"ENGLISH LANGUAGE TEACHING (ELT) STUDENTS' FICTIONAL READING EXPERIENCES IN THE ACQUISITION OF VOCABULARIES FROM DIALOGUES"

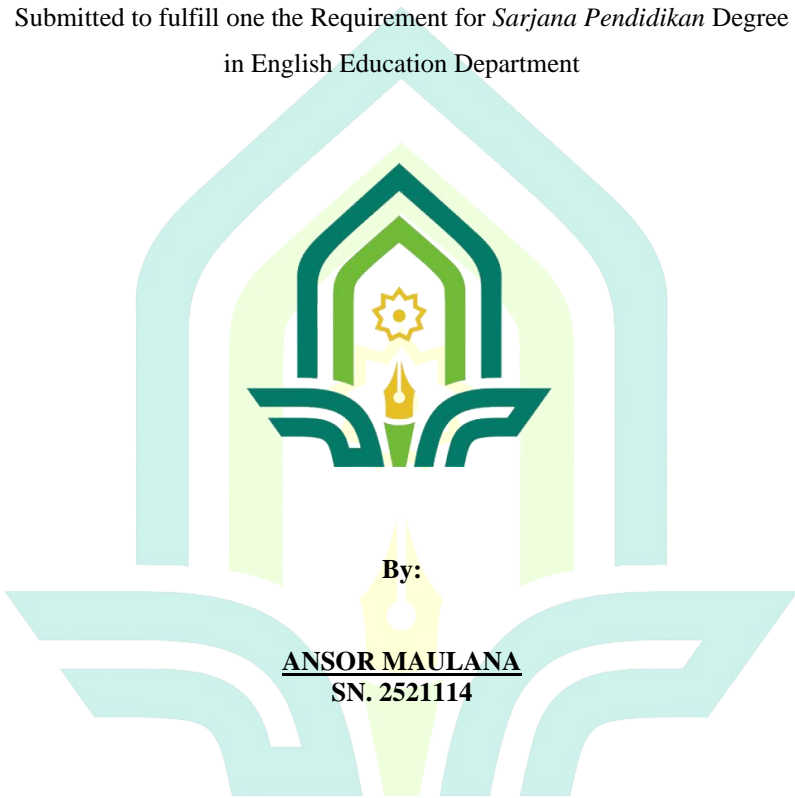**ANSOR MAULANA**
SN. 2521114

2025

"ENGLISH LANGUAGE TEACHING (ELT) STUDENTS' FICTIONAL READING EXPERIENCES IN THE ACQUISITION OF VOCABULARIES FROM DIALOGUES"

AN UNDERGRADUATE THESIS

Submitted to fulfill one the Requirement for *Sarjana Pendidikan* Degree
in English Education Department

By:

ANSOR MAULANA
SN. 2521114

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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SURAT PERNYATAAN KEASLIAN SKRIPSI

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Nama : Ansor Maulana
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Program Studi : Tadris Bahasa Inggris

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Pekalongan, 27 April 2025

Yang membuat pernyataan,

ANSOR MAULANA

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Eros Meilina Sofa, M. Pd.
Karanganyar, Pekalongan

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Sdr, Ansor Maulana

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Yth. Dekan FTIK UIN K.H. Abdurrahaman Wahid Pekalongan
c.q. Ketua Jurusan TBIG di
<u>PEKALONGAN</u>

Assalamu'alaikum W.W.

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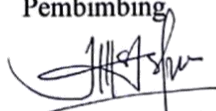
Nama   : Ansor Maulana
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Jurusan   : FTIK/Tadris Bahasa Inggris
Judul   : **"ENGLISH LANGUAGE TEACHING (ELT) STUDENTS' FICTIONAL READING EXPERIENCES IN THE**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.
      Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum W.W.

Pekalongan, 27 April 2025
Pembimbing

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APPROVAL SHEET

The dean of the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, aproved this thesis by

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Title : **"ENGLISH LANGUAGE TEACHING (ELT) STUDENTS' FICTIONAL READING EXPERIENCES IN THE ACQUISITION OF VOCABULARIES FROM DIALOGUES"**

Has been established through an examination held on 26th May 2025 and accepted in partial fulfillments of requirments for the degree of Sarjana Pendidikan (S.Pd.)

Examiners

Examiner I	**Examiner II**
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Assigned by
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5. To my best friends, Majelis Negatif, who have been my loyal partners in all struggles, laughter, and silly adventures, I extend my deepest gratitude. Your unique support means the world to me.

6. As I mark the end of my college journey, I express gratitude for myself, for the hard work and trust that have brought me to this point. This reminds me that new challenges await, and I am determined to strive for the future and be the best in my entire bloodline.
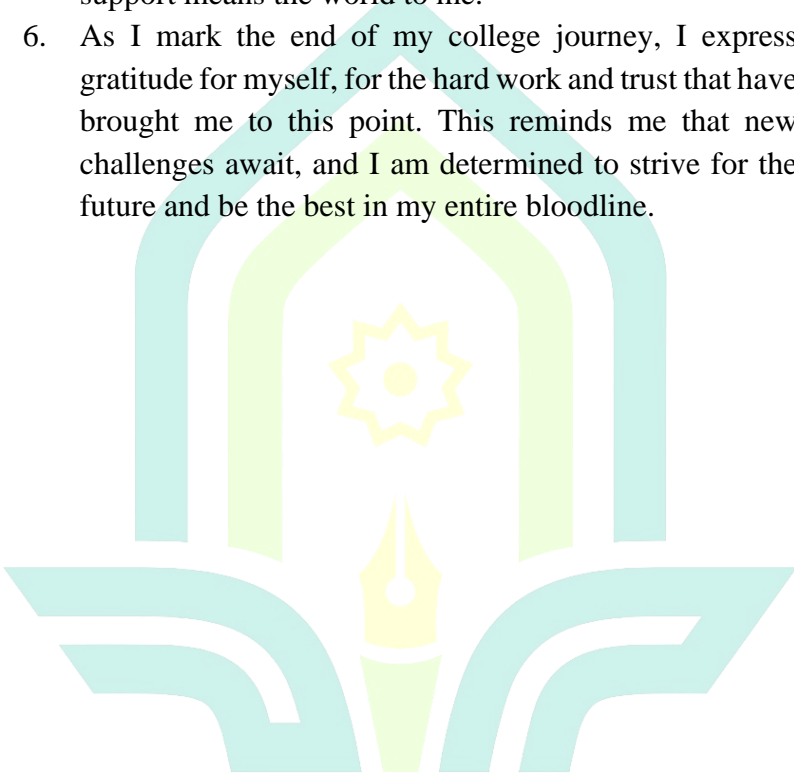
MOTTO

"Learning is the greatest gamble humanity ever taken by the risks of merely nothing and the rewards shape civilizations."

Ansor Maulana

ABSTRAK

Pemerolehan kosakata adalah hal penting untuk mahasiswa Pengajaran Bahasa Inggris (ELT) untuk mencapai kemahiran. Namun, pada praktik tradisional berbasis buku teks seringkali menjejali pengalaman belajar yang tidak sesuai dengan minat dan tidak menginspirasi yang bisa menghambat proses pembelajaran jangka panjang. Penelitian ini mengusulkan metode suplemen atau pelengkap dengan menelusuri pengalaman mahasiswa ELT dalam pemerolehan kosakata lewat dialog fiksi. Pendekatan naratif digunakan dengan empat partisipan yang telah melewati empat tahap strategi pengakuisisi kosakata yang efektif. Hasil penelitian menunjukkan bahwa setiap partisipan telah melewati semua empat tahap, namun mereka menggunakan metode yang bervariasi dan menghadapi tantangan unik. Hasil penelitian ini menawarkan rujukan bagi pendidik, mahasiswa ELT, dan perancang kurikulum untuk melengkapi metode pengakuisisi kosakata saat ini dalam konteks akademik.

Kata Kunci: *Pemerolehan Kosakata, Dialog Fiksi, Mahasiswa ELT.*

ABSTRACT

Vocabulary acquisition is a crucial building block for English Language Teaching (ELT) students to achieve English mastery. However, traditional textbook-based instruction often provides a disconnected and uninspiring learning experience that hinders them in the long run. This research proposes a supplementary method by exploring ELT students' vocabulary acquisition through fictional dialogue. A narrative inquiry approach was employed with four participants who had successfully navigated the four stages of effective vocabulary acquisition strategies. The results reveal that each participant had successfully completed all four stages, yet they employed varied methods and encountered unique challenges. These findings offer valuable references for educators, ELT students, and curriculum designers to supplement current vocabulary acquisition methods in academic contexts.

keywords: Vocabulary Acquisition, Fictional Dialogue, ELT Students.
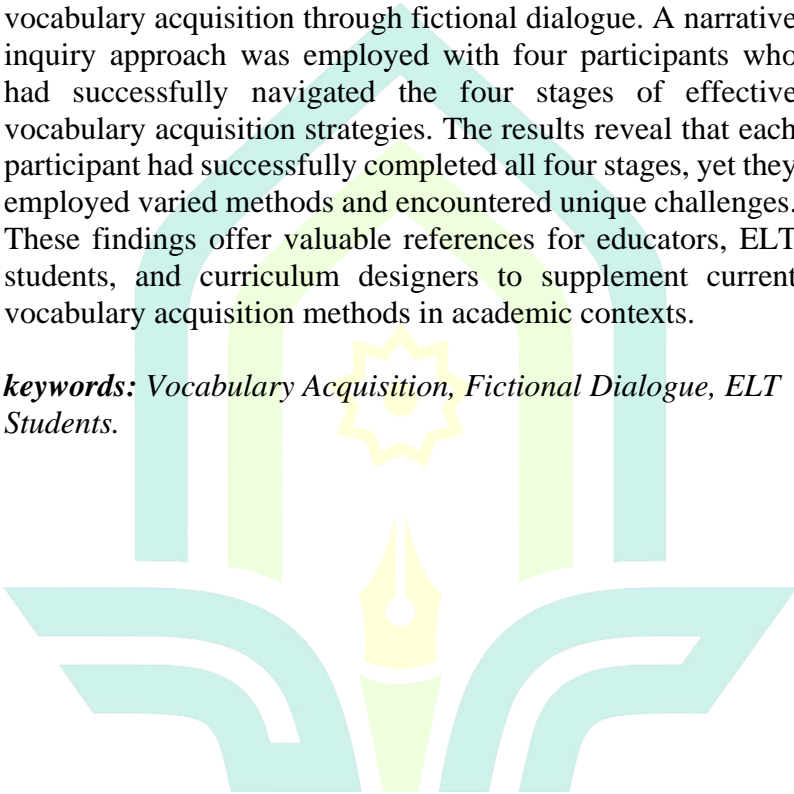
PREFACE

All praises and gratitude are directed to Allah SWT, who has bestowed upon me His blessings, guidance, health, and patience to complete my thesis, entitled "English Language Teaching (Elt) Students' Fictional Reading Experiences in The Acquisition of Vocabularies From Dialogues". This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as one of the requirements for obtaining a Bachelor of Education degree in the English Education Department, Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan. I acknowledge that this thesis is not perfect. Therefore, suggestions and corrections are highly appreciated to improve the quality of this thesis. I would like to express my deepest gratitude to:

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Pekalongan, 11 May 2025

The Researcher

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CHAPTER I
INTRODUCTION

1.1 Background of The Study

ELT students defined by Feyza and Seyda (2023) as individuals who learn and engage in the study of English Language Teaching which includes learning how to teach English as a Second Language (ESL) and English as a Foreign Language (EFL). ESL refers to teaching and learning English in an English-speaking country for daily communication and abundant opportunities for language exposure (Si, 2017). While EFL is a term to describe the teaching and learning English in a non-English-speaking country that often had limited exposure to English (Si, 2017). In conclusion, ELT is a comprehensive term that includes all forms of English teaching study whether as in ESL or EFL (Si, 2017).

Reading textbooks for ELT students in a formal education brings benefits yet a challenge. Despite the benefits of it for university students such as increasing vocabulary and information as proposed by Anindita (2020), textbooks can often become the source of boredom and disengagement for them which could hinder the effectiveness of textbook-based vocabulary acquisition (Pawlak et al., 2020 and Li et al., 2023). Carnahan et al. (2011) stated that students might encounter repetitive tasks and demotivating scenarios which did not match with their interest. Those can make them less focus and low retention (Carnahan et al., 2011). The researcher has conducted an observation and a mini interview related to textbook reading activity in ELT classes. Based on observation in tertiary level

education classes, ELT students often did not read textbooks except when they were on a duty to present the materials. This leads to less exposure in order to vocabulary acquisition as explained by Khamroeva (2021) which is exposure to text is a first step to vocabulary acquisition learning strategy. Some ELT students also give explanations in mini surveys that they did not read the whole textbook and less learn or acquire new vocabularies in them due to the less exposure or reading. There are some students who said that they acquire new vocabularies but they did not read the textbook further or barely finished it. This makes the researcher come to a conclusion that textbook vocabulary acquisition approach is not an efficient activity for a long run vocabulary acquisition process and there must be another approach that can supplement textbooks and reignite ELT students' interest for their vocabulary acquisition process. One of the methods for supplementing the vocabulary acquisition beside the textbooks proposed by this research is extensive reading.

Extensive reading is a proposed approach for this research since it involves reading in a large amount and engaging that students find it interesting (Ateek, 2021). Extensive reading is also giving positive impacts on English vocabulary learning. Research on using the extensive reading approach shown to have a positive development on learner's reading fluency and vocabulary (Ateek, 2021). Chen et al. (2013) proved that an experimental group significantly improved reading comprehension and vocabulary acquisition by exhibiting an extensive reading program. In the ELT Student's vocabulary acquisition context, an extensive reading approach in one semester program significantly

develops the process when applied (Rashidi and Piran, 2011). By considering those benefits of extensive reading, this research will explore deeper on ELT Students' experience in an extensive reading approach. Fictional reading is one kind of extensive reading activity that is highlighted and discussed in this research.

As language learners, ELT students are expected to master communication skills to be able to communicate effectively and properly for their academic career success. Khan (2017) in his research found that communication skills are important for teachers in the delivery of education to students. Good communication skills for a teacher is a basic need leading to students' academic and professional successes (Khan, 2017). The success of ELT student preparation as a teacher is the ability to communicate naturally by using easy language to aid students' understanding (Zamani and Ahangari, 2013). This encompasses fluency, appropriate vocabulary choice, and adaptability to various situations. Overall, communication allows future teachers to be able to deliver or communicate effectively and predict the good learning outcome.

Fictional reading refers to reading books, especially some imaginative books that provide people with distraction from daily demands and initiate inspiration (Bal and Veltkamp, 2013). Reading fiction meant to be a hobby not an obligation task to do. Besides, this hobby for language learners can have some advantages (Bal and Veltkamp: 2013). One of reading fiction's advantages was stated by Al Alami (2013) that it enhances communicative competence of the language learners and also fosters critical thinking to cope with the learning process. Vast amounts of vocabulary and its use

can be improved through the acquisition process as the other benefits of reading fiction (Kvithyll, 2023). Students in the research conducted by Widiastono (2023) preferred to read fiction that made them more interested in reading. Thissen et al. (2021) stated that reading fiction creates a reading pleasure and engagement through its flow, sense of presence in the plot context, identification with the characters, emotional suspense that builds anticipation and prediction, also a process of cognitive involvement in understanding the story. In short, reading fiction improves language learners' skills such as communicative competences, critical thinking, their own vocabularies, rising interest in reading, and a positive emotional and cognitive engagement for learning in the long run (Alami, 2013., Kvythill, 2023., Widiastono, 2023., and Thissen et al. 2021).

Delving with stated benefits above will require a vast range of research and discussions. The focus of this research is the vocabulary acquisition process. This acquisition aimed to meet the basic requirement of vocabularies language learners can use to be able to maximize their language mastery (Susanto and Fazlinda, 2016). In consequence, fictional vocabulary acquisition can be the supporting aspect of the language mastery journey. Vocabulary acquisition seems to contribute to the mastering process of communication skills. As affirmed by Susanto and Fazlinda (2016) without a sufficient vocabulary memory, a person cannot communicate effectively especially in conversation skills. In other words, when the vocabulary option is limited or the context does not suit the intention, it might lead to the lack of effective communication. Through

ELT Students' fictional reading experiences, this narrative inquiry research will explore their experiences related to dialogue vocabulary acquisition and challenges encountered during their acquisition process to supplement textbooks learning.

1.2 Formulation of The problems

Here are some research questions for this research:

1. How do ELT Students' strategies in reading dialogue of fiction text experiences related to their vocabulary acquisition?
2. What are the challenges encountered by ELT students in reading dialogue of fiction text experiences related to their vocabulary acquisition?

1.3 Operational Definition

In order to reduce the perception gap about the research and specificates the discussion, here are several keywords regarding to the topic and title:

1. ELT Students: Feyza et al. (2023) explained that ELT students study how to teach English as a second or foreign language. They learn about teaching methods, language theories, and classroom skills. This study focuses on how ELT students improve their vocabulary through reading fiction, which can help them teach more effectively in the future.
2. Fictional Reading Experiences: Kanakri (2016) defines fictional reading as a reading activity that interests them to motivate students and improve their skills in comprehension and engagement of extensive reading. Reading activity in this research context is an exposure to narrative texts, including novels, short stories, and comics, where focused on imaginative content.

3. Vocabulary Acquisition: The process of acquiring new words, phrases, or lexicons of a second language which are crucial for both comprehension and sentence production (Gass, 1998). The vocabulary in this research refers to written dialogues of the characters' conversations in fictional passages.

1.4 Significances of The Study

There are several significances of this research which include:

1. Theoretical Use: This research contributes to Wenden and Rubin (1987) theory related to effective vocabulary acquisition strategies by providing the empirical data of ELT students' experiences and challenges in their vocabulary acquisition from fictional dialogues.

2. Empirical: This research provides a field data of ELT students' experiences related to their dialog vocabulary acquisition. This research also explores what challenges encountered in the fictional reading experiences. Those empirical data might be a valuable insight and references for the ELT students, English Language Teaching departments, or further research.

3. Practical: There are several practical significance of this research started for the ELT students, Educator or curriculum, classroom activities, and general language learner. This research presents an additional reference for ELT students in enhancing their vocabulary especially on dialogue vocabulary acquisition to build their natural conversational skills. For Educators this research informs about the effectiveness of incorporating fictional reading into

existing ELT curriculums that provides valuable data for materials and activities that utilize fictional dialogues for vocabulary acquisition and conversational skills development. The contribution of this research in classroom activity context may occur in shaping ELT Student perspective to create student-centered learning environments and engaging activities based on fictional dialogues. This research emphasizes the importance of vocabulary development for language learners and the supplement to learning English beside textbooks and formal context.
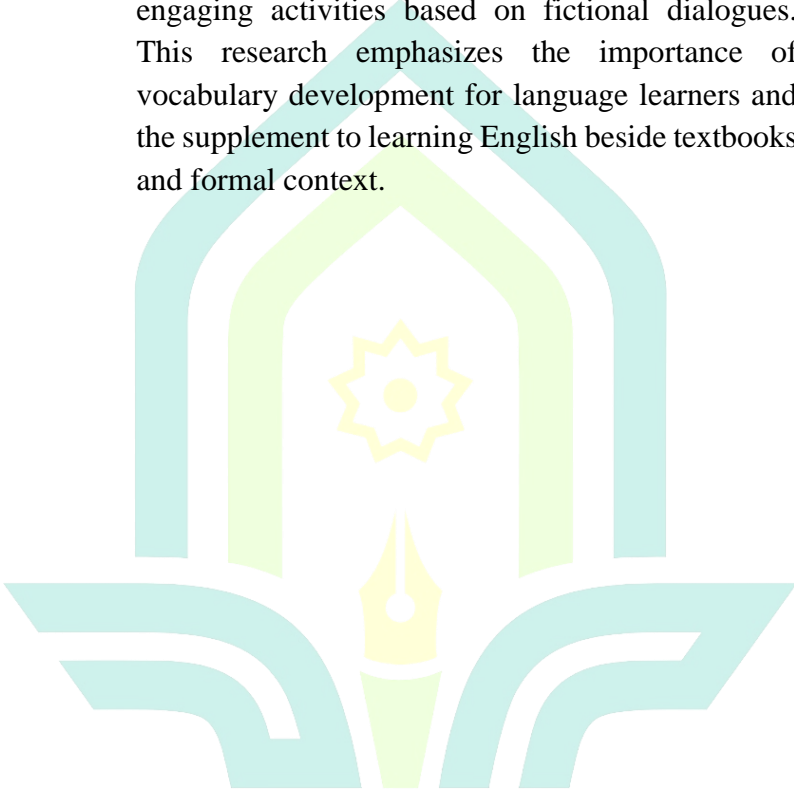
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