

Improving Seventh Grade Students' Vocabulary Mastery By Using Extensive Reading Approach At SMPN 01 Ambulu Jember In The 2018/2019 Academic Year

Abstract

This research is based on the teaching methods used in classroom learning, and the habituation of learning patterns for students. The research method used is Classroom Action Research. The data obtained through research in class VII B at SMPN 01 Ambulu Jember with a total of 30 students and 1 teacher as a collaborator. The data is researched through the Extensive Reading teaching method in achieving Vocabulary Mastery in the classroom. Calculation of the data obtained through the vocabulary test using word classes, in this case are word nouns, word verbs, word adjectives, and word adverbs. The results show that the use of teaching methods that are different from conventional methods in the classroom through extensive reading is able to increase student activity in the classroom, and increase students' desire to learn through several readings that students choose, like, and want. On the other hand, from the results of this study, supervision from the teacher in the use of this method needs to be done in order to be able to adjust the size and ability of students when they choose the reading they want so that the words in the reading are in accordance with the level of ability of students in this study set a level range of A2 1000 words.

Keywords: extensive reading; vocabulary mastery

Vocabulary has one great roles in developing the language knowledge areas for the learners and so many reasearchers has turning their attention to use it as developing tools for language learners Al-Qahtani (2015:22). Vocabulary is one of the language components that is very important in the teaching learning process. Wilkins in Thornbury (2005:13), states that someone will gain more improvement in learning a language if they learn more words and expressions. He also add that without vocabulary, there will be no information gained. In other words, vocabulary excessively needed in order to

communicate and to express our ideas to others. However, for students in learning English there are still problems referring to vocabulary mastery. Then, they have neither or less in terms of reading. They have difficulties in understanding foreign words found in the text due to a lack of vocabulary mastery for them, therefore they are ultimately unable or less able to understand a text if they do not have understanding the words contained in the text. In this case, the teacher should pay attention to the students' vocabulary mastery.

From studies that have been conducted by previous researchers, it shows an increase in mastery and vocabulary acquisition in the use of extensive reading in the teaching and learning process, from Arafah (2018) changes in student habits which are shown through the interest and enthusiasm of students during the teaching and learning process, in line with the result from Purba and Gaol (2021) by using Extensive Reading the students' were more active in the teaching - learning process. Later on from Liu and Zhang (2018) one semester (less than three months) is the most appropriate length of extensive reading instruction for vocabulary learning. Based from Jusnaeni (2019) students can fulfill what they need to memorize the vocabulary because by reading with a lot, students can meet words and looked up the unfamiliar word in the reading material. In the end, in this study there are differences from previous research, with different and controlled reading materials according to the level of the reader, different forms of activity, and reading habits formed from the use of extensive reading.

Vocabulary Mastery

Vocabulary has an important role in language teaching because if the learner master English vocabularies well, and they will learn English easier. A person's vocabulary is defined as the set of all words the person understands or any words that the person might use to compose a new sentence. The wealth of a person's vocabulary is generally considered to be a picture of his intelligence or level of education. In addition, one's vocabulary is generally considered an important part, either from the learning process of a language or the development of a person's ability in a language that has been mastered. Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words, French

(1983: 4). Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language.

Achmad (2013: 81) conclude that mastering vocabulary can be emphasize another aspect in learning English as the second language, and it considered as the important thing in order to learn language in this case English language.

Vocabulary mastery can be described as the basic thing to emphasizes first in learning language to developing language learning in every aspect skill, not only by knowing meaning of every word, but also their usage in every situation. Having large amount of words is good, but it is better to knowing it in very deeper understanding.

Extensive Reading Approach

Extensive reading is a language teaching procedure where students have to read a large quantity of materials for general understanding and the main goal of it is obtaining pleasure from the text. Extensive reading can have a very important role on our learners' English language development. Extensive reading can be defined as the independent reading of a large quantity of material for information or pleasure.

Bamford and Day (2003:1) says "extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language." By choosing their own material of reading independently, it can be a supplementary method for learners to acquire the knowledge, in line with Day (2015: 1) mention the term of Extensive Reading as "supplementary reading". The Extensive Reading defined by Kargar (2012: 166) state that "texts are graded and selected based on the learners present level, so their ability to accomplish the task is to a great extent guaranteed.", so the learner able to motivate themselves by choosing the

materials that made the enjoying the reading activity.

There are few steps to implementing Extensive Reading, according to Sampson (2013: 13) those are: 1. Understanding the learner's characteristic, knowing the student's passion in reading a text, or the kind of text that attracts students to read. 2. Integrating Sustained Silent Reading in class and pleasure reading out the class. By reading silently in the classroom, and also making situations which are suitable for reading with full of enjoyment, or reading by allowing students to read outside the classroom as they wish by choosing their own reading material outside the classroom, such as by reading in the library. 3. Monitoring and encouraging student's reading. Firstly, the teacher can ask students to fill out a short record form indicating the name of the book they have just read, its level, how long it took to read, and a brief comment on the quality of the book. This allows the student and the teacher to see at a glance how much has been read over a period of time. Secondly, students are required to present an oral report on each book they read to the class. These reports cover questions like what the name of the book or readable material is, what type of story it is, where and when it is set, whether it is enjoyable or well written and who would like to read. Thirdly, discussion groups consisting of four or five students can be organized to bring students together who have read the same book. 4. Seeking the unrecognized word throughout the text or the reading materials. By underlining all of the unknown words, then looking for the definition or meaning of each word. 5. Write down the new words along with the definition of every words that unrecognized by the students in their own note. 6. Giving instructions to students to choose the words that have been listed and form it into a sentence, by reading in front of the class.

Hafiz, & Tudor, (1990); and Lai, (1993), in Ueda (2011) have confirmed their study about Extensive Reading capabilities in order to enhance the vocabulary acquisition. In line with this statement Sheu in Simon (2018 : 4) researched reading at a junior high school in Taiwan across one academic year. There were two experimental groups. The first experimental group read graded readers. The second experimental did group readings of regular texts aimed at native language readers. The third was a regular control group class, studying in a skills-based manner. Reading was for forty-five minutes, in class. Both experimental groups are recorded to have improved reading comprehension and grammar compared with the control. The ER group is noted to have increased vocabulary.

METHOD

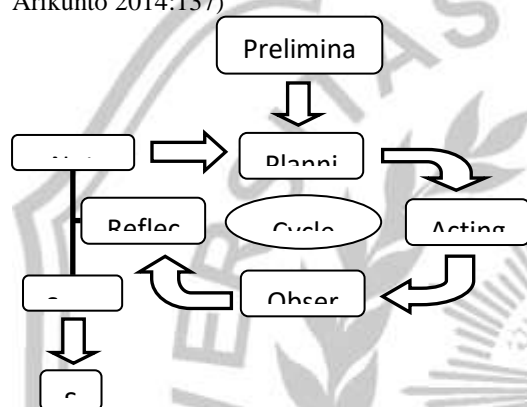
In this thesis, kind of research uses a Classroom Action Research. Action Research has the purpose of developing new skill or new approach to solve a problem in the field or the actual problem by using direct implementation. Dealing with the action research, the purpose of Classroom Action Research is to help us to find solutions of the problems that we have in the classroom, and it is hoped able to improve students' achievement. Thus, this study required the researcher to be involved directly. This research is intended to improve the students' vocabulary mastery during the teaching learning process involving collaboration with the English teacher in the class.

The design of this research is Classroom Action Research (CAR) of which the purpose is to improve the VII B grade students' vocabulary mastery by using extensive reading as a alternative strategy. The Classroom Action Research was conducted collaboratively with the English teacher of the VII B grade students of SMPN 1 Ambulu, Jember.

Classroom Action Research which stated by Kemmis and Mc Taggart

(1988:68 in Arikunto 2014:137) classroom action research each cycle has four steps, they are as follows: Planing, Acting, Observing, and Reflecting. Before the researcher conducts the research, the researcher do the preliminary study and preliminary test. This research will be continued to the second cycle if the result of the first cycle is not achieving the target, criteria of standard score is 70. The design of classroom action research is illustrated in the following figure 3.1.

Figure 1. The Cycle of Classroom Action Research (Adapted from Kemmis and Mc Taggart in Arikunto 2014:137)



The research subject of this research were the seventh grade students of SMPN 1 Ambulu, Jember especially class VII B which has 30 students consisting of 12 male and 18 female. Among the six existing classes, the researcher took one class purposively based on the scores of preliminary test and the suggestion from the English teacher. The teacher suggested that class VII B as the research subject of this research because this class had problem in reading activities.

The method used in this preliminary study is by using interview to the English teacher, class observation and give the students preliminary test to get the preliminary score, that the average score of the students in English class is ≤ 70 . There are 6 students that get score ≥ 70 and 24 students that get score ≤ 70 . By conducting interview with the English teacher, class observation and giving the students test to

get the vocabulary score that had been done in SMPN 1 Ambulu, it can be known that the VII B grade students have problem in learning English, especially in improving vocabulary.

Test is the main method used to get the main data about the VII B grade students' score test. It is done in each cycle after the action given. In this research, the test was used to measure the students' vocabulary achievement after they are taught by using extensive reading.

In applying the achievement test, this research used teacher made test in the form of objective test covering multiple choice. In addition, the researcher made test by consulting to the English teacher. The test was formed to be chosen because they are the most suitable instrument. The number of test for tryout 60 items, and the form of objective test is multiple choice. The test has met and in accordance with the indicators for word classes of 4 parts of speech.

RESULT AND DISCUSSION

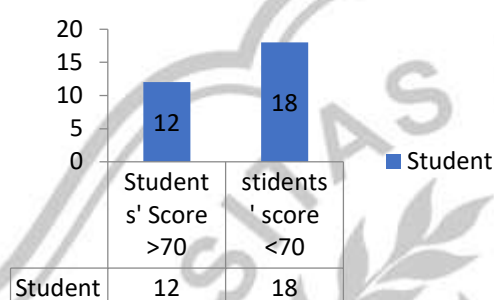
The results of the research entitled improving student's vocabulary mastery by using extensive reading approach to the VII B students of SMPN 1 Ambulu in the academic year 2018/2019. The result of the research contains planning of the action, implementing, observing, and the reflecting of the classroom action research.

Action in Cycle 1

There were 3 meetings in the first cycle, two meetings for teaching and learning, and one meeting for the test in cycle 1. The first meeting was held on 7th of January 2019 at 08.20 until 09.50, the second meeting was held on 9th of January 2019 at 07.00 until 08.30, and the third meeting was a test. The test held on 14th of January 2019 at 08.20 until 09.50. Every meeting in teaching and learning process, covered four stages of activities namely (1) planning of the action, (2) implementing, (3) observing, and (4) reflecting.

In determining each test item in the final evaluation, the researcher also determines the process in each cycle. In this case the test item that has been made is based on the curriculum used, namely KTSP in the form of a vocabulary test, and has been carried out on of January 2019 at 07.00 until 08.30. Where the test is intended to measure the effect of applying extensive reading on students' vocabulary mastery.

Figure 2. Students' Vocabulary Test Result Cycle 1



The result of the vocabulary test show that there were 12 out of 30 students were able to obtain a standard score of ≥ 70 and 18 out of 30 students were not able to obtain a standart score ≤ 70 . The result of the first cycle test it was 40%. (See appendix 19). It can be achieved by at least 70% of the total students. It means that the target score requirement in this research had not been achieved yet.

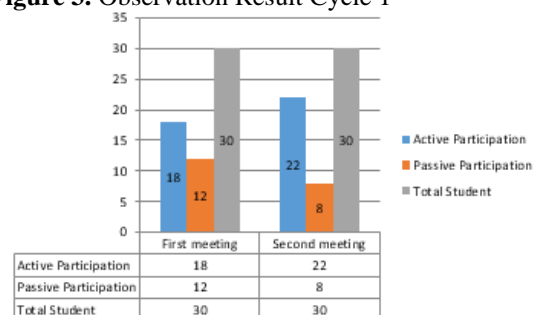
Based on the result of reading test, it was found that the mean score of the students vocabulary mastery by using extensive reading approach in cycle 1 was 63,6. As mentioned before, the cycle of this research was considered to be successful if the students' average score had reached 70 or more. It means that the target score requirement in this research had not been achieved yet.

Observations have been carried out using a checklist form. And this has been carried out during the teaching and learning process using extensive reading. Active participation scoring indicators include: 1. Paying attention to the lesson, 2. Asking the question, 3. Answering the question, 4. Doing the test. Determined as

an active student, when the student has met at least 3 of these indicators.

Based on the observation checklist on table there were 30 of 30 students in the first meeting, and 30 of 30 students in the second meeting who were followed teaching learning process.

Figure 3. Observation Result Cycle 1



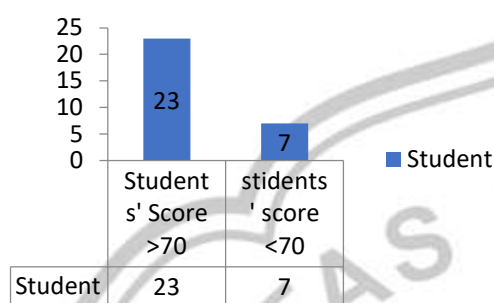
In the first meeting in cycle 1 there were 18 of 30 students (60%) who actively participated or 12 of 30 students (40%) who passively participated. In the second meeting there were 22 of 30 of students (73, 33%) who actively participated or 8 of 30 students (26,66%) who passively participated. The researcher concluded that the average result of the observation checklist in cycle 1 were 67% active students and 33% passive students in teaching learning process. The observing in cycle 1 could be said that it fail because less than 70% the students who were active in teaching learning process.

Action in Cycle 2

After the results of cycle 1 have not been achieved according to the target desired by the researcher, then the implementation of the following actions for cycle 2. There were three meetings in the second cycle, the first meeting was held on the 28th of January 2019 from 08.20 until 09.50, and the second was held on 30th of January 2019 from 07.00 until 08.30, the third meeting was the test cycle 2. The test was held on 4th of February 2019 from 08.20 until 09.50. Every meeting in teaching and learning process covered four stages of activities namely (1) planning of the action, (2) implementing, (3) observing, and (4) reflecting.

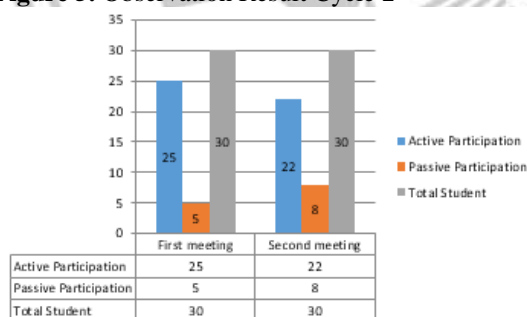
After obtaining the results of activities and tests in the first cycle, the researcher continued with activities and test in the second cycle, in order to achieve the standard score that had been compiled. The second test was held on 4th of February 2019 at 07.00 until 08.30.

Figure 4. Students' Vocabulary Test Result Cycle 2



Based on the test result, researcher found that 23 students with score 70 or more. The result of the second cycle test could be 76%. It means that the target score requirement in this research had already achieved. Based on the result of vocabulary test, it was found that the mean score of the students vocabulary mastery by using extensive reading approach in cycle 2 was 71,3.

Figure 5. Observation Result Cycle 2



Based on the observation checklist table there were 30 of 30 students in the first meeting, and 30 of 30 students in second meeting who were follow the lesson. In the first meeting in cycle 2 there were 25 of 30 students (83, 33%) who actively participated or 5 of 30 students (16, 66%) who passively participated. In the second meeting there were 22 of 30 of students (78,00 %) who actively participated or 6 of 30 students (27%) who passively participated. The researcher concluded that the average result of the

observation checklist in cycle 2 there were 78% active students and 27% passive students in teaching learning process. It can be said that the observing in cycle 2 was success because more than 70% students who were active in teaching learning process.

Result of Reflecting in Cycle 1

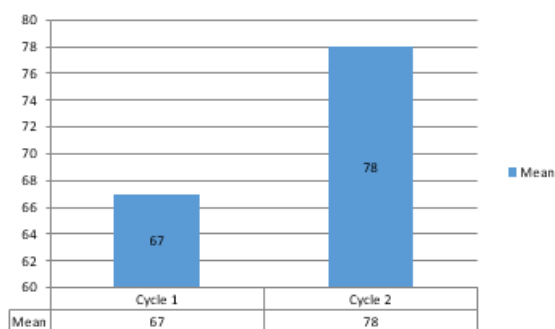
Based on the result of Vocabulary test 1, the mean score was 63,6 and had achieved by 40% of the students, it means that the minimum standard mean score ≥ 70 and the percentage requirement of vocabulary mastery 70% the students in this research had not been achieved yet. While in this cycle the average of students' active participation also did not involve as presented on the table checklist there were only 67% who were actively participated and 26, 66% of the students were passive.

To solve these problems the researcher made revision on the lesson plan that will be used in the cycle 2, adding new form of word classes list inside the report or summary to make students easier classify and comprehend the word in the text, the selection of book or readable material are being controlled by the researcher so it can match with the students' capabilities in understanding, analyzing, and assigning the task, make a group with their classmates consisting two person to make them easier and more active in the teaching and learning process, motivates the student read more by giving them assignment in their home.

Result of Reflecting in Cycle 2

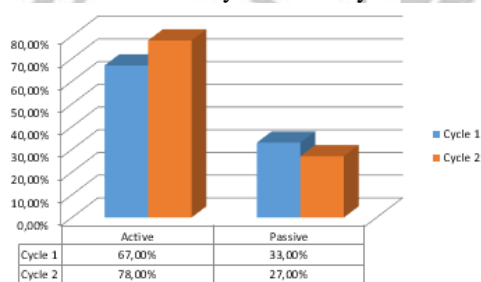
From the result of vocabulary test 2 the mean score was and the percentage of students who got the standard mean score was 71,3 it means that the minimum standard mean score ≥ 70 and the percentage requirement of vocabulary mastery it was 76% of the students in this research has been achieved.

Figure 6. Diagram of the Comparison of Vocabulary Test Between Cycle 1 and Cycle 2



From the result of vocabulary test 2 the mean score was and the percentage of students who got the standard mean score was 71,3 it means that the minimum standard mean score ≥ 70 and the percentage requirement of vocabulary mastery it was 76% of the students in this research has been achieved.

Figure 7. Diagram of The Comparison of Observation Between Cycle 1 and Cycle 2



While the average students active participation as presented there were 78% of the students who were actively participated and 217% of the students passively participated, moreover there were improvements of the result of average students active participation in cycle 1 it was 67 % up to 78% in cycle 2, while the mean score in cycle 1 was 63, 6 became 71,3 in cycle 2.

It could be said that the strategy of teaching vocabulary mastery by using extensive reading approach in cycle 2 was on the target. It means that extensive reading approach can improve both the vocabulary mastery and students' active participation by paying attention, asking the question, answering the question, and doing the exercise at SMPN 1 Ambulu Jember in the 2018/2019 academic year.

The Discussion of Cycle 1.

At the beginning of the first cycle, the implementation of the extensive

reading approach did not meet the expectations of being able to improve students' vocabulary mastery, in this case the use of extensive reading did not necessarily improve vocabulary mastery in a short time.

During the research with all the data that had been taken during the research cycle 1, there were problems beyond the expectations and perceptions of the researcher, in which students were still lack of vocabulary that owned by students, lack of students understanding and analyzing word forms or word classes in descriptive texts, selection of reading materials related to extensive reading activities about book flood activity in which the selection of texts or books is not in accordance with the level of students which has been choosen, lack of motivation to read for students, lack of student participation in the learning process using extensive reading.

This is in line with Jusnaeni (2019) in his research which states that students need to remember and memorize every word they find in a text they read. Then by Day and Bramford (2004) stated that in ER requires the willingness and desire of students to read, but in a sense, the word to be achieved or targeted in its achievement must be repeated in each selected reading.

The percentage of students' active participation during the teaching learning process, mean score of students' active was 67% and 33% students passive. Some students who were sitting in the back talked by themselves and it made the class not conducive. It was caused by the students still confused when the teacher applied extensive reading in the class. Therefore, in the implementation of ER in cycle one, many obstacles were found beyond the expectations of the researcher, with the obstacles and problems found in the class.

The Discussion of Cycle 2.

By providing an explanation of word classes, in part of speech, and adding a word class list format to extensive

reading activities which made a summary based on the text. Nuttall (2005) states, extensive reading is effective way to improve vocabulary mastery. Students might have many chances to see words repeatedly by reading a large quantity of materials and become familiar with them. The selection of book or readable material are being controlled by the researcher, so it can match with the students' capabilities or level in understanding, analyzing, and assigning the task.

Directing students to form groups with their classmates, in this case it will make it easier for students to follow the teaching and learning process using extensive reading, with what has been done by previous research, Arafah (2018) the formation of groups with classmates during the process of implementing Extensive Reading provides many positive impacts on student activity, can increase self-confidence during the teaching and learning process and students can work together with their classmates to facilitate the work of each seatmate.

As in Day and Bramford (2004) and in Benetayyeb (2010), said that ER is not only applied in the classroom, but also outside the classroom, therefore the researchers changed the concept of learning in cycle two, by adding homework that had been carried out by students. Giving homework, which can indirectly motivate students to get used to reading. Which serves to motivate active participation during the teaching and learning process.

Based on the observation checklist, it could be seen that the students' active participation in the second cycle was higher than in the first cycle. The result mean score was 78, 89% students' active and 21, 11% students' passive. It can be concluded that students' active participation during the teaching learning process improved from cycle 1 to cycle 2. And it can be said that it was successful. It means that teaching reading by using extensive reading approach is able to

improve the students' vocabulary mastery by listing the word classes and also improve their active participation by paying attention, asking question, answering question and doing the exercise in reading teaching learning and process.

CONCLUSION

The conclusion of what has been carried out in this research, can be the final result of the research entitled Improving Students' Vocabulary Mastery by Using Extensive Reading Approach at SMPN 01 Jember in the 2018/2019 academic year.

By increasing students' vocabulary mastery in the form of reading books according to students' wishes and under the direction or supervision of a supervisor, assignments related to vocabulary mastery through assignments or habits of making summaries in the form of reports and also word listings (difficult words) contained in word classes in part. of speech in every text read.

The method used by the researchers in this study can be summarized in detail in several points: 1. By providing more knowledge of word classes in part of speech, in this case nouns, verbs, adjectives, and adverbs, and general vocabulary which corresponds to the level of the object being studied. 2. Reading material for students, adjusting to the level of the class that will be given ER activities, in the sense that researchers monitor and suggest reading materials that students will choose, even though theoretically what has been conveyed in chapter 2 provides flexibility for students to read all kinds books that students want and like, in this case the researchers continue to guide students in the selection of reading materials. 3. Teaching and learning activities and processes through extensive reading can be done inside and outside the classroom, this is able to have an impact on students in the habit of reading books. 4. In the assignment related to the target that the researcher wants to achieve, apply a method that is in line with

the application of extensive reading, namely making a summary in the form of a report and also a list of difficult words on each reading that students read inside and outside teaching and learning activities. 5. Activities in the classroom, carried out by forming groups, this is able to increase student activity and participation in teaching and learning activities.

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