

The Effects Of Extensive Reading Activites On Students Vocabulary Mastery At SMA Islam Raudatul Ulum Batu Jangkih In The Academic Year 2024/2025

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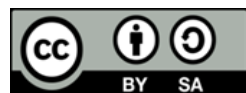
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ABSTRACT

This study aims to identify the impact of extensive reading activities on students' vocabulary mastery at SMA Islam Raudatul Ulum Batu Jangkih during the 2024/2025 academic year. The research employs a quantitative approach with a pre-experimental design. The sample consists of 33 eleventh-grade students, including 18 females and 15 males. The instruments used for data collection were pre-tests and post-tests, designed to assess students' vocabulary skills before and after the intervention through extensive reading activities tailored to their proficiency level. The students participated in extensive reading sessions over four

meetings, with reading materials chosen according to their interests and abilities. After the intervention, the data were analyzed using a paired sample t-test with the assistance of SPSS version 20 to determine the effectiveness of the method. The results showed a significant improvement in students' vocabulary mastery after engaging in extensive reading activities. The average pre-test score was 56.81, while the post-test average increased to 78.33. The t-test results indicated a significant value (p-value) of 0.001, demonstrating a significant difference between pre-test and post-test scores, indicating that the extensive reading method had a positive impact. These findings suggest that the extensive reading model is not only effective in improving students' vocabulary mastery but also in increasing their motivation to read independently. Therefore, English teachers are encouraged to integrate extensive reading into their teaching methods to enhance vocabulary acquisition and other language skills such as comprehension and speaking.

1. INTRODUCTION

Vocabulary plays an important role in language, especially in teaching and learning English. This is an important skill for learning to reading, speaking, writing, and listening, without having sufficient vocabulary, effectively. In addition, this is an important role in the development of language skills because for most students, the ultimate goal of learning is to be able to communicate. From my observations, most students have difficulty mastering vocabulary. Limited vocabulary makes it difficult for students to understand the meaning of sentences or texts. On the other hand, students are not interested and are usually bored in learning vocabulary by just memorizing vocabulary because the techniques used by teachers in

presenting vocabulary are not interesting to them. Therefore vocabulary must be taught to students to make them master as much vocabulary as possible. Vocabulary must be known, understood, mastered, memorized and applied in the appropriate context. To improve students' vocabulary mastery, teachers need to use various appropriate strategies to teach them. Teacher should strive to build students' vocabulary to give them the opportunity to improve and learn new vocabulary.

Extensive reading builds vocabulary. When students read a lot, they encounter thousands of words and lexical patterns (words) that are not taught in textbooks. The researcher then thought that it was important to conduct research entitled ***"The Effects Vocabulary Mastery through Extensive Reading Activates at SMA Islam Rudatul Ulum Batu Jangkih in the Academic Year 2024/2025."*** Based on the problem of the research, purposes of the research are formulated as follows: to determine the effects of extensive reading activities on students' vocabulary mastery at SMA Islam Raudatul Ulum Batu Jangkih.

2. METODE

The type of this research is experimental research which uses experimental design with quantitative approach. According to Craswell (2008: 6), quantitative research is a type of educational research in which the researcher determines what to study, asks specific narrow question, collects quantifiable data from participants, analyze these number using statistics, and conducts the inquiry in an unbiased, objective manner. According to Gay and Airrasian (2000), experimental research is a type of research that can test hypothesis to establish cause-effect relationship. The pre-experimental design has one group pre-test and post-test. Here there are two kinds of test: a pre-test and a post-test. A pre-test provides a measure of characteristics in an experiment before the group receives a treatment, while a post-test measured on the characteristic that is assessed for participants in an experimental after a treatment (Creswell, 2014)

a. Technique of Collecting Data

In collection data, beseecher used oral presentation test data and gave in individually to students when they participated in class. Researcher applied extensive reading to determine the effectiveness of extensive reading in developing vocabulary in the second grades at SMA Islam Raudatul Ulum Batu Jangkih in academic year 2024/2025.

b. Pre-test

Pre-test used to collect the data about students "vocabulary development. Ladico et al (2006: 178) states that a pre-test is a test given the experimental treatment. The pre-test is carried out before the treatment process to determine student's development before implementing extensive reading.

c. Post-test

Post-test is used to collect data about students' vocabulary. The post-test was held after all treatments were completed. Post-test is a measure some attribute of characteristic of the assesse or participant in an experiment after a treatment (Creswell, 2008:297). Test question in the post-test, post-test has been completed to see the final grades and find out the difference in previous student grades get treatment and after they get treatment. The purposes of this test are to measuring students' vocabulary after being taught using extensive reading.

3. RESULT AND DISCUSSION

A. FINDINGS

the researcher tried to find the effectiveness of using extensive reading model in teaching vocabulary skill at second grade of SMA Islam Raudatu Ulum Batu Jangkih. Vocabulary is one of crucial skill that should be learned in order to acquire English language. One way to teach vocabulary in fun way is by using extensive reading. The students lacked interest in improving their vocabulary skill because they have not found an interesting way to use in improving their vocabulary. Finally this research explored to find whether extensive reading is effective in teaching vocabulary skill and to find whether this model help the students to get higher score if they are taught by using this model or not. In this part shows the description of students' score of pre-test and post test. From the students' score of pre-test and post-test the researcher analyzes the effectiveness of using extensive reading in teaching vocabulary skill at SMA Islam Raudatul Ulum Batu Jangkih in the academic year 2024/2025.

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Technique of Analysis

Normality test used to determine the data distribution on particular data variable is normal. This test purpose to examine whether or not the collected the data normally distributed. The researcher used SPSS version to calculate the data.

Table 4.5 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.168	33	.018	.939	33	.062
posttest	.164	33	.024	.942	33	.076

a. Lilliefors Significance Correction

Based on the table above shows that the significance value of vocabulary achievement of pre-test and post-test. The point of the column in Shapiro-wilk in pre-test was 0,062 ($p > 0.05$) it means that the result of the pre-test is distributed normal data. The post-test result based on Shapiro-wilk was 0.076 ($p > 0.05$) it means too that the post-test data is distributed normal. It means that both data are distributed normal.

B. DISCUSSION

To make the discussion clear, the research results must be able to answer the problem, which has been stated in the formulation of the research problem. The problem is "how does the Extensive Reading Activity affect students' vocabulary mastery at SMA Islam Raudatul Ulum Batu Jangkih?"

To answer the problem, the researcher has conducted treatment for about six meetings with two meetings with pre-test and post-test and four meetings with treatment. The researcher gave a pre-test by giving 20 questions to students as an instrument of this research to determine the students' vocabulary skills before giving treatment, and gave a post-test by giving the same questions as the pre-test which amounted to 20 questions to students after the researcher gave treatment. In addition, to analyze the data the researcher used the normality test and the paired sample t-test.

This study is related to previous findings, Waring (1997). Conducting the results of this study aims to investigate how students' vocabulary mastery is taught using extensive reading strategies in improving students' vocabulary at SMA Islam Raudatul Ulum Batu Jangkih. There are 33 students as samples from 91 populations. In collecting data, he used tests namely pre-test and post-test. He found that teaching students' vocabulary skills using extensive reading strategies effectively improves students' vocabulary skills. In this research, students' vocabulary as the first assessment, to analyze data using assessment; Assessment is the process of making students "Achievement. This is measured by tests, the assessor scores students' vocabulary using assessment criteria. Criteria are statements that describe the level of achievement and real evidence of students "achievement in the desired standard quality. Assessment consists of 1,2,3,4 and 5 points which criteria at each point. The points covered from pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the findings above, the researcher found out that the use of extensive reading contributed to students' vocabulary. There was a significant different score between the pre-test and post-test. The researcher found that the students' mean score of the post-test was higher than the students' mean score in the pre-test. The mean score of the pre-test was 56.81, with the minimum score being 40, and the maximum score being 70. Meanwhile, the mean score of the post-test was 78.33 with the minimum score being 60 and the maximum score being 90. It can be concluded that the students' vocabulary ability was improved very well after being taught by using extensive reading. To determine whether extensive reading could improve students' vocabulary or not, the researcher decided to use a paired sample t-test. The results of the paired sample t-test can be seen in Table 4.9. It can be seen in the Sig. 2 Tail that the score is <0.001 which means it is lower than the significant value of 0.05. So, it can be concluded that H_0 is rejected and H_A is accepted indicating that the students' scores on the vocabulary ability test are higher after being taught using the extensive reading model. The mean scores of the pre-test and post-test are significantly different, the post-test is improved very well after being taught using the extensive reading model.

The students made significant progress in improving students' vocabulary. They know the meaning of the words, they know how to make good sentences, synonyms and antonyms of the verbs that have been taught. This is evident by the students' "Pre-test and post-test achievements are different. Based on the criteria, the pre-test score is qualified as "fail". On the other hand, after giving treatment, the students' scores increased. It is qualified as "average to good". This shows that there is significant effectiveness of using extensive reading as a new method in an effort to improve students' vocabulary.

From the results above, it shows that the alternative (h_a) is accepted and the null hypothesis (H_0) is rejected. This means that extensive reading affects students "in improving students' vocabulary. The findings of this study indicate that there is an increase in students' vocabulary taught by implementing the extensive reading model at SMA Islam Raudatul Ulum Batu Jangkih and it is significantly effective to use the extensive reading model in teaching vocabulary in the second grade of SMA Islam Raudatul Ulum Batu Jangkih in the academic year 2024/2025.

4. CONCLUSION

A. CONCLUSION

Conclusion this study aims to determine the effectiveness of using extensive reading in teaching students' vocabulary skills and the formulation of the research problem is how does extensive reading activities affect student' vocabulary mastery at SMA Islam Raudatul Ulum Batu Jangkih. The researcher used an experimental design using a pre-test and post-test in one group. The population of this study were all students of SMA Islam Raudatul Ulum Batu Jangkih. In addition, the sample of the study was the second grade of SMA Islam Raudatul Ulum Batu Jangkih which was taught using the extensive reading model. Based on the research findings, the researcher concluded that the extensive reading model has a positive effect on students' vocabulary mastery. It significantly increases the vocabulary mastery of second grade students at SMA Islam Raudatul Ulum Batu Jangkih in the academic year 2024/2025, as evidenced by the increase in student score.

The post-test average scores were 78.33, while the pre-test average score was 56.81. The individual post-test scores were as follows: one student scored 60, two students scored 65, three students' scores 70, eight students' scored 75, ten students' score 80, five students' scored 85, and four students' scored 90. In contrast, during the pre-test, one student scored 40, six students scored 45, four students scored 50, four students scored 55, four students scored 60, eight students scored 65, seven students scored 70, and one student scored 75. This indicates that students' vocabulary skills are improving.

The main reason for the improvement is the students' previous vocabulary limitations, as indicated by the pre-test average score 56.81. The difference in scores between the pre-test and post-test is significant. This is supported by the results of the paired sample t-test, where the significance value (2-tailed) is 0.001, which is lower than the significance level of 0.05. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In conclusion, the researcher found that the extensive reading model is effective in improving vocabulary mastery among second-grade students at SMA Islam Raudatul Ulum Batu Jangkih in the 2024/2025 academic year.

B. SUGGESTIONS

In this part, the researcher presents some suggestions of the research for the teacher, the students and other researcher as follows:

- i. For the teacher, the researcher would like to give advice to English teachers that this method is very useful for teaching students vocabulary in the classroom but there are many methods to use in the teaching and learning process, but using the extensive reading model to teach you can solve your problems when teaching English especially for teaching students vocabulary mastery such as; students often face difficulties in mastering vocabulary due to lack of exposure, ineffective learning methods, or lack of use of new vocabulary in everyday contexts. To overcome this problem, it is important to apply strategies such as context-based learning, and they are less motivated.
- ii. For the students, it is recommended that students continue to use the extensive reading model as a method outside of class.

- iii. For the next researchers, it is suggested to conduct further researcher related to the topic of extensive reading model to teach students vocabulary mastery and be more creative in helping students in improving their vocabulary.

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