

**INCREASING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH
EXTENSIVE READING AT THE SECOND YEAR OF SMPN 6 BANDAR
LAMPUNG**

A SCRIPT

**By
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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2016**

ABSTRACT

INCREASING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH EXTENSIVE READING AT SECOND YEAR OF SMPN 6 BANDAR LAMPUNG

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Vocabulary is a complex thing that should be conveyed by people in learning. In school, many students are lack of vocabulary. So, it makes them become hard to understand and communicate the language well. It is the reason why vocabulary is central to language and vocabulary is important as the basic need in learning a target language. The researcher used Extensive Reading to teach vocabulary.

The objective of the research was to find out whether there was any significant increase of the students' vocabulary achievement at the Eight Grade of SMPN 6 Bandar Lampung after being taught through extensive reading. The researcher used one group pre test and post test design. The sample of this research was VIII A students at SMPN 6 Bandar Lampung. The vocabulary test was used as the instrument of the research. The data were analyzed by using repeated measure t-test in which the significance was determined by $p < 0.05$.

The result showed that the students' mean score in pretest was 53.4 while the posttest mean score was 72.73. The result also showed that there was a significant difference of the mean score. The gain score was 19.33 after treatments with the significant level of 0.05, it was noted that $p = 0.000$. It proves that the the students' score were significantly different ($p < 0.05$). So, the hypothesis proposed in this research was accepted. In conclusion, it can be said that Extensive Reading can be used to increase the students' vocabulary achievement.

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**By
PANJITAM PRATAMA**

**A SCRIPT
Submitted in a Partial Fulfillment of
The requirement for S-1 Degree
In
The Language and Arts Department of
The Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
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CURRICULUM VITAE

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MOTTO

“My pain may be the reason for somebody’s laugh. But my laugh must never be the reason for somebody’s pain.”

Charlie Chaplin (1889-1977)

DEDICATION

This script is proudly dedicated to:

Mama and Daddy: two lovely people who have always been by my side in every moment in my life.

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I. INTRODUCTION

This chapter introduces the basic problems of the research. It covers the background of the problem, identification of research problems, limitation of the problems, the formulation of research questions, the objectives of research, the uses of research, and definition of Terms.

1.1 Background of the Problems

Ideally SMP students, based on English Curriculum are supposed to acquire around 1000 words and also able to use them in daily communication. However, in accordance with certain studies, the student are not yet able to acquire the target.

Along with this line of argument above, it can theoretically be inferred that vocabulary is naturally very complex aspect of language to achieve. This is true because vocabulary has some typical components, namely: lexim, single word, and idiom. In fact, people need to build up their vocabulary in order to learn and use a foreign language. They can communicate successfully with other people in a foreign language if they have a number of words and know how to use them. Therefore, vocabulary mastery of foreign language is important in order to convey ideas in communication.

Naturally, vocabulary is a fundamental aspect that cannot be neglected by people in learning the target language. By having good vocabulary mastery, people can be able to communicate, speak, read, write and listen to the language well. It is the reason why vocabulary becomes central of language and play an important role since it is the basic need in learning target language.

Nevertheless, in pre observation conducted in SMPN 6 Bandar Lampung, it was found that the students' vocabulary achievement was insufficient. In this pre observation the students were given vocabulary test. The result showed that their average score was 51 and it was below the average score of KKM (75). Furthermore, they were also asked to read some English texts from their handbooks. It was also found that most of them frequently opened their dictionary while they read the text.

This condition indicates that students' mastery and achievement in vocabulary is still low. Wainwright (2006 :33) states that vocabulary is the important factor in reading. He also says that the larger vocabulary one mastered, the easier it is to make the scene of text. Without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. Moreover, Waton (2013) finds that junior high school students are hard to learn English because lack of vocabulary. In his research, the students are not interested to study English and students have some difficulties in understanding the vocabulary learned. In an attempt to solve the problem, this research used proper media to improve the students' vocabulary mastery. In this case, it used flashcard to improve the students' vocabulary mastery.

There are actually several reasons why those problems occurred among the students. One-to-one interviewed with the students revealed that the teacher rarely developed English vocabulary in their class. The students learn the new words incidentally and independently. But not every student can learn new words since he/she rarely to be taught English vocabulary directly by the teacher.

The teachers can actually teach vocabulary in many different ways. For example it can be taught through listening and reading. The students can learn new vocabulary by listening to some English conversations such as in the movie, podcast from the internet and English music. Another possible way to teach vocabulary is through reading activity. Students can read many sources to increase their vocabulary mastery themselves.

One of the activities in reading that may help students increase their vocabulary mastery is extensive reading. It is an activity that students read as much as they can. The reading activity can be done inside and outside of the classroom. The materials should be interesting, easy, and comprehensible for students, it can be selected from books, short stories, novels, magazines, etc. The purposes of reading are usually related to pleasure. The purpose is determined by the nature of the materials and interests of the students. The students have also a freedom to stop reading materials that fails to interest them. When the student read a lot numbers of reading materials for pleasure, they learn and remember new vocabulary words while they read. Therefore, it is believed that extensive reading can enhance students' motivation to read and they are able to learn new vocabulary easily.

There are similar studies related to extensive reading and its increasing in vocabulary. One of them is the research that conducted by Horst (2005), found that vocabulary gains were significant. The participants gained new knowledge more than half of the unfamiliar words that occurred in the extensive reading materials.

Owing to the importance and benefits of extensive reading activities in learning new vocabulary, this study is aimed at in conducting research in increasing students' vocabulary through extensive reading activity.

1.2 Identification of the Problems

Based on the background, there some problems can be identified:

1. Students have low motivation in learning language.
2. Students have difficulty to identify function word, substitute word, and distributed word.
3. Students have low achievement in vocabulary, especially in content words.
4. Students have difficulty in translating English into Indonesian.
5. Students have difficulty to recall their existing vocabulary.
6. Students have difficulty in memorizing the new words.
7. Students are always given difficult and uncomprehensible reading texts by the teacher.
8. Students have difficult in learning new words through reading activity because the materials given is too difficult.

1.3 Limitation of the Problem

Based on identified problems above, this study is limited on the problem about how to increase the students' vocabulary achievement. Basically, this research used extensive reading activity to increase students' vocabulary. This study deal to find out whether extensive reading activity can help students to increase their vocabulary mastery.

1.4 Formulation of the Problem

Referring to limitation of the problems, the formulation of problem can be stated as follows:

1. Generally, the formulation of problem in this research denotes as “Is there any significant increase of the students' vocabulary achievement after being taught through extensive reading program?”
2. Specifically, “Is there any significant increase of the students' vocabulary achievement in terms of content words?”

1.5 Objective of the Research

In line with the formulation of the problems, the objective of the research is to find out whether or not extensive reading activities can be used to increase students' vocabulary achievement.

1.6 The Uses of the Research

The uses of this research are:

1. Theoretically, the results of this study are expected to support the existing theories about teaching vocabulary through extensive reading activities
2. Practically, the result of this research can be used by English teacher as information in order to select suitable technique or methods in teaching vocabulary. This result also can be used by the students to evaluate and improve their vocabulary achievement

1.8 Definition of Key Terms

There are some terms need to be clarified in order to avoid misunderstanding:

1. *Vocabulary* is a set of words with their meaning. Vocabulary is classified into four types: content words, function words, substitute words, and distributed words. This research mainly deals with content words which has some categories: verbs, nouns, adjectives, and adverbs. As Fries (1985) classified as follows
 - 1.1 *Verbs* are words that used to describe an action, state, or occurrence.
 - 1.2 *Nouns* are words that used to identify any of a class of people, places, or things.
 - 1.3 *Adjectives* are words that naming an attribute of a noun.
 - 1.4 *Adverbs* are words or phrases that modifies the meaning of an adjective, verb, or other adverb, expressing manner, place, time, or degree.

2. *Vocabulary Achievement* is the increase of the students' vocabulary that was achieved after being taught through extensive reading that can be seen from the result of pretest and posttest.
3. *Extensive Reading* is an activity in reading in which students read a lot of easy and comprehensible materials in the target language. They have a freedom to stop reading if the material is not interesting or too difficult. Extensive reading activity also can be done outside of the class. In addition, extensive reading consists of ten principles: 1) The reading material is easy, 2) A variety of reading material on a wide range of topics is available, 3) Learners read as much as possible, 4) Reading usually faster rather than slower, 5) The purpose of reading usually related to pleasure, information and general understanding, 6) Reading is individually and silent, 7) Learners choose what they want to read, 8) Reading is its own record, 9) The teacher orients and guides the students, 10) The teacher is a role model of a reader.
4. *Synonym* is word or phrase that means exactly or nearly the same as another word or phrase in the same language.
5. *Antonym* is a word with a meaning that is opposite to the meaning of another word.

II. FRAME OF THEORIES

This chapter discusses about the review of the previous research, concept of vocabulary, concept of teaching vocabulary, concept of reading, concept of extensive reading, the advantages and disadvantages of extensive reading, kinds of extensive reading activity, teaching procedures, theoretical assumptions, and hypothesis.

2.1 Review of Previous Research

Theoretically, reading is one of the effective ways in vocabulary learning. In the extensive reading students can read the text assigned everywhere and anytime they want. In this case, for example, students can stop if they think the materials too difficult for them, and they can read at the speed they are compatible with. In extensive reading students are having fun and joyful while they read the materials. So, in the recent time many researchers conducted the research to find out the benefits and effects of the extensive reading materials.

In relation to the above description, the first research was conducted by Horst (2005). This study was aimed to examine vocabulary growth. It also identified the words available for learning in an entire of Extensive Reading program or measured the extent to which participants learn them. It involved 21 ESL learners

who were freely to choose the book that interested them. The result of this study showed that the vocabulary growth were significant. The participant gained new knowledge more than half of the unfamiliar words that occurred in the Extensive reading materials they selected.

Additionally, another similar research was conducted by Pigada and Schmitt (2006). This case study of learners of French explored whether an extensive reading program could be used to enhance knowledge of words, spelling, meaning, and grammatical characteristic. The procedure of the research was by doing one-to-one interview that allowed a very good indication whether learning occurred. The result of this study showed that the learners spelling was strongly enhanced, even from a small numbers of exposures. Meaning and grammatical knowledge were also enhanced. Overall, the study indicated that more vocabulary acquisitions possible from extensive reading.

Furthermore, Rosszell (2006) also conducted research about extensive reading, her research. The aim of this study was to find out whether the participants gained the knowledge of word meaning and the ability to use it in writing tasks within the same contexts with extensive reading materials. This study involved 40 advanced level students in English from Japanese university. A quasi-experimental study was carried out in this research. Rosszell divided the subjects of research into experimental and control groups. The instrument of this research was a pre-test, post-test and delayed test (one month after post-test). This research found that extensive reading can play a significant role in the students' vocabulary mastery.

In the line with previous researchers, Benettayeb (2010) also conducted a research that examined vocabulary growth through extensive reading. His study carried out at Department of Foreign Languages, for EFL first-year students at Hassiba Benbouali University of Chlef, Algeria. He used pre-test and post-test as the instrument. The vocabulary mastery of students was also strongly improved.

Finally, the recent study of extensive reading is conducted by Furuta (2012). This research aimed to explore the effectiveness of extensive reading of authentic materials for L2 vocabulary development by employing qualitative approach. The participant of this study was Keiko, a Japanese female student at an American university. The instrument test of this study used one-to-one interview. The result of this study also showed the participant's vocabulary was grown significantly.

In fact, there are a lot of research studies about the vocabulary growth through extensive reading activities that had held in other country whether it was for ESL or EFL students and environments. Meanwhile, most of the studies were focused on the benefits of extensive reading to vocabulary growth in advanced level students and small number of participants. Therefore, the writer of the current study is interested to find out whether the extensive reading activity can be implemented in big class and intermediate level students.

2.2 Review of Related Literature

For further explanation in relation theories of increasing students' vocabulary achievement through extensive reading, the researcher explain the concept of vocabulary and concept extensive reading.

2.2.1 Concept of Vocabulary

Vocabulary is important element of language that should be mastered by people in learning English as a foreign language. People need to build up their vocabulary in order to learn and use a foreign language. Building up a useful vocabulary is central to the learning of a foreign language at a primary level(Cameron, 2001:72).

Linse (2005:121) states that vocabulary is the collection of the words that an individual knows.” By having many stocks of the words, learners may be able to catch an idea in a conversation, give a response, speak fluently and read well. Many people realize that their vocabulary is limited so that they have difficulties in expressing their ideas in communication.

Moreover, Wilkins in Thornbury (2002:13) said without grammar very little could be conveyed, without vocabulary nothing could be conveyed. This statement indicated that vocabulary was a fundamental thing that couldn't be conveyed by people in learning. By having good vocabulary mastery, people may be able to communicate, speak, read, write and listen to the language well. That is the reason why vocabulary is central to language and vocabulary is important as the basic need in learning a target language.

There are some types of vocabulary in English, as Fries (1974: 32) classifies English vocabulary into four types, as follow:

1. Content words. They constitute the bulk of vocabulary of the language. In other words, content words represent the name of subject or things, those are:

a. Nouns

Nouns are the name of subject or things which have a part of speech inflected for case signifying a concrete or abstract entity. Nouns also change form to show number and possession (*boy, boy's, boys, boys*) such as:

- *The boy sitting on the chair is my brother*
- *The boy's a handsome student*
- *The boys are visiting the zoo*
- *Those are the boys 'car*

According to Frank (1972: 6) noun can be classified into five types:

- 1) Concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun (*flower, girl*) such as in: 1) *He gives me a fragrant flowers*, 2) *She is my brother's girl friend*. Abstract noun (*beauty, justice*) such as in: 1) *My mother is a manager of beauty salon*. Countable (*chairs, tables*) such as in: 1) *The chair is broken of my false*, 2) *He pushes the table to the in front of the class*.
- 2) Abstract noun is usually the name of a *quality, state or action*.
 - *Quality*, for examples: *goodness and honesty* such as in: 1) *Goodness does not consist in greatness, but greatness in*

goodness. 2) *He has earned the respect of his colleagues through his honesty.*

- State, for instances: *poverty and childhood* such as in: 1) *Poverty is the biggest killer of children in the world.* 2) *He has always described his childhood as being very happy.*
 - Action, such as: *laughter and treatment* such as in: 1) *His joke made all the class burst into laughter.* 2) *After a year of treatment, his cancer seems to be cured.*
- 3) Proper noun is the name of some particular person, place, or thing. A proper noun always begins with a capital letter, for examples: *Mr. John Smith, Paris, Dutchman, Thanksgiving Day.* as in: 1) *Mr. Smith is . an English lecture in my collage,* 2) *Paris is the - capital city of French,* 3) *My parents celebrate Thanksgiving day of my younger sister).*
- 4) Countable noun (count noun) is noun with both a singular and a plural form, and it names anything (or anyone) that can count. Non countable noun is a noun which does not have a plural form and which refers to something that could not usually. A non-countable noun always takes a singular verb in a sentence. The examples of Non countable noun (*sugar, sand*) such as in: 1) *I need some sugar for a cup of tea,* 2) *My brother makes a sand palace in a beach.*
- 5) Collective noun is the name of a group of person, things, or animals taken together and spoken of as one whole. The examples of Collective noun are (*committee, class, crew*) such as in: 1) *The*

school committee held a meeting today, 2) This class is so dirty of plastic rubbish, 3) The Trans TV crew celebrate their TV's birth day.

b. Verbs

Verbs are action done by those things which have a part of speech without case inflection, but inflected for tense, person and number, signifying an activity or process performed or undergone. Verbs typically have four or five forms (*walk, walks, walked, walking, etc*) such as in:

- 1) *They walk to the cafeteria on the corner of the street*
- 2) *She walks out from the market*
- 3) *The man walked into the bank*
- 4) *The girl is walking in a cat walk*

The function of which are too complicated for a brief description. They are used primarily to make statement about nouns and pronouns. Frank (1972: 47) mentions that verbs can be classified into five types.

➤ Finite and non-finite verb.

A finite verb (sometimes called main verbs) is a verb that has a subject; this means that it can be the main verb in a sentence. It shows tense (past / present etc) or number (singular / plural). For example: *I live in Germany.* (*I* is the subject - *live* describes what the subject does - *live* is a finite verb).

A non-finite verb has no subject, tense or number. The only non-finite verb forms are the infinitive (indicated by *to*), the gerund or the participle. For example:

- a. *I travelled to Germany to improve my German.*
- b. *Playing game is my favorite hobby.*
- c. *We ate our roasted marshmallows.*

➤ Auxiliary verb

A sentence or phrase can have two interlocked verbs. The main verb gives the primary action, whilst the auxiliary verb adds subtle detail. Common auxiliary verbs include the verbs *to be*, *to have*, *to do*. Auxiliary verbs, which are sometimes called helping verbs, act as helpers to other verbs. They appear in front of action verbs and linking verbs. Let's view some examples: *The Girl Scouts are meeting after school today. I had fun. You will be happy.*

➤ Reflexive verbs

A reflexive verb is a verb whose agent performs an action that is directed at it. It characteristically takes a reflexive pronoun as its object. Examples: He *perjured* himself, he *shaved*

➤ Transitive verbs and intransitive verbs

A transitive verb acts on an object and hence connects the subject of a sentence with its object, and hence requires both to exist. For example: *I hit the nail.* (Transitive). An intransitive verb does not act on an object and hence acts on its own (you cannot 'sleep'

something). It can connect the subject with the object, but needs a preposition to do so.

For example: *I was asleep.* (Intransitive)

➤ Linking Verbs

Linking verbs do not express action. Instead, they connect the subject of the verb to additional *information* about the subject. For example: *Keilais a shopaholic.* The predicating or linking verbs (*be, seem, look*) as in sentences: 1) *The want to be a nurse,* 2) *He seems like my partner in my office,* 3) *She looks like an artist.*

Transitive verbs (*give, write*) such as in: 1) *My teacher gives the students some advises for facing the final examination,* 2) *The lecturer writes a research book.* Intransitive verbs (*go, come*) such as in: 1) *They go to the movie theater to watch Harry Potter film.*

Reflexive verbs (express oneself, wash oneself), auxiliary verbs (*be, have, do*), and finite or non-finite verbs, e.g.: 1) *He washes his car himself* 2) *He are very happy.*

c. Adjectives

Qualities of the things, that is: adjectives. Most short adjective has three forms to show degree (*pretty, prettier, and prettiest*).

For example:

1) *Dona is a pretty student*

2) *Hery is prettier than Dona*

3) *Artha is the prettiest among all the students in my class*

Such words as *beautiful* and *terrible* have no inflection. Adjective is used to modify nouns and pronouns. Frank (1972: 109) categorizes the types of adjectives into three determiners article (*the, a, an*), such as: 1) *We will visit the museum today*, 2) *He buys a gold ring for his mother*, 3) *He gave me an expensive bracelet*.

- Demonstrative is an adjective that points out which item, object, person or concept. Demonstrative adjectives always come before the nouns they refer to. For examples (*this, that*) in sentences: 1) *I bought this book yesterday*, 2) *I like that cake very much*.
- Possessive adjective is a part of speech that modifies a noun by attributing possession (or other sense of belonging) to someone or something. For examples (*my, your, the girl's*): 1) *My laptop is broken*, 2) *Your hair is so beautiful*, 3) *The girl's bag is so cute*.
- Numeral adjective is the adjective that describes the amount of something, for examples (*four, twenty, fourth, twentieth*): *I have thirty six students in a class*.
- Adjective of indefinite quantity is the adjective that describe undefined amount of something for examples (*some, few*), such as in sentence: *I buy some beautiful flowers*. Relative and interrogative adjective (*whose, which*) for example: *He is a man whose the car repaired*.
- Proper adjective is an adjective that takes an initial capital letter, for examples (*a French dish, a Catholic church*) such as in

sentence: *Obama built a wonderful Catholic church in a central town.*

- Participial adjective (*an interesting book, a bored student*) for example: *He gives me an interesting book.*
- Compound adjective is an adjective that comprises more than one word for examples: (*a good-looking girl, absent-minded, a wall-to-wall carpet, a never-to-be-forgotten plot*) such as in the sentence: *Sarah is a good-looking girl.*

d. Adverbs

How the action is done, that is: adverb has a part of speech without inflection, in modification of or in addition to a verb. Adverb also does not change form, but has characteristic forms of its own. It is used to modify anything but nouns and pronouns. Frank (1972: 148) summarizes the category of adverbs into five, adverbs of manner (*slowly, silently*), adverbs of place (*inside, there*), adverbs of time (*yesterday, tomorrow*), adverbs of frequency (*sometimes, often*) and adverbs of degree (*completely, very*), e.g.: 1) *She walks slowly*, 2) *He put the present inside the box*, 3) *We will visit an orphanage tomorrow*, 4) *We sometimes go swimming*.

e. Pronoun

The pronouns are *I, he, she, it, we, you, they*, and *who* with their compounds. Pronoun. Pronoun has a part of speech substitutable for a noun and marked for person. It is also used as substantives, and they

might be considered sub-class of noun, but their inflections are quite different, and their use does not exactly parallel those of nouns.

2. Function words are those words which are used as a means of expressing relation of grammar structure, such as conjunction (*and, but, because*) article (*a, an, the*), auxiliaries (*do, does, did*)

The example of sentences:

- 1) Here are some examples of conjunctions written in bold:

- a) Anton **and** Tino go to school together everyday
- b) I fall in love with him **but** he does not.
- c) She did not buy that short **because** it was so expensive

- 2) Here are examples of articles written in bold:

- a) My neighborhood bought **a** beautiful bicycle yesterday
- b) My mother fries **an** egg for me
- c) **The** building was built by a famous architect

- 3) Here are examples of auxiliaries written in bold:

- a) They **do not** see the traffic lamp so he gets the accident today
- b) Peter **does not** bring his laptop today
- c) Paul **did** his homework well

3. Substitute words, those which represent the individual things or specific action as substitutes for whole form classes of words, that is identifies (*anybody, anyone*).

Here are examples of substitute words in sentences:

a) *Anybody would think he is crazy*

b) *Anyone can pass the exam if he studies hard*

4. Distributed words, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as: *some, any, other,* etc.

Here are examples of distribute words in sentences:

a) *They will find some other solution as soon as possible*

b) *You can come any day you like*

c) *Turn it over on the other side!*

From the types of English vocabulary, the content words were taken as the materials in English teaching vocabulary since it is appropriate with the texts in the extensive reading activity. Moreover, content word is the basic knowledge that junior high school students should be mastered.

The content words have various parts such as nouns, adjectives, verbs and adverbs. Macfadyen (2007: 1-21) divides contents word into some categories: verb, noun, adjective, and adverb. Verb is perhaps the most important part of the sentence. A verb asserts the most important part of the sentence and expressions actions, events, or being states of being. The verb or compound verb is the critical element of the predicate of a sentence.

Furthermore, Macfadyen observed that verb falls into three categories: (1) transitive verb, (2) intransitive verb, and (3) linking verb. In reference to the first

category, transitive verb is a verb which needs direct objects, e.g. *Albert calls her girlfriend every Sunday* (her girlfriend is the direct object of the verb “call”). The others example: answer, buy, continue, borrow, kick, bring, etc. Meanwhile, intransitive verb is a verb, which does not need direct object, for example: arrive, come, go, stay, cry, etc. While linking verbs is the verb which does not show action, for example: be (am, is, are, was, and were), become, seem, etc.

The second category is nouns. Macfayden (2007) says that noun is a word used to name a person, animal, place, thing, and abstract idea. Noun fall into five categories: (1) proper nouns (*England, Sunday, B.J. Habibie*), (2) common nouns (*book, table, helmet, etc*), (3) material nouns (*fish, sand, wind, water, etc*), (4) collective nouns (*students, people, family, etc*), (5) abstract nouns (*beauty, kindness, bravery, etc*). Beside that noun have others categories: (6) count and non-count nouns. A count noun is one that can be counted, e.g. *book-one book, two books, person-one person, two person, etc*. Meanwhile a non-count noun is one that cannot be counted, e.g. water. We cannot say: one-water or two waters. It is possible to count some non-count nouns if the substance in a countable container, e.g. glass of milk, a cup of tea.

The next category is adjectives. Adjective fall into two categories: descriptive and limiting adjective. Descriptive adjective are those, which describe the size, color or quality of person or thing (noun or pronoun). For example: beautiful, big, handsome, etc. It means that an adjective modifies a noun or pronouns by describing, identifying or quantifying words. An adjective usually precedes the noun or the pronoun, which it modifies.

Whereas, limiting adjectives place restriction on these and those are plural form. For example: cardinal numbers (*one, two*), ordinal numbers (*first, second*), possessives (*my, your, his*), demonstratives (*this, that, these, those*), quantity (*few, many, much*), articles (*a, an, the*).

The last category is adverb. Frank (1972) says adverb modify the meanings of verbs, adjectives, prepositions, conjunctions, and other adverbs. An adverb indicates manner, time, place, cause, or degree and answer question such as how, when where, how much. Many descriptive adjectives can be changed to adverbs by adding *-ly* suffix to adjective base. Unlike an adjective, an adverb can be found in various places within the sentence.

With reference to the previous clarification, it is clear that content words consist of nouns, verbs, adjectives, and adverbs. The materials of reading text in teaching English vocabulary focused on the content words. Each of reading text contains some new vocabulary for students. Therefore, the students learnt new vocabulary through the text that they read.

2.2.2 Concept of Teaching Vocabulary

Traditionally, vocabulary was neglected in language teaching programs and curriculum for the sake of grammar and other parts of language. Teaching vocabulary should be taken into account and the technique that is used by the teacher must be considered. He should search for better way of teaching vocabulary so that it can be meaningful and useful and the students can find it easier to understanding to understand the words which are taught and they can

also increase them well. Therefore, a number of researchers have become interested in vocabulary teaching and instruction. They have come to realize that vocabulary is an important area, worthy of effort and investigation.

According to Amiryousefi and Dastjerdi (2010:90-92), there are four kinds of language teaching methods that can be used in vocabulary teaching:

1. Grammar Translation Method

The main emphasis of this method is on the recognition of written words and the production of written translations. The learner is expected to practice it through translation exercises from the native language into the foreign language. However, there is no systematic way of choosing and teaching vocabulary items. Little attention is paid to the context chosen (examples and sentences) which no relation to the language of real communication. They are taught through bilingual word list, dictionary study, memorization, and their translation equivalents.

2. Reading Method

The objective of this method is to develop reading abilities and distinction is made between intensive and extensive reading activity in the foreign language. Systematic building of vocabulary is considered central and frequency count is used to develop basic words list. Students are encouraged to infer the words from the context or form the cognates in their own language.

3. Direct Method

The direct method is based on inductive learning. Learning a language through direct association of words and phrases with objects and actions and development of the ability to think in the language was not tolerated in the classroom, and translation as a teaching technique was strictly forbidden. Concrete vocabulary is taught through mime, demonstrations, and pictures. Abstract vocabulary, on the other hand, was taught by association of ideas. Only every day vocabulary is taught. It has its own problems. It need proficient teachers and mimicked L1 learning, but did not consider the differences between L1 and L2 acquisition.

4. Audiolingual Method

This technique is used to produce correct language habits in the learners, oral imitation, memorization, and drills. Vocabulary is strictly limited and learned in context which is presented in dialogue or monolog form. There is a great effort to get students to produce error-free utterances.

From those examples of methods in teaching vocabulary, this study chooses reading method to teach vocabulary. Further, the extensive reading activity was applied in teaching vocabulary. By creating good atmosphere through extensive reading activity, the students can be interested in learning English.

2.2.3 Concept of Teaching Reading

Ordinarily, reading is generally defined as a process of identifying written or printed text to understanding its meaning. This meaning is what so called as

message that may include facts, entertainment, ideas, or feelings such as from a family, letter, news and so forth (Nuttal, 2005).

Furthermore, reading is a skill that is often considered as passive or receptive. However, it involves active processing of information on the prior knowledge of the readers. They not only find meaning and taking information, but also use their related experience and knowledge about language system, literacy conventions, and their general assumption about the world to make sense of the text. Thus, with or without readers realize, they create their own version of the text. Further, reading can be called as active processing because there is a connection between the readers and writer. The writer has a message to be delivered through his writing and the writer wants the readers understand the message. In other word, There are give and take process between readers and the writer through the text.

Despite the general purpose of having message, people also tend to have their own specific purpose. They may read for many purpose of reading such as scanning, reading for general comprehension, reading to learn, reading to get information and reading to evaluate critically (Grabbe, 2002). In addition, Suparman (2005) said that there are two major purposes for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get).

Furthermore, there are some reasons why reading is important for the student. Williams (1984:13) suggests some reasons for the importance of reading, as follows:

1. Learners can find enjoyment or interest through reading, because the students can know funny story, interesting material or wonderful text through reading.
2. Learners can practice language in order to reuse it in other skill such as speaking and writing, because writing and speaking need a lot of vocabulary to be produced by learner.
3. Learners can have further practice in the language that they have learnt, because having vocabulary through reading will create the style of their ways in practicing language.
4. Learners can learn how to get benefit from the texts to extract the information they need, because the learners will learn what they read. After that, it will make the only find the benefits from the text.

Harmer (2007) also states that reading has positive effect on students' vocabulary knowledge, on their spelling, and on their writing. By reading, teacher can teach English in writing, vocabulary and grammar.

In conclusion, by knowing definition and purpose of the reading may give some benefits for the teachers and students. It help teachers to decide the appropriate approach for teaching reading. For the students, it helps them develop awareness of reading process and reading strategies.

2.2.4 Concept of Extensive Reading

Ordinarily, extensive reading is one of the activities in reading. According Bamford and Day (2004), extensive reading is an activity in reading in which

learners read a lot of easy materials in the target language. Students read for general, overall meaning, and they read for information and enjoyment. They have a freedom to stop reading if the materials are not interesting or too difficult. The range of materials in extensive reading should be wide, readable and comprehensible. Extensive reading activity also can be done outside of the class. The teacher can assign their students to read before learning in the class. They can read in their spare time, so they can be ready to have activities in the classroom such as discussing, debating and storytelling since they have read the text before.

In this case, Bamford and Day (2004:2-3), explain ten principles of extensive reading, those are:

1. The reading material is easy

This is the most important principle of extensive reading for languages learning because students can not be succeed in reading extensively if they have to struggle with difficult material. Learners should read materials that contain few unfamiliar items of vocabulary, for example, the words that can be found in reading materials such as influence, enroll, and former.

2. A variety of reading material on a wide range of topics is available

Variety means that learner can find things they want to read, whatever their interest. The teachers have to provide the reading material based on the students' interest topic and it should be interesting, for example reading text about famous person such as Bob Marley, Jackie Chan, and David Beckham.

3. Learners read as much as possible

The language learning benefits of extensive reading come from quantity of reading. Reading many texts can help students to learn the language because when students read a lot of texts, they would find many new vocabulary.

4. Reading usually faster rather than slower

Because learners read the material that they can be easily understand, it encourages fluent reading. Dictionary use is normally discouraged because it interrupts reading. Instead, learners are encouraged to ignore or guess at the few unknown language items they may meet. So, the students can predict the words from the context.

5. The purpose of reading usually related to pleasure, information and general understanding

In contrast to academic reading and intensive reading, and the detailed understanding they require, extensive reading encourages reading for pleasure and information, for example, the students may read anecdote.

6. Reading is individually and silent

Learners read at their own pace. In some schools, there are silent reading periods when students their text in the classroom. Most extensive reading, however, is homework. It is done out of the classroom in the students' own time, when and where the student chooses. The teacher role is to assign the homework for the students in order to make them read a lot of texts in their home.

7. Learners choose what they want to read

Students can choose freely the texts or books they expect to understand, enjoy and learn. Students have a freedom to stop reading when the reading materials are too difficult for them. They can alternatively change to other readable texts such as anecdote and texts about famous person.

8. Reading is its own record

Because a learners' own experience is the goal, extensive reading is not usually followed by comprehension questions. At the same time, teachers may ask students to complete some kind of follow-up activity after reading. By having follow-up activity, teachers are able to discover what the students understood and experienced from reading. The teacher may assign students to write their new vocabulary to their book, so they can remember the words easily.

9. The teacher orients and guides the students

Extensive reading is different in many ways of traditional classroom practice, and teachers need to explain to students what it is, why they are doing it, and how to go about it. The teacher also want to keep track of what and how much students read and their reactions to what was read in order to guide them in getting the most out of their reading. In this regard, teacher can make a session in order to explain what extensive reading is, why it is so important, and how to read that reflect the principles of extensive reading.

10. The teacher is a role model of a reader

If the teacher reads some of the same material that the students read and talk to them about it, this gives the students a model of what it is to be a reader. It also makes it possible for the teacher to recommend reading material to students. In this way, teacher can become a role model of a reader, for example, teacher read several texts and recommend those to the students.

Referring to its definition and principles, it can be stated that extensive reading exposes students to read the large quantities and a wide range of the materials within their comprehensible competence which is, at the same time, pleasurable. There are several reasons why it is so attractive to develop language knowledge through extensive reading. Learners who read extensively can develop their reading fluency (Day and Bamford, 1998).

Horst (2009) also found that extensive reading had a positive impact on lexical access speed. Many hours of reading enable learners to increase sight vocabulary. Furthermore, it has been recognized that reading a large amount of is intrinsically motivating and fosters more positive attitude toward reading (Grabe and Stoller, 2011). It has also been reported that extensive reading can enhance not only reading skills but other skills such as writing and listening skills (Grabe and Stoller, 1997).

Since the time limitation of this study and the ability of students' reading skill. This study only focused in eight steps, these steps accordingly are elaborated in the procedures of teaching extensive reading.

Studies have proved that extensive reading really helps students improve their English. There are some reasons how extensive reading can enhance the students' English skills. To mention a few, by reading widely and constantly, the students are exposed to a lot of languages. When they are in constant contact with language, they start noticing and learning the patterns in the language. This can improve the students' grammar skills. The students also can learn how words and expressions are being used in different contexts. By encountering words in different contexts, they can be able to remember and use the words more easily. This can expand students' vocabulary.

Since the materials for extensive reading are easy, the students provide excellent chances for the development of fluent eye movements or fluent reading. Their reading skills can become faster and better. Further. The students read the materials at their own ability level and comprehension, this condition make the students enjoy reading the materials. They become a more confident and motivated reader.

2.2.5 The Relationship between Vocabulary and Reading

Extensive reading has relationship with vocabulary because extensive reading materials rescue students to increase their vocabulary. They can be done by searching words then determine or find up the synonym and antonym of the words. According to Chou (2011), the relationship between vocabulary and reading is believed to be reciprocal. In order words, the greater knowledge of vocabulary words a reader has, the greater the speed at which a reader is able to

comprehend a particular written text, which leads to a greater sense of accomplishment. This sense of accomplishment may motivate the person to read more in which causes him or her to encounter and acquire more words. Stoller and Grabe (1993:30) also comment that vocabulary development must be viewed as both cause and consequence of reading abilities. It caused by the benefits of reading itself. Reading could bring new vocabularies and informations to the reader.

2.2.6 The Advantages and Disadvantages of Extensive Reading in Teaching Vocabulary

From the ten principles of extensive reading that explained in the previous, the extensive reading activity has some advantages to be chosen in teaching a language. The first benefit is that the reading materials are easy and comprehensible for the students. The difficulties of students in reading can be decreased and their motivation can be grown in reading. This may make students read a lot of numbers of text joyfully since they are motivated in the reading activity.

The next benefit is the materials in extensive reading are chosen based on students' interest and choice, so the reading purpose are related to pleasure, information and general meaning. Extensive reading can create a good reading situation where students are able to choose, read for pleasure and meaning.

The extensive reading also has benefits to increase the vocabulary. First of all, in the extensive reading, the students read the materials which easy and

comprehensible. Grabe&Stoller (1993:30) have commented that vocabulary must be viewed as both a cause and consequence of reading ability. It means the greater knowledge of vocabulary words a reader, the greater the speed at which a person is able to comprehend the written text. It leads to motivate the students to read more which causes them to encounter and acquire more words.

Second of all, a variety of reading material on a wide range of topics is available in the extensive reading. It means that extensive reading exposes language to a wider selection of vocabulary that may not be available in spoken discourse. The students have more chance to learn about new words while they read various text and materials.

The last of all, in the extensive reading, students are able to read the materials outside the class. Teachers cannot possibly teach every single word in the classroom. The extensive reading is an activity in which students can continue to read and enjoy after school. Students become more independent and responsible learners of new vocabulary. The chance of having much time to open dictionary and learning new unfamiliar word through the text are available for the students. This condition is very different with intensive reading where the students have to struggle to read the text and they have a little time to understand the text and unfamiliar vocabulary words.

Beside the advantages, extensive reading also has disadvantage. In extensive reading, students read many easy and comprehensible materials. This condition may give an obstacle for the researcher to find those materials since most of students still had lack of vocabulary achievement. In order to solve this obstacle,

the researcher tries to find and select the easy and comprehensible materials from many sources. It can be from books, magazines, and internet. If it is necessary, the researcher made the materials by himself. Further, if the materials are still too difficult for the students, they can stop reading and ask the teacher to change the materials. By doing this strategy, the researcher hopes that students can read easy and comprehensible materials. So, the extensive reading may help them to enhance their vocabulary knowledge.

2.2.7 The Kinds of Extensive Reading Activity

The extensive reading is a reading activity which is held outside the class but there are some activities that can be done in the classroom. According to Bamford and Day (2004:82) there are some activities that can be implemented in the classroom after students do extensive reading outside the classroom, as follows:

1. The teacher can do some activities to make sure the students read what the teacher has asked them to read. This activity can be done in the classroom. This activity is called “One-sentence check”, this activity help teacher to determine whether students have read texts or not. The teacher asks students to summarize the texts they have read in one sentence. When the teachers look the students’ summaries, it help them to see whether the students have actually read the text or not.
2. Some activities relate to developing students’ vocabulary also can be done in the classroom. Bamford and Day (2004:193-195) suggest the activity that can develop students’ vocabulary. The first activity is called “One a day”. The teacher asks students to record each new word which they find

during in their reading. They have to write the new word on 3x5 inch index card. After students have done their reading, they write the definition and a sample sentences related to the new word on the other side of card. This activity is aim to help students develop their vocabulary.

3. Another activity is called “Vocabulary Journal”. This activity is aimed to help students expand existing vocabulary knowledge and acquire new vocabulary. In this activity, the students put the new vocabulary in a journal which they can put the meaning, synonym, antonym, and the sentence.

Those activities proposed by Bamford and Day can be implemented in the classroom to check students, so teachers can know whether students read properly and develop new vocabulary words.

2.2.8 The Procedures of Teaching Vocabulary through Extensive Reading

Before teach the vocabulary through extensive reading activity, the teacher need to introduce extensive reading, motivate and support to students. Those can be done in the pre activities. The teacher begins with telling his experience in reading a lot of interest materials and his pleasure in extensive reading activity. Then the teacher introduces the rules of extensive reading activity. It can be described also follows:

Teacher : *I will write the rules of extensive reading and you have to write in your books. The first rule is “Enjoy!”* (Teacher writes in the whiteboard and the students follow to write, then he begins to write

the second rule).*The second is “Enjoy!”*(The students may be confuse about the rule, then he write the last rule).*The last rule is “Enjoy!”*(The students certainly get the message that their extensive reading in foreign language is meant to be pleasurable).

Students : That is right right sir, it is “*enjoy*”

If extensive reading is introduced in positive way, if the reading material is easy and attractive, if the teacher is encouraging and supportive, most students can discover the enjoyment of reading.

After introducing extensive reading material, the teacher gives the numbers of reading text. There some procedures in the extensive reading in order to help students keep on the track in vocabulary gained. The procedures as follows:

a. **Pre activities**

- The researcher greets the students and asks them to pray first before starting the lesson.
- He asks the students’ condition and check the attendance list.
- He tells about extensive reading and his experience in extensive reading.

b. **While activities**

- The researcher distributes the reading materials to students.
- He asks students to look the cover page, title page, and content page in order to introduce the reading materials.
- He reads the reading materials to the students.

- He asks students to read the text individually. If they find difficult and new vocabulary while reading, they have to underline it.
- He explains about synonym, antonym, Indonesian, and English meaning of some new vocabulary. He also made some example of sentences with the new vocabulary.
- He gives the exercises to students about the materials.
- He gives some correction from their exercises
- He asks students to write their underlined words from reading materials in their vocabulary journal for their homework.
- The students have to write the meaning in Indonesian. They also have to write synonym and antonym if it is possible.
- The researcher asks the students whether they have some difficulties during the learning process or not.

c. **Post activities**

- The researcher asks the students whether they have some difficulties during the learning process or not.
- He concludes the material.
- He gives the reading text that should be read by the students outside the class.
- He closes the activity greeting the students.

In the last activity, the teacher gives reading materials to students. The materials can be read by students outside of the class in their spare time. So, in the next

meeting the students can be more ready to read, discuss, and tell about the materials that they have read.

2.2.9. The Application of Procedure in Teaching Vocabulary through Extensive Reading

1. Pre-activities

Teacher : Good morning students, how are you today?

Students : We are fine sir, and how about you?

Teacher : I am fine too, thank you. Great, let me check the attendance list.

Teacher : Before we start on the lesson. First of all, let us pray together.

Teacher : Do you know what extensive reading is?

Students : No sir, please tell us about it Sir?

Teacher : Alright, today we will study about extensive reading.

2. While activities

Teacher : Fine, I will tell you about extensive reading. It is about read easy and comprehensible materials. It is so important to you because you will have a pleasure time to read and you will not struggle with difficult materials. In the extensive reading activity you will also

find many new vocabulary because you will read a lot of easy reading texts. So, do you understand about extensive reading?

Students : Yes, we do understand, Sir.

Teacher : Do you know descriptive text?

Students : No, I don't know about it yet. Please explain it to us, Sir.

Teacher : Sure, I will explain it now.

1. Definition of news item text.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Generic structure of descriptive text

a. Identification; identifying the phenomenon to be described.

b. Description; describing the phenomenon in parts, qualities, or/and characteristics.

Now, I will give you the example of the text.

Photographer

A photographer is a person who takes photographs. There are two types of photographer, amateur and professional photographer. The amateur photographers take photograph for pleasure and to record an event, emotion, place or person. The professional photographers use photography to earn money.

One of the famous photographers in our country is Darwis Triadi. He was born October 15, 1954. However, in the beginning of his career, he was a pilot. Then, he decided to change his profession became a photographer. Now, Darwis Triadi is a successful photographer and he is the icon of photography in Indonesia.

Teacher : From the text above, we can explain that paragraph 1 is identification and paragraph 2 is description. Do you understand about it?

Students : Yes, I do Sir.

Teacher : In this time, I distribute this text to all of you. These are the materials of the lesson for today. If all of you have been gotten the materials, please look at the title of the text. The title is Photographer. I will read this text to you. Please listen carefully. Are you ready?

Students : Yes, Sir. We are ready to read the text.

Teacher : I have already read the text. Now, it is your time to read it carefully. If you find difficult words, please underline it.

Teacher : Are you finished students?

Students : Yes we are, Sir.

Teacher : Have you underlined the words?

Students : Yes, we have, there are some difficult words such as innocent, employee, fertility, and attended.

Teacher : Alright, I will tell you the meaning of those words in Indonesian. Innocent means tidak bersalah atau tidak berdosa. Employee means pegawai. Fertility means kesuburan. Attended means mengikuti atau menghadiri. Do you clear about my explanation?

Students : Yes, we do, Sir.

Teachers : Now, let me explain about synonym and antonym. For example Synonym is word or phrase that means exactly or nearly the same as another word or phrase in the same language (e.g close and near). A word opposite in meaning to another (e.g. bad and good).

Teacher : Is there any question?

Students : No, there is no more question, Sir.

Teacher : Now, I ask you to write to your vocabulary journal about the new vocabulary words that you have found while reading the texts. So, you won't forget about those words. Can you?

Students : Yes, we can, Sir.

Teacher : Now, I will give you an exercise about the material right? Okay please write the synonym, antonym and give example for all of your difficult word that underlined.

Post activities

Teacher : Well, we have done the activities for today. The news item is the text informs the reader about event of the day. The generic structure of the news item is the newsworthy, elaboration, and source.

Teacher : All right students, I will ask you one by one. What do you know about descriptive text? What is the generic structure of the text we have discussed, and can you give me the proof of the 5 aspect we have discussed.

Students : Yes sir, students 1, I will answer it sir. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The generic structures are Identification and Description

Teacher : Alright, I will give you several reading materials. I have read those in my home and I recommend those for you to read because the materials are interesting and comprehensible for you. Can you read those in your home?

Students : Yes, we can, Sir.

Teacher : I asked you to read in your home because in the extensive reading, you will have much time in reading. So, you can have a pleasure time in reading those texts.

Teacher : Students? We have to finish our meeting for today. I want you to study again at home and don't forget to try it again at home. Love your parent who give you chance to study till now. Thank you very much . See you and good morning.

Students : Morning sir. See you later.

2.2.10 Theoretical Assumption

Based on the frames theories, it can be assumed vocabulary is important thing that should be mastered by students in learning English as foreign language. Students need to build up their vocabulary in order to learn and use a foreign language. By mastering vocabulary, they can express their minds, make sentence, get knowledge from the context, and practice the language as a means of communication. So, without mastering vocabulary students will have difficulties in communicate effectively or express the idea.

Teaching vocabulary needs taking into account by the English teachers. They should search for better ways of teaching vocabulary so that it can be meaningful and useful and the students can find it easier to understand the words which are taught and students can also increase vocabulary well.

There are many kinds of techniques in teaching vocabulary and the teacher should be able to teach vocabulary or words as much as possible to the students by using

an appropriate technique. It means that the teacher have to be aware with the kind of teaching technique that they can use to come to their goal.

The researcher assumes that extensive reading activity can be effective in increasing students' vocabulary achievement significantly. The students read a lot of easy, comprehensible, and interesting text in extensive reading activity. The reading texts are given to the students based on their interesting. Further, students have more time in comprehending and getting the information in the text since they are allowed to read in their spare time outside the classroom. So, extensive reading makes a good atmosphere in reading situation.

By having good reading situation, students enjoy learning process of foreign language. In this situation, the students are assigned to find difficult and new words while they read the text. They learn and understand the new words easier since they have pleasuring time in reading. Therefore, the researcher assumes that after being taught through extensive reading the students maybe able to understand and memorize the vocabulary better than before the treatment, so finally the students' vocabulary achievement may increase significantly.

2.2.11 Hypothesis

Basically research is considered to be the systematic and organized way to test the research hypothesis in order to find the answer for formulated problem. Based on

the problem theories and theoretical assumption above, the hypotheses of this research are as follows:

Hi : There is a significant increase in vocabulary achievement after the students being taught through Extensive Reading.

Ho : There is no significant increase in vocabulary achievement after the students being taught through Extensive Reading.

III. RESEARCH METHODS

This chapter contains of setting of the research, research design, population and sample of the research, variables, procedures of the research, instrument of the research, try out test, data analysis, and hypothesis.

3.1 Setting of the Research

a. Time

The research was held in SMPN 6 Bandar Lampung. The writer used an English class in conducting the research.

b. Place

This research was conducted in SMPN 6 Bandar Lampung which located on Jl. Laksamana Malahayati, Perwata, Bandar Lampung.

3.2 Research Design

This research used quantitative research method. Hatch and Farhady (1982:22) state that quantitative research is a kind of research in which the data used tend statistic as measurement in deciding the conclusion. Then, experimental research design is used to test the proposed hypotheses. This study used the framework of one group pretest-posttest of pre-experimental design. The researcher used this design for several reasons. Firstly, due to limited time and cost, it was not feasible

to use the true experimental design. Secondly, the researcher was not allowed to take two or more classes for research by the headmaster of the sample school, so it was not possible to involve the control group in this study.

In this study, the researcher focused on the increase of students' vocabulary achievement at the second grade students' of SMPN 6 Bandar Lampung through Extensive Reading. The researcher investigated whether Extensive Reading could be used to increase the students' vocabulary achievement or not. It was done by comparing the mean scores of pretest and posttest. In the form of objective test, the researcher administered a pretest before treatment and the posttest after the treatment (Hatch and Farhady as quoted by Setiadi, 2006:131) and between there was extensive reading activity as a set of treatments. The research design was formulated as follow:

$$T1 \quad X \quad T2$$

The above formula can further be illustrated as follows:

- T1 denotes as a pretest; it conducted to find out the students' reading achievement before getting treatments.
- X refers to a treatment; it conducted to improve the students' achivement through learning extensive reading.
- T2 relates to posttest; it conducted to find out how far the students' reading achievement after getting ttreatments.

Hatch and Farhady (1982:20)

The pretest was administered to the students to identify how far students' vocabulary achievement before treatment. The posttest was given after presenting the treatments in order to identify the increasing students' vocabulary

achievement. The researcher wanted to investigate whether Extensive Reading could be used to increase students' vocabulary achievement significantly or not by comparing the mean score of the pretest with the mean score of posttest. If the mean of the pretest and posttest were not significantly different, it meant that Extensive Reading could not be used to increase students' vocabulary achievement significantly.

However, if the mean score of the posttest was higher than the mean score of pretest and there was a significant different. It indicated that Extensive Reading could be used to increase the students' vocabulary achievement significantly.

3.3 Population and Sample of the Research

The population of the research was the second grade of SMPN 6 Bandar Lampung in the academic period of 2015/2016. The total number of students in this school was 823 students. There were seven classes for each grade, every class consisted around 35 to 45 students. In this research, the researcher took only one class from the second grade as the experimental class. The sample of the research was chosen randomly from seven classes by using lottery because the participants had similar chance to be chosen and in order to avoid the subjectivity in the research (Setiyadi, 2006:39)

3.4 Variables

Variables or modifiers were characteristics of a group of people, behavior, or their environment which vary from individual to individual (Setiyadi, 2006: 109). This

research used two variables: one dependent variable and one independent variable. The dependent variable was the variable which the researcher observes and measures to determine the effect of independent variable. Then, the independent variable was the major variable which the researcher hopes to investigate. It is the variable which is selected; manipulated and measured by the researcher (Hatch and Farhady, 1982: 15).

According to the explanation above, researcher determined the variables of this research as bellow:

1. The students' vocabulary achievement as the dependent variable, and
2. Extensive reading as the independent variable.

3.5 Procedures of the Research

In collecting the data, this research used the following procedures:

a. Determining Research of the Problem

Pre-observation was held by the writer in order to determine the background of the problem in this research. It was found that the most of students have low vocabulary achievement. The English teacher was asked to conduct the teaching in school. The daily learning activities were evaluated to see problems in learning vocabulary.

b. Constructing Instrument of the Research

The scope of this research was students' vocabulary achievement in the content words. So, this study used the objective vocabulary test as instrument of the research in order to measure students' vocabulary achievement related

to content words. This study used pretest and posttest in vocabulary test. It could measure the significance difference of the students' vocabulary achievement before and after getting treatments. Lesson materials were taken from textbooks used in school.

c. Determining the Population and Sample

The population of the research was second grade of student of SMPN 6 Bandar Lampung in the first semester of academic period of 2014/2015. The research used Simple Probability Sampling to determine the sample of the research.

d. Administering the Try Out Test

The try out test items was carried out after choosing the subject. It contained multiple choices test. The number of the test items was 60 items. There were 30 items with four alternative answers for each item (a., b., c., d.) and, one of the correct answer and the rest was the distracters. The other 30 items were matching questions. The purpose of try out was to make sure the quality of validity, reliability, level of difficulty, and discrimination power of the test which were used as the instrument of the test. Some items were dropped or revised if the item quality was poor. This test was administered for 90 minutes.

e. Administering the Pretest

The pretest was administered before extensive reading activity, so that the students' vocabulary achievement related to content words could be identified before extensive reading activity. The pretest which consisted of 50 items was conducted in 75 minutes.

f. Conducting the Treatments

After giving pretest to the students, they get 4 treatments by using extensive reading activity. This study took four treatments because the materials or topics were enough for the students to achieve the target vocabulary words. Students obtained 5 materials or topics in each treatment. Each treatment held for 40x2 minutes. They had to read out of the class time before they discussed in the classroom. So, they were well prepared in reading the text.

g. Administering Posttest

The posttest was held after applying extensive reading. It was administered in 75 minutes and the aim was to find out students' vocabulary achievement after being taught by extensive reading activity.

h. Analyzing the Data

The data of the research were statistically analyzed. Repeated Measures T-test was used to analyze the data in order to identify whether the extensive reading activity was able to increase the vocabulary achievement or not. The researcher used the Statistical Package for Social Sciences (SPSS) version 16 to analyze the data.

i. Interpreting the results of data analysis and drawing conclusion

The data were interpreted after it was finished to be analyzed by using SPSS. From the analyzed data, the researcher drew conclusion in order to describe whether extensive reading was able to increase vocabulary achievement or not.

3.6 Instrument of the Research

The researcher used objective vocabulary test as the instrument for collecting the data. The instrument was used for pretest and posttest. There was a pretest before treatments in order to identify how far the students' vocabulary achievement. Posttest was given after presenting the treatments in order to identify the increasing the students' vocabulary achievement. The test was in form of multiple choice tests and matching questions. The items of pretest and posttest were related to students' level of proficiency. The test evaluated the mean of vocabulary and the vocabulary that included in the test related to content words.

3.7 Try Out Test

The try out test had to be held to prove whether the test had a good quality or not. The test could be said to have a good quality if it had a good validity, reliability, level of difficulty, and discrimination power. The try out test was used to conduct and found out the test instrument to gain the data in the research. There were some elements that were tested as follows:

3.7.1 Validity

According to Setiyadi (2006:21-27), there are five types of validity. The first one is face validity. Face validity refers to how to convince the ordinary people that a particular test actually measures what the researcher say it measures. The second validity is content validity. It refers to how well each point in the test represent about the language that was measured.

The third one is predictive validity. It refers to the use of tests to predict what happen in the future. This type of validity describes how far the result of the tests has the correlations with the students' success in the future. The forth one is construct validity. It is needed for the test which has some indicators in measuring one aspect or construct. It means this validity is concerned to know whether the test is true reflection of language which is being measured.

The last one is concurrent validity. Concurrent validity measures how far the new test has the correlation with the valid previous test. The researcher used construct and content validity since it's more suitable for this research. Face validity are not enough capable in measuring the test. This validity just measures the test by its face or generality. It is not possible for the researcher to focus on the predictive validity. The vocabulary test cannot be used to predict what can be happened for the students in the future. The concurrent validity also can be used since the researcher has no valid previous test. So, the researcher used content and construct validity which were discussed further as follows:

a) Content validity

Content validity is extended to which a test measures representative sample of the subject matter contents, the focus of content validity is on adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251). It means that the test should be correct and represent the materials that are taught in the school. To get

the content validity, the test was adapted from the students' book. Then the test is determined according to the materials that are taught to the students. In other words, the researcher made the test based on the materials on students' curriculum.

Table 1. Table of specification of Try Out Test

NO	Word Classes	Number of Items	Percentage
1	Nouns	1,2,3,4,5,8,10,12,14,16,22,27,29,36,37	25%
2	Verbs	9,11,15,17,18,19,20,25,38,39,40,47,48,49,50	25%
3	Adjectives	6,7,13,21,24,26,28,30,31,32,41,42,51,52,53	25%
4	Adverbs	23,33,34,35,43, 44,45,46,54,55,56,57,58 59,60.	25%
TOTAL			100%

Source : Try Out Test

b) Construct validity

Construct validity is concerned with knowing the certain language skill. To know the test is true reflection of language which is being measured, the researcher examined whether the test question actually reflect what was meant to know a language. To get construct validity, the test was adopted from students' hand book. Then the test determined according to the materials that were taught to the students.

3.7.2 Reliability

In simple ways, reliability can be defined as the consistency of the result of a test. A test have its reliability if the result of the test which is done by some students does not have big differences with the result of the test when it is tested to the same students with some periods after the first test has done. In other words, how far it can measure the same subject at

separated time, but it shows the same result relatively (Setiyadi, 2006: 113). In this research, to estimate the reliability of the test, researcher used split-half technique. In order to measure the coefficient of the reliability between odd and even group, researcher applied “The Pearson Product Moment Formula” as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

The above formula can further be illustrated as follows:

r_{xy} is concerned with coefficient of reliability between odd and even numbers items.

x relates to odd number

y denotes as even number

x^2 refers to total score of odd number items

y^2 denotes as total score of even number items

xy relates to total score of odd and even number

The criteria of reliability are:

0.80 – 1.00 indicates that reliability is very high

0.60 – 0.70 points out that reliability is high

0.40 – 0.59 denotes that reliability is average

0.20 – 0.39 indicates that reliability is low

0.00 – 0.19 points out that reliability is very low

(Hatch and Farhady, 1982:246-247)

This research used “Spearman Brown’s prophecy formula” to know the coefficient correlation of whole items.

The formula was as follows:

$$r_k = \frac{2 r_{xy}}{1 + r_{xy}}$$

The above formula can further be illustrated as follows:

r_k relates to the reliability of the whole tests

r_{xy} refers to the reliability of half test

(Hatch and Farhady, 1982:246)

After the data were analyzed, the result showed that the reliability of half test (r_{xy}) was 0.957 and the reliability of the whole test (r_k) was 0.978 (see Appendix 2)

Based on the criteria of reliability of the test, it can be stated that the test had a high reliability since the range of the criteria for the reliability test is 0.8 – 1.00 (Hatch and Farhady, 1982: 246). In other word, the test was reliable.

3.7.3 Level of Difficulty

When a test maker wants to create a good test, he/she should consider about the level of difficulty. Level difficulty simply defined as the items' difficulty. A good test is the one, which is not too easy or too difficult. The measurement of difficulty level, researcher used the following formula:

$$LD = \frac{U+L}{N}$$

The above formula can further be illustrated as follows:

LD denotes as level of difficulty.

U refers to the number of upper group who answer correctly.

L relates to the number of lower group who answer correctly.

N refers to the total number of the students.

The upper group was taken from 27% of the students who have the highest score and the lower group was taken from 27% of the students who have the lowest score.

The criteria are:

0.00 – 0.30 indicates that level of difficulty is difficult

0.31 – 0.70 points out that level of difficulty is average

0.71 – 1.00 denotes that level of difficulty is easy

(Shohamy, 1985:79)

Based on the result of the try out related to the criteria, these test consisted of 5 difficult items (24, 25, 43, 47, and 59.), 54 average items (1, 2, 3, 4, 5,

6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 44, 46, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, and 60), and 1 easy item (45). The easy and difficult items were revised, while satisfactory items were administered in pretest and posttest.

3.7.4 Discrimination Power

Discrimination power is how the test can make difference between the students with lower score and the students with higher score. A good test make a real difference between the students with lower score and the students from higher score. To find out the discrimination power, this research utilized the following formula:

$$DP = \frac{U-L}{1/2N}$$

The above formula can further be illustrated as follows:

DP relates to discrimination power.

U denotes as the number of upper group students who answer correctly.

L refers to the number of lower group students who answer correctly.

N relates to the total number of the students.

The criteria are:

D: 0.00 – 0.20 indicates that the item of the test is poor.

D: 0.21 – 0.40 points out that the item of the test is satisfactory.

D: 0.41 – 0.70 denotes that the item of the test is good

D: 0.71 – 1.00 points out that the item of the test is excellent.

D: - (negative) indicated that the item of the test is bad items and should be omitted.

(Heaton, 1975:180)

1. If the value is positive discrimination a large number of more knowledgeable students than the poor students get the item in correct.
If the value is zero, no discrimination.
2. If the value is negative, it means that more low-students than high students got the item correct.
3. In general, the higher the discrimination index, the better. In classroom situation most items should be higher than 0.20 indexes.

(Shohamy, 1985:81)

The discrimination power criteria showed that there were 5 bad items (14, 24, 33, 34, and 59), 4 poor items (12, 25, 43, and 47), 50 satisfactory items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39, 40, 41, 42, 44, 45, 46, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59 and 60), and 1 good item (31). The items with negative discrimination were dropped. And the items that had satisfactory level of difficulty and satisfactory and good discrimination

index were administered for pretest and posttest. From this result, 50 items which met the criteria of a good test were administered in pre test and posttest. (See appendix 4)

3.8 Data Analysis

In analyzing the data, the researcher used three procedures, as follow:

3.8.1 Scoring System

In scoring the result of students' test, the researcher used Percentage Correct (Lyman, 1971:95). The percentage correct score was used in reporting the result of classroom achievement tests. The researcher calculated the average of the pre-test and post-test by using this formula:

$$X_{\%c} = 100 \frac{R}{T}$$

(Lyman, 1971: 95)

The above formula can further be illustrated as follows:

$X_{\%c}$ denotes as percentage of correct score

R relates to number of right answers

T refers to total number of items on test.

3.8.2 Normality Test

The normality test was counted by using SPSS. This test was used to measure whether data in experiment class were normal distributed or not.

The researcher used the variants coefficient in order to see the normality of the test. The data was called as normal distribution data if the variants of coefficient were $< 30\%$.

The formula to count this was as follows:

$$\text{Variants Coefficient} = \frac{\text{Std Deviation}}{\text{Mean}} \times 100\%$$

3.8.3 Hypothesis Test

Hypothesis test was a kind of test to check whether researcher's hypothesis was accepted or not according to the data that was collected. To test his hypothesis, researcher used *repeated measures T-test* that was conducted at the significant level of 0.05 ($P < 0.05$). The hypotheses are:

Hi : There is a significant increase in vocabulary achievement after the students being taught through Extensive Reading.

Ho : There is no significant increase in vocabulary achievement after the students being taught through Extensive Reading.

(Hatch and Farhady, 1982:111)

3.8.4 Research Instrument

The Instrument is a tool used by the writer in the research. In this research, the researcher used test items to get the data about students' vocabulary achievement. The aim of pre test is to know the students' basic vocabulary achievement before treatment. The purpose of the post test is to know the

improvement's result of vocabulary achievement after getting the treatments. The test was in the form of multiple choice. The number of items for pretest and posttest were determined after the researcher analyses the result of try out test. The example can be seen in appendix 6 and 7.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In line with the result of the data analysis and discussion, the following conclusion can be drawn:

1. The extensive reading can significantly improve students' vocabulary achievement at the eighth grades of SMP 6 Bandar Lampung. It can be proved from the increase of the students' mean score in the pretest and the posttest. The result of the posttest was higher than pretest. There was an increase from the mean score of the pretest and posttest. It can be seen that the mean score of the pretest was 53.40 and the posttest was 72.73.
2. There is significance difference of students' reading achievement after using extensive reading It can be seen that the mean score of the pretest was 53.40 and the posttest was 72.73.
 - 2.1 Specifically, extensive reading was able to improve students vocabulary achievement, arranging from the highest ot the lowest achievement.
 - a. Nouns improved from 371 points to 513 points, so the gain is 172 points. It might cause that extensive reading gave the chance to the

students to a lot and read often. Moreover, reading texts included new noun words and repetitions, for examples, abstract noun, such as *professional, beginner, childhood, and failure*.

- b. Verbs improved from 248 points to 304 points with gain 56 points. It happened because the texts are not just interesting, they are also engaging or compelling. The interesting texts include verbs with lot of repetition and similar verbs, for examples, transitive verbs such as *give, keep, receive, release, and forget*.
- c. Adjectives improved from 223 points to 291 points with gain 68 points. It occurred because the topic of the texts were like daily activity, so typical use of adjective are easily remembered by students, for examples, demonstrative adjectives such as *amateur, beautiful, innocent, and pure*.
- d. Adverbs indicated the lowest improvement. Among those mentioned above, it only improves 17 points from 42 to 59 points. It might cause that the students were free to choose any texts to read. Such as: Consequently, adverbs are hard to understand and untouchable by the students. As the result, these aspects of vocabulary had the lowest improvement, for examples, adverb of manner such as *happily, angrily, bravely, and anxiously*.

2.2 Extensive reading changed the percentage of score interval which pass the KKM score become better. In pretest, only 40% students who pass the KKM. After being taught through Extensive reading program, it changed into 63.34%. It means that extensive reading could improve the students' vocabulary achievement.

5.2 Suggestions

Given the conclusion above, there are some suggestions put forward for the teachers who are interested in implementing extensive reading in learning new vocabulary and for the next related research as recommendations.

5.2.1 For Teachers who are using Extensive Reading

- a. Teachers who are interested in using extensive reading in learning new vocabulary should know the definition and concept of extensive reading before implementing it as teaching learning activity.
- b. In order to increase students' vocabulary achievement in terms of adverbs, the teacher is recommended to give more exercises to the students dealing with adverbs. For example, teacher can provide reading texts with more adverbs available in them.
- c. In the case of verbs, the teacher could strengthen the students' vocabulary especially about verbs. For example, teacher could use loud

repetition, give notes, or make sentence by using verbs in class to make the students easy to memorize verbs.

- d. Before using extensive reading in the class, teachers should give clear information to the students about the objectives or the learning targets of the extensive reading. So, the students know the aim of the learning activities and the reasons why extensive reading so important for them.
- e. In providing reading texts, teachers should focus on the materials which are easy and comprehensible for the students. This is in line with Day and Bamford (2004:2-3) that in extensive reading, the reading material should easy and comprehensible.
- f. Teachers should ask the students not only to understand the content of the text, but also to find the meaning of the difficult words including its categories, synonym, and antonym.
- g. Teachers should apply various kinds of learning activities in the classroom to make the learning process more enjoyable in order to avoid students' boredom. It can be through presentations, discussion, debate, or games.

5.2.2 For the Next Further Study

For other researchers who are eager to investigate more about the extensive reading, the next research can consider the following suggestions:

- a. The research investigates the implementation of extensive reading in different object, such as adult learners in senior high or college students
- b. This research only uses pre-experimental research. The further research should use an experimental research and conduct in using different types of vocabulary either, compound words and idioms.
- c. The research investigates the comparison of the extensive reading in two different schools.
- d. The research investigates the extensive reading to improve the others aspects of language learning, such as writing, grammar, and reading fluency.

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