

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING EXTENSIVE READING AT SMP MUHAMMADIYAH LUWUK

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Abstrak

The objective this research is to look for the improvement of students' vocabulary mastery through extensive reading at SMP Muhammadiyah Luwuk. This research used a pre-experimental research design with one group pretest and posttest design. The population of this research was the students of ninth grade students of SMP Muhammadiyah Luwuk consisted of twenty-two students. The sample of this research was all the population of the research. In collecting data, the researcher used test. The test consisted of pretest and posttest. Data were analyzed statistically. After being analyzed, it was found that the result of the t-counted was 12,215. With 21 degree of freedom, and a the significance level of 0,05, the t-table was 1,721. Therefore, the result of t-counted is bigger than t-table. It is clear that the research hypothesis is received. In other words, the implementation of extensive reading can improve students' vocabulary mastery of the ninth grade students at SMP Muhammadiyah Luwuk.

Keywords: *Improving, Vocabulary, Extensive Reading.*

Abstract

Tujuan dari penelitian ini adalah untuk mencari peningkatan penguasaan kosa kata siswa melalui membaca ekstensif di SMP Muhammadiyah Luwuk. Penelitian ini menggunakan penelitian pra-eksperimental dengan desain satu kelompok pretest dan post test. Populasi penelitian adalah siswa kelas sembilan SMP Muhammadiyah Luwuk yang terdiri dari 22 siswa. Sampel penelitian ini adalah seluruh populasi penelitian.. Dalam mengumpulkan data, peneliti menggunakan tes. Tes terdiri dari pretest dan posttest. Data dianalisis secara statistik. Setelah dianalisis, hasil t-hitung adalah 12,215. Dengan derajat kebebasan 21, dan tingkat signifikansi 0,05, t-tabel adalah 1,721. Oleh karena itu, hasil t-hitung lebih besar dari t-tabel. Jelas bahwa, hipotesa dari penelitian ini dapat diterima. Dengan kata lain, impementasi dari membaca ekstensif dapat meningkatkan penguasaan kosa kata siswa kelas sembilan di SMP Muhammadiyah Luwuk.

Kata Kunci: *Meningkatkan, Kosa Kata, Membaca Ekstensif.*

Introduction

Nowadays, almost all around the world are using English as international language. English is used by many people in global scope to communicate with other people. So, people must understand and know English to communicate each other. In international relationship, English is used as a language with other countries such as diplomatic, international relationship, social, cultural, and also education. In Indonesia, English is taught as one of the school lessons as a foreign language. In mastering the English subject, the learners are required to master language skills: listening, speaking, reading, and writing.

Mastering vocabulary has to be learnt by beginners or in this case, is Junior High School students. It is hoped that they can use language effectively and joined in the global era. Nunan (1991) stated that vocabulary learning is called successful when the students understood and qualify vocabulary which is important for second language use because without a comprehensive vocabulary the learners are not able to use the structures.

However, most of Junior High School students still have problems related to vocabulary mastery. They often found difficulties in understanding the meaning of unknown words from context due to low mastery of vocabulary. Also, students experience difficulties in understanding texts if they are unable to get or guess the meaning of words in the text. Therefore, the teacher needs more attention to students' vocabulary mastery.

Based on the preliminary observations that the researcher did in that school on October 20th, 2019 the researcher found that students at SMP Muhammadiyah Luwuk had difficulties in understanding English texts. The difficulties are caused by several reasons. Students did not willingly read the texts in the assignments because they had no encouragement. They had no attention when the English teacher explained reading text. Second, they experienced impediments in getting the meaning of English words and mostly did not know the vocabulary used in the texts because the students are lazy to memorize new vocabulary. In addition, students are less interested in reading activities because of their low vocabulary mastery. Therefore, to overcome these problems, the researcher would apply one of the ways to achieve vocabulary mastery. It is extensive reading.

Extensive reading is a strategy that fulfills the principle to encourage the independence and freedom of learners in choosing as much reading material as possible, in accordance with their interests and abilities. While according to Day and Bamford (2004), "Extensive reading is an approach of language teaching in which the students read a lot easy of language. They can choose their own reading material for general understanding and enjoyment.

Knowing all what extensive reading can give to the students to improve students' vocabulary mastery, the researcher then thinks that is important to do research entitled "*Improving students' vocabulary mastery by using Extensive reading at SMP Muhammadiyah Luwuk*".

Definition of Vocabulary

Vocabulary has an essential role in English language. It can support the other four language skills. As a language component, vocabulary can also affect the language practice as medium to communicate. Without a proper vocabulary, a person can not communicate his/her idea both in spoken and written forms.

Linse (2005) states that vocabulary is set of words which individual be familiar with. While Hornby (1995) stated that vocabulary is number of word in a certain language. Every human being has sets of word certainly and total of word differently. Beside that, vocabulary mastery is very essential because it is the key to students in learning language. It helped students in learning language. According to Hornby (1995),

"Mastery is a complete knowledge or complete skill."(p. 175). From the previous definitions, this can be said that mastery is the ability to understand the whole knowledge. We can not speak properly and understand writing if we do not have enough vocabulary. It does not matter how succesful the foreign language sound is mastered, without lexicon it is nothing.

Types of Vocabulary

As language leaners, we have to know the vocabulary types. Shepherd (1980) classified vocabulary into two types: a receptive and productive vocabularies. Receptive vocabulary is an inert process because student only admits thought from others. In the application, the receptive vocabulary is called as the fundamental vocabulary. While productive vocabulary is the vocabulary that students have got or learnt through the teaching and learning process.

Vocabulary Mastery

In reading activity, it is essential to have vocabulary mastery. Without enlarging students vocabulary, they can not read successfully. By mastering vocabulary, it makes the students possible to use the language as a medium for communication because they are able to understand the thoughts and attitudes that are deputized by words. Therefore, students who learned a language succesful must enrich his/her mastery of vocabulary. Hornby (1995) defines that mastery as completed knowledge or complete skill mastering vocabulary. It can be said that it is the students needs to understand the language.

The Importance of Vocabulary

The function of language learning is learner's competent using language listening, speaking, reading and writing skills. Tarigan (1986) says that someone's quality of language skills can be viewed from the quality of their vocabulary. If the learners have many vocabularies, the learners use good language. Therefore vocabulary is important aspect that must be learnt by learners in order that the learner can use foreign language by correct form.

Heubener (1965) said that language mastery could be assured in early start. He also mentioned that preadolescents learn a foreign language without self-conciuousness. Therefore, it is important to teach English to to the beginners as early as possible.

Extensive Reading

When it comes to extensive reading, we would be served by many solid definitions of extensive reading from the experts. Day and Bamford (1998) stated that this kind of reading activities is purposely focused on students' reading as much as possible either in classroom or out of classroom. Teachers should provide sort of reading material on different topics are available. Therefore students themselves can select the books according to their level and interest. If the chosen book is suitable to their own level, they would easily comprehend the text. A catchy text written of mostly familiar vocabulary and grammar elements are kinds of definition of extensive reading that fit with this activity.

Extensive reading can add either students' vocabulary mastery or other language skills such as listening, speaking, and writing. For instance, the teachers invite students to read one part of an English text and then listen. While the rest of it is read by teachers. This is for listening improvement. If learners are invited to deliver or present their thoughts after reading, students probably have a chance to exercise their speaking. Other than that, summarizing and note-taking can also be a good technique for their writing activities.

The Principles of Extensive Reading

During the activities of extensive reading, students can probably pick to read entertaining materials and read them inside or outside of the classroom. Day and Bamford (2004) classified extensive reading into ten principles. They are presented as follow:

1. The content of the reading material is light. Students must read text which contains few or even no unfamiliar items of vocabulary and grammar. There should be no more than one or two unfamiliar vocabulary items per page for students at early stage and no more than four or five for intermediate level.
2. Plenty materials on a wide different range of topics must be available. There must be a variant in the library for students to pick what they really want. This contains graded reading for students at different levels.
3. Learners must pick what they like to read. Self-preference puts them in another role such as what happened in a traditional classroom, where the teachers pick the textbook or supplies reading material.
4. Students can read texts as much as possible. One fine benefit of extensive reading comes from the quantity of the reading. A book per week is an good goal. This is a tangible target.
5. Reading activity goes faster. Since it is convenient for learners to comprehend the text, learners are discouraged from using dictionary. Instead, they are encouraged to ignore or understand the meaning of a few unfamiliar words from text.
6. The purpose of this activity is for pleasure, seeking general information and understanding.
7. Personal and silent reading. Learners must read at their own speed. However, most of the reading activity is homework. They have to read out of the classroom, in their spare/own time, whenever and wherever.
8. Reading is the only reward. This activity does not push the students to do comprehension questions. The purposes of reading are only for readers' own experience.
9. Teachers control the students. Before extensive reading is started, they have to be familiarized by the activity, why they are going to do it, what advantages will they get, and how are they going to proceed. Teachers keeps tracking of what and how much students read.
- 10 Teachers become the role models of the readers. Teachers give a model of what is to be read. Teachers should also read well the text during the reading activity and be familiar with all the books that students will reading.

In addition, teachers are able to find suggestions for managing a classroom library by level, keeping track of student reading, and finding ways to introduce books to the students.

Hypothesis

Hypothesis is a tentative answer to the problems. Therefore, the hypothesis of this research is extensive reading can be highly improving students' vocabulary mastery at the ninth grade students of SMP Muhammadiyah Luwuk.

Research Method

To conduct this research, the researcher employed pre-experimental research design with one group pretest and posttest design. Ary et al. (2002), stated that pre-experimental design has no subject random assignment to the groups to take control of extraneous variables. It means, there is only one class or group to be treated.

Population and Sample

This research population is the students of ninth grade students of SMP Muhammadiyah Luwuk. It only consisted twenty-two students. for the sample, researcher applied this technique of sampling because there is only single class of the ninth grade students of SMP Muhammadiyah Luwuk. So that, the researcher picked all the population as the sample.

Variables of the Research

This research has two variables, independent and dependent variables.

Independent variable is extensive reading while dependent variable is students' vocabulary mastery.

Instrument of Data Collection

The instrument is the way which is employed by the researcher to collected data. The researcher used test to look for students' vocabulary mastery improvement.

Experimental Procedures

1. The pre-test was conducted to the class in order to know students' basic vocabulary.
2. The researcher applied extensive reading to the class.
3. Posttest was applied to know the students' vocabulary mastery after the treatment is used in teaching. After that, the score was counted.

Data Analysis Technique

The researcher analyzed data using analysis of statistical. The researcher used it to analyze the test instrument's result. They are the results of pretest and posttest.

To figure out students' vocabulary mastery improvement, the researcher then calculated the personal value using formula by Purwanto (2008)

$$\frac{Np}{SM} = R \times 100$$

Where :

- Np = Students' value
- R = Value obtained
- SM = Maksimun value
- 100= Contant number

After that, the researcher calculated students' mean score using formula proposed by Hatch and Farhady (1982):

$$\bar{X} = \frac{\sum x}{N}$$

Where:

- \bar{X} = Mean value
- $\sum X$ = Value obtainrd
- N = Students' total number

After having the mean value. Researcher calculated the mean deviation using formula proposed by Hatch and Farhady (1982):

$$SD = \sqrt{\frac{\sum D^2 - (n/n)(\sum D)^2}{n-1}}$$

Where:

- SD = Standar deviation
- $\sum D$ = The amount of square deviation
- n = Students' total number

Then, researcher calculated error standart using formula proposed by Hatch and Farhady (1982):

$$SD = \frac{s_D}{\sqrt{n}}$$

Where :

- SD = Error standard
- SD = Standart Deviation
- n = Number of students

Researcher then computed data obtained to know the significant difference using t-counted formula by Hatch and Farhaady (1982):

$$t = \frac{x_1 - x_2}{SD}$$

Where :

t = Counted Value

x1 = The average of pretest

x2 = The average of posttest

SD = Standart of Error

If value of t- counted is greater than t-table, it is clear that there is significant improvement from the pretest value to the posttest value.

Findings and Discussion

Research Findings

All the data are taken from pretest and posttest. Test was delivered to the sample. In the following table, the mean score of pre-test and post-test data from sample is listed with the summary of mean deviation and variance. Here is the interpretation of the table:

Sample	N	Mean Score of Pre-test	Mean Score of Post-test	Mean Deviation	Standar d deviation	df	Sig. Level	T
One group pretest and posttest	22	55.86	83.59	27.72	10.67			
Equal Variance s Assume						21	0.05 (1.721)	12.21

The above table represents the summary of statistic data. The mean score of pre-test from the sample. After the treatment is conducted to the sample, the mean score of the post- test is highly improved. It can be seen in the mean deviation score of the sample. To test the hypothesis and to make sure the significance different from the data obtained, the analysis used was independent sample t-test with degree of freedom 21 or equal to 1.721 in probability 0.05. the result of data computation t-counted is 12.21. it was bigger than t-table (df= 21, 1.721). It is clear that the research hypothesis is received. In other words, the implementation of extensive reading can improve students' vocabulary mastery of the ninth grade students at SMP Muhammadiyah Luwuk.

Discussion

In this study, researcher tried to found out whether the use of extensive reading can improve students' vocabulary mastery at of the ninth grade at SMP Muhammadiyah Luwuk. This study was only conducted in one class. Pretest and posttest were given to students. The posttest was given to find out whether students' vocabulary mastery improves through extensive reading or not. To find out the of Extensive reading in improving students' vocabulary mastery, researcher asked students to read some English text and find out the vocabularies used in the texts include verbs, nouns, and adjectives. The objective of this study is to figure out students' vocabulary mastery improvement after using Extensive reading at SMP Muhammadiyah Luwuk.

The posttest was carried out on September 28, 2020 to examine students' vocabulary mastery improvement after receiving treatment. Post-test results show there is an improvement on students' vocabulary mastery in that class. The average value of class is 83.59 This is indicated by the posttest mean score, but there is a more significant increase in the experimental class the t-table value at the 5% significance level was 1.721, while t-counted value was 12, 215. In conclusion alternative hypothesis (Ha) is received and null hypothesis (Ho) is rejected. There is significant improvement of students vocabulary mastery by using the extensive reading.

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