

I. INTRODUCTION

This chapter discusses the early thought about the research that is conducted consisting of the background of the problem, research problem, objective of the research, uses of the research, scope of research and the definition of terms.

1.1. Background

Writing is an important skill in English in which almost the majority of people will put it as the last skill that they need. From the researcher's observation, many English tests in researcher's hometown –including TOEFL and TOEIC preparation tests– didn't test writing skill. Hence, people motivation toward this skill is lacking. People prefer to improve their listening skill; to improve their speaking skill; and to master their reading skill. Thus happens because these skills are favorable and useful in every English test.

Even though both are productive skills, writing is different from speaking. In speaking, people work spontaneously. While in writing, people can choose words more accurately. Also, people can strategize what they will tell and how they tell better than speaking. If speaking is a commander and a soldier who fights in front line and makes decisions depending on the situation, then writing is like a tactician which stands beside

the king and make commands behind the scene more carefully. Even a president's speech is written in advance and in detail.

In writing, people have more time to write and think about what they will write and tell the message they try to tell. Even a single different word can make a difference meaning. It can make the message they try to tell become better or worse –pleasurably or catastrophically.

The distinct use of writing diction can be seen in literature products like novel and drama. Each writer –novel writer and drama scriptwriter- has different style in how the writer tells his/ her stories. Romance novel has romantic paragraphs on it; comedy movie has humorous lines.

In early times, literature products (E.g. novel, poem) have limited genre to be enjoyed. In that time, most of the product genre is romantic like *Romeo and Juliet*, comedy like in a TV series titled *Mr. Bean*, or tragic comedy like *Alcestis*. But, still they were enjoyed back then; even masterpieces were born in that time.

Nowadays, the product grows widely. The genres option is more varied than in the past. Also, the uses of diction in these modern literature products are varied. Many words from other language are blended within; many new words, counted slang words, are born. Some people say that the deep-meaning contents from literature in early time are decreasing today.

Set those aside, what the researcher is trying to say is: how those are connected? It is like the literature world just has that circumstance. Different writing diction, in this research is vocabulary, makes literature product born variedly.

The researcher is then wondering, how the opposite will end? If writing diction makes literature product varied, will literature products make people writing diction in some ways? Do people with some literature schemata can produce words in the same number? Do people who enjoy modern literature produce meaningless words more than those who read the early one? Does person who spend his/ her time with the product have different diction or have words chosen skill better than people who spend less?

Collie and Slater (1987) explain that literature can be helpful in language learning because of the personal involvement it foster in readers. They also point out that, very often, the process of learning is essentially analytic, piecemeal, and, at the level of the personality, fairly superficial. Engaging imaginatively with literature, enable learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system. When a novel, play or short story are explored over a period of time, the result is that the reader begins to ‘inhabit’ the text. He or she is drawn into the book what individual words or phrases may mean becomes less important than pursuing the development of the story. The reader is eager to find out what happens as events unfold; he or she feels close to certain characters and shares their emotional responses. The language becomes ‘transparent’ – the fiction summons the whole person into its own world.

Collie and Slater (1987) believe that this can happen, and can have beneficial effects upon the whole language learning process, as long as the experience of engaging with literature is kept sufficiently interesting, varied and non-directive to let the reader feel that he or she is taking possession of a previously unknown territory. Obviously, the

choice of a particular literary work will be important in facilitating this creative relationship which the reader establishes with the text.

That whole background above drives the researcher to conduct this research. Therefore this research is entitled: “Students’ English Literature Product Preference and Vocabulary in Writing”.

1.2. Problems

Based on the background the researcher presented above, the researcher thought there is/ are correlation(s) between literature preference and vocabulary. In this research the researcher focused on certain achievements of vocabulary in writing text. The vocabulary achievements that the researcher focused are word count, lexical density, and readability. Thus, the researcher formulated his research problems as follow:

1. Is there any significant effect of literature product preference on student vocabulary achievement in writing?
2. Do students with different literature product preferences have different vocabulary achievement in term of their word production?
3. Do students with different literature product preferences have different vocabulary achievement in term of their Lexical density?
4. Do students with different literature product preferences have different vocabulary achievement in term of their readability?

1.3. Objectives

The researcher formulated the objective of this research following the research problem; the objective is to find out if there any significant effect of literature product preference on student vocabulary achievement in writing and if student with different literature product preference has different vocabulary achievement in writing which are word production, lexical density, and readability index.

1.4. Uses

Theoretical

The result of this research can support the other theories about connection between literature and vocabulary like Dixon-Krauss (2002), for example, who stated that students were reluctant to use the words from the context of literature into their own writing.

Practical

The result of this research can be a consideration for teachers in how they teach their students using literature. They can teach by considering the portion of literatures they should use. Also, teachers can decide kind of literature products will used to teach writing diction considering the effectiveness of the product.

1.5. Scope

This research is focused on the use of English literature products in daily life in affecting students' vocabulary production in writing. In this research, the researcher would primarily concern about the samples' total word count, lexical density, and readability (the extent that the researcher mention before) from the text they were about to wrote. The literature products which would be used were common products :song, movie, and prose; The products which would be targeted were both authentic, written by native and using native culture; and non-authentic, written by non-native writer, not using native culture, and translated one from another country culture.

1.6. Definition of Terms

English Literature

It is defined as writing valued as works of art contain English as the main language, and also its culture.

Lexical density

It is the ratio of total number of words to the number of different word.

Literature product

Literature product is defined as published literature. Most of this literature can be purchased, e.g. song, novel, poem, movie, and comic.

Movie

Movie can be defined as cinema film. In this research, it is movie which uses English as the target language.

Preference

It is a better liking for one alternative over another or other.

Prose

Written or spoken language in its ordinary form, without metrical structure: *a short story in prose.*

Readability

It's the ease of written text to be understood.

Song

Song is defined as short piece of music with words that is sing. In this research, the song is specified in English.

Vocabulary

It is defined as a set of words within a language that are familiar to a person. In this research, the researcher data is student's active vocabulary. Active vocabulary is vocabulary that we can recall and use at will when the situation requires it. We are choosing to use the word and actively retrieving it from memory (Grigg, 2012).

Productive vocabulary, generally refers to words which can be produced within an appropriate context and match the intended meaning of the speaker or signer.

Word Count

The total number of words which writer produces in a text

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