CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of cultures of each country even each area of country. It means that language can be a characteristic of a country or area. It can influence how they communicate. According to Jack C. Richards and Willy A. Renandya, "language is communication, and as teachers we must develop in our learners the ability to communicate effectively in a wide range of professional and social contexts".[1] It means that language is very important for each human being, because without language people cannot communicate each other.

Every student should be aware that English is very useful and important to be learnt, because it will help them to communicate with the other around the world. So, their vocabulary acquisition is very needed to help them communicate.

Jeremy Harmer states that many people learn English because they think it will be useful in some way for international communication and travel. Such students of genera English often do not have a particular reason for going to English classes, but simply wish to learn to speak, read, and write the language effectively for whenever and wherever this might be useful for them.[2]

From the statement above, it means that people use English for different purposes. They have their purpose why they learn English. Especially for students,

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[1] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice,* (New York: Cambridge University Press, 2002), 69.
[2] Jeremy Harmer, *How to Teach English, Sixth Edition,* (Edinburg: Pearson Education Limited, 2007), 11.

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they usually learn English because of it is one of lessons that they have to learn to be able to speak and write, but there are also students learn English because of they like to learn it and they have their own reason.

In Indonesia, English has been thought in almost each school level, from kindergarten until university. In teaching learning English, there are four main skills, those are speaking, reading, writing, and learning skill. In addition, there are also three elements of teaching learning English such as pronunciation, structure, and vocabulary.

Muriel Seville in Ma'mur and Fathoni states that, "vocabulary knowledge in English is the most important aspect of oral English proficiency for academic achievement."[3] It perhaps that there is no other in English knowledge except words itself, because without vocabulary it is almost impossible to learn further in speaking, reading, listening, writing, pronunciation, even structure. As Wilkins states in Kyung Min that, "while without grammar little can be conveyed, without vocabulary nothing can be conveyed".[4] The statement means that it is clearly explained that vocabulary is very influenced for all aspect in language. There are several strong reasons for which the vocabulary components of language course needs to be carefully planned.

There are problems that caused the difficulties of vocabulary in learning language. The data on vocabulary problems can also belong to sentence structure or other classifications. The problem of vocabulary or

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[3] Ilzamudin Ma'mur and As'ari B. Fathoni, *Modern English Morphology-An Introductory Reading,* (Bandung: Humaniora, 2004), 1.

[4] Young-Kyung Min, "Vocabulary Acquisition: Practicl Strategies for ESL Students", *Journal of International Students,* Vol. 3, No.1, (2013), 64.

lexical items includes words, idioms, and short phrases.[5] The discussion is classified into: word having multiple meaning; special lexical items; pronunciation/ spelling; understanding word parts; recognizing function words; identifying key words; and recognizing words of the same sound.

From the statement above, it means that learners still feel difficult in learning vocabulary. Because there are items that still make them confuse and difficult to memorize and understand it. It makes them has limited vocabulary. Beside it, students are seldom to read text of English and dictionary. Teachers should design the way of vocabulary learning carefully in order students don't feel difficult and make them feel more enjoyable in acquiring, memorizing, and understanding vocabulary. Vocabulary learning can be linked with other skills. One of skills that can be linked with vocabulary learning is reading activity.

The problem is most of students are not very interested when they have to read long passage in English. They don't seem to enjoy reading In English very much. Therefore, in this research the writer tries to help them to enjoy reading inside classroom as well as outside classroom, and also utilizes it in order students acquire new vocabularies by using reading for pleasure activity which gives students a priority to enjoy what they are reading.

Based on the writer's observation in Islamic Junior High School of 1 Pandeglang, students have limited vocabulary. The students seldom read reading materials in their English lesson book, more over the other book. In the writer's opinion, if they are emboldened through reading for pleasure, they may greatly

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[5] Cucu Sutarsyah, *Reading Theory and Practice,* (Yogyakarta: Graha Ilmu, 2015), 83.

enrich their vocabularies with retention, remember more and better since they work out the meanings by themselves.

Encouraging students to enjoy reading is beneficial to them because it can stimulate and excite their imagination and curiosity. When students read in English, they see examples of words and grammatical structures being used in many different ways. This helps them to improve their own vocabulary and grammar use. The more students read, the better they become at reading in any language: National curriculum framework states that, "reading is a transferable skill. Improving it in one language improves it in others". [6] However, many students don't enjoy reading in English, and they don't read much English beyond the passages in the textbooks or supplementary readers.

According to Strauss in Whitten and Labby states that, "through independent reading children gain a wealth of background knowledge about many different things, come to understand story and non-fiction structure, absorb the essentials of English grammar, and continuously expand their vocabulary."[7] It means that reading for pleasure can make them enjoy when we are reading, because it is something what they love to read. If it can make them become like reading, it can give them a way to know much about vocabulary.

From the explanation above, the writer is interested to do a research about reading for pleasure and students' vocabulary acquisition. This research is aimed at

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[6] TI-AIE Teacher Education through School-based Support in India, *Promoting Reading for Pleasure,* (New Delhi: The Open University Press, 2015), 5.

[7] Whitten, Christy, Sandra Labby, & Sam L. Sullivan, "The Impact of Pleasure Reading on Academic Success". *The Journal of Multidisciplinary Graduate Research,* Vol.2, No. 4 (2016), 50.

knowing and getting the clearer description about **"the effectiveness of reading for pleasure on students' vocabulary acquisition"**. Therefore, the writer will take the research.

B. Statements of the Problem

Based on the description above, the writer finds some problems faced by students who have a limited vocabulary. The writer formulates the problem as follow:

1. How is the students' vocabulary acquisition at seventh grade of MTsN 1 Pandeglang?

2. How is the students' vocabulary acquisition after using reading for pleasure activity at seventh grade of MTsN 1 Pandeglang?

3. How is effectiveness of reading for pleasure on students' vocabulary acquisition at the seventh grade of MTsN 1 Pandeglang?"

C. Limitation of The Problem

The writer limits the problem in order to have distinctive focus. In this research, the writer wants to students acquire vocabulary about characteristic, action and something around them.

D. Objective of the Study

From the previous discussion in the background of the study, the writer finds out that using reading for pleasure activity in teaching vocabulary acquisition is quite useful. Therefore, the writer would like to prove whether the scores of vocabulary acquisition taught by using reading for pleasure strategy increase or not.

E. Previous Study

There are three previous studies that are almost same with this research. First title is "The Impact of Pleasure Reading on Academic Success" by Christy Whitten, Sandra Labby, and Sam L. Sullivan. The result showed that students who choose to read self-selected literature for pleasure performed better in English, mathematics, science, and history. Students who engage in pleasure reading experienced marginal average increases of 1.11% in English and 1.71% in science and higher increases of 4.43% in mathematics and 2.05% in history. Second title is "Effects of Extensive Reading on Students' Writing Ability in an EFL Class" by Wilairat Kirin. The correlation values kept decreasing, *e.g.* from 0.417, 0.534, to 0.246, for the high group, and from 0.356, 0.273, to 0.187, for the low group, respectively. Last title is "Acquisition of English Vocabulary of A Seven Years Old Child in Non Speaking English Community" by Abdul Najib Tuanany. Generally the way of the child acquires English might be divided into three major processes. First is by imitating people around him in the some places. Second is he acquired from game in his phone. The last is by listening to the music or watching TV.

For the first previous study belong to Christy Whitten, Sandra Labby, and Sam L. Sullivan, they investigated about pleasure reading for academic success, while the writer aims to investigate pleasure reading for vocabulary acquisition in EFL classroom. The second previous studies which belong to Wilairat Kirin, he investigated the effects of extensive reading on students' writing skill, while the writer also investigates the effect of extensive reading but more specific to the reading for pleasure which is included in extensive reading and the writer use it on students' vocabulary acquisition. For the last previous study which is belong to Abdul Najid Tuanany, he focused on vocabulary acquisition in non speaking community for seven years old child, while the writer also involves vocabulary acquisition but through reading for pleasure and imply to the students' at seventh grade.

F. Significant of the Study

1. Theoretical Contribution

a) For the Students

Students can be motivated to acquire new vocabulary.

b) For the Teacher

Teacher can be motivated to find a good strategy and useful media to teach vocabulary and to give contribution of developing English teaching.

c) For other researchers

This study can be the source of information for other researchers who are also analyzing and finding the effectiveness of reading for pleasure on vocabulary acquisition.

2. Practical Contribution

a) For the Teacher

This study will help teacher in using reading for pleasure in teaching vocabulary acquisition.

b) For other researchers

Teaching vocabulary acquisition through reading for pleasure will be expected to help other researchers to guide them to practice reading for pleasure as media in teaching vocabulary acquisition in their class.

G. Conceptual Framework

In reading for pleasure activity, the students read the text from the teacher at the first meeting then they tell the gist of the text. After that, they analyze the vocabulary of text the characteristic, action and something around them. They get the new vocabulary. The students read the text that they have according to their interest in the second meeting. Next, they do the same activity as the first meeting. Then, for vocabulary acquisition, the students List the new vocabulary they acquire. Find the meaning and they agglomerate in to the characteristic, action and something around them.

H. Organization of Writing

In this research, the writer organizes this paper contains of chapter I, II, and III.

Chapter I is introduction that consists of background of the study, statement of the problem, objective of the study, significant of the study, previous study, conceptual framework, and organization of writing.

Chapter II presents the review of theoretical framework. It consists of vocabulary (definition of vocabulary, kinds of vocabulary, vocabulary acquisition, the general guidelines for teaching vocabulary, vocabulary level and learning, classroom progress test, and vocabulary problem) and reading for pleasure (definition of reading for pleasure and the advantages of reading for pleasure, the procedure of teaching by using reading for pleasure activity), and thinking framework.

Chapter III is research methodology. It consists of time and place of the research, research method, population and sample, research variable, the instrument of the research, the technique of data collecting, and the technique of data analysis, and statistical hypothesis.

Chapter IV is result and discussion. It consists of description of data, data analysis, interpretation of data, and description of observation sheet.

Chapter V is conclusions and suggestions. It consists of conclusions and suggestions.