

ABSTRACT

Saputri, Refika Nanda. 2025. The Effect of Using Reading Narrative Text as the Vocabulary Learning Strategy on the 11th Grade Students' Vocabulary Acquisition. Thesis. English Education program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Yeni Mardiyana Devanti, S.S., M.Pd. (2) Kristi Nuraini, M.Pd.

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Vocabulary is fundamental aspect for all language learners. without enough vocabulary it will be difficult for learners to develop other language skills, such as reading, listening, writing and speaking. To build a strong vocabulary, strategies is needed, because with strategies the vocabulary acquired will be easier and wider. In addition, vocabulary learning strategies (VLS) also create a more enjoyable learning experience and improve long-term understanding for students. Reading activity is also required as a receptive skill, where text acts as the basis source to finding new vocabulary. Reading exposes students to new information and vocabulary. Therefore, reading is also an important part of learning vocabulary.

In this research problem formulated "Is there any significant effect before and after using reading narrative text as the vocabulary learning strategy on the 11th grade students' vocabulary acquisition?", and the objective of this research is to investigate whether there is a significant effect of using reading narrative text as the vocabulary learning strategy on the 11th grade students' vocabulary acquisition or not. Based on research problem and relevant theory the hypothesis of this research is there is a significant effect of reading narrative text as the vocabulary learning strategy on the 11th grade students' vocabulary acquisition.

The research design of this research used pre-experimental research with one group pre-test post-test design. The research sample were 11th grade class B consisted 28 students (N=28) of SMA Muhammadiyah 2 Wuluhan, Ambulu-Jember. The data collected by pre-test and post-test, and the research instrument used is vocabulary test in order to analyze the students' vocabulary size.

This research was conducted with referring to the 5 processes proposed by Brown and Payne (1994) as the VLS. The results showed that the mean score of the pre-test is 7.50 and there was an increase in the post-test score to 12.50. The significance score from Wilcoxon Signed-Rank test analysis on pre and post-test showed < 0.001 which is it is < 0.05 . Based on these two things, the writer concluded that the use of reading narrative text as the VLS has a significant effect on 11th grade students' vocabulary acquisition.