

**THE USE OF ENGLISH NOVEL TO ENRICH STUDENT'S
VOCABULARY: A Study at SMKN 4 Soppeng**



A Thesis

*Submitted to the Faculty of Cultural Sciences of Hasanuddin University In Partial
Fulfillment of the Requirements to Obtain Bachelor's Degree in English Department*

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

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LEGITIMATION

LEGITIMATION

THESIS

THE USE OF ENGLISH NOVEL TO ENRICH STUDENTS' VOCABULARY : A

STUDY AT SMKN 4 SOPPENG

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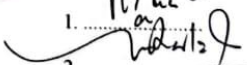


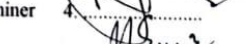
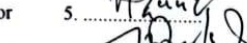
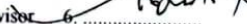
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On May 9, 2023, the Board of Thesis Examination has kindly approved a thesis by Nida Yusweni Azis (F041191028) entitled *The Use of English Novel to Enrich Students' Vocabulary : A Study At SMKN 4 Soppeng* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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The thesis by Nida Yusweni Azis (F041191014) entitled "*The Use of English Novel to Enrich Students' Vocabulary : A Study at SMKN 4 Soppeng*" has been revised as advised during the examination on 9th June 2023, and is approved by the Board of Undergraduate Thesis Examiners:

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STATEMENT LETTER OF AUTHENTICITY

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Hereby, the writer declares that this thesis entitled:

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is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

If in the future it is proven that there is a part or all of the contents of this thesis are plagiarized, the author is willing to accept the sanction for her action.

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The undersigned,



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ABSTRACT

Nida Yusweni Azis. The Use of English Novel to Enrich Students' Vocabulary : A Study at SMKN 4 Soppeng (Supervised by Dra. Nasmilah. M. Hum., Ph. D and Dra. Marleiny Radjuni. M. Ed.

Even though from elementary school they have learned basic things in English, there are still many students who have difficulty communicating in English because of their lack of vocabulary.

The purpose of this research is to identify the use of English novels in enriching student's vocabulary without using forced memorization methods. The second objective is to explain the effect of using English novels in class to enrich students' vocabulary development without feeling bored.

In this study, two research methods were applied, namely quantitative and qualitative which are also called mixed methods. Collecting research data using tests consisting of pre-test and post-test as well as questionnaires. The subjects of this study were students of class XI Multimedia 2 & 3 with a total of 36 students at SMKN 4 Soppeng.

The researcher found that this method is a very helpful method in enriching students' vocabulary by using fiction novels. The results can be seen from the students' pretest and post-test scores. The student's pretest score was 73.05 which was lower than the student's post-test score which was 86.33. Students' responses to the use of fiction novels in enriching students' vocabulary were mostly positive.

Keywords : *Improve, Vocabulary, English Novel, Enrich*

ABSTRAK

Nida Yusweni Azis. Penggunaan Novel Bahasa Inggris untuk Memperkaya Kosakata Siswa : Studi di SMKN 4 Soppeng (Dibimbing oleh Dra. Nasmilah. M.Hum.,Ph.D dan Dra. Marleiny Radjuni. M.Ed.

Walaupun sejak SD sudah mempelajari hal-hal dasar dalam bahasa Inggris, masih banyak siswa yang kesulitan berkomunikasi dalam bahasa Inggris karena minimnya kosa kata.

Tujuan dari penelitian ini adalah untuk mengidentifikasi penggunaan novel bahasa Inggris dalam memperkaya kosa kata siswa tanpa menggunakan metode hafalan paksa. Tujuan kedua adalah untuk menjelaskan pengaruh penggunaan novel bahasa Inggris di kelas untuk memperkaya perkembangan kosa kata siswa tanpa merasa bosan.

Dalam penelitian ini diterapkan dua metode penelitian yaitu kuantitatif dan kualitatif yang disebut juga metode campuran. Pengumpulan data penelitian menggunakan tes yang terdiri dari pre-test dan post-test serta angket. Subyek penelitian ini adalah siswa kelas XI Multimedia 2 & 3 yang berjumlah 36 siswa di SMKN 4 Soppeng.

Peneliti menemukan bahwa metode ini merupakan metode yang sangat membantu dalam memperkaya kosa kata siswa dengan menggunakan novel fiksi. Hasilnya dapat dilihat dari nilai pretest dan posttest siswa. Nilai pretest siswa adalah 73,05 lebih rendah dari nilai posttest siswa yaitu 86,33. Respon siswa terhadap penggunaan novel fiksi dalam memperkaya kosa kata siswa sebagian besar positif.

Keywords : *Improve, Vocabulary, English Novel, Enrich*

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language is a tool used in communication. With language, humans can convey various things such as ideas, thoughts, feelings, and even the emotions they are feeling. In general, the language is used by people of the same nationality or who have the same culture. Language is the most important communication tool where daily activities are carried out by communicating. In addition to the mother tongue of each country, English is currently an important language to learn.

English is designated as an international language, therefore English in many countries is used as a second language, and in other countries, it is made English as a foreign language. Being able to speak English provides many benefits for those who study it, not only facilitating communication with people in various language countries, it also facilitates many work processes such as the main business in the scope of international business. In Indonesia, English is designated as a foreign language studied in the world of education. At first, English was only taught at the higher education level because it was considered difficult for young learners. However, at this time English in Indonesia has been studied starting from young

learners at the kindergarten level to advanced learners such as in universities and the world of work.

Even though learning English has been done since early in elementary school, the English language ability of Indonesian children is still very low, even at the high school level. Education First (EF) has just launched its 2021 English proficiency index report for countries in Southeast Asia. As a result, the level of English language skills of the Indonesian people is only in fifth place. (Pahlevi, 2021) states that EF gives a score of 466 for Indonesians' English proficiency level. Thus, the English proficiency level of Indonesians is still relatively low. The low level of English proficiency in Indonesia is not impossible to improve by using various methods to improve English skills. The first thing that is important to do is find the sources of problems in improving English proficiency. Several problems were found in this study, for example the use of the method of memorizing vocabulary by remembering the vocabulary one by one. This method is also a form of problem that is found because most students feel that memorizing vocabulary one by one is boring. Students who are less enthusiastic find it increasingly difficult to memorize vocabulary. Moreover, most students today have been suggested from the start that learning English is difficult. Therefore, teachers need a good strategy to assist students in enriching their vocabulary by applying various methods that make it easier to memorize vocabulary for students. At the junior high school level, students need an interesting and preferred way to stimulate their motivation, such as the use of

fiction novels. (Povey1972: 18) argues that "Literature will increase all Language skills because literature will extend linguistic knowledge". Literary works Fiction novels are the right choice to help students enrich their vocabulary because nowadays reading fiction novels is one of the most popular hobbies for teenagers. By reading fiction novels they can feel various feelings through the stories that the author spills in the book. According to (Maley 1989), literature deals with universal concepts such as love, hatred, death, nature, etc that are common to all languages and cultures. The similarities and even differences between cultures and languages can further our understanding of the whole world. At first, the students only read fiction novels because they liked the story or the characters, then consciously or not they will continue to collect vocabulary while reading and find new vocabulary. Even though the use of novels in enriching students' vocabulary is quite interesting, the weakness is the application of this method itself where researchers have to work harder to get students' attention to read. The class atmosphere that is expected to be more relaxed and make students comfortable in learning can turn into noise because of the freedom itself. Therefore researchers should pay more attention.

Based on the explanation above, the writer is interested in examining whether the use of fiction novels is effective in increasing students' vocabulary by conducting a study entitled *"The Use of English Novel to Enrich Student's Vocabulary: A Study at SMKN 4 Soppeng"*

1.2 Identification of The Problems

Problems related to the use of fictional novels in increasing students' vocabulary were identified, as follows :

1. Most teachers only provide a list of vocabulary and must be memorized by force.
2. Memorizing new vocabulary is boring.
3. Students have difficulty in memorizing new vocabulary.
4. Students feel tired and get bored quickly in learning because it has been suggested from the start that learning English is difficult.

1.3 Scope of Problem

From the problems that have been identified above, the researcher found two problems that are considered more important as follows:

1. The use of forced memorization methods in enriching vocabulary.
2. Memorizing new vocabulary makes students feel bored.

1.4 Research Questions

1. How English novels can help to enrich students' vocabulary without using forced memorization methods?

2. To what extent does English novels affect students' vocabulary development without feeling bored?

1.5 Research Objectives

1. To identify the use of English novels in enriching student's vocabulary without using forced memorization methods
2. To explain the effect of using English novels in class to enrich student's vocabulary development without feeling bored

1.6 Significance of Research

Fiction novels are one of the most popular reading materials so using fiction novels is expected to increase students' interest in reading which will help enrich their vocabulary. The use of English novels as a tool to enrich students' vocabulary is still very rarely used so this method can be a new method that can be applied by teachers to students. Apart from the specific aim of enriching students' vocabulary, the use of fiction novels is also expected to be a tool to increase students' reading awareness. In the English literature department there is a course "Teaching English through literature" where the use of this novel can be applied. Teachers at school can also provide stimulation to students to read novels which will not only enrich vocabulary but improve students' reading skills.

CHAPTER II

PREVIOUS STUDY & LITERATURE REVIEW

2.1 Previous Study

In this section, the author reviews several previous studies which are considered to be in line with and related to this research, namely strategies for developing students' vocabulary. The author found several previous studies which according to him will help the course of this research in the future. The previous studies are as follows :

There have been several previous studies examining how to increase and enrich vocabulary in learning English, the difference being the subject, method, and objective. The first research was conducted by Rezki Fatimah (2017) "Enrich Student's Vocabulary Using Newspaper Online: A Study At The Second Year Students of MA Yapit Taretta". Her research is aimed at improving students' vocabulary by using online newspaper media. This study found that this method was very helpful in enriching students' vocabulary by using online newspapers. It is said to be a helpful method because it sees the results of the research through post-test and pretest. This is also considered relevant to the theory of Hwang and Nation (1989) which states that newspapers are often used in reading classes to develop reading skills and develop vocabulary knowledge.

The second previous study was done by Sri Wahyuni (2018) "The Use of Guessing Game in Improving Student's Vocabulary: A Study At SD Inpres Perumnas Antang II/I Makassar". This study, which used pre-test and post-test, it showed significant results in increasing students' vocabulary knowledge by using guessing games. That's because students feel comfortable and enjoy the learning process. The research using questionnaires also gave a positive perception because they preferred the method of learning vocabulary by guessing rather than the usual way.

The third study is written by Dian Rahmawati Arief (2018) "Improving Student's Vocabulary Through Story Innovation Strategy". This study says that story innovation is one of the most effective strategies to improve students' vocabulary. The results of this study indicate that the students feel happy, comfortable, and more interested in learning vocabulary with this method. The students found this method easier to understand and implement and more interesting.

The last study is written by Aryanti Arsyad (2019) "Improving Student's Vocabulary Using Maya Angelou's Selected Poem". During this research, students seemed to enjoy learning vocabulary using poetry because they found it easier to remember. The results of this study indicate that the use of poetry is quite effective in increasing students' vocabulary knowledge, moreover, students seem very enthusiastic about the application of this method.

The same thing from this study with some of the studies above is that they both focus on developing vocabulary with more interesting and unusual methods. While what is different is that this research uses an English novel.

2.2 Theoretical Background

In this section, the writer would explain some definitions and theories that are related to the topic of study. The theoretical background as follows:

2.2.1 Vocabulary

a) Definition of Vocabulary

Vocabulary is the most basic knowledge that English learners must first learn to master English itself. Vocabulary is one of the basic things needed to be able to master all skills in English such as writing, listening, reading, and speaking. Richard (2002:255) suggests that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary is the most influential component in English lessons. Hiebert (2005:3) argues that vocabulary is the knowledge of the meanings of words. We must master vocabulary to be able to use the language. In learning vocabulary, we have to know the meaning of words themselves and can use them in sentences. Besides that, David Wilkins in Thornbury (2002; 13) also states "Without grammar very little can be conveyed, without vocabulary, nothing can

be conveyed." From this statement, it can be seen immediately how important vocabulary is in learning a language. Only with vocabulary communication can be done, without vocabulary no communication can be established.

Hatch and Brown (1995) define vocabulary as a list or set of words for a particular list or set of words that individual speakers of language might use. Besides that Ur (1998) adds that Vocabulary can be defined as the words that the teachers teach in the foreign language. Vocabulary is not only used as a starting point for conversation ideas, but vocabulary is also a part of communication itself. It can be said that vocabulary determines the success or failure of the communication. In learning, the more vocabulary mastered by students, the more ideas they can have, with that students will be able to move and communicate in class more effectively. As previously said, vocabulary is the key to the success of other English skills, where when mastering vocabulary it will be easier to understand what is read and heard at school.

There are several reasons that makes the students' vocabulary lack. First, the students are less interested in the teaching learning process. The second, students get difficulties to remember and grabs the meaning of words when the teacher gives them some English words. The third, students get difficulties in writing words or group of words correctly. Learning vocabulary does have a bad impression for English learners because of these things. But that doesn't mean it

can't be done. That's why more interesting methods are constantly being developed to change people's perception of learning English.

b). Types of Vocabulary

Because it is an important part of course, you must also know the various types of vocabulary itself. The following are some explanations of the types of vocabulary according to several sources and experts:

Harmer (1991:159) divides vocabulary into two types, they are:

1. Active vocabulary refers to vocabulary that students have learned
2. Passive vocabulary refers to the words which students will recognize when they meet them but they will probably not be able to produce.

Good (1959:644) divides vocabulary into four kinds:

- 1) Oral vocabulary refers to words which a person employs them in expressing ideas orally and actively.
- 2) Writing vocabulary refers to words which commonly used in writing
- 3) Listening vocabulary refers to words which a person can understand when they heard
- 4) Reading vocabulary refers to words, which someone can recognize them when he finds them in written form.

There are many kinds of vocabulary found in Wikipedia (2008). Based on four skill in language learning, vocabulary is divided into four groups:

- 1) Listening vocabulary; all the words we can recognize whenever we listen to spoken text. They are the stock of words to which one responds with meaning and understanding in speech of others. Listening vocabulary influences how much we understand class lectures, class discussion, etc.
- 2) Reading vocabulary is all the words we can recognize when reading. They are the words that one recognize and understand in text.
- 3) Writing vocabulary is the words he or she can employ in writing. They are the words that come readily to one's finger. Writing vocabulary determine how clearly and accurately they can express ideas in writing.
- 4) Speaking vocabulary is all the words he or she can use in speech They are the words that come readily to the tongue in one conversation. Speaking vocabulary affects how well the people understand and react.

c). Difficulties in Learning Vocabulary

Finding difficulties in learning English vocabulary has become a common thing experienced by English learners. Everyone will definitely experience it. The most common difficulties encountered are too many types of vocabulary, difficulty in memorizing, and some vocabularies that need a deeper understanding of the meaning. A study conducted by Susanto, H (2021) examined the difficulties of students in learning English words. From the results of this study, it was found that the difficulties faced by students were that most

students had difficulty in pronouncing words, how to write and spell, various types of grammar words called inflections were one of the causes of students having difficulty in acquiring vocabulary. In addition, students have difficulty determining in determining the exact meaning of the words and also how confused the use of the word emphasizes the context.

Kinds of troubles faced along the students were :

- (1) most of the students have difficulties in saying the words,
- (2) a way to write and spell,
- (3) the various grammatical type of a word called inflections was one in all gets of learners troubles in determining vocabulary. In increase,
- (4) the students found difficulties in selecting the suitable that means of the words and (5) additionally still confuse in victimization the word supported the context. The last, (6) the students were also still confuse once they found discussions or aspect that comprised idiomatically.

At that place bear made up some factors in that made students' troubles in acquiring vocabulary :

- (1) the written kind is completely different from the spoken form in English,
- (2) The number of words that students got to learn is passing large,
- (3) the restrictions of sources of data regarding words,
- (4) The complexness of word cognition. Deliberate a words regards kind of more than acknowledging its wordbook definition,

(5) lack of inferring of grammatical of the words,

(6) the erroneous pronunciation is commonly caused by the dearth of sound law of similarity between English language and also the students' indigent language.

2.2.2 Novel Fiction

A novel is a work of prose fiction written in a narrative manner; usually in the form of a story. Novelists are called novelists. The word novel comes from the Italian novella which means "a story or piece of news". Literally novella means a small new item, which is then interpreted as a short story in the form of prose (Nurgiyantoro, 2010: 9).

According to Tarigan (2011), the novel is a story with a fairly long plot to fill one or more books that deal with the lives of imaginative men and women.

According to this understanding, it can be said that the novel is a work of fiction in the form of prose that tells the lives of the characters told in a plot or event whose scope is not too long and not too short, which consists of at least 100 pages.

Fiction is the result of the author's imagination, fiction, and imagination. The most popular forms of fiction today are novels and short stories. Novels and short stories are two forms of literary works which are also called fiction even in their development, novels are considered synonymous with fiction. Novel is the newest form of fiction.

2.2.2 Teaching Method Using Novel

English teachers at this time have started to use a more communicative teaching approach. The use of novels belonging to the literary class is one of the most recent. Literature is novels, short stories, poems, and plays that most secondary school EFL students wish to read as part of their curriculum or self-interest to improve their vocabulary and language skills (Abdelrady, A., Jahara, S., Elmadani, A., & Kumar, T. (2022). Many films have stories based on well-known novels such as J.K Rowling and the legendary Harry Potter series which are in great demand by almost all circles. This is a plus point for using novels where there are already many enthusiasts. The storylines presented in novels usually contain the meaning of life lessons, using novels is no longer only meaningful in theory but also has a real impact in practice. By using novels, it is hoped that students can find new vocabulary that they have never encountered before and feel more enthusiastic about it.

2.2.3 Disadvantages in Using Story to Improve Vocabulary

Firstly, It makes teaching-learning process is fulfilled by attracting student's interest to stories; all of them were active and made noisy. Sometimes they too much moved and spoke. That condition makes the teacher difficult to control them. Secondly, it can be time-consuming activity if the teacher retells a story that deals with the material and related to students' personal experiences. So, the students get less attention in teaching-learning process. And the last, it is 14 expanding on something that is not real. It could be in the sense of not being truthful.