

The Effectiveness of Improving Vocabulary Mastery in Reading by Using Extensive Reading for Junior High School Number 6 Jambi

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ABSTRACT

The researcher was interested in conducting the research entitled "Improving Students Vocabulary Mastery in Reading by Using Extensive Reading for Junior High School Number 6 Jambi City. Based on the identification of the problem above, the researcher wants to figure out the effect of extensive reading on students' vocabulary mastery. Then the researcher used quantitative research (Experimental). This study was only conducted in one class. Pretests and post-tests were given to students. The results showed that the students' vocabulary improved significantly after the treatment using an extensive reading approach. It was revealed by the post-test mean score of 82.89, which was higher than the pre-test score of 66.71. Based on the results of the data above using IBM SPSS Statistics 25, the two-tailed significant or sig. (2-tailed) was 0.00 at the level of Sig α 0.05. Based on these results H_a (alternative hypothesis) is accepted and H_0 (Null hypothesis) is rejected. Therefore, it can be concluded that there is a significant difference between the scores obtained by the students in the pre-test and post-test. The researcher concluded that the use of the Extensive Reading approach was effective in increasing the students' vocabularies.

Keywords: *Vocabulary mastery, extensive reading*

INTRODUCTION

The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will help students master English and its four major skills which cover listening, speaking, reading, and writing. According to Hornby (1995) defined vocabulary in three senses that cover a) the total number of the words which make up a language; b) all the words known to a person or used in a particular book, subject, etc.; and c) a list of words with their meaning.

Vocabulary is the English learning which is Important for English class. Four skills in English connected with vocabulary are, reading, listening, speaking and writing. However, the lack of students' vocabularies can make it difficult to apply each skill.

Extensive Reading is one strategy for achieving vocabulary mastery. Students can improve their reading ability and overall language proficiency by engaging in Extensive Reading. According to Day (2004), Extensive reading is a type of reading instruction that provides many reading materials to learners independently. Students must read extensively for general meaning, information, and pleasure. By Extensive Reading, students are able to increase the number of encounters with words and to learn how words are used. Students receive a regular inflow of unfamiliar words and see these words repeated by Extensive

Reading. In reading, there is a style of reading that could help students to enjoy reading. Extensive reading is a reading with pleasure and enjoyment. The reader needs to choose a reading material that fits his vocabulary and interests.

Extensive Reading is a way of advancing learners' vocabulary competence as well as their general proficiency. Learners can improve their reading habits, expand their vocabulary knowledge, and foster positive reading attitudes by engaging in extensive reading.

REVIEW OF RELATED LITERATURE

Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According Hornby (2006) Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According to Richards (2002), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Nunan (1991) stated that vocabulary is important It is critical to be able to communicate in a second language. Without a vocabulary, we cannot, in general, use the

structure and function of language in comprehensive communication. According to Nation (2001), vocabulary knowledge involves understanding a word in its spoken form, and that the spoken form can be recognized and understood in and out of context rather than guessed at.

Vocabulary is important because it is related to English skills such as listening, writing, reading, and speaking. There are many uses for vocabulary, including communicating and understanding what others say, expressing ideas, comprehending reading materials, and, most importantly, assisting students in learning English. According to Green in Pundi (2011), vocabulary is extremely important because it has become a powerful tool for improving achievement. If students improve their vocabulary mastery, their academic performance will improve as well.

According to Harmer (2007), there are two types of vocabulary:

1. Active Vocabulary (Productive Vocabulary) Productive vocabulary is the vocabulary that a person uses all the time to write or speak.
2. Passive Vocabulary (Receptive Vocabulary) Receptive vocabulary is a collection of vocabulary that students do not have, but its meaning can be understood when they listen or read. These words are often unfamiliar to students and rarely used.

Vocabulary Mastery

Vocabulary mastery is critical for students in the process of learning English in Junior High school. This is because vocabulary-related experiences that students have in their early years play an important role in the development of their language. One of the factors in mastering English as a foreign language is vocabulary mastery. It denotes that the students are capable of comprehending and applying the word and its meaning. The greater the students' vocabulary, the better they perform in their language. Students will struggle to master English skills if they have a limited vocabulary. By mastering vocabulary, they can shape their English and consider English to be one of their school subjects.

Definition of Extensive Reading

According to Day and Bamford (2004), Extensive reading is a reading teaching technique that defines a situation in which students read a lot of materials at their level in a new language; they read for general, overall meaning, and information while also having fun.

According to Carrell and Carson (1997), 'extensive reading generally involves the rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language'. According to Day and Bamford (1998) propose that one of the purposes of extensive reading is to increase students' enjoyment of reading; thus, they recognized the importance of affect in reading development. Learners can improve their reading habits, expand their vocabulary knowledge, and develop positive reading attitudes by engaging in extensive reading.

Benefits of Extensive Reading

According to Day and Bamford (2004), There are several benefits to reading extensively. The first is the selection of reading material. One of the reasons students enjoy an extensive reading program is the ability to choose what they want to read. Students can select reading material to read on their own during extensive reading. They can provide their reading materials, or the teacher can provide them.

The second benefit is developing students' vocabulary. In relation to this, Nuttall (1982, in Meng, 2009) states that "an extensive reading program is the single most effective way of improving both vocabulary and reading skill in general".

Another benefit is that students are more ready to participate in classroom activities because they have previously read the material and can follow the classroom activities related to extensive reading well.

Activities in Extensive Reading

Extensive reading activities help to motivate students and make reading a resource for language practice and use in reading, vocabulary learning, listening, speaking, and writing. That is, in addition to reading, you can

use Extensive Reading activities to help your students improve their oral fluency, writing, and vocabulary. Extensive Reading activities, on the other hand, can help you monitor and evaluate the reading your students do.

Extensive reading can be an important factor in learning another language. The relationship between extensive reading and language proficiency is most likely changing and complex. (Day and Bamford), compiled activities from many classroom practitioners and organized them into five sections: Organizing Extensive Reading, Oral Fluency, Writing, Reading, and Vocabulary. Subsections within each section address more specific issues teachers face when implementing extensive reading in their classrooms.

METHODOLOGY

The researcher used quantitative research (Experimental) by using one- group pretest-posttest. According to Creswell (2018) Quantitative research is a means for testing objective theories by examining the relationship among variables. quantitative research is an interrelated set of constructs (or variables) formed into propositions, or hypotheses, that specify the relationship among variables (typically in terms of magnitude or direction). The researcher used Experimental design because the researcher wanted to measure the effect of using extensive reading to improve students' vocabulary mastery at Junior High School Number 6 Jambi.

Thus, this research used random sampling techniques to determine the subject. According to Kerlinger (2006), simple random sampling is a method of drawing from a population or universe in a certain way so that every member of the population or universe has an equal chance of being selected or taken. The subject of this research was Students at Junior High School Number 6 Jambi.

The population in this research was the ninth grade. The population of the research was grade IX students of SMP Negeri 6 Jambi City in the 2020/2021 academic year. Where the total number of students is 393. The total number of the sample was 38 students.

In this research, the researcher used tests to collect the data, they were pre-test and post-test. The test was given to compare the scores between the experimental class and

the control class. The test also was given before and after the treatment. The test in this research was multiple-choice tests that consisted of 20 items of multiple-choice questions.

a. Pre-test

Pre-test was used before the treatment to measure how far students could comprehend the text they read and to gain the score as well.

b. Treatment

The treatment in this research used an extensive reading approach. The treatment was given after the pre-test.

c. Post-test

The researcher distributes the different tests to check the result of the student's vocabulary after the treatment.

FINDINGS AND DISCUSSION

Based on the findings it is shown for pre-test results, there were no students in the very good category, 26 students (68%) got scores in the good category, 10 students (26%) got scores in the fair category, 2 students (5%) in the weak category, here were no students in the poor category.

According to the results of the descriptive statistical tests conducted on the variables in the pretest table above, it has a median value of 70.00, a minimum value of 40, and a maximum value of 80, with a mean value of 66.71 and a standard deviation of 9.814. The results showed that the standard deviation was less than the mean, indicating that the data was evenly distributed. For the Post-test result, it could be choice objective tests. This study was only conducted in one class. Pretest and posttest were given to students. The researcher conducted an experimental research with a Pre-test Post-test design to achieve the research objectives.

Based on the results of the data above using IBM SPSS, the two-tailed significant or sig. (2-tailed) was 0.00 at the level of Sig < α = 0.05. Based on these results H_a (alternative hypothesis) is accepted and H_0 (Null hypothesis) is rejected. Therefore, it can be concluded that there is a significant difference between the scores obtained by the students in the pretest and post-test. This also showed that the use of an Extensive Reading approach is effective in improving students' vocabulary. It can be seen from the result, that there were 20 students (52.63%) in the very good category, 16

students (42.11%) in the good category, 2 students (5%) in the fair category, and there were no students in the weak and poor category.

Meanwhile, the post-test table has a median of 85.00, a minimum of 50 and a maximum of 100, with a mean value of 82.89 and a standard deviation of 9.560. The standard deviation was less than the mean value, indicating that the data was evenly distributed

Further, the discussions in this study are based on the research question, which was to determine the effect of using Extensive Reading to improve vocabulary mastery at Junior High School No. 6 in Jambi City.

CONCLUSIONS

According to the statistic calculation that was analyzed in the research findings; the researcher concluded that improving vocabulary mastery by using Extensive reading has a more significant effect on students' scores than the students' scores in the class taught by the other material.

The use of the Extensive Reading approach was effective in increasing the students' vocabularies. Students frequently struggle to understand the meaning of the text. Students easily abandon reading due to the text's abundance of unfamiliar words. Extensive reading is one of the most effective ways to increase the number of encounters with words and how they are used.

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