

The Effect of Extensive Reading towards Students' Vocabulary Mastery at Tenth Grade of MTI Koto Tinggi

Delvia Buana^{1*}, Widya Syafitri²

^{1,2} IAIN Bukittinggi

buanadelvia@gmail.com, wsyafitri68@gmail.com

Received

(17 May 2021)

Published

(11 June 2021)

ABSTRACT

In this study researcher found some problems that faced by students of grade X in MAS TI Koto Tinggi. The problems were: first, Students did not understand the meaning of vocabulary in the reading text. Secondly, Students seemed to have lack of willingness and interest in learning English. Thirdly, Students' ability in English was still average especially in vocabulary and grammar. The study aimed: (1) To find out whether there is a significant effect of using extensive reading towards students' vocabulary mastery, (2) To find out whether there is a significant difference of students who are using extensive reading and students who are not using extensive reading, (3) To know whether students' reading taught by using extensive reading is better than students who are not taught by it. The class research was consisted of two classes and the students are 24 students. the first was experiment class with 12 students and the second was control class with 12 students. The researcher did pre-test in both class, then the researcher gave treatment in experiment class by using extensive reading method then did post-test in both class to know the result. Data that has been collected was processed by using SPSS. 20 . The results showed that most of the average score of pre-test in experiment class 55.67. The average score of post-test in experiment class was 81. That was mean that the class category of student's vocabulary mastery in reading skill after did treatment by using extensive method was increase. The average score of pre -test in control class was 58.67, then the average of post-test in control class was 66.67. it's mean that the class category of student's vocabulary mastery in reading skill after taught by using conventional method was increase in score, but the category was still in fair category.

Keywords: **extensive reading, vocabulary mastery.**

INTRODUCTION

Vocabulary is essential in second or foreign language acquisition because without its appropriate and sufficient knowledge learners cannot understand others or express their own feelings, it has an important rule for English as foreign language students. In increasing students' vocabulary mastery need an approach or strategies, it means as specific action by the students to make learning easier, faster, and more effective. Learning strategies are possible help the learner to study vocabulary.

According to Day and Bamford, extensive reading is an approach in language teaching in which the students read a lot easy of materials in the target language.¹ They can choose their own reading material and read it independently. They read for general understanding and they read for information and for enjoyment. If the material is not interesting or it is too difficult, they should stop their reading. Their reading should be at comfort zone-range, the material that they choose should be read easily and with confidence.

¹Richard, R.& Bamford, J. *Extensive reading activities for teaching Language*. (United Kingdom: CambrigeUniversity Press 2004) p. 1.

Extensive reading is not a new approach in English Language Teaching, it was first introduced by the British Council Language Center in Sanna, Yaman, followed by government employees between the ages of 17 and 47. In Indonesia, extensive reading has been implemented in English Literature and it is greatly beneficial for first-year and sophomore students to study English as a foreign language, because like Beatrice said that the more you read, the better you read. You will have an opportunity to develop the habit of reading extensively that is, reading many books that you choose for yourself. This will help your reading fluency, increase your comprehension and expand your vocabulary.² However, for a while, extensive reading is not taught at senior high schools in optimum because it is integrated into the curriculum. This make the researcher wanted to conduct a research in a senior high school. However, most of the first grades of senior high school students still have problems related to vocabulary mastery. Moreover they also have a lack of interest in the terms of reading. They often find difficulties in understanding meaning of unknown words from the context because of they are still low in vocabulary mastery. In addition, the students will get difficulties in comprehending a text if they do not know the meaning of the words in the text. Therefore, the teachers need to pay more attention to their students' vocabulary mastery.

From the preliminary research by interview with English Teacher, the researcher found that the students at grade X of MTI Koto Tinggi have some difficulties in comprehending English text. The difficulties were caused by several reasons. The problems were some students had difficulties in understanding meanings of unfamiliar words and mostly did not know the vocabulary in the text. First, Therefore, they are always confused what to do when they are faced with the long text. They tend not to pay attention when the teacher explained the materials. The students became lazy to memorize and learn new vocabularies. Second, the students did not have willingness to read the text or even to do the task. Students were less interested in learning English when they were faced with a lengthy text. They also often forget to bring a dictionary when studying English. There were even some students who asked the teacher the meaning of the same word several times because they do not understand the meaning of the word. It is caused by a lack of willingness to learn English. Third, when the researcher interviewed the teacher, the teacher admitted that students' skill in English are still average. It means that not all students could comprehend the material. Only few students did well in learning English.

Based on the problems above, the researcher believes that something have to be done related to the difficulties faced by the students. Therefore, the researcher used certain technique

²Beatrice ,S. M & Linda, J, *Advanced Reading Power; Extensive Reading, Vocabulary Building, Comprehension Skill, Reading Faster*. (New York: Pearson Education, 2007), p. vi.

which is Extensive Reading to find out its effect towards students' vocabulary mastery. So, the researcher wants to conduct a research which was entitled "The Effect of Extensive Reading towards Students' Vocabulary Mastery on Tenth Grade of MTI Koto Tinggi". The researcher identifies that there are several problems found by the researcher. The problems are as follow: Students did not understand the meaning of vocabulary in the text? Students seemed to have lack of willingness and interest in learn English? Students' ability in English was still average especially in vocabulary and grammar?

METHOD

In conducting the research, the researcher will use the quantitative research. The quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical. According to Margono, the quantitative research is a process to find knowledge which uses the numeral data; in other words, the data is used as a tool to find information that will be found by the researcher.³ The design of this research is experimental research because experimental research is accurately used to test the cause-effect relationship by using hypothesis test. Gay states that experimental research is the method of research that can truly test hypothesis concerning cause and effect relationships.⁴ Dealing with this purpose, the experimental research is conducted to compare two groups by giving a test to check whether there is a significant difference between the group that gets a special treatment and the other group that does not. The population of the research is all of the first grade students (X classes) at MTI Koto Tinggi in academic year 2019/2020. In this research, the researcher chose both of the X.1 and X.2 classes as the sample because of some considerations. First, these classes had the same ability in English subject. It is proved by the English teacher who taught in these classes. Second, after analyzing the normality of the data in these two classes by using Liliefors test and F test, the researcher will find that these two classes are normal and homogeny. This test will be conducted in order to identify the effect of extensive reading towards students' vocabulary mastery. There are two kinds of the test will be used in this research, they are pre-test and post-test. The form of test is written test in the type of multiple choice test that consist of 30 items in order to find out the students' vocabulary mastery. The test will be created by considering the validity and reliability test. This research will use the pre-test to determine a student's baseline knowledge or preparedness for an educational experience or course of study. After that, the researcher will collect the data based on the score of students' vocabulary test. The data will be collected after the post test of

³Margono, *Methodologi Penelitian Pendidikan*. (Jakarta: PT. Rineka Cipta, 2003)

⁴L.R. Gay, *Educational Research: Competencies for Analysis and Application*, (New York: Pearson Education, 1990), p.250

students. The researcher will give post-test to both experimental and control groups. This research will be done by using the t-test in analyzing the data. There are four formulas that will be used to analyze the data in this research. The first is used to find the average score of each group. The second is sum of square or variance. The third calculate standard deviation. The last calculate t-test formulate.

FINDINGS AND DISCUSSION

The findings focused on the data of the effect of extensive reading against their vocabulary mastery. This research analyzed the data by using descriptive research. The finding revealed that: (a). Is there a significant effect of using extensive reading towards students' vocabulary Mastery? (b) Is there a significant difference of students who are using extensive reading and students who are not using extensive reading? (c). Is students' reading taught by using extensive reading better than students who are not taught by it? In this findings, the data would be discussed in two points, First is data description, second is data analysis.

After conducting the research, the writer got the data from the students' scores in pre-test and post-test from experimental class. The pre-test and post-test that the writer gave were about reading text by using extensive reading method. The class was given a pre-test and a post-test. The students at experimental class were taught by using extensive reading method. Based on the research, it shown that there were 12 students in class experiment that done pre- test and post-test, in pre-test the lowest score was 44 and the highest score was 64 while in post-test the lowest score was 72 and the highest score was 92. The Pre-Test and Post-Test of experiment class had difference. It was there were increase the score that achieved by students, in pre-test the lowest score from 44 increase into 72, the highest score from 64 into 92. The Pre-Test and Post-Test of Control class had difference. It was there were increase the score that achieved by students, the lowest score from pre-test increase from 44 into 60, the highest score from 68 into 72. It means that there were increased the data from pre-test against the post-test of Control class. Means Score in the pre-test from 58.67 in Fair Category creased into 66.67. That was means that the class category of student's vocabulary mastery in reading skill after taught by using conventional method was increase in score, but the category was still in fair category, it was not creased the category. It can say that H_a : there is a significant difference of students who are using extensive reading and students who are not using extensive reading H_0 : There is no a significant difference of students who are using extensive reading and students who are not using extensive reading. To measure the hypothesis, the researcher analyzed the T Independent test by using SPSS. The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_0 is accepted is Sig. (P value) $> \alpha = 0.05$

H_a is accepted is Sig. (P value) $< \alpha = 0.05$

Based on the output homogeneity data before, known that the data was homogeneity. If the data was homogeneity, the T table that use to measure the hypothesis is equal variances assumed. In table T test output above, it known that the significant (2 Tailed) of equal variances assumed was 0.000. It means that P value $< \alpha = 0.05$, so it can be said that H_a was accepted and H_0 was rejected. So it can be concluded that there is a significant difference of students who are using extensive reading against students who are not using extensive reading.

Table 4.11 Group statistics

Group Statistics					
	learning method	N	Mean	Std. Deviation	Std. Error Mean
Students' result Post-test	Experiment	12	81.00	5.689	1.642
	Control	12	66.67	3.551	1.025

Based on table above, it known that means of experiment class was 81, it's bigger than control class with means value was 66.67. So it can be concluded that experiment class that teaching by extensive reading more effective to improve students' vocabulary mastery than control class that was taught by conventional reading.

CONCLUSION

Based on research conducted at MTI Koto Tinggi at August until October 2020 at class X, it can be known the several findings they were: The first was there is a significant effect of using extensive reading towards students' vocabulary Mastery. The data was Means Score in the pre-test from 55.67 in Fair Category creased into 81. It can be concluded that the class category of student's vocabulary mastery in reading skill after did treatment by using extensive method was increase from fair category into Very good category. Second, there is a significant difference of students who are using extensive reading and students who are not using extensive reading. From the data that got by using SPSS in T test, it known that the significant (2 Tailed) of equal variances assumed was 0.000. It means that P value $< \alpha = 0.05$. So it can be concluded that there is a significant difference of students who are using extensive reading against the students who are not using extensive reading. The third found that the students' vocabulary mastery taught by extensive reading was better than students who were taught by conventional reading. It known that means' post-test of experiment class was 81, it's bigger than means' post-test of control class with means value was 66.67.

REFERENCES

- Beatrice, S. M & Linda, J. 2007. *Advanced Reading Power; Extensive Reading, Vocabulary Building, Comprehension Skill, Reading Faster*. New York: Pearson Education.
- Day, RR & Bamford. J.2004.*Extensive reading activities for teaching Language*. United Kingdom: Cambrige University Press.
- L.R. Gay. 1990. *Educational Research: Competencies for Analysis and Application*. New York: Merrill Publishing
- Margono. 2003.*Methodologi Penelitian Pendidikan*. Jakarta:PT. RinekaCipta.