CHAPTER I

INTRODUCTION

This chapter deals with the reason for conducting the research, such as: background of the problems, identification of the problems, limitation of the problems, formulation of research questions, objectives, uses, scope, and definition of terms.

1.1 Background

English is taught as compulsory subject for students in Indonesia hoping that the students are able to use it for international communication. Language skills like listening, speaking, reading, and writing as well as language elements such as vocabulary and grammar must be taught to the students in all levels. Vocabulary is the essential of language learning that contains the types of vocabulary that is content words in the form of noun, verb, adjective and adverb which will make language meaningful. Vocabulary acquisition is crucial to support the students' mastery of language.

Vocabulary is the main content of language. People use vocabulary to construct a sentence to express the idea. By having a lot of vocabularies, people can express more ideas. Vocabulary achievement is an important element in second language

aquisition. Without grammar little things can be conveyed, without vocabularies nothing can be conveyed. The mastery of vocabulary is essential in order to construct sentences that contains some messages for social interaction. However, most students of SMA Negeri 1 Pagelaran faced problems in understanding the meaning of the words.

During the interview with the teacher, it was found that most of students of SMAN 1 Pagelaran at first grade lack vocabulary. The students find difficulties in expressing their idea. The students' performance are far from the expectation of the curriculum. It can also be seen that their English score is low. From the researcher's experience, it was found that most of students could not answer the teacher's question, they could not answer the question in English. They asked the teacher to translate the question into Indonesian Language. Beside that, the other reason that cause the problem was that the teacher did not use the appropriate technique in learning vocabulary. The teacher just asked the students to read the material and to find the meaning from the dictionary. It made the students feel bored in learning English vocabulary.

Considering the fact above, the teacher should provide the interesting technique in order to develop the students' activity in learning vocabulary. One important way to develop vocabulary knowledge is through intensive reading. Students by reading intensively will be exposed to different new scope of vocabulary which is necessary in reading comprehension. Intensive reading (IR) is an important aspect of any English as a foreign or second language reading program. Bell (2001)

states that IR is a type of reading instruction program that has been used in English Second Language (ESL) or English Foreign Language (EFL) settings, as an effective means of developing reading fluency, comprehension, and vocabulary development.

In line with the idea above, Day and Bamford (2004) argue strongly for including intensive reading in the L2/FL curriculum. There is a new piece of evidence that intensive reading can have a significant impact on learners' L2/FL development. Not only can intensive reading improve reading ability, it can also enhance learners' overall language proficiency (e.g., spelling, grammar, vocabulary, and writing). In addition, intensive reading within language is in line with current principles for second and foreign language pedagogy.

In this research, the research focused on the investigating whether there is improvement of the students' vocabulary achievement after being taught through intensive reading. The researcher used intensive reading as a technique in teaching vocabulary. It is hoped that intensive reading can be improve the students' vocabulary achievement. Therefore, the researcher entitles her scripts **Improving the Students' Vocabulary Achievement through Intensive Reading at the First Year Students of SMA Negeri 1 Pagelaran.**

1.2 Identification of the Problems

Based on the researcher's pre-observation, several problems can be identified:

a. Most of students find difficulties in expressing idea.

b. The students' vocabulary is still low.

c. The students find difficulties to understand the meaning of the words.

d. Lack of appropiate teaching technique.

e. The teacher can not choose the appropiate technique or media that can be used in teaching learning process.

1.3 Limitation of the Problems

Considering the identification of the problems, the research will be limited on investigating the following problems:

a. The students' vocabulary is still low.

b. The students find difficulties to understand the meaning of the words.

1.4 Formulation of Research Questions

Based on limitation of the problems above, the researcher formulates the research questions as follows:

1. Is there any significant improvement of students' vocabulary achievement after being taught through intensive reading?

2. Which of the four contents word that gain the highest score?

1.5 Objectives

Based on the formulation of research question, the objectives of this research are:

1. To find out whether there is significant improvement of students' vocabulary achievement after being taught through intensive reading.

2. To find out which of the four contents word that gain the highest score.

1.6 Uses

The findings of the research may be beneficial not only theoretically but also practically:

1. Theoretically, the results of the research are expected to be beneficial as the information which can be used to verify the previous theories dealing with the second language acquisition.

2. Practically, the findings of this research are expected to can be used by English teachers as a new information in order to select a suitable technique or method in improving the students' vocabulary achievement.

1.7 Scope

This research was conducted to improve students' vocabulary achievement by intensive reading at first year students of SMA Negeri 1 Pagelaran. The researcher focused on the improvement of the students' vocabulary achievement after they were taught through intensive reading of narrative text. The material given was based on the 2006 English curriculum of Senior High School. The source of data of this reaseach was taken from two classes, one class as the experimental class

and one class as the try out class. The treatment was given in three times in which the experimental class followed the teaching learning process through intensive reading. To measure the improvement of students' vocabulary achievement, the researcher used one group pre-test post-test design.

1.8 Definition of Terms

Some terms are difined in order to give basic understanding of the related variables and concepts. There are stated below:

a) **Vocabulary**

Vocabulary is a set of lexeme, including single words, compound words, and idioms (Richards and Schmidt (2002: 580)).

b) **Content Words**

Content words represent the name of subject or things that is concrete nouns, action done by or with the things that is verbs, and the qualities of these things that is adjective (Fries (1975:45)).

c) **Intensive Reading**

Intensive reading is usually "a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning" (Brown (2007)).