

## **Applying Extensive Reading Strategy in Teaching Vocabulary at MA PP Nurul Azhar Talawe Sidrap**

**Rosmawati, Patahuiddin, Nasrullah A**

Universitas Muhammadiyah Parepare

[rosmawatirusdi46@gmail.com](mailto:rosmawatirusdi46@gmail.com)

### **ABSTRACT**

The students' vocabulary at MA PP Nurul Azhar Talawe Sidrap is still lacking and need to improve. Based on observation, the researcher found several problems in students' vocabulary. First, students are less interested in learning English and students' awareness to memorize vocabulary is still lacking because students think there are many words that are difficult to understand. Second, students' perception about learning English is difficult because there are many words they have to memorize. Therefore, the researcher proposed a solution to overcome this problem by implementing a different learning strategy, namely the extensive reading strategy. The purpose of this research is to find out whether the applying extensive reading strategy can increase students' vocabulary.

The researcher used a pre-experimental design with one group pre-test and post-test. The population of this research was the students of class XI MA PP Azhar Talawe Sidrap. The sample used purposive sampling. The sample of this research was class XI.A consists of 20 students. In collecting data, the researcher used vocabulary test which was divided into pre-test and post-test. The technique of analysis data used mean score and t-test formula for an independent sample. The result showed that the mean score of students in post-test (82) was higher than the mean score in pre-test (56,5). The standard deviation of the posttest was (7,6). At a significance level of 0,05 and degree of freedom (df) 19, the value of t-test (17,70) was higher than the t-table (1,729). As a result, the hypothesis  $H_0$  was rejected and  $H_1$  was accepted. The researcher concluded that the applying extensive reading strategy had improved the students' vocabulary at MA PP Nurul Azhar Talawe Sidrap.

**Keywords: Vocabulary, Extensive Reading, Narrative Teks**

## ABSTRAK

Kosakata siswa di MA PP Nurul Azhar Talawe Sidrap masih kurang dan perlu ditingkatkan. Berdasarkan observasi, peneliti menemukan beberapa masalah dalam penguasaan kosa kata siswa. Pertama siswa kurang tertarik dalam belajar bahasa Inggris dan kesadaran siswa untuk menghafal kosakata masih kurang karena siswa berpikir masih banyak kata yang sulit untuk dipahami. Kedua, pendapat siswa tentang pembelajaran bahasa Inggris itu sulit karena banyak kata yang harus mereka hafal. Oleh karena itu, peneliti mengusulkan solusi untuk mengatasi permasalahan tersebut dengan menerapkan strategi pembelajaran yang berbeda, yaitu strategi extensive reading. Adapun tujuan penelitian ini untuk mengetahui apakah penerapan strategi extensive reading mampu meningkatkan kosakata siswa.

Peneliti menggunakan desain pra-eksperimen dengan one group pre-test dan post-test. Populasi dalam penelitian ini adalah siswa kelas XI MA PP Nurul Azhar Talawe Sidrap. Pengambilan sampel menggunakan purposive sampling. Sampel penelitian ini adalah kelas XI.A yang terdiri dari 20 siswa. Dalam pengumpulan data, peneliti menggunakan tes kosakata yang dibagi menjadi pretest dan post-test. Teknik analisis data menggunakan nilai rata-rata dan rumus uji-t untuk sampel independen.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada post-test (82) lebih tinggi daripada nilai rata-rata pada pre-test (56,5). Standar deviasi posttest adalah (7,6). Pada taraf signifikansi 0,05 dan derajat kebebasan (df) 19, nilai ttest (17,70) lebih tinggi dari t-tabel (1,729). Hasilnya, hipotesis  $H_0$  ditolak dan  $H_1$  diterima. Peneliti menyimpulkan bahwa penerapan strategi extensive reading telah meningkatkan kosakata siswa di MA PP Nurul Azhar Talawe Sidrap.

**Kata Kunci:** *Kosakata, Extensive Reading, Teks Naratif*

## Introduction

Language is the most important aspect of human interaction. Language is communicated, without language humans cannot communicate with other people. In the global era, English plays an essential role as a communication language used in various sectors of life, such as trade, bilateral relations, politics, knowledge, technology, and others. English as an international language has an essential role for people worldwide. From here, English has become a subject taught to Indonesian students as a foreign language in schools up to the university level. In learning English, students are expected

to be able to master English skills; listening, speaking, reading, and writing if it is based on the purpose of teaching English. In making good use of English, vocabulary is one of the most serious skills.

Vocabulary is the basic ingredient in achieving the four basic language skills. In using the language, learners who are rich in vocabulary will be successful in expressing their ideas in speaking, writing, reading and listening. (Arndt & Woore, 2018) advised that vocabulary knowledge is an essential requirement in comprehending and producing a foreign language.

Based on pre-observation at MA PP Nurul Azhar Talawe the researcher conducted there some problems at learning English, especially the students' in vocabulary still low. First, students' are still less interested in learning English and students' awareness to memorize vocabulary is still lacking because students' think there are many words that are difficult for them to understand. Second, perception students English is difficult. Students' always think English is difficult because there are many words they have to memorize. Therefore, the researcher tries to provide interesting learning strategies so that students' are motivated to learn vocabulary. One of the strategies that will be used is extensive reading strategy.

(Bui & John Macalister, 2021) explain in detail how extensive reading in EFL classrooms can foster reading, improve vocabulary, improve in general

English language knowledge, and students' motivation to learn autonomously. According to Lai (2007) "Extensive Reading is one of the strategies that can used to teach vocabulary and extensive reading can enhance student vocabulary, in this process of extensive reading students can read more and more, they will become increasingly familiar with the words to which they are frequency exposed, students" vocabulary recognition will be developed in such as process, they can acquire these words and memorize them more easily.

In line with the background, the objective of the research was to find out whether the applying extensive reading strategy able to improve students' vocabulary at MA PP Nurul Azhar Talawe Sidrap.

## Method

in this research design, the researcher applied pre-experimental design with one group pre-test and post-test design.



Figure 3.1: Research Design

The population of this research is all Students in class XI of MA PP Nurul Azhar Talawe Sidrap academic year 2022/2023.

This research used cluster random sampling to select one class as the sample of this research where the class consists of 20 students.

The instrument in this research consists of vocabulary test. There are two procedure of collecting data. It is called pre-test and post-test. The technique of analyzing data used mean score and t-test formula for an independent sample.

## Findings

The findings were obtained through the vocabulary test at the eleventh grade students of MA PP Nurul Azhar Talawe Sidrap in academic year 2022/2023. The researcher applied all procedures that had been displayed in the previous chapter. Moreover, the researcher gave the students two terms of test, they were pre-test and post-test. The researcher collected the data from the test that have given to the students and after that the researcher analyzed the data and the researcher found the students' score and it was arranged in the table.

The result of students' vocabulary

**Table 4.1 the frequency and rate percentage score of Pre-test No**

Classification	Score	Percentage
F	%	
<hr/>		
<hr/>		
1.	Very Good	86-100
Good	71-85	2
		10%
3.	Fair	56-70
		7
		35%

4.	Poor	<55	11	55%
<b>Total</b>			<b>20</b>	<b>100</b>

Table 4.1 shows student scores before being given treatment. It can be seen in the table that the dominant student scores got a poor classification where there are 11 students with 55%, 7 students 35% with fair classification, and 2 students 10% with good classification. From the data above, the researcher concluded that the students' vocabulary in this class was categorized low and need develop.

**Table 4.2 the frequency and rate percentage score of Post-test**

F	No	Classification	Score	Percentage	
		%			
5.	Very Good		86-100	6	30%
6.	Good		71-85	10	50%
7.	Fair		56-70	4	20%
8.	Poor		<55	-	-
<b>Total</b>				<b>20</b>	<b>100</b>

Table 4.2 shows student scores after being given treatment. It can be seen from 6 (30%) students in the very good classification category, 10 (50%) students in the good classification category, and 4 (20%) students in the fair category. It shows that the students' vocabulary in this class increased after being given several treatments with extensive reading strategy.

**Table 4.3 the mean score and standard deviation of pre-test and post-test**

Type of text	Mean Score	Standard Deviation
Pre-test	56.5	11.8
Post-test	82	7.6

Table 4.3 showed that the mean score of students in post-test (82) was higher than the mean score of the students in pre-test (56.5). Then, the standard deviation in pre-test (11.8) and the standard deviation in post-test (7.6). It indicates that the post-test result was better than the result of pre-test. It shows that from the data above the researcher concludes the students' vocabulary has increased.

**Table 4.4 the t-test of the students' score of pre-test and post-test**

Type of text	Df	Level of Significant	t-test value	t-table value
Pre-test and post-test	19	0.05	17.70	1.729

Table 4.4 explains that after calculating the t-test for the students' pre-test and post-test statistical results it was found that the t-test score (17.70) was higher than the t-table value (1.729). It can be said that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It means that the applying extensive reading strategy can increase the vocabulary of eleventh grade students of MA PP Nurul Azhar Talawe Sidrap.

## **Discussion**

Vocabulary was the basic element or sub-skill that someone in learning a language needs to communicate effectively. The researcher who said the same thing, namely

(Supraba, 2019) explained that vocabulary was a list of all the words taught in a foreign language. Vocabulary refers to the words that we must understand in order to communicate effectively. Vocabulary did not be separated from the four language skills, namely listening, speaking, reading and writing. the researcher found that the mean scores of students still low and it was under of criteria of achievement was 76 at school. It caused the teacher teach in the classroom was less effective. In teaching the teacher must be more innovative so that students did not felt bored in the teaching and learning process.

In solving this problem, the researcher provides a solution so that students did not felt bored in the learning process and so that learning was more effective, the researcher used extensive reading strategy in learning. According to (Jeon & Day, 2016) extensive reading strategy was a language teaching strategy in which students read a lot of easy material in the target language.

The researcher has conducted six meetings. In the first meeting, the researcher gave a pre-test in class to find out students' initial vocabulary understanding before being given treatment. Student scores after the average pretest were low. Therefore, the researcher gave treatment with four meetings to help students improve vocabulary by providing reading texts. At the last meeting the researcher gave a post-test to students to find out their vocabulary understanding after being given treatment. The researcher found that there was an improvement in students from the results of the pre-test to the post-test. It was shown that the students' mean score in the pre-test was 56.5 before being given treatment. After getting treatment students get an increase in value 26 points so that the score in the post-test students reaches 82. The results of this study were supported by (Purba & Gaol, 2021) where their research obtained good results after used extensive reading in increasing students' vocabulary. Their research has similarities to this study but with a different focus. They used a classroom action research (CAR) design, while this study used a pre-experimental design. In line with (Pratiwi, 2017) says that there is a significant effect in applying the extensive reading strategy to students' vocabulary in reading activities. In their research using a quasi-experimental design with a two-group and this research using a preexperimental design with a one-group.

Other studies conducted by (Arafa, 2018) said that extensive reading strategy can increase students' vocabulary by reading frequently, practicing more vocabulary tasks, and group work. Students got very good test results from pretest to post-test increase. The research applied was the same as this research using extensive reading but different in

focus. The previous researcher focused on understanding students' vocabulary used recount text in the classroom action research design, while this researcher focused on understanding students' vocabulary used narrative text in the pre-experimental design. He said that applying extensive reading in classroom learning can increase students' interest in reading, students' understanding of reading, and can increase students' vocabulary.

As for other researcher who argue (Zuraida, 2019) believe that used extensive reading was effective for increasing students' vocabulary in learning. Students can read easily and students will get more new vocabulary from what they read, so that students were even more motivated to continue reading. (Sudirman Putri Af, 2017) said that the implementation of extensive reading strategy in teaching vocabulary really helps students in increasing vocabulary. Extensive reading was very influential on students in increasing vocabulary, this suggestion for teachers of extensive reading can be applied in teaching vocabulary. Also, extensive reading besides increasing students interest in reading and reading comprehension, students also get more new vocabulary.

Based on the previous findings above, the researcher can concluded that extensive reading was very useful for students in the process of learning English, especially in teaching vocabulary.

### **Conclusion and Suggestion**

The eleventh grade students of MA PP Nurul Azhar Talawe Sidrap got good results in teaching vocabulary after being treated with extensive reading. Student improvement can be seen in the mean score between the pre-test and post-test. The mean score of students in the pre-test was 56.5 to 82 in the post-test. Meanwhile, the t-test value (17.70) was greater than the t-table value (1.729).

Besides that, the mean score of experimental class in post-test was 82 higher than the criteria minimum at MA PP Nurul Azhar Talawe Sidrap. It totally showed that the vocabulary of eleventh grade students of MA PP Nurul Azhar Talawe Sidrap can increase significantly by applying extensive reading strategy. the researcher would like to give some suggestion as follows:

1. For the teacher, based on applying extensive reading strategy, English teacher were expected to select learning material that can help to improve students' vocabulary. Furthermore, material should be various and a new experience to improve the quality of teaching and learning process.



2. For the students, the students should be more serious in learning English to increase vocabulary.
3. For next researcher were expected to deal with some good appropriate strategies to increase students' vocabulary by elaborating media or other strategies.

## References

- Arafa, S. M. (2018). Improving Vocabulary Mastery through Extensive Reading for Grade X Students of SMAN 1 Sewon. *Sanata Dharma*.
- ARMYKIRANA, Y. T. (2017). The correlation between students' vocabulary mastery and their reading comprehension of the third grade of SMA Negeri 7 Kediri in academic year 2016/2017. *FKIP--English Education Department*.
- Arndt, H., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning and Technology*, 22(3).
- Bamford, J., & Day, R. R. (2004). *Extensive reading activities for teaching language*. Cambridge University Press.
- Bui, T. N., & John Macalister. (2021). Online Extensive Reading in an EFL Context: Investigating Reading Fluency and Perceptions. *Eurasian Journal of Applied Linguistics*, 33(1).
- Butler, S., Urrutia, K., Buenger, A., Gonzalez, N., Hunt, M., & Eisenhart, C. (2010). *A review of the current research on vocabulary instruction*. National Reading Technical Assistance Center, RMC Research Corporation; 2010.
- Channuan, P., & Wasanasomsithi, P. (2012). Promoting learner autonomy through an extensive reading program among second year undergraduate students of Naresuan University. *E-Journal for Researching Teacher*, 5(1), 1–23.
- Damayanti Fera Dania. (2019). *A Qualitative Study: Unirvesity Students' Book Choices for Extensive Reading*.
- Day, R. R., Bamford, J., Renandya, W. A., Jacobs, G. M., & Yu, V. W.-S. (1998). Extensive reading in the second language classroom. *RELC Journal*, 29(2), 187–191.
- Ferdila, R. (2014). The use of extensive reading in teaching reading. *Journal of English and Education*, 2(2), 68–80.
- Gay, L. R., Mills G. E., Airasian, P. (2012). *Educational Research : Competencies for Analysis and Applications* (10th ed). Pearson Education, Inc.
- Harahap, N. S. (2020). *Improving students' vocabulary mastery using documentary film media at grade SMAN 7 Padangsidempuan*. IAIN Padangsidempuan.
- Jeon, E.-Y., & Day, R. R. (2016). *The effectiveness of ER on reading proficiency: A meta-analysis*.
- Mills, & Gay, L. (2019). *Educational Research: Competencies For Analysis And Application*. ERIC.
- Nakanishi, T., & Ueda, A. (2011). Extensive reading and the effect of shadowing. *Reading in a Foreign Language*, 23(1), 1–16.

- Pratiwi, N. (2017). *The Effect of Applying Extensive Reading Strategy on the Students' Vocabulary Mastery in Reading*.
- Purba, A., & Gaol, R. R. L. (2021). Improving Students' Vocabulary Mstery in Reading by Using Extensive Reading at SMK SINAR HUSNI 2 BM. *Journal MELT (Medium for English Language Teaching)*, 6(1), 66–80.
- Sudirman Putri Af. (2017). *The implementation Of extensive reading to improve students' vocabulary*.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R\&D*.
- Sugiyono, S. (2010). *Metode penelitian kuantitatif dan kualitatif dan R&D*. Alfabeta Bandung.
- Supraba, D. (2019). Improving Students' Vocabulary Through Word Wall Media At The Eleventh Grade Of Vocational High School Number 1 Palopo. *State Islamic Institute Of Palopo*, 42.
- Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra*, 1(2), 182–191.
- Zuraida, W. (2019). *The Effectivenss of Extensive Reading in Improving Students' Vocabulary at Eleventh Grade Students in MAN 2 Pulang Pisau*.