

**IMPROVING STUDENTS VOCABULARY MASTERY IN READING BY  
USING EXTENSIVE READING**

**THESIS**

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BANDA ACEH  
2021

# THESIS

*Submitted to Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Ar-Raniry Banda Aceh*

In Partial Fulfilment of the Requirements For  
The Bachelor Degree of Education in English Language Teaching

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in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

On:

28 December 2021

Thursday

1 Jumadil Awal, 1443 H

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

### **IMPROVING STUDENTS VOCABULARY MASTERY IN READING BY USING EXTENSIVE READING**

Adalah benar-benar karya saya, Kecuali semua kutipan dan referensi yang disebutkan sumber nya. Apabila terdapat kesalahan dan kekeliruan di dalam nya maka akan sepenuh nya menjadi tanggung jawab saya. Demikian, surat pernyataan ini saya buat dengan sungguh nya.

Banda Aceh, 27 November 2021

Saya yang membuat pernyataan,



Anis Thahirah

## ACKNOWLEDMENTS

Alhamdulillah Rabbill aalamiin, all praise goes to Allah SWT the Almighty and the Most Merciful, shalawat to prophet Muhammad SAW whose blessing, guidance, and mercy have strengthened me along the complex path of my life so that I can finish my thesis. In this opportunity, I would like to thank those who have supported and guided me in the process of writing this thesis.

I want to send my most profound and big thanks to my supervisors, Dr. Luthfi Aunie, M.A, and Drs. Lukmanul Hakim, M.A, for their time, supports, advice, valuable guidance, and zillion excellent knowledge they have shared with me around this time. I am grateful for having both of them as my supervisors. Furthermore, I would like to say thank to my academic supervisor, Fithriyah, S.Ag., M.Pd., for guiding me around the time in this university. Significant appreciation and thankful are to all of the lecturers of the English Language Education Department in Teaching and Education Faculty of Ar-Raniry University for the knowledge, experiences, and supports they have given and shared with me. Furthermore, my most incredible gratitude goes to my parents, Mustafa and Aisyah, for their endless love, care, and support. I am sincerely grateful to them for teaching me how this life is worth living. They have given me everything to finish my thesis. I also thank my relatives in Banda Aceh for their prayers. I would like to thank my best friends Aramina, Mawaddah fitra, Roudhatul Jannah, Fazira nur Islamiati, Asma Yuliza, khaira Fitri for their spirit accomplishment of this thesis. Many thanks also go to my friends in the English Language Education Study Program batch 2017 for their advice and support.

## ABSTRACT

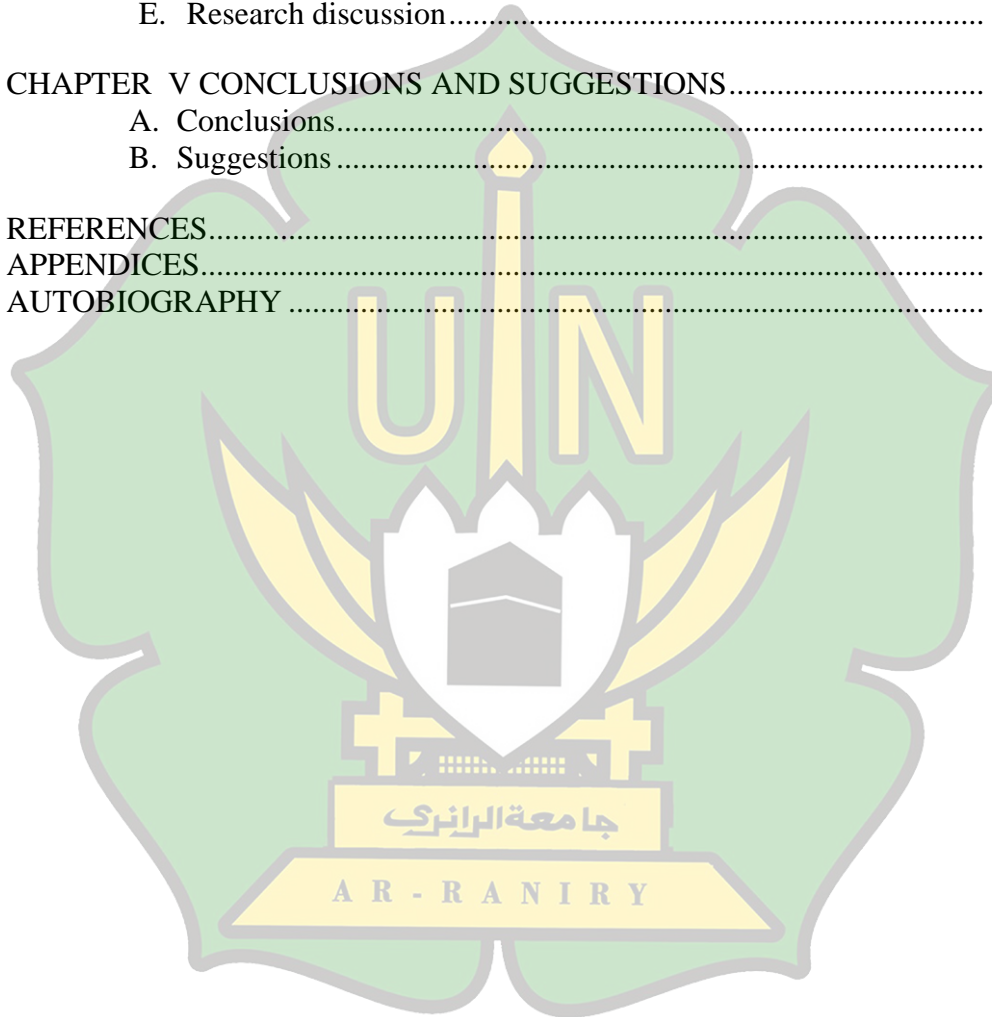
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Keywords : Students, Vocabulary Mastery, Reading, Extensive Reading

This research is concerned with how Extensive Reading strategies can improve the learner's vocabulary. In collecting the data, this research used observation and test called quantitative research. Meanwhile, the participants of this research were the first grade of senior high school at SMA Islam Al-Mujaddid. The researcher divided the participants into control group and experiment group to compare the data between those groups. In the experiment group, the researcher asked each of the students to read and translate the materials given where the researcher also gave the scoring based on their ability. It was also she did in the Control group. During the teaching and learning process, the researcher provided strategies on using extensive reading to improve the students' vocabulary mastery in experiment class. However, this trait was not for the control group. After participating in the teaching learning activity, the participants were given the post-test to both groups. The results indicate that students in the experimental group improved their vocabulary mastery. The students were easier to translate, enjoyed the material, and had a chance to choose the topic they like more.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

For students of English as foreign language learners, vocabulary has a significant role. They should learn an appropriate number of words to communicate well in a foreign language and know how to use them correctly. Students will find difficulties in speaking, reading, listening, and writing without a proportional vocabulary. Moreover, with little or none, they cannot understand the others conveyor's specific ideas. Implementing extensive reading is one of the ways to gain vocabulary mastery. Students can develop their reading abilities and improve their overall language skills by Reading Text. Day and Bamford (2004) assert that extensive reading is an approach to language teaching in which students easily read a lot of materials in the target language.

The extensive reading activity allows students to choose the materials based on their preference. They can choose and independently read their reading material for general comprehension and information, and pleasure. If the material is not exciting or too confusing, they could stop to read it. Their reading should be within the comfort zone range, and the material they pick should be read quickly and confidently. Extensive Reading, according to Bell (2001), is a reading instruction program that has been used as an effective means of improving reading fluency, understanding, and vocabulary grow within ESL or EFL settings.

However, in the first grades of senior high school, students still have problems related to vocabulary mastery which in turn affect their confidence in reading. They also have a lack of interest in terms of reading. They often find difficulties understanding the meaning of unknown words from the context because of their low vocabulary mastery.

Moreover, the teaching and learning reading phase, the technique was always teacher-centered. It is resulted that the process does little help in improving the students' vocabulary mastery. Testing practices dominated the teaching and learning process. The teacher mainly tells the students to read the text aloud, look up unfamiliar words in the dictionary, exercise in the textbook or students' worksheet (*LKS, Lembar Kerja Siswa*), and discuss the answers.

The results of the previous studies show that Extensive Reading increases vocabulary knowledge. Gatbonton & Segalowitz (2005) states that learners encounter the exact words repeatedly in context which resulted in less vocabulary learning. Furthermore, Pazakh and Sultoni (2010). Cited in Novi Pratiwi (2017) reported that the extensive reading method increases the student's motivation and interest in reading books. Ayuningtyas (2011) found out that applying the extensive reading activities by using book flood activity and telling the truth successfully improved students vocabulary mastery. The students can memorize the word quickly and increase their understanding. In addition, these activities make them enthusiastic and improve their engagement in the activities in the teaching and learning process.

Arafa (2018) found that the extensive reading can improve the student's

vocabulary mastery and also can change their behavior. It can be seen from the measuring the mean score of the test result. The improvement can also be seen from cycle 1 and cycle 2. These activities not only improve their ability but also increase their motivation in the teaching and learning process.

Fitriana (2014) used the Class Action Research (CAR) to seek the effectivity of the extensive reading. She conducted a research in two cycles. Her research found that using extensive reading can enrich students' vocabulary in terms of receptive language. The result shows that the students mean score in cycle 1 is classified as fairly suitable, and the improvement also can be seen in cycle 2 as excellence categorized.

Ayu (2018) in her research mentions significant effect of using extensive reading where the students can get a lot of vocabulary by reading a lot with the accessible materials. The result shows that before implementing extensive reading activities, students mean scores is in low and were an appropriate category. After performing extensive reading, their scores went up as an excellent category.

The research differs from those researches in term of the location, sample, subject, research population, year of the study and the number of students. The previous research took place at SMK PAB 2 Helvetia, Sumatra Utara. Hence, the researcher conducted a research in SMA Islam Al- Mujaddid, Sabang for students in class X IPA of the school, in this research the researcher used the CAR (Classroom Action Research) based on Kemmis and McTaggart in Burns (1999) that suggest the study to use the dynamic progress and complementary.

It consists of four-stage namely planning, action, observation and reflection. In addition, the reading material used by the researcher was more varied. Therefore, the researcher employed the Extensive Reading technique to improve students' vocabulary mastery.

### **B. Research Question**

The researcher intended to do this research on the basis of the Background of Study explanation to find the answer to the following questions:

1. To what extent does extensive reading improve students' vocabulary?
2. What is the obstacle of students in applying extensive reading strategy on the students vocabulary mastery in reading?

### **C. Research Aims**

Based on the research questions above, the aims of this research are:

1. To know the extents of extensive reading in improve the students vocabulary mastery.
2. To find out the obstacle of students in applying extensive reading strategy on the students vocabulary mastery in reading?

### **D. Research Significance**

This study intends to make significant improvements in the teaching of vocabulary to several parties, including providing information related to the level of plagiarism in student theses, especially the department of English language education UIN Ar- Raniry. It is expected to serve benefits both for students and English teachers.

### 1. For Students

This research offers the necessary details about the Extensive Reading technique to assist the students of SMA Islam Al - Mujaddid Sabang in improving their vocabulary mastery for English Language Teaching. Extensive Reading helps the learners gain new experiences in enhancing their vocabulary mastery because of this study.

### 2. For English Teacher

This analysis is also intended to include information to English teachers about choosing reference materials and adopting a good strategy for increasing students' vocabulary mastery through extensive reading. Furthermore, it will provide them with knowledge on different methods and a new perspective to increase the level of vocabulary instruction to students.

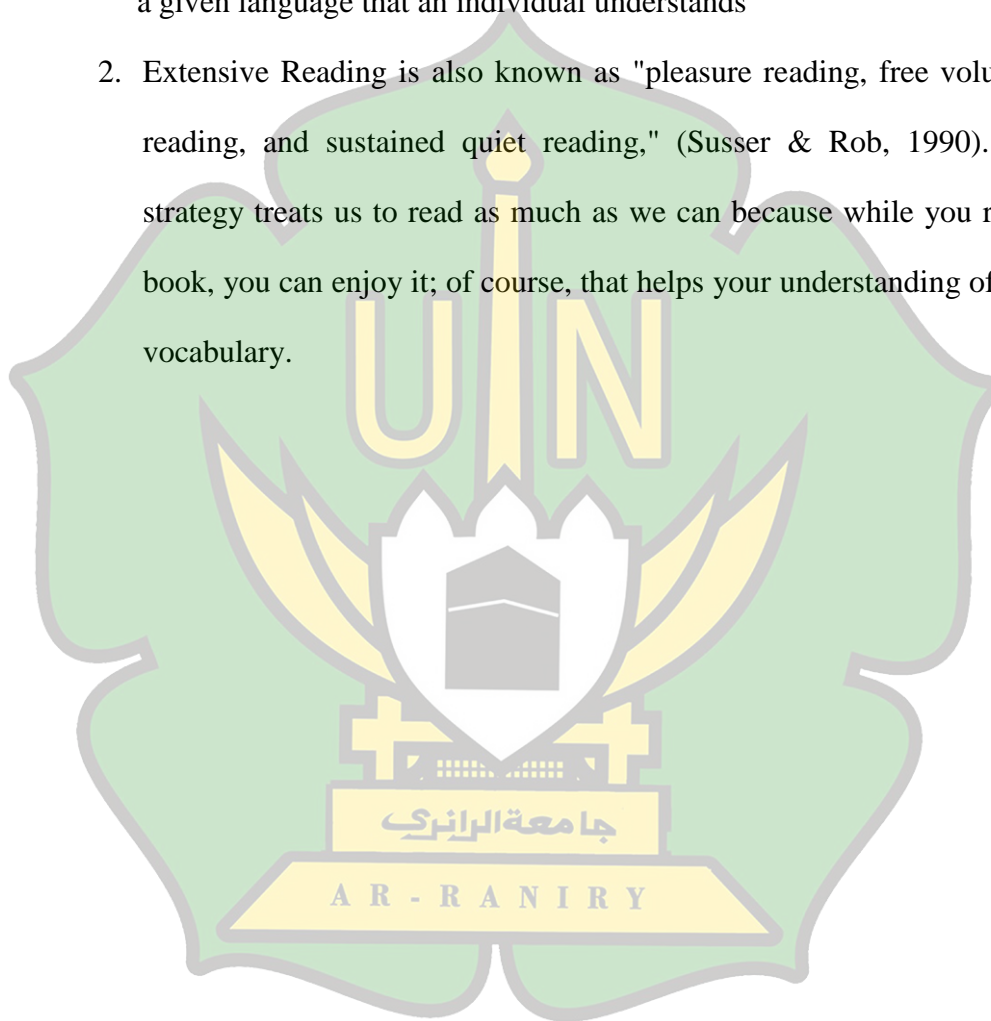
## E. Terminologies

To avoid misinterpretation, the researcher would like to clarify two terms that need further explanation.

1. Vocabulary Hiebert (2005, p. 2-3) describes vocabulary as the comprehension of words and their meanings in all active and receptive types of language. Vocabulary also referred as a word used in communication. According to some experts, there are several vocabulary meanings Linse (2005:121) stated vocabulary refers to a person's collection of words. While Hornby (2006:1645) defined vocabulary as "all the words a person knows or uses while discussing a certain subject in a specific language."

From the various definitions of vocabulary, it can be concluded that vocabulary is a fundamental component of language that one requires to acquire a language, specifically to communicate successfully with others. Furthermore, the researcher concludes that vocabulary is all the words in a given language that an individual understands

2. Extensive Reading is also known as "pleasure reading, free voluntary reading, and sustained quiet reading," (Susser & Rob, 1990). This strategy treats us to read as much as we can because while you read a book, you can enjoy it; of course, that helps your understanding of each vocabulary.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Vocabulary**

In this part, the researcher discusses some relevant theories, which are relevant to study. Based on Hoffman(1993) vocabulary are divided into 3 sections: definitions of vocabulary, type of vocabulary, and vocabulary.

##### **a. Definition of Vocabulary**

Vocabulary is described by Neuman and Dwyer (2009, p. 385) as "words we should know to interact efficiently; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)." As one of the information fields in language, vocabulary plays a vital role in learning a language (Cameron, 2001).

##### **b. Types of Vocabulary**

According to Hoffman (1993, p. 232), stated there are two kinds of vocabulary namely; the core vocabulary and the peripheral vocabulary. The core vocabulary is vocabulary that contains the words that are used every day while the peripheral vocabulary is the several words that one uses on a routine basis.

In relation of vocabulary forms, Nation (2001) claims that there are four types of vocabulary in nonfiction texts:

1. Words that appear often. These terms account for almost 80% of the text's moving words.

2. Academic jargon. These phrases usually account for about 9% of the text's running word.
3. Technical words. These words make up about 5 percent of the running words in the text. It is used by people who are working in a specialized field.
4. Low-frequency words. These are the words of moderate frequency that do not manage to get into.
5. The high-frequency list. They make up over 5 percent of the words in an academic text.

Furthermore, Nation (2001) classifies vocabulary into 4 components for training language skills; reading vocabulary, listening vocabulary, writing vocabulary, and speaking vocabulary. The words that readers recognize when reading are referred to as reading vocabulary. When listening to speech, auditory vocabulary refers to all of the words that the listener can identify. The context and tone of the word help to expand this vocabulary. All of the words that a writer can use in writing are referred to as writing vocabulary. While, in speaking vocabulary all of the words can be used in speaking. In addition, Carson (1997, p. 6) stated vocabulary distinguishes between productive and receptive vocabulary. The productive is called as a motivated vocabulary and the word that command used to communicate in daily life. While the receptive includes the productive vocabulary and also it includes the learners unmotivated vocabulary.

## B. Vocabulary Mastery

Vocabulary mastery necessarily involves extensive reading. Students would not be able to read effectively until their vocabulary is expanded. By learning vocabulary, students can communicate using the language because they are mindful of the words' concepts and emotions. As a result, someone who has successfully mastered a language must expand their vocabulary.

Bromley (2004,p. 3-4) assumes that vocabulary plays an essential role in the teaching-learning process to demonstrate its importance. The following is a list of them:

### a. Promoting fluency

Learners with larger vocabularies read faster and easier than those with lower vocabularies. Fluent readers read faster, acquire more information faster, and comprehend more information than less fluent readers.

### b. Boosting comprehension

Vocabulary knowledge has a significant impact on understanding. Component examination indicates that word meanings account for 74% of comprehension.

### c. Improving achievement

A larger vocabulary indicates a lot of conceptual information, which is facilitating in academic learning. Learners with large vocabularies outperform those with small vocabularies on achievement assessments.

### d. Enhancing thinking and communication

The words are used to analyze, interpret, evaluate, and reason.

Students with a wide vocabulary can communicate in ways that are precise, strong, convincing, and fascinating.

People need a vocabulary to understand what words mean and to express themselves correctly, according to Burton (1982, p. 98). In the teaching-learning process of a language limited vocabulary mastery can have adverse effects.

### **C. Reading**

In this part, Juliam Bamford (2004) stated that reading are divided into two namely; Intensive Reading and Extensive Reading.

#### **a. Intensive Reading**

According to Benettayeb (2010), intensive reading is the type of work completed in a reading class under the teacher's supervision. Students should use intensive reading to improve their basic receptive abilities and techniques. Intensive reading's principal aim is to enhance the ability to interpret signals using syntactic and lexical hints. Intensive reading includes completely analyzing a text to extract as much meaning as possible. This is accomplished by going through with a text and searching up every word, phrase, or collocation you don't understand. This is an activity that needs a lot of concentration and cognitive work. As a result, students who engage in difficult reading must be cautious to conform to defined standards or risk boredom and burnout. If you want to read a text in-depth, you should choose texts that are both engaging and brief, read for short periods, and do it when your brainpower was at maximum

### b. Extensive Reading

Extensive reading is an approach to second language reading. When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency. Another way to say this is students learn to read by.



Actually reading rather than examining texts by studying the vocabulary, grammar, and phrases. An extensive reading suggests reading for general language improvement and pleasure on topics that interest the learner.

Extensive reading is defined as reading as much as possible for your pleasure at a level of difficulty that allows you to read fluently and swiftly without having to look up terms or translate them into English. It's an exercise that the student can do on his own outside of the classroom. Furthermore, it may be the sole method for a student to maintain contact with English outside of class. It also reinforces vocabulary and concepts that have previously been taught in the classroom.

Extensive Reading gives students chances to read longer pieces of Reading, which they choose, which they can read at their speed and ability level. This can be done with Graded readers.

There are many reasons why Extensive Reading is good for language development. Extensive Reading helps learners understand grammar. In textbooks, learners meet hundreds of grammar patterns. However, books do not provide enough meetings with grammar for accurate acquisition to occur. Extensive Reading offers opportunities to see grammar in context to deepen their understanding of how grammar is used. Extensive Reading helps learners to build reading speed and reading fluency. In particular, developing reading speed is important because it allows learners to understand language faster and better.

#### **D. Benefit of Extensive Reading**

Krashen (1993, p. 12) claimed that Intensive Reading promotes trust and inspiration, and it builds a positive mindset in reading and learning English. Students who don't feel confident in reading English texts prefer to give up reading a whole book. That is attributed to a lack of confidence in reading materials. Extensive reading is an excellent way to engage students to pick what they want to read, where they want to read it, and how they want to read. In addition, Day and Bamford (2004) identified several benefits of Extensive Reading are:

- a. Extensive Reading can increase interest and motivation.

Because the teacher asks the students to read a book their interest in. of course, they were engaged with the story inside it.

- b. Extensive Reading can improve their vocabulary mastery.

Because the students read any book and storybook in a different context so, it helps the students to understand the word.

- c. Extensive Reading also helps students in improving other language skills such as listening, speaking, and writing. It expands vocabulary and conversation exposure in English.

- d. Extensive Reading also facilitates acquisition. The effects of language input and intake are recognized in most contemporary theories of second language learning. These needs are fulfilled by extensive reading.

In line with

In addition there are 7 benefit of extensive reading namely:

- a. Students Become a good leader it is commonly believed that individuals start reading by doing so and that learning to read should include a major focus on the meaning rather than the text's language. Extensive reading aids students in becoming better readers. We learn to read by reading, according to research conducted by Richard Day and others. The more they read in a foreign language, the better readers they become.
- b. Students increase their vocabulary Extensive Reading has many benefits in that it may help kids expand and maintain their vocabulary. We all know that learning a language takes more than one experience. Experts in language and literacy development, such as Harvard University Education Professor Catherine Snow, feel that you need to see a word or phrase 15 to 20 times in diverse settings to have a good chance of remembering it. Students are unlikely to come across terminology frequently enough in the classroom to memorize it. However, if they read a lot, they are far more likely to find words and phrases in different situations.
- c. Students improve writing Elley and Mangubhai (1981) stated Students who read a lot improve their writing skills. it might be related to the reasons that when students learn more language through extensive reading, their language acquisition processes teach the students to produce it in writing
- d. Students improve the entirety of language ability and also to improving their reading and writing skills, research shows that students who read a lot improve their general language skills. Cho and Krashen (1994).

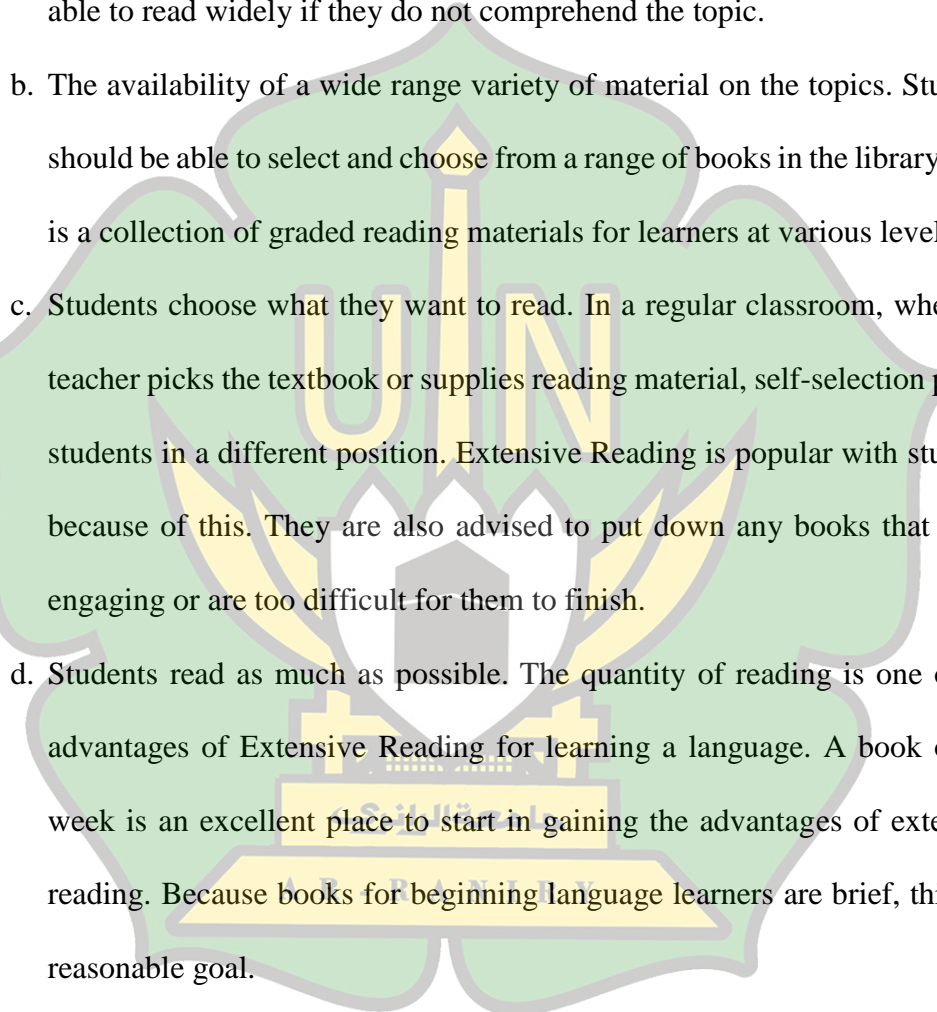
As a result, it appears that extensive reading benefits all language abilities, not only reading and writing.

- e. Students become more enthusiastic about reading. It is very motivating for students to know that they can read in English and enjoy it. For this reason, the books must be of interest to students and at a level appropriate to their reading ability. If students find the book interesting and engaging and understand it, they may become more enthusiastic readers. It can also help increase their confidence and self-esteem as language learners.
- f. Students develop learner autonomy. Students may read anywhere, at any time, and substantial reading encourages them to become more independent learners. Extensive reading should be a student-led activity to build learner autonomy. That is, students should choose what they read when they read it, where they read and how often they read it.
- g. Students become more empathic. Neuroscientific and social science studies have shown that people who read literary fiction extensively are more empathic. People who read novels about other people who are very different from themselves and their backgrounds are particularly empathic.

In relation on fluent immersion online course stated that there are 8 activities in extensive reading namely;

#### **E. The Principles of Extensive Reading**

Students can decide to read interesting materials indoors, even outside class, during Extensive Reading. Day and Bamford (2004, p. 2) state there are 10 principles of Extensive Reading;

- 
- a. Reading material is accessible. Students read material that contains few or no unfamiliar items of vocabulary and grammar. For beginners, there should be no more than one or two unfamiliar vocabulary items on every page, and for intermediate learners, no more than four or five. Students will not be able to read widely if they do not comprehend the topic.
- b. The availability of a wide range variety of material on the topics. Students should be able to select and choose from a range of books in the library. This is a collection of graded reading materials for learners at various levels.
- c. Students choose what they want to read. In a regular classroom, when the teacher picks the textbook or supplies reading material, self-selection places students in a different position. Extensive Reading is popular with students because of this. They are also advised to put down any books that aren't engaging or are too difficult for them to finish.
- d. Students read as much as possible. The quantity of reading is one of the advantages of Extensive Reading for learning a language. A book of the week is an excellent place to start in gaining the advantages of extensive reading. Because books for beginning language learners are brief, this is a reasonable goal.
- e. Reading is usually performed for enjoyment, information, or to get a better knowledge of something.
- f. Reading is a form of self-satisfaction in and of itself. Completion questions are rarely asked after extensive reading. The reader's individual experience and enjoyment of reading are the two primary purposes of reading. These

are meant to represent the kids' reading experience rather than their understanding.

- g. The teacher orients and guides the students. Before starting an Extensive Reading. Before they begin an Extensive Reading, they should understand what it is, why they are doing it, the advantages it will provide, and how they will develop. The teacher keeping control of what students read and how much they read, as well as their reactions to what they read, in order to help them get the most out of their reading.
- h. The teacher is a role model of a reader. The teacher provides an example of what it means to be a reader, for example, during silent reading periods, the teacher should also read. To propose books to particular students and share their reading experiences, the teacher should be familiar with all of the books they are reading. When teachers and students discuss what they've read, they build an informal reading community, sharing the value and joy of the written word.
- i. The reading speed is usually faster rather than slower students will find the reading content to be simple to comprehend. They are not allowed to use dictionaries since it disrupts their reading and makes fluency impossible. Instead, they are urged to disregard or make educated guesses about the significance of a few unfamiliar objects in the context.
- j. Reading is done alone and in silence. Students are allowed to read at their speed. When students read selected books in class alone, quiet reading

periods are sometimes restricted from the rest of the class. The majority of the reading, unfortunately, is for homework. They read on their own time, when and where they choose, outside of class.

#### **F. The Activities in Extensive Reading**

According to Lichun (2009, p. 117), both the teacher and the students must be committed to implementing Extensive Reading. Many activities that can be implemented in this Extensive Reading namely:

- a. Silent reading is Sustained Silent Reading (SSR) is a school reading activity that consists of a period during the school day when children and teachers in a class or the entire school read self-selected books without interruption for enjoyment, according to Sadoski (1984) as cited in Yon (2002). (p. 119).
- b. Explaining how the importance of conducting an extensive reading program, the advantages of extensive reading, how to begin reading, and so on the teacher's explanations assist students in comprehending the material and motivate them to read.
- c. The last activity is the students ask to tell the story to their friend about how the book story is like and how they can recommend this book to read.

In relation on fluent immersion online course stated that there are 8 activities in extensive reading namely;

- a. The knowledge Prime

This is a very basic activity that will make your extensive reading easier and

more effective. First, skim used the amount of text the reader planned to read. Maybe a chapter or two at a time. The readers are looking for unknown words, but mostly words that appear over and over again. These are words that will make it easier to understand the basic plot elements of the story or the basic arguments of the article. Find the basic definition for each. Then, the readers can add context and feeling to the definitions as they read and see words in a sentence. Next, attention to the cover illustrations while reading a book. but, while reading an article, read the title and subtitle. From this information alone, make predictions about the story or article. it requires the reader to gather all the relevant vocabulary and background knowledge on the subject, making it easier to contextualize and understand what they should read.

b. Write a reports and a reviews book

Take the summary and pay attention to this one is probably self-explanatory. When the reader finishes a book, just write out a simple piece about it, including a basic summary and some of the feelings about the text. Writing something like this will help to create a personal understanding of the text by making the reader reread certain sections of the text to confirm the understanding of the work is correct. Since this also serves as a test of your ability to recall details of the text, it will be much more likely the readers will remember new vocabulary and grammar in the longtime To make sure the reader put the effort in to comprehend what is going on, try publishing your review on a site like Goodreads or Amazon.

### c. Reading Set Time

Extensive reading is already a good method to improve reading speed, but if the readers not quite there yet, here is how to improve. A timed read is the easiest challenge. Set a stopwatch for a certain number of pages and a certain length of time. Texts, of course, differ greatly. There may be a lot of conversation at times, but the readers should be able to read it fast. Other times, it is jam-packed with challenging descriptions, and you will have to fight the readers way to the conclusion. So, whatever occurs in the book, try to find a moment that is both tough and attainable. A variation on this task is to choose a part to read and time how long it takes. then, reread that part but this time attempt to read it 20 percent faster. The readers should try to read it fast in first time around, otherwise the second half of the task will be too easy.

There is one more task that is great for timed reading, but it is a little more difficult. You will need to locate a partner that is studying the same language as you and is at a similar competency level. Agree to read a certain amount of pages and competent to see who can read the most. To verify that they read it, the person who finishes should have to offer a fair synopsis of what they read.

### d. Book club discussions

Book club discussions, like in a readers mother language, may be a good motivator to make sure a reader read what they want to read. They also allow you to hear other people's perspectives on the book that would not

have heard otherwise. This is a good method to go over hard language or double-check that you are reading what you believe you are reading. When you are reading a book in a foreign language by alone, it is easy to have an existential crisis over what is truly on the page. For the reasons above, book club discussions can be a great way to combine speaking and reading practice. If the readers discuss the language the learner will be able to have a proper conversation about literature and the readers have to do a quick scan for the part that they want to use. Being able to switch back and forth between different parts of the language is always a valuable skill. Meet up is a great place to start looking for a book club. However, because the majority of book clubs appear to be in English, the readers may try reading books in target language or form a new club where everyone reads in the target language.

e. Work on Creative Writing

Did the reader summed up the story enough? Why not try a rewrite?

Creative writing based on what they have read can be a very effective tool to streng then the vocabulary/grammar gains the reader have made.

Perhaps the most enjoyable time to do. this is when they are faced with a bad ending to a good story. They were have all experienced and also happily turn page to the page. The readers see that the page count is slowly decreasing, but there does not seem to be anything in the narrative to suggest then, the story just ends as if the author had never read an ending himself. Now is the readers chance to do what needs to

be done. Write what they should have written in the first place. Pick a chapter from a book and rewrite it in a new genre as a fun variation to this task and if the readers have done this a thousand times, the readers able to write a letter to a character in a book about something agree or disagree with, while attempting to match the tone of the book. It may offer you a whole new connection to what you are reading if it is done well.

f. Keep Vocabulary Journals

The readers can keep a vocabulary diary to add the vocabulary the readers gain from the text in the previous task for those terms that you undoubtedly miss when scanning the text it is not necessary to have a fancy vocabulary journal. Write down any new words or phrases that have a significant in your journal. Add your definition based on context hints and an example sentence. That is way, when the reader go back to check it up later, you will be able to see it in context. Whether the leaders studying French, Spanish, Italian, Portuguese, or German, the MosaLingua app's web version provides the leaders with pre-selected materials to learn with, including actual reading material, as well as the ability to search up words and phrases immediately using a translation tool. The leaders can create a flashcards out of terminology to make sure the leaders understanding. When the leaders completed reading, turn back and try to create a summary that incorporates all of the terms the leaders noted in vocabulary diary.

g. Skim and Scan

These two tasks are designed for people who have a burning desire to read as quickly as a native speaker. Select a chapter for skimming and read only the first and final sentence of each paragraph. Make a summary once the leaders complete it. Then read the paragraph again slowly to check if the leaders missed any essential facts. In this case, how do you think the readers can keep a vocabulary diary to add the vocabulary the readers gain from the text in the previous task for those terms that you undoubtedly miss when scanning the text it is not necessary to have a fancy vocabulary journal. Write down any new words or phrases that have significant in your journal. Add your definition based on context hints and an example sentence. That is why, when the reader goes back to check it up later, you will be able to see it in context.

h. Create chain stories

Here is an activity that requires a partner to match within terms of skill. The learners select two books. It is probably more entertaining if they were discussing completely unrelated issues. Begin by reading the first chapter or a predetermined number of pages from one book. When you have finished, each of them must explain what you have only read to the other person as must as possible in detail. Now change books and continue reading the following section. Even if the partner makes a mistake, you should be able to figure them out and have a good time fixing them.

## G. Theoretical Framework

The researcher explores the related hypotheses used to answer the research issue: how extensive reading can improve students' vocabulary mastery. The importance of vocabulary in conversation cannot be overstated. As a result, students must learn the language to learn English, but they also struggle. The effectiveness of the teaching and learning process is mainly dependent on the ability to memorize. The students believe that mastering vocabulary entails learning the primary meanings of new words.

To answer the research question, the report focuses on three main theories. Day and Bamford (2004) developed the first theory, which was used to learn about the concepts of Extensive Reading. This theory needs more attention while extensive reading we apply in classroom activities. The second theory is the benefit of extensive reading; this theory was cited by Day and Bamford (2004) to see how the proper extensive reading in teaching and learning process in the classroom. The last theory is a research method that uses a theory of Kemmis as cited in Khasnah (2011), who talked about CAR (Classroom Action Research). They were four steps, namely: planning, action, observation, and reflection.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method

Classroom Action Research was used to conduct this study. According to Carr and Kemmis (1999, p. 30), action research is a type of self-reflective inquiry conducted by participants in social situations (e.g., teachers, students, and school principals in educational cases) to improve their educational practices and conditions. Then, in Burns (1999, p. 33), Kemmis and McTaggart added that action research is a dynamic and complementary process that includes four primary stages: planning, action and observation, and reflection. While Allwright and Bailey (1991, p. 2) stated that it is a study that focuses on the classroom and merely attempts to investigate what occurs inside the school, It treats classroom interaction as if it were the only thing worth looking into.

The Kemmis and McTaggart model of Classroom Action Research used in this research, as cited in (Burns 2010). According to Kemmis and Taggart, classroom action research follows a four-step cycle. Planning, acting, observing, and reflecting are the four steps. After a process has been completed, a reflection will determine whether the outcome met or exceeded expectations. The stages of Classroom Action Research are summarized as follows, according to the Kemmis and McTaggart model quoted in (Burns 2010):

##### a. Planning

The researcher in this phase carries out the treatment. The study used

Extensive Reading to help students develop their vocabulary skills. In level 2, there were 35 books available. The students read for 10 to 15 minutes from the reading materials supplied by the teacher. Students were also given the option of selecting their text based on their interests. Making a learning situation and preparing teaching aids are part of this step. They create a tool to record and interpret data about the process and outcomes of performing action research (Kemmis as cited in Khasnah, 2011, p. 11).

b. Action and Observation

The planned action scenario was carried out over a set time. While acting, the researcher monitored and collected data on the procedure and the outcomes of the action. It was based on Kemmis as cited in Khasnah, 2011. The purpose of an observation is to gather data to be assessed, and it also serves as a guide for reflection. To collect data during observation, the researcher used observation sheets, field notes, and interviews.

c. Reflection

In reflection, the process, issue, and threat were studied, according to Kemmis as quoted in Khasnah (2011). The appraisal was seen as the outcome, whether it met or exceeded expectations. Each cycle of the action was followed by a period of reflection .

All of the participants in the study explained the situations of the activities. It was carried out to If the actions were not successful, the researcher would attempt to find more appropriate steps to improve the situation.

## **B. Research Setting and Participant**

This research was conducted at SMA Islam Al-Mujaddid, SABANG. The school is located in Maimun Saleh, Jurong Mulia Cot Ba'u kec. Suka Jaya, kota Sabang. Research Participant in 2021/2022, the researcher selects students in grade X of SMA Islam Al-Mujaddid SABANG. A purposive sampling technique was used to determine the participants for this study. Purposive sampling techniques were taken as the sample of this research. It was caused by teachers who had interviews and observations on that school. The students of this class were fragile in reading.

## **C. Research Instrument**

In this study, experimental quantitative research was used. The empirical quantitative was conducted with two groups: experimental and control. The experimental group consisted of 23 students, while the control group consisted of 23 students. The experimental group was taught using an extensive reading method that requires the students to study extensively; it involved a comprehensive reading strategy. It needed the students to imagine what another student was doing in the classroom, using the material, and finally, in their own. Meanwhile, the control Group was taught by the lecturing method. The researcher used two instruments to collect data to answer the study questions: an observation sheet in field notes and a test. Each tool will be described in the sections that follow.

### **a. A sheet of observations**

The observation was done in a checklist format. It was used to observe

the instruction and learning process as a guideline. Field notes were used to record information about aspects happened during the teaching and learning process.

Observer :

Date :

Time :

Class Observation :

Observation			
	The Classroom is clean and tidy.		
	The Classroom is comfortable.		
	The Classroom is conducive to learn/ far from the noise sound from outside of the Class.		
	There are some rules and routines that the teacher and students made in the class.		
	The students follow the teacher's instruction.		
	The students obey the rules and routines.		
	The students are careful with the equipment.		
	The students respect others.		
	The students could control their behavior through the rules.		
	Both teacher and students are enthusiastic in the teaching and learning activity.		
	The teacher is friendly, caring, and pay attention to the students.		
	The students respect and pay attention to their teacher.		

	The teacher is able to handle the students' misbehavior.		
	The teacher is able to prevent the students' misbehavior.		

b. Test

The learners were given a test: a pre-test and a post-test. The learners were offered a pre-test as their first assignment and before the students started learning by using Extensive Reading. The post-test was the last test, and the post-test was given out. The score was compared to the pre-test score to see any improvement in the pupils' language mastery.

Criteria Assess	4	3	2	1
<b>Accuracy</b>	All sentence accurate and verified by story	Most statements accurate and verified by story	Some statement cite outside information or opinion	Most statement cite outside information or opinion
<b>Vocabulary</b>	All vocabulary that students know and are suistanabel by the context.	Most of vocabulary that students understand.	Some of vocabulary the students know about 2 or 3 sentences.	Most of students know the vocabulary.
<b>Intonation</b>	All The student use variety and good intonation.	Most of students use a good intonation.	Some of student use the intonation	Most of students use the intonation.

<b>Text Translation</b>	The students are able to translate all the sentence in a good way.	Most of the students can translate 1 or 2 sentences only.	Some of students can translate the word.	Most of students can translate.
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Skill - Reading Comprehension

Name \_\_\_\_\_

**Reading a Book**

Story By: Andrew Frinkle

Jocelyn didn't have many friends, but she had lots of books. Books were better than friends sometimes. Books didn't get angry at you or argue with you. Books didn't feel sad when you didn't come see them for a while.

Jocelyn liked fantasy books. They had lots of adventures. She felt like she was in them. She could be a princess or an adventurer. She could save the day. She could see lots of monsters and amazing places. There were mysteries to solve and battles to win. It was great to read about fantasy.

Sometimes she liked history books, too. It was interesting to see how people used to live. It was strange to imagine how things used to be before all of the inventions we have today. She tried to imagine how hard life was a long time ago, and how nice it would have been to invent new things and discover new places. That was exciting!

Jocelyn also liked science books. She liked books about animals and faraway places especially. There were so many different animals in the world. They came in every shape, size, and color. There were so many things that weren't even at the zoo. It was hard to think about how many different animals there were. It made her want to be a zoologist, so she could travel and see new animals living in strange places.

She liked those kinds of books, but not girly romance books. She didn't care about drama and silly stuff. She was into the serious stuff.

The best thing about books though, was that you could share them. Jocelyn didn't have many friends, but the ones she did have liked books too. They could talk about them and share their ideas and thoughts. Books were great, but they were better with friends to talk to about them!



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**D. Collecting Data**

To collect data, the researcher used observation and testing, the researcher asked her two colleagues in this study. The English teacher was one of the partners, and the researcher's partner was the other. The researcher chose these two colleagues because they were fluent in English. Furthermore, they were able to observe objectively.

The first step was to observe. They were used to fill in the gaps in the field notes. The researcher and colleagues might be able to conclude the findings of the observation. To determine which actions were successful and which were not, the researcher observed the circumstances of the classroom, the behavior of the teachers, and the actions taken by the researcher. The students were given a list of questions to answer before the lesson began as a pre-test. It was done to assess students' initial abilities. After the researcher completed Extensive Reading, the students were given lists of questions to be answered as a progress test to see how far the students had progressed after completing the test.

#### **E. Analysis Data**

The descriptive analysis methodology can be used to analyze the results. The evidence for the qualitative analysis came from the observations, which were in the form of field notes. The researcher documented the actual situation when the study was done based on field notes. Meanwhile, the objective evidence was derived from the results of the students' tests, which included the pre-test and post-test. The scores were determined in order to assess the average of the students. The mean pre-test score would be equivalent to the mean post-test score. Post-test score After the assessments were completed, the mean scores of the students' pre-test and post-test were compared to see whether students' vocabulary mastery had improved due to Extensive Reading.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

Through the research for the participants of this research namely the first grade students of Al- Mujaddid, Sabang, the findings are results combined within two instruments, observation and test.

##### a. Observation and field note

The following are the results of the application of research instruments, field note and observation, and test.

1. The classroom is comfortable
2. The students are not enthusiastic when taking English classes
3. They are some rules and routines that the teacher and students made in class
4. The teacher can handle the student's behavior
5. Students are bored with the class, especially in reading class

##### b. Implementation

Implementation phase needed four meeting to gain data. Two meetings were dedicated for pre-test and post-test while the other two were for practicing the extensive reading in classroom. The following are each meeting in more detail.

### 1. Meeting I

In this meeting, the researcher introduced herself and explained how the research would be held in this class; then, the researcher gave the pre-test for both groups, Control and Experimental groups, with the aims to analyze to what extent do they master vocabulary. The researcher asked both group to do the test. They were requested to read and translate text in the test. While, the researcher takes time to give the score based on the criteria assessments.

### 2. Meeting II

The second meeting was held in the control group, where the researcher opened the class by greeting and reciting a prayer before the study. The researcher gave a reading text and asks them to mention 3 vocabularies that they didn't know. In this class, the researcher just controlled without applying the strategies of extensive reading.

### 3. Meeting III

The third meeting was held in the Experimental group, where the researcher gave them a chance to read a book based on what they liked.

T: All of you, please open your reading book!

S: Alright, miss

T: Now, choose one topic that you mostly are like it.

S: finish!!

T: Oke, now please enjoy your reading but, in the middle of reading while the book is too hard, you should stop it and choose the other one.

S: Sure, miss.

The next activity was to translate the text. The researcher asked them to guess the meaning based on what they understood from the context they had read. From these activities, the students actively and also enjoy their reading. It can be seen from the classroom environment in that time.

#### 4. Meeting IV

This is the last meeting for this research. In this session, the researcher gave a post-test for both groups: Control and Experimental groups, to see how they comprehended to use extensive reading. Before a test, the researcher provided the students with clear instructions on how to answer the test. The researcher asked the students to collect the dictionary then, the researcher gave the reading text and asked them to translate it, and the researcher gave the score based criteria assessments.

### B. Data Analysis

The data of this research were students' answers which were collected by giving the students a test consisting of four items. There were 46 students as a sample involved in this research. The samples were divided into two groups, namely the experimental group and the control group. Each group was given a pre-test and post-test. The description of the test result can be seen in the following table:

**Table 4.1****The Result of Pre-Test and Post-Test in Experimental Group**

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1	IB	38	69
2	AM	50	81
3	NZ	69	87
4	KH	63	75
5	DW	75	94
6	AA	44	69
7	YS	56	75
8	MA	56	81
9	IL	75	94
10	TF	75	87
11	A	44	69
12	HF	69	87
13	SM	38	75
14	MM	87	100
15	MZ	75	94
16	NA	81	100
17	M	31	69
18	F	25	63
19	NF	69	75
20	KH	75	100
21	CR	56	81
22	W	50	81
23	RM	38	69
<b>Total</b>		<b>1339</b>	<b>1875</b>

**Table 4.2****The Result of Pre-Test and Post-Test in Control Group**

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1	NB	63	69
2	W	44	69
3	CW	63	75
4	NN	56	75
5	SA	31	63
6	NV	69	75
7	SV	75	94
8	AA	56	75
9	NF	87	100
10	UK	69	75
11	MJ	75	94
12	AZ	69	81
13	DA	50	69
14	AT	75	81
15	NS	81	94
16	RA	50	75
17	ZF	75	87
18	NA	38	63
19	CF	69	81
20	GR	50	75
21	DF	69	75
22	F	56	75
23	ZF	50	75
<b>Total</b>		<b>1420</b>	<b>1795</b>

Based on the table above data, the student's initial (sample) and the students' score in the pre-test and post-test of two groups can be seen in Tables 4.1 and 4.2. In the pre-test, the highest score of pre-test in the experimental group was 81, and the lowest was 25, with the total score of the pre-test being 1339. While

the highest score of the post-test was 100, and the lowest was 69, with the full score of the post-test being 1875.

From the control group in the pre-test, the highest score was 81, and the lowest score was 31, with the total score of the pre-test being 1420. While the highest score of the post-test was 100, and the lowest was 63, the total score of the post-test was 1795.

### C. Result of Technique Analysis Data

#### 1. Descriptive Test

The result of the descriptive statistic data can be seen in table 4.3. Statistic analysis descriptive is used to explain and describes the research data to cover all the maximum data scores, minimum scores, mean scores, and standard deviation.

**Tabel 4.3 The Result of Descriptive Statistic**

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test Experiment	23	25	87	58,22	17,519
Post-test Eksperiment	23	63	100	81,52	11,441
Pre-test Control	23	31	87	61,74	14,226
Post-test Control	23	63	100	78,04	9,870
Valid N (listwise)	23				

From this table, it is found that a result of the pretest Experimental is 23, and the students had a minimum score of 25, maximum 87, mean 58,22, and the standard deviation is 17,519. Post-test Experimental is about 23 students

that had to get 63 minimum score, 100 top, mean 81,52 and the standard deviation is 11,441.

Meanwhile, pre-test Control with 23 students found a minimum score of about 31, maximum 87, mean 61,74, and the standard deviation is 14,226. In post-test control with 23 students that find 63 as a minimum score, 100 as a maximum score, the mean is 78,04, and the standard deviation is 9,870. Result of Prerequisite test

#### D. Result of Prerequisite test

##### 1. Test of Normality

The normality tests are supplementary to the visual assessment of normality. The main difficulties for evaluating normality are Kolmogorov-Smirnov (K-S), Lilliefors corrected K-S and Shapiro-Wilk. While in this test, we use SPSS 22 by using the Kolmogorov-Smirnov test. The significant result shows where  $>0,05$  meaning that the data was normally distributed. But, while the data is  $< 0,05$ , it tells the information was not standard distributed the table of normality test could be seen in the following table.

**Tabel 4.4 The Result of Normality Test**

Vocabulary		Kolmogrov-Smirnov		
		Statistic	df	sig
Result	Pre-test Experimental	,166	23	,102
	Post-test Experimental	,150	23	,192
	Pre-test Control	,099	23	,200
	Post-test Control	,145	23	,200

The data above from the normality test in kolmogrov-Smirnov shows that the pre-test score in the experimental group has a significant score is  $0,102 > 0,05$ .

The result of the post-test in the experimental group had an effective score is  $0,192 > 0,05$ . Then, the impact of the pre-test from the control group also finds a significant score is  $0,200 > 0,05$ . And the result of the post-test from the control group finds a big score is  $0,200 > 0,05$ . So, from the table of the results in the Kolmogrov-Smirnov normality test above we can concluded that all the experimental and control class data are typically distributed. Thus the assumptions or prerequisites for normality have been fulfilled.

## 2. Test of Homogeneity

A homogeneity test compares the proportions of responses from two or more populations with regards to a dichotomous variable (e. g., male/female, yes/no) or variable with more than two outcome categories. To measure the homogeneity of the data processed by using SPSS 22 with terms of significance where the data is  $> 0,05$  so the result is homogen but, while the information is  $< 0,05$  so the information is not homogen. Therefore, the impact of the homogen can be seen in following tabel 4.5.

**Tabel 4.5 Test of Homogeneity of Variance**

		Levene Statistic	Df1	Df2	Sig
Result	Based on mean	1,115	1	44	0,297
	Based on median	1,685	1	44	0,201
	Based on median and with adjust df	1,685	1	42,070	0,201
	Based on trimmed mean	1,198	1	44	0,280

Based on data above, the post-test of the experimental group and post-test in the control group shows that the score in sig based on mean of 0,297 > 0,05 were the significant result more than 0,05. In conclusion, variants data from the post-test experimental group and post-test data in the control group are equal or homogen.

#### **E. Research discussion**

Based on the data gained in analysis section, the students' mastery vocabulary using the extensive reading method is better than students taught conventionally. This is in accordance with the result of the data testing, which shows the mean value of the experimental class is 81,52 and for the control class is 78,04. From the two means, it can be seen that there is a reasonably significant difference. The teaching and learning process in the Experimental group by using the extensive reading method becomes a good way for the students to master vocabulary. Since the researcher asks the student to read a

sentence and translate it. This activity makes them more active and interested in trying this method because it teaches us to guess the meaning based on sentence and text.

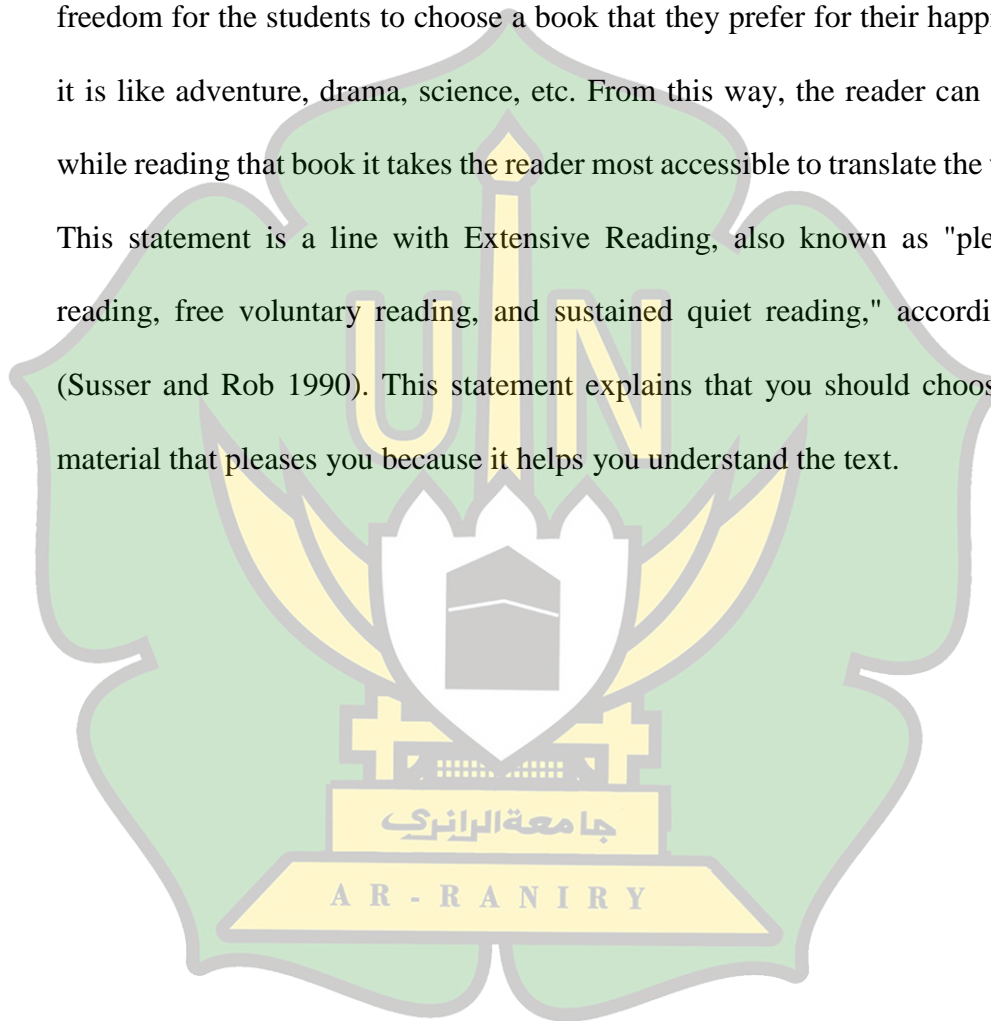
In previous instruction that the researcher said, “please, don’t open the dictionary.” However, at the end of the text, they should look for the dictionary to get a concrete or a perfect meaning. It was different from the Control group where the students are more silent and less active to respond to the instruction from the teacher. It can be seen from what happened when the teacher explained the material.

Some of them didn't care and made noise. They were busy with their job like eating, playing and sleeping, and while the researcher asked the students to read and translate the sentence, sometimes they didn't want to read and translate it. Moreover, during the observation, the researcher found many obstacles that students faced while applying the Extensive reading. There are obstacles the researcher gains:

- a. Unfamiliar story was an obstacle that students faced because it was difficult to explain, while most of the students had never read or heard of the story. If the students read the story, the reader would have difficulty guessing the meaning because the students had no prior knowledge of the story.
- b. Adjusting means that the students should translate the word that is related to the text. But, in the field, the research sees most students translate based on what they know. This action asks the teacher to guide them to translate the text or word based on context.

- c. The limitations of student support tools in English lessons such as dictionaries are caused by the economy of parents who cannot fulfill them.

In this research, there are influential ability to mastery the vocabulary by using extensive reading as a method. Extensive reading is a method that gives freedom for the students to choose a book that they prefer for their happiness; it is like adventure, drama, science, etc. From this way, the reader can enjoy while reading that book it takes the reader most accessible to translate the word. This statement is a line with Extensive Reading, also known as "pleasure reading, free voluntary reading, and sustained quiet reading," according to (Susser and Rob 1990). This statement explains that you should choose the material that pleases you because it helps you understand the text.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the results of the research, the researcher can conclude: First, the data of the experiment and control group showed in the homogeneity and the normal distribution table. Second, from the calculation of the data obtained, the average value of the pre-test in the control class is 61,74 and the pre-test in the experimental class is 58,22 while the average value of the post-test in control class is 78,04 and the post-test in the experimental class is 81,52. Finally, there is an effect of the extensive reading method in improving students' vocabulary mastery. The students are more active and exciting to gain the meaning of the word, and the students also find the strategies how to read English text without being bored.

#### B. Suggestions

After obtaining conclusions from the results of the study, the researchers gave the following suggestions:

- a. Before starting to apply the extensive reading method, indeed, the teacher should know the step of extensive readings to be applied.
- b. In teaching, a teacher should choose many exciting subjects and various books to gain the interest of students in reading books.
- c. The teacher should know the student's needs before applying extensive reading in their class.

- d. Extensive reading is a material that asks the researcher to find many exciting books, so the researcher should have a good preparation for it



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## APPENDIX B

### Recommendation Letter From The fakultas Tarbiyah dan Keguruan to Conduct Field Research.



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jl. Syekh Abdur Rauf Kupelma Darussalam Banda Aceh  
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

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Nomor : B-17539/Un.08/PTK.1/TL.00/12/2021  
 Lamp : -  
 Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
 Kepala Sekolah SMA Islam Al-Mujaddid, SABANG

Assalamu'alaikum Wr.Wb.  
 Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : ANIS THAHIRAH / 170203104  
 Semester/Jurusan : IX / Pendidikan Bahasa Inggris  
 Alamat sekarang : Jln. T. Nyak Arief Lr. Buntu No.06 Jenlingke Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Improving Students Vocabulary Mastery in Reading By Using Extensive Reading*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Desember 2021  
 an, Dekan  
 Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag.

Berlaku sampai : 15 Desember 2021

جامعة الرانيري

AR - RANIRY

## APPENDIX C

## Confirmation Letter from Al-Mujaddid Islamic Boarding School

	<b>PEMERINTAH ACEH</b> <b>DINAS PENDIDIKAN</b> <b>SMA ISLAM AL-MUJADDID SABANG</b> <i>Jalan Bandara Maimun Saleh - Lhok Igeuh - Kecamatan Sukajaya</i> <b>SABANG</b>
<hr/>	
No	: 421.3/ 14 /2021
Lampiran	:-
Hal	: Telah Melaksanakan Penelitian
Yang bertanda tangan di bawah ini :	
Nama	: Akthayillah, S.Pd.I
NIP	: -
Pangkat / Gol	: -
Jabatan	: Kepala Sekolah
Instansi	: SMAS Islam Al-Mujaddid
Alamat Sekolah	: Jln. Bandara Maimun Saleh Kel.Cot Bau
Telepon/HP	: 081335077809
Menerangkan bahwa:	
Nama	: Anis Thahirah
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Alamat	: Jln. T. Iskandar Beurawe Kec. Kuta Alam Banda Aceh
Telah melaksanakan penelitian dan pengumpulan data di SMAS Islam Al-Mujaddid mulai dari tanggal 14 Juli 2021 s.d tanggal 17 Juli 2021 dengan judul "IMPROVING STUDENTS VOCABULARY MASTERY IN READING BY USING EXTENSIVE READING"	
Demikian surat keterangan ini diberikan, untuk dapat dipergunakan sebagaimana semestinya.	
Sabang, 27 Juli 2021 Kepala SMAS Islam Al-Mujaddid  Akthayillah, S.Pd.I Nip. _____	

## APPENDIX D

### Test Observation Sheet

Observer :

Date :

Time :

Class Observation :

	Observation		
	The Classroom is clean and tidy.		
	The Classroom is comfortable.		
	The Classroom is conducive to learn/ far from the noise sound from outside of the Class.		
	There are some rules and routines that the teacher and students made in the class.		
	The students follow the teacher's instruction.		
	The students obey the rules and routines.		
	The students are careful with the equipment.		
	The students respect others.		
	The students could control their behavior through the rules.		
	Both teacher and students are enthusiastic in the teaching and learning activity.		
	The teacher is friendly, caring, and pay attention to the students.		
	The students respect and pay attention to their teacher.		

	The teacher is able to handle the students' misbehavior.		
	The teacher is able to prevent the students' misbehavior.		



## APPENDIX E

### Reading Text

Skill - Reading Comprehension

Name \_\_\_\_\_

#### **Reading a Book**

Story By: Andrew Frinkle

Jocelyn didn't have many friends, but she had lots of books. Books were better than friends sometimes. Books didn't get angry at you or argue with you. Books didn't feel sad when you didn't come see them for a while.

Jocelyn liked fantasy books. They had lots of adventures. She felt like she was in them. She could be a princess or an adventurer. She could save the day. She could see lots of monsters and amazing places. There were mysteries to solve and battles to win. It was great to read about fantasy.

Sometimes she liked history books, too. It was interesting to see how people used to live. It was strange to imagine how things used to be before all of the inventions we have today. She tried to imagine how hard life was a long time ago, and how nice it would have been to invent new things and discover new places. That was exciting!

Jocelyn also liked science books. She liked books about animals and faraway places especially. There were so many different animals in the world. They came in every shape, size, and color. There were so many things that weren't even at the zoo. It was hard to think about how many different animals there were. It made her want to be a zoologist, so she could travel and see new animals living in strange places.

She liked those kinds of books, but not girly romance books. She didn't care about drama and silly stuff. She was into the serious stuff.

The best thing about books though, was that you could share them. Jocelyn didn't have many friends, but the ones she did have liked books too. They could talk about them and share their ideas and thoughts. Books were great, but they were better with friends to talk to about them!



## APPENDIX F

### Research Instrument

Criteria Assess	4	3	2	1
<b>Accuracy</b>	All sentence accurate and verified by story	Most statements accurate and verified by story	Some statement cite outside infomation or opinion	Most statement cite outside information or opinion
<b>Vocabulary</b>	All vocabulary that students know and are suistanabel by the context.	Most of vocabulary that students understand.	Some of vocabulary the students know about 2 or 3 sentences.	Most of students know the vocabulary.
<b>Intonation</b>	All The student use variety and good intonation.	Most of students use a good intonation.	Some of student use the intonation	Most of students use the intonation.
<b>Text Translation</b>	The students are able to translate all the sentence in a good way.	Most of the students can translate 1 or 2 sentences only.	Some of students can translate the word.	Most of students can translate.

## APPENDIX G

### Test Result

**Table 4.1**

**The Result of Pre-Test and Post-Test in Experimental Group**

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1	IB	38	69
2	AM	50	81
3	NZ	69	87
4	KH	63	75
5	DW	75	94
6	AA	44	69
7	YS	56	75
8	MA	56	81
9	IL	75	94
10	TF	75	87
11	A	44	69
12	HF	69	87
13	SM	38	75
14	MM	87	100
15	MZ	75	94
16	NA	81	100
17	M	31	69
18	F	25	63
19	NF	69	75
20	KH	75	100
21	CR	56	81
22	W	50	81
23	RM	38	69
<b>Total</b>		<b>1339</b>	<b>1875</b>

Table 4.2

## The Result of Pre-Test and Post-Test in Control Group

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1	NB	63	69
2	W	44	69
3	CW	63	75
4	NN	56	75
5	SA	31	63
6	NV	69	75
7	SV	75	94
8	AA	56	75
9	NF	87	100
10	UK	69	75
11	MJ	75	94
12	AZ	69	81
13	DA	50	69
14	AT	75	81
15	NS	81	94
16	RA	50	75
17	ZF	75	87
18	NA	38	63
19	CF	69	81
20	GR	50	75
21	DF	69	75
22	F	56	75
23	ZF	50	75
Total		1420	1795

## AUTOBIOGRAPHY

Full Name : Anis Thahirah  
 Students' Number : 170203104  
 Place/Date of Birth : Lhokseumawe/ November 24<sup>th</sup>, 1999  
 Religion : Islam  
 Nationality/Ethnic : Indonesia/Ecehnese  
 Marial Status : Single  
 Occupation : Student  
 Address : Jl. Rel Kereta api Ir. Buntu No.82B Uteunkot Cunda,  
 Lhokseumawe  
 Phone Number : 085373700211  
 Email : [thahirahanis24@gmail.com](mailto:thahirahanis24@gmail.com)

**Parents**

Name of Father : Mustafa  
 Name of Mother : Aisyah  
 Fater's Occupation : Entrepreneur  
 Mother's Occupatiom : House wife

**Educational Background**

Elementary School : SDN 10 Muara Dua, Lhokseumawe (2005-2011)  
 Junior High School : MTsS Ulumuddin, Lhokseumawe (2011-2014)  
 Senior High School : SMA Islam Al-Mujaddid Sabang (2014-2017)  
 University : PBI UIN Ar-Raniry (2017-2021)





