Improving Grade XI Students' Vocabulary Through Extensive Reading in Senior High School 4 Kendari

Suharjuddin[1(✉)], Wa Saripah[2] and Yazid Husain[3]

[1] Universitas Bhayangkara Jakarta Raya, Jakarta, Indonesia
`suharjuddin@dsn.ubharajaya.ac.id`
[2] MTs N 1 Muna, Muna, Indonesia
[3] SMPN SATAP 1 Sawerigadi, Muna, Indonesia

Abstract. The purpose of this research is to find out whether or not the application of extensive reading model could solve students' vocabulary at XI IPA 5 of Senior High School 4 Kendari. The study is an action research study. The research was conducted in a single class (XI IPA 5) that consists of forty-five students, in which the subjects were taken purposively. In collecting the data, the researchers used certain instruments i.e., Receptive Vocabulary Level Test, log, and questionnaire. The finding showed that students' vocabulary increased significantly and problems eventually solved from cycle 1 to cycle 3. After implementing extensive reading in first cycle, the students got 53.6 on average. There was an improvement on students' vocabulary in the second cycle. They got 58.9 on average. The third cycle was conducted with a hope reaching the standard (65%). It was true that another improvement on this cycle appeared, they gained 67.2 on average as a proof that they attained the standard of 65%. The result of this research indicates that students' vocabulary increased after applying extensive reading.

Keywords: Improving, Students' Vocabulary, Extensive Reading

1   Introduction

In learning foreign language, students should have sizeable portion of vocabulary in order to understand and produce the language. The importance of vocabulary has been emphasized by several experts. Graves [1] concludes that in educational trends vocabulary plays important role over period of time. However, students' vocabulary problem constantly occurs in foreign language teaching and learning processes resulting in less input. This situation of students' lack of vocabulary is also found in SMA Negeri 4 Kendari.

The problem was discovered when the researchers were observing the class. The students had not understood the instruction in their English book. So, it was hard for students to recognize and do their task. In supporting the information, the researchers held vocabulary test on 6th March 2021 at IX IPA 5 of Senior High School 4 Kendari. The result of the test concurred with the observation. It is presented that the students' average score was 48. Based on these sources, the researchers concluded that stu-

dents' vocabulary at Senior High School 4 Kendari needs to be increased. This is the reason why the researchers were implementing specific technique to develop the students' vocabulary.

The researchers applied extensive reading program to solve vocabulary problem found based on numerous studies that had been conducted all over the world. Several studies had brought forward the idea of applying extensive reading program in expanding students' vocabulary. For example, the study which was done by Liu [2]. Liu found that vocabulary improvement did occur when teacher implemented extensive reading in the classroom.

Another study conducted by Ariana [3] that investigated 52 students of the fifth semester of Muhammadiyah University of Makassar in academic year 2015/2016 which the outcome indicates that the use of extensive reading greatly affects vocabulary achievement in the students. Ariana reported that incidental vocabulary learning development in extensive reading is better than in intensive reading.

Maghfirotin [4] also supports previous findings when investigating in SMK Kesehatan Kaltara Tarakan. The results of the data analysis prove that significant difference occurs between students learnt using the Extensive Reading approach and students taught using Intensive Reading strategy in enhancing their knowledge about vocabulary. Maghfirotin comes with conclusion that extensive reading strategy completely influences students' vocabulary mastery at the tenth grades nursing students of SMK Kesehatan Kaltara Tarakan.

Other researchers' consideration in applying extensive reading related to students' favorite activities. The researchers found that the students like to do reading in various genres in their own language (Indonesian). Based on that observation extensive reading serves as an excellent way for students at IX IPA 5 of Senior High School 4 Kendari in learning language. Bamford and Day [5] claim that when the students have favorable sense toward reading in their own language, they will also do the same with second language reading.

The researchers are interested in utilizing extensive reading program which also supported by another reason. Carrell, Patricia L & Grabe, William [6] avows that extensive reading is one of reading activities that helps learners to meet unknown words repeatedly and have chance of learning them. Similar statement also point out by Laufer [7] that the importance of extensive reading undoubtedly improves new vocabulary and strengthening acquainted word and reinforce memory for vocabulary stocks. Nation [8] recommends implementing extensive reading as one of conditions in learning vocabulary.

Extensive Reading allows students to read books they are interested in and gives students a chance to do reading at a level of difficulty they can cope with. So, they will do reading without any pressure and will inadvertently build new vocabularies out of it. Bamford and Day [5] believe that extensive reading approach encourages students to do reading with pleasure. Indistinguishable statement also claimed by Nation in Leather [9] that extensive reading is reading a lot of books in a great deal and functions as a learning and positive feeling source. Nation [10] states that students need to read book in a great deal because it will decide how much vocabulary they gain, and how many other skills of language they grow.

The researchers are interested to conduct a study in improving students' vocabulary through extensive reading at the grade XI students of Senior High School Negeri 4 Kendari. This study aims to emphasize that extensive reading is a substantial mean to support students' vocabulary development.

2   Method

This subject uses classroom action research. An action research cycle consists of four phases as revise and simplified from Kemis design, namely planning, acting, observing, reflecting (Fig. 1.) [11].
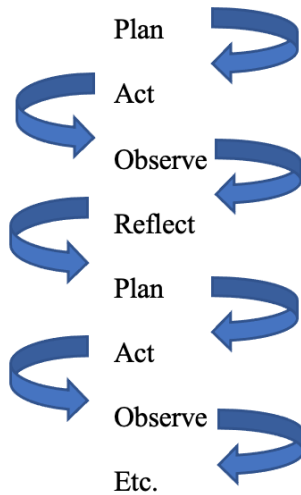

Fig. 1. Spiral of Action Research [11].

In this recent study cooperated with other teachers in teaching and learning process, Norton [12] states that action research allows researcher to working collaboratively that brings them to minimize some problems occurs in individual practice.

This research is aimed for solving the vocabulary problem faced by the students at grade XI IPA 5 of Senior High School 4 Kendari. The subject is 45 students which were taken purposively.

The data collection techniques in this research are log, questionnaire and vocabulary test. Data analysis was performed using Likert scale. Sugiyono in Ruliyanti [13] defines Likert scale as a scale used for calculating attitude, assumption and people or group perspective related to social phenomena. Likert scale provides some choices related to participants' feeling or opinion by selecting the suitable option [14].

After accounting using Likert scale, the researchers analyze the percentage of students' questionnaire by using the following Eq. 1. [15]:

$$P = \frac{\Sigma S}{T.QxR} \tag{1}$$

Where: P = percentage; T= highest score; Q = total point; R = total respondents; ΣS = score summary data collection

Saefudin [15] also presents the rating of questionnaire percentage as shown in Table 1.

Table 1. Rating of questionnaire percentage

No	Score	Rating
1	75% < score ≤ 100%	High
2	50% < score ≤ 75%	Moderate
3	25% < score ≤ 50%	Low
4	0% < score ≤ 25%	Very Low

Quantitative data is about students' vocabulary improvement which taken from the vocabulary test. The result of students' test was accounted with the following formula (each number has one (1) point for its correct answer and zero (0) for its incorrect answer):

$$\text{Students' score} = \text{all of the correct answer x} \frac{10}{5.4} \tag{2}$$

After that, the writer accounted the mean of all of students' score using Ngadiso's formula [16].

$$\text{Mean} = \frac{\Sigma x}{N} \tag{3}$$

Where: X = Students' Score; N = The Nnumber of Sample

The result of students' average score was compared with the minimum target which is 65 %.

3   Result and Discussion

Through this research process we can find out and interpret how Improving Grade XI Students' Vocabulary through Extensive Reading in Senior High School 4 Kendari. The research results regarding changes in each learning cycle can be reflected in investigation.

After implementing extensive reading through the whole cycles of this study, it could be seen that there was an improvement of attitude and vocabulary of the students from cycle 1 to cycle 3. It could be seen in the figures on the previous chart.

Fig. 2 shows that students' improvement on their positive attitude toward extensive reading can be seen on Table 1. The first cycle indicated that their attitude is 74 which classified as moderate. Other improvement occurred in cycle 2 and 3 indicated that their feeling was improved to high (87 and 94). Another positive attitude proven in the classroom when distributing books time. As soon as the researcher led them to

read the interesting books, they responded that they have read it from their friend. This reply indicated that they read them without any pressure. Extensive reading approach considered as big possible cause of that improvement. The theory has already pointed out that if students like extensive reading, they will have positive attitude toward reading and it results in more reading. Day and Bamford [5] point out extensive reading book strap hypothesis is learners read in favorable feeling leading to positive attitude toward reading and stimulates motivation to read more.
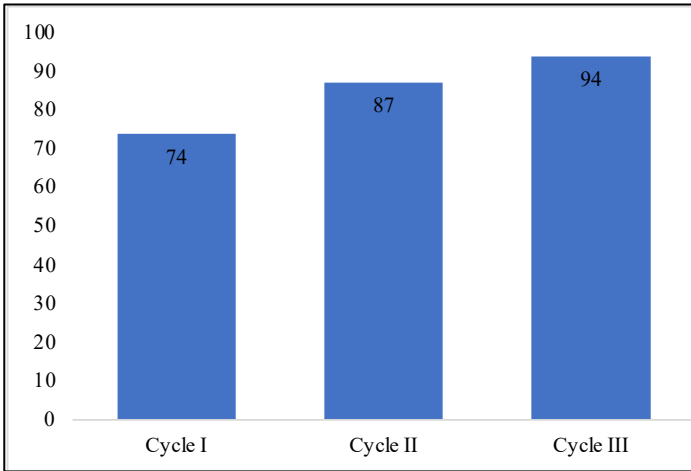
**Fig. 2.** Students' Questionnaire Results in all the Cycles

Fig. 3 presented that students' reading average were developed from 30 on cycle 1 improved to 62 on cycle 2 and increased to 80 pages per week in the third cycle. This result indicated that the students could do reading faster into the book they like. One of possible cause was that the researcher provided them plenty of interesting materials within the students' level or below their level, so they could then read in quicker rate. It is supported by Day and Bamford [5] that extensive reading encourages students to read large quantity of books below their level or understandable. When students have already applied extensive reading and the material provided suit their interest, it facilitates positive attitude toward reading in foreign language consequently they will do reading more. The theory does support their improvement in reading. If students like extensive reading, they will then have positive attitude on reading resulting in more reading. As stated by Yildirim [17] who emphasizes that in extensive reading students read lots of books should be in students' interest and under the students' language level so they can get the general understanding about the text.

Another indicator that they like to do extensive reading could be seen in break time, some students discussed with the researchers about certain books and other students seemed laughed together with other classmates because of the funny story in the book they read. It is most likely happened because the book they read is easy and fit their interest.
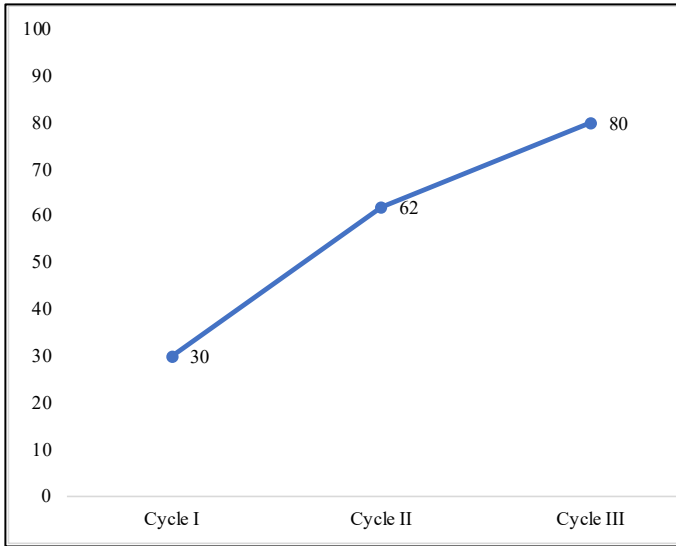
Fig. 3. Students' Average Reading Pages throughout the Cycles

Fig. 4 showed students' score improvement throughout the cycles.
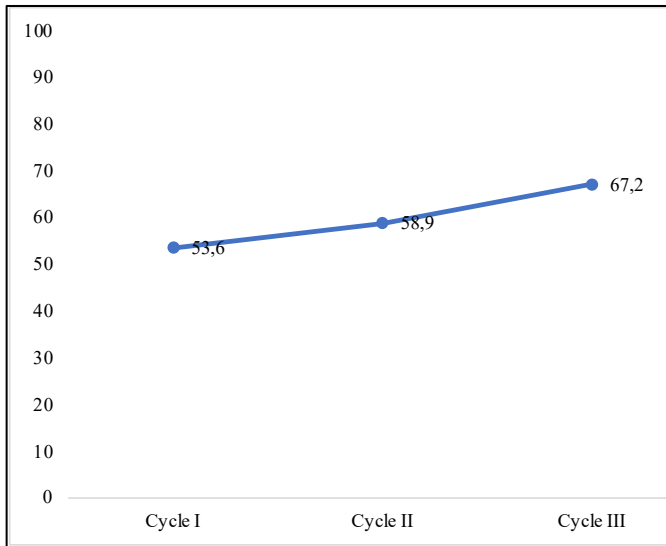
Fig. 4. Students' Score Improvement during the Cycles

The first cycle shows that the students got 53.6 on average. The next cycle needs to be executed because it does not reach the standard. After applying second cycle, students' score improved to 58.9. The last cycle ends this research because the students have obtained the target namely 67.2 on average. This vocabulary improvement is a

definitive cause of extensive reading approach. It is supported by Day and Bamford [5] that extensive reading leads students to read in a big deal of understandable materials and results in reading fluency and vocabulary improvement. Krashen in Iqbal [18] also suggests that the learners can gain vocabulary through extensive reading. In the similar source (Iqbal [18]), Krashen also mentions that extensive reading is the best way through which a learner can enhance vocabulary. Iqbal [18] concludes that reading extensively helps students in increasing new vocabulary in enjoyable way. Extensive reading has brought substantial benefit for students in term of vocabulary development.

4   Conclusion

The result of the study reported that students gain vocabulary through reading extensively. The findings reported that incidental vocabulary learning did occur during the students' reading process. It is proven by comparing the results of the preliminary research and after the reading extensive treatment was done; the score before applying the technique of each cycle and the last score after applying action signifies that it has solved the problems. Furthermore, it was found that there was an improvement by comparing the results of each to the third cycle. Before applying the action, the mean score was 48 and increased up to 67.2 on average after implementing extensive reading throughout the cycles. It indicated that there was improvement of students' vocabulary related to the minimum target of this research mastery 65%.

References

1. M. F. Graves, *The Vocabulary Book: Learning and Instruction*. United Kingdom: Teachers College Press., 2016.
2. J. Liu and J. Zhang, "The Effects of Extensive Reading on English Vocabulary Learning: A Meta-analysis," *English Language Teaching*, vol. 11, no. 6, p. 1, May 2018, doi: 10.5539/elt.v11n6p1.
3. Ariana, Arifuddin Hamra, and A.Muliati, "ariana incidental vocabulary learning," 2016.
4. R. Maghfirotin, "*The Effect Of Extensive Reading Strategy In Improving Vocabulary Mastery At The Tenth Grades Nursing Students Of Smk Kesehatan Kaltara Tarakan*," 2021.
5. R. R. Day and J. Bamford, *Extensive Reading in the Second Language Classroom*. New York: Cambridge University Press, 2013.
6. P. L. Carrell and W. Grabe, "Reading," in *An Introduction to Applied Linguistics*, Second edition., N. Schmitt, Ed. United Kingdom: Hodder Education., 2014.
7. Laufer Batia, "The Three 'I's of Second Language Vocabulary Learning," in *Handbook of Research in Second Language Teaching and Learning Volume III*, Hinkel Eli, Ed. New York: Routledge, 2017. https://doi.org/10.4324/9781315716893-25
8. P. Nation, "How Vocanulary is Learned," *Indonesian Journal of English Language Teaching*, vol. 12, pp. 1–14, May 2017
9. S. Leather and J. Uden, *Extensive Reading: The Role of Motivation*. Taylor & Francis. , 2021.

10. I.S.P Nation and R. Waring, *Teaching Extensive Reading in Another Language*. United States: Taylor & Francis., 2019.

11. S. M. Putman and T. Rock, *Action Research Using Strategic Inquiry to Improve Teaching and Learning*. Los Angeles: SAGE Publications, 2018.

12. L. Norton, *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities.*, Second edition. Abingdon: Routledge, 2019. https://doi.org/10.4324/9781315147581

13. T. Ruliyanti, W. Sumarni, and M. Ulum, "*The Development Of Questionnaire Instruments Assisted By Google Form Application To Measure Students' Cep Characters On The Stem Integrated Chemistry Module*," 2021. https://doi.org/10.2991/assehr.k.211125.002

14. D. Andriani, *Metode Penelitian*. Tangerang Selatan: Universitas Terbuka, 2017.

15. A. A. Saefudin, *Meningkatkan Profesionalisme Guru dengan PTK*. Yogyakarta: PT. Citra Aji Parama., 2012.

16. D. Farida, H. Dian Isrina, and Y. Apsari, "The Implementation Of Flash Cards To Improve Students' Vocabulary Mastery," 2019.

17. A. Yildirim, *The Benefits of Extensive Reading for Foreign Language Acquisition*. Germany: GRIN Verlag, 2014.

18. S. A. Iqbal and S. A. Komal, "Analyzing the Effectiveness of Vocabulary Knowledge Scale on Learning and Enhancing Vocabulary through Extensive Reading," *English Language Teaching*, vol. 10, no. 9, p. 36, Aug. 2017, doi: 10.5539/elt.v10n9p36.