensive reading activities. The term intensive reading activity means students read their reading text in a classroom. On the otherhand, the term extensive reading activity refers to the reading activity which is done out of the classroom (Harmer, 2007). Extensive reading is also called joyful reading because students have a chance to choose reading text based on their choice. By choosing reading texts of their own preference, the students may be intrinsically motivated to perform classroom tasks. This condition may also motivate the teacher to perform a learning activity (Brown, 2001). Thus, it is believed that extensive reading can enhance students' motivation to read and make them easily learn new vocabulary.

There are two similar research related to extensive reading activities. The researches were conducted by Rosszell (2006) and by Day (2004). Rosszell (2006) conducted a research which found that in learning new vocabulary, extensive reading activities is more effective than using direct vocabulary instruction.

In line with Rosszell, Day (2004) also said that students learn vocabulary incidentally while reading extensively. By using extensive reading activities,

students can find many new unfamiliar vocabulary and learn it as part of their reading activity.

Considering the benefit of extensive reading activities in learning new vocabulary, this study intends to investigate students' responses to the use of extensive reading activities in learning new vocabulary. Therefore this study is entitled "Students' Responses to The Use of Extensive Reading Activities in Learning New Vocabulary".

1.2 Research Questions

Based on the research purposes, the researcher formulates the research questions as follows:

1. What are students' responses to the use of extensive reading activities in learning new vocabulary?
2. What difficulties are faced by the students in implementing extensive reading activity in learning new vocabulary?

1.3 Aim of the Study

Based on the questions formulated above, the objectives of the study are presented as follow:

1. To investigate students' responses to the use of extensive reading activities in learning new vocabulary.
2. To find out difficulties faced by the students in implementing extensive reading activities in learning new vocabulary?

1.4 Reasons for Choosing the Topic

To be able to communicate in a language, students have to acquire vocabulary, and reading is very useful for language acquisition; reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing (Harmer, 2007). Therefore, extensive reading as one of activity related to reading is chosen to teach vocabulary.

Extensive reading activity is implemented outside the class and the reading material is chosen by students. Self selection of reading materials by the students will make them enjoy their reading in their spare time and variety of reading materials with various topics are available (Day & Bamford, 2004). Since self selection of reading materials will make the students enjoy their reading, this activity may be useful as a strategy in teaching new vocabulary through extensive reading in EFL classroom.

1.5 Significance of the Study

The study attempts to implement extensive reading activities in teaching new vocabulary to the students of EFL class. Hence, it is expected that the discussion of this study may help teachers to find another activity as alternative way to teach vocabulary to the students, especially to the students of EFL class who lack of exposure to the language which is being learned.

1.6 Scope of the Study

The study will be focused on investigating students' responses to the use of extensive reading activities in learning new vocabulary. This study is expected to give information for other educators who are going to use extensive reading activities in their teaching learning activity.

This research is also dedicated to other researchers who are interested in conducting further research related to this field of study. Hopefully, this study can provide new knowledge as an alternative activity in teaching and learning process in the school.

1.7 Research Method

1.7.1 Research Design

Qualitative descriptive research will be conducted in this study. It deals with a single phenomenon of interest and state this phenomenon in a purpose statement.

Qualitative descriptive study also deals with non manipulated variables in a natural setting, rather than artificial, since the events or conditions have already occurred or existed (Best,1950). According to Nazir (2003) the aim of descriptive method is to describe recent situations of interest factually. Therefore, the goal of qualitative descriptive study is to describe the facts, characteristics, and relationships of research elements

1.7.2 Population and Sample

This study will investigate the 12th grade students of one state senior high school in Banten Province. They are chosen as recommendation from the school.

1.7.3 Data Collection

The data will be collected through the following instruments:

a. Questionnaire

The use of questionnaire as the instrument in this study is to reveal the students' responses to the use of extensive reading activities in learning new vocabulary and also to investigate problem faced by the students when dealing with extensive reading activities.

b. Interview

The interview will be conducted to support the data collected from questionnaire. In addition, the interview is expected to check the accuracy of the questionnaire and find some additional information.

The interview will be conducted by the researcher to the sample class and to the English teacher who implement the extensive reading activity.

c. Observation

Observation will be conducted to check the students condition when class discussion is conducted as one of extensive reading activity. Observation will be heald by the researcher while the English teacher is teaching the English subject.

1.7.4 Data Analysis

There are two kinds of data to be analyzed. Those are qualitative and quantitative data. Descriptive analysis will be used to analyse the qualitative data in order to describe and clarify the data. The calculation of percentage technique will be used to organize the quantitative data. There are three ways to comprise the data.

1. Calculating the frequency (f_o) of the respondents who answer the questionnaire items.
2. Calculating the percentage of each total frequency of the respondents' answers to the item by using the formula below:

$$P = \frac{f_o \times 100 \%}{N}$$

Where:

P = Percentage of each category

Fo = Frequency of answer.

N = Total respondents.

3. Interpreting the results of percentage calculation based on the total frequency (f_o) of each item.



1.8 Organization of The Paper

CHAPTER I INTRODUCTION

This chapter will present Background of the Study, Research Questions, Aim of The Study, Reasons for Choosing The Topic, Significance of The Study, Scope of The Study, Research Method (Research Design, Population and Sample, Data Collection, Data Analysis), and Organization of The Paper

CHAPTER II REVIEW OF RELATED LITERATURE

In this chapter, some theories related to students' responses to the use of extensive reading activities in learning new vocabulary will be discussed. The aim of review of related literature is to match both theories and fact that will be gained from the study.

CHAPTER III RESEARCH METHODOLOGY

In this chapter, there will be a discussion about the process of investigation. Moreover, this chapter presents the research methodology which deals with research design, research subject, procedure in collecting the data and data analysis.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter will discuss findings of the study found from the exploration of questionnaires, interviews and observation.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter will discuss conclusions and suggestions. This chapter will also state the result of the finding and suggestion.

