

## **CHAPTER II**

### **THEORETICALLY BACKGROUND**

This chapter is divided into two major sections: review of previous research and review of related literature, as elaborate in the following section.

#### **2.1 Review of Previous Researchers**

In relation to this research, there are some previous researchers which had been conducted by some researchers, such as:

Pazhakh (2010) conducted a research on students of English Language Department, Islamic Azad University, Iran. He investigated the effect of intensive reading on vocabulary development in EFL learners in Dehdasht Language Institute. The purpose of the research was to find out the effect of intensive reading to improve students' vocabulary achievement. The result of the research showed that, there was a significant difference in vocabulary learning between the experimental and control groups. The students in the experimental group of each level could recognize the meaning of vocabulary much better than those in the control group at each level.

Shang (2013) conducted a research on students of I-Shou University. He investigated the effects of intensive reading strategies on EFL students. The purpose of the research was to find out the effects of intensive reading strategies on EFL students. The result of the research showed that intensive reading can promote students' motivation in learning English, and intensive reading can enhance students' vocabulary acquisition.

Nwabudike (2013) conducted a research on students of federal university, Nigeria. He investigated the effects of intensive reading on some ESL learners' vocabulary development. The results of this research the students who engaged in intensive reading actually proved to have higher stock of vocabulary than those who did not engage in it.

Based on the previous research done by Pazhakh (2010), Shang (2013), and Nwabudike (2013) the result showed that there is same of students' vocabulary achievement after the implementation by using intensive reading. From the result of this research, it's also found that there is an improvement of students' vocabulary achievement after being taught through intensive reading. It can be seen from the result of the pre-test and post-test score in this research.

## **2.2 Review of Related Literature**

In relation to this research, there are some related literatures as follows:

### 2.2.1 Concept of Vocabulary

Vocabulary is one of the language components that can affect macro skills. Some definitions of vocabulary are proposed by some experts. According to Krakowian (1984) and Mackey (1964) in Wirdati (2008), vocabulary is needed for the learners as a foreign language, and the learners should comprehend a lot of vocabulary before they are able to form the grammatical sentence of English. Moreover, in the process of the language learning itself, a good vocabulary is important in order can make easier for the learner to comprehend their mastery smoothly.

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by Allen French (1983: 4). Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. Hornby (1995: 985) states that vocabulary is

the total number of the words (with their meaning and with rules for combining them) making up the language. Burns and Broman (1975: 295) define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. The primary thing in learning a language is the acquisition of a vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary can not guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English.

Rivers in Nunan (1998: p. 117), argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication. The importance of mastering vocabulary in learning is also stated by Nunan. Nunan (1998: p. 118) says that, the development of a rich vocabulary is an important element in the acquisition of a second language.

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990: 12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). In

addition, Schmitt and McCharty (1997: 326) state “Receptive and Productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge”. Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing.

Further, Madsen (1983:12) states the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Nunan (1999: 101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002: 580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms.

Hornby (1995: 1331) state that vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject; a list of words with their meaning, especially one that accompanies a textbook. Those definitions show that vocabulary is the first element that the English

learners should learn in order to master English well besides the other English components and skills.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language. Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of a word, is determined by the context where it is formed and also determined by its relation to other words.

From the definition above, it can be concluded that vocabulary is the knowledge of words and words meaning. It is about the words in language which is used to express meaning. Therefore, learning vocabulary is a crucial matter in developing students English.

### **2.2.1.1 Types of Vocabulary**

Some experts have classified types of vocabulary. Shepherd (1980: 1) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words known when the learner listen and read. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language

application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes. Harmer (1998: 159) adds that active vocabulary refers to vocabulary that students have been taught or learnt and which the students will recognize when they meet then but which they will probably not be able to produce.

Haycraft quoted by Hatch & Brown (1995) divides two kinds of vocabulary, namely receptive and productive vocabulary.

#### **a. Receptive Vocabulary**

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes. In these respects, Richards and Rodgers (1987: 308) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

## b. Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

As stated by fries (1975:45), vocabulary can be classified into some types, namely:

1. Content Words represent the name of subject or things, that is: noun *teacher, farmer and football*, action done by those things, that is: verbs *teach, plant and kick*, and the qualities of those things, that is: adjectives *handsome, careful, and strong*.

Example:

- I kick the  $\frac{\text{ball}}{N}$
- They  $\frac{\text{plant}}{v}$  beautiful flowers.

2. Function words are those words used as a means of expressing relation of grammar/ structure, such as conjunction *and, however, but*, article *a, an, the*, and auxiliaries *do, did, does*.

Example:

- Tamzil  $\frac{\text{and}}{\text{conj}}$  Ika are at home, they  $\frac{\text{do}}{\text{aux}}$  not go to the beach.



3. Substitute words, those represent not to the individual things or specific action , but function as substitutes for whole form classes of words. In this group, there are personal pronoun *me and you*, infinitive *somebody, everybody and anybody*, negative expression *nobody and nothing*, and quantity of number *each and both*.

Example:

- *Give it to **me!***
- ***Somebody** should give me advice.*

4. Distributed words, those are distributed in use according to grammatical matter as the presence of a negative. Such as: *any and either*.

Example:

- *John does not drink milk **either**.*

In this research, vocabulary has some types based on the purpose. For this study, the researcher focused on content words concerning noun, verb, adjective and adverb. The kind of material vocabulary is narrative text. Narrative text is chosen for this study because narrative text is kind of text which is included in Senior high school curriculum. Narrative text is also interesting for the students because in Senior high school ages, the students got new vocabulary and new information.

#### **2.2.1.2 Categories of Content Words**

Macfadyen (2007: 1- 21) divides content words into some categories: verb, noun, adjective, and adverb. Verb is perhaps the most important part of the sentence. A verb asserts the most important part of the sentence and expresses actions, events,

or states of being. The verb or compound verb is the critical element of the predicate of a sentence. Verbs fall into three categories: transitive verbs, intransitive verbs, and linking verbs. Transitive verbs are verbs, which need direct objects, e.g. *police caught the man* **the man** is the direct object of the verb **caught**. For example: *answer, but, continue, borrow, call, meet and bring*. Meanwhile, an intransitive verb is a verb which does not have direct object. For example: *arrive, come, go, stay and cry*. While, linking verb, e. g. *my elder brother become an engineer*. Some of verbs do not show an action, for example: *be (am, is, are, was, and were), become and seem*.

The next category is a noun. Macfadyen says that a noun is a word used to name a person, animal, place, thing, and abstract idea. Nouns fall into five categories: proper nouns e.g. *Indonesia, Monday, and Soekarno*, common nouns e.g. *boy, chair and description*, material nouns e.g. *fish, stone and sand*, collective nouns e.g. *people, family and couple*, abstract nouns e.g. *beauty, honesty and kindness*. Beside that noun has other category: count and non-count nouns. A count noun is one that can be counted, book –one book, two books, person – one person, two people. Meanwhile a non-count is one that cannot be counted, e. g. *milk- you cannot say: one- milk or two milks*. It is possible, however, to count some non-count nouns if the substance is placed in a countable container, e.g. *glass of milk, and two glasses of milk*.

For example:

- *This is **one of the foods** that my doctor has forbidden me to eat.* (Non-countable)

- We painted *the window blue and the door red*. (Countable)

The next category is adjectives. Adjectives fall into two categories: descriptive and limiting. Descriptive adjectives are those, which describe the colour, size, or quality of person or thing (noun or pronoun). For example: *beautiful, large, red, interesting, important and colorful*. It means that an adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or pronoun, which it modifies. Limiting adjectives place restriction on these and those are plural form, for example: **cardinal numbers** *one and two*, **ordinal numbers** *first and second*, **possessives** *my, your and his*, **demonstratives** *this, that, these and those*, **quantity** *few, many, and much*, **articles** *a, an and the*. All others remain the same whether the noun is singular or plural.

For example:

- *Nopri is a handsome boy.*
- *Lisa is the most beautiful girl in this class.*

The last category is adverb. Heather and Macfadyen says that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as *how, when, where and how much*. Many descriptive adjectives can be changed to adverbs by adding -ly suffix to the adjective base. Unlike an adjective, an adverb can be found in various places within the sentence.

For example:

- She walks  $\frac{\textit{slowly}}{\textit{adv}}$ .
- He was driving  $\frac{\textit{carefully}}{\textit{adv}}$ .

In this research, the material of teaching English vocabulary is taken from the content words (noun, verb, and adjective). It is appropriate for first year of Senior High School since content words consist of words that can be well associated. Moreover, other types of words such as function word, substitute word, and distribute word can not be well associated since they are limited in meaning. The researcher used three topics, there are Occupations (Noun), Activities (V), Describing Condition (Adjective) since the researcher assume that those three topics are appropriate with Senior High School students.

### **2.2.2 Importance of Learning Vocabulary**

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and critical importance to the typical language learner. McCharty (1990: Viii) states that the importance of vocabulary in language learning is as follows: “no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. According to Burns and Broman (1975: 295) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

Wilkins (1982: 111) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally. In addition, Coady and Huckin (1997: 5) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.

### **2.2.3 Concept of Teaching Vocabulary**

Learning a foreign language especially English is very important because language can increase the capability of communication. Teaching vocabulary should be integrated to the language skills. The integrated teaching means to support the students' ability in developing language skills. Moreover, achievement or acquisition of vocabulary is essential for a success in second or foreign language by an intensive and enlargement of vocabulary in terms of meaning and using which the students may have learned for comprehensible communication society.

In order to increase students' vocabulary achievement the teacher should use appropriate technique, teaching method, and teaching aid. By using them, it will be easy for the students into the real active and motivated learning process, which can be hope as the way to explore their interest and progress in addition it can be use to overcome the monotonous teaching and leaning process.

In teaching learning process, it is better that students are actively engaged in deep learning of new word and applying vocabulary strategies as stated in contextual teaching and learning (CTL). Students interact with each vocabulary word. They have been immersed in the targeted words and practiced important vocabulary development strategies, so students become independent learner as they work. In this case students can work through them with easy. Since they learn and practice applying vocabulary strategies, they can monitor and adjust their own learning.

Considering the importance of vocabulary in language teaching, teaching vocabulary should be taken into account. Schaefer (2002:1) states that good vocabulary teaching is the reaction of context in which the students constantly use relevant vocabulary teaching in their reading, listening, writing, and speaking. Diamond and Gutthlon (2006:4) states teaching vocabulary should provide students with opportunities to encounter words repeatedly and in more than one context. Teacher also should be considered to the vocabulary that will be taught. The teacher must select the vocabulary based on the curriculum. Bismoko (1974:64) states that the teacher must select the words which can be learned once

in time, which words should be chosen for teaching and which one should be left out. In teaching vocabulary the teacher should be careful in selecting the words. According to Harmer (1991:145) a general principle of vocabulary selection has been that of frequency. Teacher can decide which word they should teach of how frequently the words that are used by speakers of the language.

In order to get an enjoyable atmosphere in the classroom, teacher should be creative in choosing techniques in teaching vocabulary. So in this research, the researcher will use intensive reading technique to teach vocabulary.

#### **2.2.4 Concept of Reading**

Reading is an interactive process in which readers shift between sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the setting to focus their interpretation. Walker (1992:4) defines reading as an active, problem solving process that involves predicting or guessing what the author says, based on expectations about story events. He claims that reading involves recalling an individual's life experience and trying to understand what is written. He also states that reading is comprehending and also developing of human learning; in other words, reading is more than just receiving meaning in a literal sense.

Hill and Holden (1990: 91) support this idea stating that reading is the most useful skill for students to develop the understanding of a text, and it is very important since the learner gets immediate feedback about the text. Papalia (cited in Rivers, 1987: 70) agrees with Hill and Holden, and considers that reading is a problem solving behavior that involves the reader in the process of acquiring meaning. He also claims that the reader comprehends contextual information containing syntactic, semantic, and discourse constraints that affect interpretation.

Williams (1984: 2) also defines reading as a process where one looks at and understands what has been written in the text. He strongly emphasizes that the key word is “understands” and reading without understanding does not count as reading. He also claims that this definition of reading does not mean that a foreign learner needs to understand everything in a text, and from that he follows understanding is not an “all or nothing” process, and the reader does not necessarily need to look at everything in the text. According to him, the reader is not simply a passive object who is fed with words and sentences, but one who is working on the text and trying to understand it without looking at every word.

Researchers (Smith,1985; Duffy and Roehler,1986) follow Williams on the definition claiming that meaning lies at the core of reading, and the comprehension comes from the meaning that a reader brings to the language. They also emphasize that comprehension is not in print or in speech, but rather it is in the language itself. In other words, it is necessary to “plunge a little deeper



into the very nature of language” to explain the paradox between what is in the mind of the learner and what is in the text. They claim that reading starts by seeking meaning and getting contextual framework in the mind of the learner. It consists of constructing an interpretation of the text; therefore, reading is more than simply the sum of component parts or skills. This idea is also supported by schemata theory, which is “structured frameworks of knowledge” about the world and the language (McCarthy, 1990: 108). McCarthy explains that schema theory means words which are integrated in different stores of knowledge that allow readers to make sense. He also claims that it is a perception of the world and the language, and lack of schema in perception may lead to communication breakdown.

Cairney (1990: 86) also defines this theory as "structures for organizing information held in memory", and he adds that readers develop a set of expectations about different texts before reading. According to him, these expectations are their prior experiences which enable them to understand the text easily. However, McCarthy (1990: 109) claims that it has to match into the knowledge store since schemata may differ from culture to culture as it differs from person to person

Carroll (1986: 231) also explains that schema is a structure in semantic memory, and it specifies the general and expected arrangement of the information in the text. As many authors stated above, he also states that there may be many

different schemata with different stories. Bartlett (cited in Carroll, 1986: 231) asserts that schema is generally associated with recall of what is written. He also attempted to show that remembering is not a reproductive process, but it was a process in which readers retain the gist of an event and reconstruct the details from this impression. In his experiments, he found that when subjects were given unusual stories inconsistent with their schemata, recall was usually distorted in the schema.

According to Carroll (1986: 231), readers already have a series of values that might fit within activity in their memory. He also concludes that the properties of schemata specify the sequence of events in a story, and they are general knowledge structures, providing expectations about structure and content (see Carroll, 1986 for details). As expressed above, schemata help readers expect what happens in the text by recalling related experiences and guessing words from the content. Carroll also adds that many studies have shown that readers' recognition of words is influenced positively with an appropriate sentence context. There are also some indications that readers might use context for word recognition to a great extent. The process of recognition may be regarded as the integration of bottom-up and top-down processes.

Carroll (1986: 367) defines bottom-up processing as "analyzing the stimulus input and using that interpreted input" for higher levels of analysis. In other words, bottom-up processing proceed from sensory information to semantic information.

Carroll claims that bottom-up processes are specific reading skills that are involved in identifying letters and words in print. Conversely, top-down processing occurs when a reader uses the context about the nature of words and sentences. In other words, topdown processes go from semantic levels to sensory knowledge; thus, the general organization of the input enables the reader to predict some of the features to follow in the context. This model tends to dominate when the analysis of the context enables readers to make "strong expectations" about what will come next. Carroll (1986: 367) also cites that the importance of top-down and bottom-up processes has been investigated by other theorists.

Some of the theorists emphasize the use of these two processes helps reading and makes it more meaningful, and they conclude that both forms are needed for fluent reading which plays an important role.

### **2.2.5 Reading Styles**

Grellet (indicated in Ekmekci, 1994: 46) states that readers adopt different strategies depending on their purpose. According to the researchers, there are four styles of reading: scanning, skimming, intensive and extensive reading.

### **2.2.5.1. Scanning and Skimming**

Williams (1984: 100) defines scanning as going through a text very quickly to find a specific piece of information. He explains that the purpose of scanning is to find the answers to particular questions. Ekmekçi (1994: 46) states that readers apply this strategy as they look up a name in a directory or a date in an encyclopedia. She also emphasizes that readers want to find only specific information rather than reading the whole text in detail.

According to Williams (1984: 96), skimming means glancing rapidly through a text by merely dipping into it and sampling it at various points to comprehend its general content. He also emphasizes that the purpose of skimming is to briefly summarize what the text is about. He believes that one of the reasons for practising skimming is that it helps the learner to acquire a study technique, to organize his thoughts and also to specify what information he can get from a book. However, he claims that skimming is not an appropriate technique for learners at beginning levels, as they both lack the language knowledge and confidence. He also suggests it should be practiced at the intermediate levels.

### **2.2.5.2. Intensive Reading and Extensive Reading**

Intensive reading means reading every detail to certify everything in the text. Intensive reading involves a close study of texts and an examination of the features of foreign language at the various levels of word, sentence, paragraph and

whole text. Hedge (1985: vi) explains that students are trained in the various skills and strategies to progress in reading through intensive reading activities in the classroom. She follows her idea stating that these activities are designed to help students in the detailed comprehension of shorter texts. Muni (cited in Hedge, 1985: Vii) also defines this kind of reading activity as "skill training". In other words, the learners' attention is drawn to nearly every grammatical structure, word or cultural fact contained in it. Williams (1984: 11) also follows this idea saying that the ultimate aim is to be able to use language appropriately.

Extensive reading, on the other hand, means reading some materials for pleasure outside the classroom. There are also some researchers like Krashen, Hill and Holden who give different term to extensive reading as "free voluntary reading". These researchers Hill and Holden (1990: 91-93) claim that students who read for pleasure are better readers and have more advanced vocabulary since "free voluntary reading" is comprehensible input in a low anxiety situation, and students never feel pressured while reading outside the classroom. Ekmekçi (1994: 46) also states that there are several ways to supply comprehensible input outside the classroom citing that reading long texts, without any stress develops an ability to gain meaning from unknown words with which students have. It has also been stated by Krashen (indicated in Hill and Holden, 1990: 91) that "free voluntary reading" is the major source of reading ability, vocabulary, and grammar competence. To follow, he also emphasizes that "free voluntary reading" may be a powerful way of improving second language acquisition.

Krashen also draws attention to the importance of "free voluntary reading" stating that there would be some programs both in and out of the school such as In-school free voluntary reading, which students are encouraged to read whatever they want, but no book report, or teacher follow up, and Out-of-school reading programs, which students read for pleasure in "print-rich environments" and they report what they have read to the teacher.

Krashen concluded that when students participated in these programs for a certain time, they make better progress in reading comprehension and vocabulary development than students who take only "traditional" instruction which means only following their course books and no more. These researchers draw attention to the extensive reading and explain that the aim of extensive reading is to give learners the opportunity to practice skills by reading long texts and developing the ability to read quickly in a foreign language. The main goal is to read materials fluently for pleasure or information outside the classroom.

From all the theories that have been mentioned above, it can be stated that the researcher used intensive reading as a technique for her research. The researcher thought that intensive reading could improve students' vocabulary achievement. Intensive reading is used to extending students' vocabulary knowledge.

### **2.2.6 Concept of Intensive Reading**

Intensive reading is reading for a high degree of comprehension and retention over a long period of time. It is basically a study technique for organizing readings that will have to be understood and remembered. One may have good comprehension while reading line-by-line, but remembering is what counts. Intensive reading is not a careful, single reading, but is a method based on a variety of techniques like scanning, the surveying technique of planning your purpose, and others.

According to Richards and Schmidt (2002), Intensive Reading is related to further progress in language learning under the teacher's guidance. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. According to Grabe (2002), the integration of IR reinforces vocabulary learning and development and that ESL/EFL learners can benefit from IR in order to improve their vocabulary knowledge. According to Waring (2004) argues that intensive reading is very useful for learning vocabulary and understanding how text is organized.

Stahl (2003) found that there is relationship between intensive reading activities and overall language proficiency. He examines 88 Chinese students who were asked to read the text and find the meaning, synonym or antonym of the unknown words, give a paraphrase and write a summary. This study also revealed a significant improvement in comprehension ability of the students.

Paran (2003) emphasizes that teachers need intensive reading to maximize learning the three phases of pre-, during and post-reading for better language preparation, retention and activation strategies. He indicates that extensive reading alone is not enough for developing reading skills and intensive reading approach involving explicit instruction is also needed.

In Intensive Reading is true that dictionary have an important place in reading activity, but as stated by Bell (1998) that the students will focus only on the language if they always consult the dictionary every time they find an unfamiliar word. They will not pay attention to the message conveyed. Bell also said that this habit will cause inefficient reading and destroy the pleasure that reading is intended to provide.

Graham Stanley from British Council, Barcelona said that by avoiding dictionary, the students are expected to be encouraged to jot down the words they come across in a vocabulary notebook and they can look them up after they have finished reading. It will make the students guess the meaning based on the context. By doing this, the students are able to always remember the meaning of a word because they find it by themselves. Meanwhile in Intensive Reading, students have to find difficult words while they are reading. The frequency of using dictionary is often because in Intensive Reading, a text will be used to answer some questions, so the students have to know the meaning of all words in the text in order to make them easy to answer the questions.



From all the theories that have been mentioned above, it can be stated that intensive reading could improve students' vocabulary achievement. Intensive reading is used to extending students' vocabulary knowledge.

### **2.2.7 Theoretical Assumption**

Considering the discussion of the theoretical background, the researcher would like to find out whether intensive reading can improve students' vocabulary achievement. The researcher considers that the vocabulary on intensive reading text is useful for getting new word and their meaning. It means that intensive reading can be very helpful in improving students' vocabulary and effective in a review of words that have been learned. Based on the frame theories above, intensive reading is a technique that can be used to teach vocabulary.

Therefore, the researcher hopefully that through intensive reading the students will get better in their vocabulary, because this is an interesting technique which motivated them to read a lot.

### **2.2.8 Hypothesis**

The hypothesis of this research can be formulated as follow; there is significant improvement of students' vocabulary achievement after being taught through intensive reading.