

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It covers the background of the research, research questions, research purposes, research significance research framework, hypothesis, and previous studies.

A. Background of the Research

As foreign language learners, Indonesian students often find problems with vocabulary when they speak, read, or listen to English words. It might be caused by internal and external factors. Internal factors come from the learners themselves, such as motivation, interest, aptitude, and intelligence, while the external factors come from outside of the learners, such as the situation and condition of the environment, learning materials, and the teacher's ability in handling the English teaching learning process (Brown, 2007).

According to Manik and Christiani (2016), English consists of some elements such as; expression, vocabulary pronunciation, and grammar or structure. Introducing vocabulary is important because it is one of the languages to be acquired if language speakers want to have good skills in English. Vocabulary influences the mastery of four skills of English (Listening, Speaking, Reading, and Writing).

Vocabulary is the total number of words that make up a language that individual speakers might use (Hatch and Brown, 1995). The students are expected to master enough vocabulary to support their English skills because it will help them make their learning process easier with the optimum result. However, the main problem faced by many students is that they only master a small number of words that influence their English competence (Manik and Christiani, 2016).

The term vocabulary itself has several meanings based on some experts. One needs to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of words is very important for foreign language learners. Without mastering it, of course, foreign language learners will have some difficulties in developing the four language skills.

Students' activities in social media can motivate them to communicate well using English (Putri, 2020). Those activities in social media can bring positive effects on students' willingness to communicate. It can also take them easier to understand those words well, especially in the classroom (Sundqvist and Sylven, 2016).

From the preliminary observation at a Senior High School in Bandung, there are some reasons which caused the students to still lack vocabulary mastery. The first is that they lack comprehension of English. It causes them to be late to comprehend the lesson so they cannot fully understand. The second is that students still always feel worried every time they are asked to mention what vocabulary they get from every source. Every time the teacher asks them to speak or introduce themselves, they always avoid the task. The third is that students pay less attention when they are learning in class.

This study is conducted to explore the correlation between EFL students' Extramural activities and their vocabulary mastery. Extramural English activity is an activity in which the learners had to be more active and productive by doing some activities outside the classroom (Sundqvist and Sylven, 2016). It can be a strategy or method to develop students' vocabulary mastery because the activity itself includes the use of technology and various media that may make the learning situation become more meaningful. Gaining more knowledge about students' interests and hobbies, may be crucial for any teaching professions. With this extramural activity, teachers can discover factors that might affect their students' learning of English, especially in learning vocabulary.

The research related to vocabulary mastery and extramural activity has been conducted before by Ali (2010), who focuses on students' vocabulary mastery and reading comprehension. A research by Putri and Refnaldi (202) focuses on the correlation between students' vocabulary mastery and speaking ability. At last, a research conducted by Malyndra, Drajiati, and Asrori (2020) focuses on analyzing the effects of Extramural activities, especially social media, toward students' willingness to communicate. The difference between the current research and the previous research is that the previous studies focus on assessing students' English skill, especially in vocabulary mastery, reading comprehension, and communication skill, and the correlation among them. Furthermore, the present research focuses on the correlation between students' extramural activities and their vocabulary mastery. Besides, the site of research is also different. The previous research is conducted in the middle school and university, while the present study is conducted at the high school level.

B. Research Questions

1. How is the students' vocabulary mastery in Senior High School?
2. How are the students' extramural activities in Senior High School?
3. How is the correlation between EFL students' extramural activities and their vocabulary mastery in Senior High School?

C. Research Purposes

1. To find out the students' vocabulary mastery in Senior High School.
2. To find out the students' extramural activities in Senior High School
3. To find out the correlation between EFL students' extramural activities and their vocabulary mastery in Senior High School.

D. Research significant

Theoretically, the study contributes to the theory of the correlation between EFL students' extramural Activities and their vocabulary mastery. For Senior High School students, the real condition of extramural activities and vocabulary is very useful for them to improve their quality in form of score and the finding of this study

can be used by other researchers as the basic consideration to conduct further study. This research is also expected to help the future research to give them more information and comparison between extramural activity and English skill, especially vocabulary mastery, and how the correlation between them is.

Practically, extramural can help the teacher when they are teaching English. The teacher can use some learning media such as English music, movies, books, and social media when they teach, in order to make the learning process become more meaningful. Moreover, it can be used to determine prevalence and relationships between extramural activity and students' vocabulary mastery, and to forecast events from current data and knowledge.

E. Research Framework

According to Kurnia (2017), vocabulary is a basic part of language when we learn English. It means that when we learn English, one of the most important basic things is to know some vocabulary. If we have learned some vocabulary, we can more easily learn English.

According to Hatch and Brown (1995), the term vocabulary refers to a list or set of words for a particular language or a list of words that individual speakers of language use. Besides, vocabulary is the component of language and there is no language that exists without words (Napa, 1991). Words are signs or symbols for ideas.

Therefore, a distinction should be made between familial extramural English exposure and extramural English exposure through friends. Mizumoto&Shimamoto (2008) states that extramural can be applied by watching movies as multimodal (oral and written) highly accessible. The sources of extramural English exposure are entertaining media such as listening to music, digital games, social media; family; friends; and formal reading. Entertaining media shows positive relations between extramural English entertaining media exposure and English vocabulary knowledge. Both types of interaction are powerful sources of extramural English and thus contribute positively (Palerno& Mikulski, 2014).

In this study, the researcher focuses on the correlation between EFL students' extramural activities and their vocabulary mastery. In correlation research design, investigators use the statistical correlation test to describe and measure the degree of correlation between two or more variables (Creswell, 2012). The variables in this research are students' vocabulary mastery and student's extramural activities. Correlation research is a quantitative method designed to show the relationship between two or more variables (Lodico, Spaulding, & Voegtle, 2006). The researcher collects both data scores of students' vocabulary mastery and their score of extramural activities to find out the correlation between those variables. Thereafter, both data correlated with students' vocabulary mastery as the dependent variable (X) and students' extramural activities as the independent variable which is called (Y).

F. Hypothesis

Hypothesis is a statement in quantitative research in which the researcher makes a prediction or conjecture about the outcome of the correlation among characteristics (Creswell, 2012). The hypothesis in the study is an alternative hypothesis (H_a) and a null hypothesis (H_0).

The formulated hypotheses are described as follows:

1. **H_a :** There is a significant correlation between students' vocabulary mastery (X) and their extramural activities (Y).
2. **H_0 :** There is no significant correlation between students' vocabulary mastery (X) and their extramural activities (Y).

G. Previous Studies

There are some previous studies on students' vocabulary mastery and students' extramural activities. The researcher gets the idea to do this study from those previous studies. Those related studies were explained as follows:

The first previous study is a study focusing on students' vocabulary mastery and reading comprehension by Ali. This research was conducted in 2010. The purpose of this research is to find out the correlation between students' vocabulary

mastery and reading comprehension. This research design is a correlation in the quantitative method with the subjects focused on English Education Department students in the second semester. The data was collected through questionnaires and tests. The result of this research shows that there was a significant relationship between students' vocabulary mastery and reading comprehension. The difference is that the research that is conducted focuses on students reading comprehension. Meanwhile, the current research investigates the students' vocabulary mastery through the extramural activity.

The second previous study focuses on the correlation between students' vocabulary mastery and speaking ability (Putri and Refnaldi, 2020). The purpose of this research is to find out the correlation between students' vocabulary mastery and speaking ability. This research design is a correlation in quantitative method with the subject focused on eighth grade students of junior high school. The instruments used in this research are questionnaire and test. The result of this research shows that there was a significant relationship between students' vocabulary mastery and reading comprehension. The previous study was conducted at the junior high school level, while this research is conducted at the senior high school level.

The third previous study, conducted by Malyndra, Drajati, and Asrori (2020), focuses on analyzing the effects of Extramural activities, especially social media, on students' willingness to communicate. The purpose of this research is to explore the effects of social media on students' willingness to communicate. The research design used in this research is Multiple Case Study Thematic Analysis as the technique of analyzing the data, with university students as the. This research used interview and document analysis to collect the data. In this research, the researcher concluded that social media activities bring positive connections towards students' willingness to communicate. Social media activities help the participants to improve their English ability. The study implies that the lecturers can urge their students to engage in social media activities as a way to achieve students'

willingness to communicate. The difference is, the previous research was conducted at the university level, while the present research is conducted at the senior high school level. Besides, the previous research focused on analyzing the willingness to communicate of the students, especially their daily interaction by using extramural activity, while the present research focused on seeking correlation between extramural activity and students' vocabulary mastery.

The last is a study conducted by Zeidan (2019), focusing on analyzing the relationship between extramural English activities and performance on vocabulary tests. The purpose of this research is to contribute with further research on the topic of the relationship between extramural English activities and performance of vocabulary tests among Swedish school learners. This research design is a correlation in quantitative method with the subject focused on high school students who are attending the English 6 course and have English as L2. The instruments used in this research are questionnaire and vocabulary tests. The result is that there is a positive relationship between gaming and receptive vocabulary, but that the differences between gamers and non-gamers were small. The study also showed that the amount of extramural English-related media (excluding tv-series, movies and gaming) activities and time spent on them is positively related to receptive vocabulary, especially for gamers. Although both previous study and present study have some similarities, there is a difference between them. The test that was used in the previous study is a vocabulary test developed by Nation (2001) which focused in the area of vocabulary acquisition, measuring vocabulary size for L2 English learners. Meanwhile, the present study uses the indicator of vocabulary test which follows the literal guidance question by Cameroon (2001) to measure what students' have learned.