

THE DEVELOPMENT OF STUDENTS' VOCABULARY THROUGH EXTENSIVE READING

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ABSTRACT

Now days it is very important to master English well, extensive reading can be used to improve the basic four skills of the students'. This research aimed to investigate to what extent the students developed their vocabulary through extensive reading.

The research was an experimental study. The total of 76 IPS students participating in the research were divided into two groups. 38 IPS 1 students were treated as the experimental group and another 38 IPS 2 students were treated as the control group. The experimental group was required to do extensive reading, while the control group asked to perform intensive reading. The research data were collected through a pre-test and post-test in vocabulary.

The research result revealed that the students treated using the extensive reading technique could significantly improve their vocabulary compared to those students treated using the traditional method or the intensive reading technique. This could be seen as follows: (1) the mean value the students obtained in the pre-test was 75.93 and in the post-test was 89.93; (2) the T-test value of 44.61 was greater than the t-table value of 2.024 ($44.61 > 2.024$). Besides, the response of the experimental group to the questionnaires was positive about the extensive reading method.

Keywords: Vocabulary development, Extensive Reading, Intensive Reading, silent reading.

I. INTRODUCTION

Vocabulary is the first stage in any language learning. Vocabulary is important to be improved in language learning process. Commonly, students cannot compose a sentence or phrase in speaking even writing and reading because they are poor in vocabulary. Most of the students are lazy to memorize and increase their vocabulary, it causes of some teachers cannot motivate them because lack teaching method.

According to (Hornby, 1989) stated that vocabulary is all the words that a person knows and uses where he defines are: first the total number of words, which make up a language and the second range of words known to or used by a person, in a trade, and profession. And then according to (Wallance, 1992) defined reading as a piece of communication in other words, intent on the writer's part which the reader has some purpose in attempting to understand.

(Kelvin, L. 1999) states that, motivation and management can be especially troubling to new and prospective teachers. It can be particularly worrisome because classroom life is not fully under teacher control. Events depend not only

on teacher own actions but also depend on the standards of school and community, as well as on the ages and personalities of particular students. Yet in spite of these complicating factors, teachers are supposed to keep control, at the same time that teacher inspires students to learn. No wonder management matters to teachers, and wonder it can be difficult to motivate – to recognize – some students.

So, in teaching students and improve their need of vocabulary teachers have to motivate the students with some method or strategy and make the students to learn more. Barbara Fuller in (Kelvin, L. 1999) wondering how she will organize her program for the coming year. She has heard about cooperative learning – getting students to work together toward common goals – as a good way to create a productive environment. A teacher has to have a planning of teaching about what method or strategy that he is going to use and suitable to the students for each semester forward, surely for teaching vocabulary teachers have to make planning to improve their ability and that planning are going to enjoy the students and make them working group and solving problem together.

Personal vocabulary Notes is a planning for making students work in group in improving their vocabulary. Personal Vocabulary Notes is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. Even it named a personal vocabulary Notes, but in applying it, students will ask and solve the problem each other. In language learning there are skills. They are listening, speaking, writing, and reading. Those skills cannot be mastered by the students who have poor understanding of vocabularies.

In teaching English, vocabulary as an element of language is considered as one of the most important factor to increase the mastery of those skills. They are not able to be achieved if the students do not have proficient vocabulary. Vocabulary is a part of learning English needs to be grown and developed by both native and non native speakers after grammar and pronunciation are achieved. The vocabulary building has to focus on since elementary school until senior high school. In language teaching preparation program in our country. Today, the more attention is being given to the techniques of teaching vocabulary.

Teaching English in the class is not easy for the teachers. They have to make sure whether the students understand or not the material that they deliver in the class. As a good teacher, she has to know their students' really need. Some teachers do many researches just to know what their students' really need to improve their vocabularies. Many methods are used by the teachers in teaching English in the class, but some of them do not reach the teaching target.

Learning English as a foreign language is easy but the improper methods in teaching English learners fear to study this interesting subject. English teacher should find the efficient and effective techniques of teaching vocabulary. The teacher should have a good design and well preparation in teaching English vocabulary. Besides that, the teachers should establish condition in which the teaching vocabularies occur in particular period of time.

Realizing the important of vocabulary and the difficulties to build it up, English teachers must provide students with many exciting exercises to help them to improve English vocabularies. Mastering English vocabulary will be very helpful to improve the students' ability in English communication both at school and society. (Allen, ED. 1997) stated that vocabulary is an important factor in all language teaching. Students have to continue learning

vocabularies. Since vocabulary is necessary to achieve the four skills in English.

Therefore, encouraging student to be involved in their foreign language through extensive reading provides the possibility of learning the language, motivation, and this also reinforces points that they have learnt without pressure. (Readence, *et al.*, 1985) agree on extensive reading stating that there are encouraged to make judgments' in natural reading situations. They also add that pleasure reading help to develop their awareness of effective reading from easy to difficult material. Therefore, readers may become familiar with the unknown words.

This research was conducted to determine the extent which development students' through extensive reading to improve the basic four language skills of the students' such as listening, reading, writing and speaking. According to (Allen, F. 1983) state that about classroom teaching foreign language and English, so that vocabulary is best learned when someone feels that a certain word is needed, means that every difficult word to know we can search on translation books.

II. MATERIAL AND METHODS

a. Location and Research Design

The researcher applied experimental design that involves two groups, namely experimental and control group. The experimental group through Extensive reading. Pre-test and post-test were administered to both control and experimental groups, but only the experimental group undergone the treatment while the control group was treated in conventional way or intensive reading of teaching method.

The current research was conducted in the second year students of SMAN 2 Sungguminasa, South Sulawesi Province.

b. Population and Sample

The population of this study was the students of senior high school of Sungguminasa in the academic year of 2012/2013. The total number of the population is 76 students, and then The sample of this research was IPS 1 included 38 students and IPS 2 included 38 students, where IPS 1 as an experimental class and IPS 2 as a control class. In selecting sample, the writer used purposive sampling.

c. Data Collection

Before doing the treatment, the students will be given pre-test to know their prior knowledge according to (Barbara, F. 1999).

After the treatment, the post-test is conducted to find out the students' achievement. It will be used to check the result of treatments; it will also be useful to know whether vocabulary Logto improve the students' vocabulary. The test will be the same with pre test.

After doing the post-test, the writer distributed questionnaire in the last activity. Questionnaires are a simple way of giving the student's meaningful question and answer practice. Of the frequency adverbs (Strongly Agree, agree undecided, disagree, and strongly disagree).The questionnaire consists of 15 items, all the items are to be positive statements andnegative statements in the form of Liker scale which consist of five options, they are Strongly Agree, agree undecided, disagree, and strongly disagree.

d. Data Analysis

The method of analyzing the data from both groups are experimental and control were calculated as follows:

The students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students' correct Answer Score}}{\text{The total Number of items}} \times 100 \%$$

Source: (Depdiknas, 2006)

To analyze the data from questionnaire, researcher used Liker Scale introduced by (Gay 2006) which aims at identifying students' attitude toward improving students' vocabulary through extensive reading. The students responded to point scale ranging from Strongly Agree, Agree, Undecided, Disagree, to strongly disagree. Then the questionnaire data were analyzed with the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Percentage from questionnaire

F = Number of frequency

N = Total sample

Source: (Sujana, 1989)

III. RESULTS

The result was reported based on the analysis of data collected and one type of data, namely quantitative data which were analyzed descriptively. The qualitative data obtained from the questionnaire given at the end of teachingprocess, while quantitative data obtained from the result of pre- test and post-tests. The method of analyzing the data from experimental and control group were calculated as follow:

$$\text{Score} = \frac{\text{Student's correct answer score}}{\text{The total number of items}} \times 100\%$$

a. The result of score distribution of Pre-test for Experimental and Control group.

Table 1 shows the rate there are no students in level of Excellent in both control and experimental group. For the control group there are no students in level of Very good and good. In control class there are 4 students (10.5%) in fairly good level. There are 20 students (52.6%) in level Fair. The next there are 8 (21.1%) in poor level. Then, there are 6 students (15.8%) in level of very poor.

Table 1. The rate percentage students' pre-test in control and experimental class

No	Classification	Range	Frequency		Percentage	
			Pre-test Control Group	Pre-test Experimental Group	Pre-test Control Group	Pre-test Experimental Group
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	10	0	26.3
3	Good	76-85	0	7	0	18.4
4	Fairly Good	66-75	4	12	10.5	31.6
5	Fair	56-65	20	7	52.6	18.4
6	Poor	36-55	8	2	21.1	5.3
7	Very Poor	0-35	6	0	15.8	0
TOTAL			38	38	100	100

In Experimental class there are 10 students (26.3%), classified into Very Good level, 7 students (18.4%) are included in level of Good and fair. There are 12 (31.6%) which is

also the biggest distribution of frequency. And the last 2 students (5.3%) in level poor. It can be said that the students in both control and

experimental group are in Good level of Extensive reading on their pre-test.

b. The result of score distribution of Post-test for Experimental and Control group.

Table 2 shows that the rate there is no students in Excellent level. Classified in Very

good and fairlygood level are 5 students (13.2%). There are 16 students (42.1%) in Good level, and in the level of Fairly Good there are 5 students (13.2%). Then, 12 students (31.6%) are placed in Fair level. In the control group there are no students who are categorized into Poor and Very Poor level.

Table 2. The rate percentage students' post-test in control and experimental class

No	Classification	Range	Frequency		Percentage	
			Post-test Control Group	Post-test Experimental Group	Post-test Control Group	Post-test Experimental Group
1	Excellent	96-100	0	4	0	10.52
2	Very Good	86-95	5	25	13.2	65.78
3	Good	76-85	16	5	42.1	13.2
4	Fairly Good	66-75	5	3	13.2	7.9
5	Fair	56-65	12	1	31.6	2.6
6	Poor	36-55	0	0	0	0
7	Very Poor	0-35	0	0	0	0
TOTAL			38	38	100	100

Meanwhile, in the experimental group there are 4 students (10.52%) categorized into level of Excellent and 25 students (65.78%) classified into Very Good level which also got the highest frequency of distribution. The classification is good with 5 students (13.2%) and Fairly Good level with 3 students (7.9%) and fair level with 1 student(2.6%). Then, none of the students in experimental group were classified into Poor and very poor.

c. Mean Score and standard Deviation the sample students pre-test and post-test of experimental and control group.

Table 3 and 4 shows the mean score of the students' result of students' performance in the experimental class and control class was the first meeting. The mean score in the pre-test was 75.93 for experimental group, while mean score in pre-test for controlgroup was 52.77. Generally, both of the groups increased

in their result of mean score in post-test. While the control group which was throught by conventional teaching method, their mean score was increasing, the increasing of their mean score in post-tset for the both groups are 89.93 for experimental and 76.37 for control group. While the standard deviation of pre-test score for the both groups are 11.75 for experimental and 3.24 for control group, while the standard deviation of post-test for experimental and control group are 46.97 for experimental and 10.68 for the control group. So, the analysis is conducted to see whether such differences is significant. So the researcher concludes there was a significant achievement difference between the results of students' pre-test and post-test after giving treatment based in the following formula:

$$Df = N - 1 \text{ (N= Number of students)}$$

$$Df = 38 - 1 \text{ Df} = 37$$

Table 3. The mean score and stand deviation of the students' pre-test for experimental and control group

Class	Mean	N	Stnd deviation
Experimental	75.93	38	11.75
Control	52.77	38	14.75

Table 4. The mean score and stand deviation of the students' post-test for experimental and control group

Class	Mean	N	Stnd deviation
Experimental	89.93	38	46.97
Control	76.37	38	10.68

The result of this research revealed that the used Extensive reading in students were improved vocabulary significantly than the students used traditional method or Intensive Reading. The result of this research: (1) the mean value obtained by students through pre-test is 75.93 and post-test 89.93. (2) T-test value ($44.61 > 2.024$). Observed is the t-observed value is higher than t-table value. In addition to the result of questionnaire given to the experimental class showed that the method of Extensive Reading to get a positive response. Therefore can be concluded that extensive reading to improve students' vocabulary. It means that H_0 is rejected and H_1 is accepted.

IV. DISCUSSION

The result of the current study suggest that a well-conducted ER program may be able to make a significant impact on reading for improving students vocabulary. The students in the experimental and control group were given the first treatment is pre-test and the end treatment is post-test. The comparison of pre-test for the both group, we can saw of the total raw score of students in experimental and control class.

The comparison between mean on pre-test and post test score of students experimental groups in extensive reading is higher at 75.93 for pre-test and 89.93 for the post-test. The standard deviation of pre-test and post-test for experimental group also indicated higher which is at 11.75 for pre-test and 46.97 for post-test .

Furthermore, the result of t-observed value is higher than the t-table value. The t-observed value is 44.61 and t-table is 2.024. So, Extensive reading to improving students vocabulary it is success in this research.

The improvement of students achievement on reading has an interdependency correlation with the questionnaire which were given for Experimental class. The finding reveals that the highest rank of the mean score is 42.10% of strongly agree students, 38.42% of students responded agree, then followed by 11.05% of students undecided, and then 1.58% of students answered Disagree. None of them responded of strongly disagree.

V. CONCLUSIONS AND SUGGESTIONS

Based on the data analysis of the research, the researcher concluded that using extensive reading to improve the students' vocabulary and also the students are very enthusiastic about this method. The researcher suggests to the

English teacher not only to focus on teaching reading, writing and listening but also speaking. Teaching reading vocabulary is important especially in foreign language classroom since it is one of the important indicators of the success of teaching foreign language. It provides the students situations which they would face in their daily lives. The teaching and learning of reading to improve vocabulary should be delivered in an interesting concept. The present study strongly suggest that the teaching of ER, I mean here the ER is an effective and pleasurable way for students to learn to read english as a foreign language. Where this approach combining sustained silent reading and out-of-class pleasure reading.

ER here make students gradually move from a learning to read orientation to a reading to learn framework. ER what they choose and enjoying their reading it make them easy to read and interest of individual students and allow them to develop their reading competence and making improving their vocabulary. Here the researcher saw the result of t-observed value is 44.61 and t-table value is 2.024. This difference is indicated significant since the t-observed value is higher than the t-table value at 5% level of significant ($44.61 > 2.024$). this comparison between the mean score of post-test of experimental and control class proves that the score is significantly different and so the rejection of null hypothesis (H_0) is accepted.

In this study, it was attempted to determine to what extent the students would overcome vocabulary deficiencies. The "teacher" as a factor was out of the scope in the study. Further research might be to evaluate the high and low frequency words students used in their foreign language. Another research may be how L2 reading instruction may be improved to remedy word recognition skill. A final my suggestions may be if the interdependence between second and first language reading skills is influenced by socio-cultural factor and how much they may change over time.

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