



The Impact of Extensive Reading Technique on the Students' Vocabulary Mastery at The Eighth Grade of SMPN2 Kualuh Selatan

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ABSTRACT

The objective of this study is to determine whether there is an impact of the extensive reading techniques on the eighth grade students, vocabulary mastery at SMPN2 Kualuh Selatan. This study used a quasi-experimental design using a non-equivalent pretest-posttest design. The population of this study was all 125 students of grade VIII of SMPN2 Kualuh Selatan. The research sample was taken using a random sampling technique. The number of samples was 50 students. The findings showed that there was a significant increase in the vocabulary mastery of eighth grade students taught using the extensive reading technique. The results showed that the average of the experimental group was 77.5 and was included in the good category. The average of students taught to read using extensive reading techniques is 77.5, the average of students taught to read without using extensive reading techniques is 66.66. This can be seen from the final results of the t-test analysis which states that the t-count value is greater than t-table ($7.2564 > 2.010$).

Keywords: Extensive Reading, Technique, Vocabulary Mastery



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1. Introduction

In Indonesia, English is one of the foreign languages taught in elementary schools, junior high schools, and senior high schools. In learning English, students are expected to be able to master all English skills; listening, speaking, reading, and writing. This is based on the objectives of teaching English. To be able to use English well, reading is one of the important skills. but after learning English for years, most of them cannot use it properly because they lack English knowledge. They have little knowledge about its meaning and face some difficulties in understanding it. Based on the Merdeka Curriculum, there are basic in the junior high school curriculum, in learning to read, students are expected to be able to read and respond to familiar and unfamiliar texts that contain learned structures and familiar vocabulary independently. They search for and evaluate main ideas and specific information in a variety of text types. These texts can be in print or digital form, including visual, multimodal, or interactive texts. They identify the purpose of a text and begin to make inferences to understand the implied information in a text.

Based on observation of students' scores in English subject turns out to be low. It happens because many students have not mastered vocabulary. The reality is that there are still many students who do not know

the vocabulary. One of them is caused by a lack of motivation and ability to read. Apart from that, another reason is that the time available is also very limited. The class atmosphere is also very boring, because usually learning is only done in the classroom with very limited material or materials. A study by Ikhsan, Zebua, and Tarigan (2023) on students at SMP Negeri 2 Gebang also revealed that 78.57% of students scored below 60 in vocabulary tests, indicating significant challenges in mastering English vocabulary. The research identified that the lack of engaging learning methods and the underutilization of interactive media contributed to these difficulties. To address these issues, the study suggests integrating teaching technique such as extensive reading.

Recently, extensive reading is recognized as one of four ways of reading. The other three are skimming, scanning, and intensive reading. Moreover, extensive reading is influential not only on vocabulary building and grammar mastery, but also on colloquial fluency. It means that extensive reading in a foreign language context could be used to support the broader curriculum objectives Cambridge University Press, (2019). There are four extensive reading techniques, namely skipping, selecting, skimming, scanning. The importance of extensive learning because the use of extensive reading, especially at the school level in Indonesia, is still limited because reading learning at various school levels in Indonesia is predominantly adapted to intensive reading. This is often contrasted with intensive reading (IR) which refers to the careful reading (or translation) of shorter, more difficult FL texts with the goal of complete and detailed understanding (Bamford & Day, 1997).

In recent years, extensive reading has emerged as an effective strategy to enhance students' vocabulary mastery and reading comprehension in English language learning. Numerous studies have demonstrated the positive effects of extensive reading on vocabulary acquisition and retention (Fathi & Sarkhosh, 2019; Liu & Zhang, 2018; Wahyudi & Firmansyah, 2023). Researchers such as Day et al. (1998) and Andamsyari (2012) emphasize that this approach, which encourages students to read large quantities of easy and enjoyable materials, helps improve their overall language skills. Furthermore, the implementation of extensive reading in various educational settings, including those in Indonesian schools (Sa'diyah, 2021; Prayuda, Ginting, & Afrilia, 2023), shows significant gains in both vocabulary development and reading comprehension. This method's ability to provide students with the opportunity to encounter words in context enhances their understanding and retention, making it a valuable tool for language learners at various proficiency levels (Jacobs, 2014; Muchtar, 2019).

Therefore, the objective of this study is to determine whether there is an impact of extensive reading techniques on the eighth grade students' vocabulary mastery at SMPN2 Kualuh Selatan.

2. Method

This study was conducted by using a quantitative method and pre-experiment as its design. According to Sugiyono (2018), quantitative research is research carried out by collecting data that can be measured numerically, either through filling out questionnaires, observation, or secondary data processing. Quantitative research focused on identifying why the problem on the research occurs and tried to find out the different responses from a large group. Moreover, the result of this method normally showed using statistics, tables, and graphs by gathering the information which can be analyzed numerically. The purpose of the quantitative research method is to prove pre-determined hypotheses and establish generalized results.

According to Nasution (2017), defines quantitative research as a research method oriented towards collecting data that can be expressed in the form of numbers. Therefore data that has been collected were then analyzed using statistical methods to obtain objective and reliable conclusions. In collecting data, pre-test, treatment and post-test were administered. The population of this study was all 125 students of grade VIII of SMPN2 Kualuh Selatan. The research sample was taken using a random sampling technique. The number of samples was 50 students which divided into experimental and control group.

3. Result and Discussion

3.1 Result

The goal of doing the writing test in this study is to know the vocabulary skill of the students. In this section, the description of pre-test in experimental group and control group would be presented in details.

Table 1. The Result of Pre-test from Experimental Group and Control Group

The Result	Experimental Group	Control Group
Highest Score	60	60

Lowest Score	35	40
Median	50	47,5
Mean	48,12	47,29
Mode	50	50
Standard Deviation	6,22	5,70
Variance	38,72	32,56
Total Score	1.155	1.135

The pre-test results for both the experimental and control groups indicate relatively similar initial abilities among the students before the treatment was given. The mean score for the experimental group was 48.12, while the control group had a slightly lower mean of 47.29. The total scores were also comparable, with 1,155 for the experimental group and 1,135 for the control group.

In terms of central tendency, both groups shared the same mode of 50, and their median scores were close—50 for the experimental group and 47.5 for the control group. The highest score recorded in both groups was 60, while the lowest score was 35 in the experimental group and 40 in the control group.

The standard deviation of the experimental group was 6.22, compared to 5.70 in the control group, indicating a slightly wider distribution of scores in the experimental group. Similarly, the variance values were 38.72 and 32.56 for the experimental and control groups respectively, reinforcing this slight difference in score spread.

An independent samples t-test was conducted to determine whether the difference between the two groups was statistically significant. The result showed a t-value of 7.2564 with a degree of freedom (df) of 48.

Table 2. The Result of Post-test from Experimental Group and Control Group

The Result	Experimental Group	Control Group
Highest Score	90	80
Lowest Score	65	55
Median	78	66
Mean	77.5	66.6
Mode	80	65
Standard Deviation	6.12	5.45
Variance	37.45	29.70
Total Score	1,937	1,666

The post-test results revealed a significant difference between the experimental group and the control group. The experimental group, which was taught using the extensive reading technique, achieved a higher average score of 77.5, categorized as good. In contrast, the control group, which did not use the extensive reading technique, obtained an average score of 66.66.

In terms of individual performance, the highest score in the experimental group was 90, while the lowest was 65. The median score was 78, and the mode was 80, indicating that most students scored well above average. The standard deviation was 6.12, and the variance was 37.45, suggesting a moderate level of score dispersion within the group. The total score for the experimental group reached 1,937.5.

On the other hand, the control group had a highest score of 80 and a lowest score of 55. The median was 66, and the mode was 65, showing a more clustered performance around the average. The standard deviation was 5.45, with a variance of 29.70, indicating slightly less variability compared to the experimental group. The total score for the control group was 1,666.5.

These results were further supported by the t-test analysis, which showed that the t-count (7.2564) was greater than the t-table value (2.010). This indicates a statistically significant difference in reading achievement between the students taught using the extensive reading technique and those who were not. Therefore, it can be concluded that the use of extensive reading techniques had a positive effect on students' reading skills.

3.2 Discussion

The research findings indicated that the students' vocabulary by using Extensive Reading technique. The results showed an improvement on the students' vocabulary after giving the treatment using an extensive reading approach increased significantly. It was shown by the mean scores of students in the post-test is 77,5 which is higher than the pre-test score of 66,66. As for the results above, the researcher concluded that there is a significant influence of extensive reading on students' vocabulary mastery skills. It can be seen that students' scores improve by using extensive reading techniques. This can be seen after comparing the pre-test

scores (before using extensive reading techniques) and post-test scores (after using extensive reading techniques).

Based on the findings and discussion of the research, the researcher concluded that the use of Extensive Reading Technique was effective increase the students' vocabularies. The students usually have difficulty in finding the meaning of the text. The text with lots of unfamiliar words make the students easily give up on reading. One of the best ways to meet a new word is by reading a text. Extensive Reading is one of the best way to increase the number of encounters with word and how words are used. To support the statement, the following details are provided.

1. The mean score of the students who were taught by using the extensive reading technique was 77,5. Based on table, it is in the range of 75-84, which is categorized as good. Therefore, the level of vocabulary skill of students taught using extensive reading technique is classified as good. Students have a higher average score in the experimental group compared to the control group.
2. By analyzing t-test formula, it is obtained that the result of t-test is higher than t-table that is $7,2564 > 2,010$, so there is a significant difference in the students achievement between those students who were taught by extensive reading technique and the students achievement between those students who were taught without using extensive reading technique. There is effectiveness of extensive reading technique to improve the students' vocabulary skill. It can be concluded that the use of extensive reading technique in teaching reading is effective to improve students' vocabulary skill at eight grades in SMPN2 Kualuh Selatan in the academic year 2023/2024.

4. Conclusion

In conclusion, the study shows that the extensive reading technique significantly improved students' reading achievement, as evidenced by the experimental group's higher average post-test score of 77.5 compared to the control group's 66.66. The median scores were 78 (experimental) and 66 (control), and the total scores reached 1,937.5 and 1,666.5, respectively. Additionally, the t-test result showed a t-count of 7.2564, which is greater than the t-table value of 2.010, indicating a statistically significant difference between the two groups. These results confirm that students taught through extensive reading performed better than those taught using conventional methods, supporting the effectiveness of this technique in enhancing reading skills.

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