

**THE EFFECT OF APPLYING EXTENSIVE READING STRATEGY ON
THE STUDENTS' VOCABULARY MASTERY IN READING**

SKRIPSI

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ABSTRACT

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This research deals with the effect of applying extensive reading strategy on the students' vocabulary mastery in reading. This research was conducted at SMK PAB 2 Helvetia. The research was done from December 2016 to April 2017. The population of this research was taken from the X grade students' academic year 2015/2016 of SMK PAB 2 Helvetia, Sumatera Utara, which consists of four parallel class. There were X AP-1, X AP-2, and X AP-3. Class X AP-1 consists of 35 students, class X AP-2 consists of 30 students, X AP-3 consists of 35 students where X AP-1 and X AP-3 class were taken as the sample of this research. The experimental quantitative research was applied in this research. The experimental quantitative was research with two different groups, experimental that consist of 35 students and control group consist of 35 students. The facts showed that t-critical (t_c) value was higher than the t_{table} on the level 2.024. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the researcher concluded the alternative was accepted that there was any significant effect of applying Extensive Reading Strategy on the students' vocabulary mastery in reading. The students difficulties of applying Extensive Reading Strategy on the students' ability based on the minimal passing grade the students that 70 points or 36% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 69%, it means that, the applying Extensive Reading Strategy on the students' ability was succeeded.

Key Words: Extensive Reading Strategy, Vocabulary Mastery.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages in the world used by many people in a lot of countries. It is also recognized as the main language for communication with other people from different countries and cultures. Due to the importance of English as an international language, many people try to learn and master it as soon as possible so that they will not find any difficulties in communicating with others especially coming from abroad. In Indonesia itself, the government has made some efforts to obtain human resources who are able to understand and master English well.

Nowadays, English is not only taught for junior and senior high school students but also to the elementary school students. It is done in order to get the young learners of elementary level to be familiar with English as soon as possible. English mastery is a goal that wants to be achieved as the target besides two other languages namely Indonesian and vernacular language. In English, there are four components of language skills covering listening; speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated. As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be the community of international world.

English is known an international language. People all over the world use English to communicate with other people in many countries. In other words, English is a mean of communication internationally. So that, people in many countries learn English in order they can communicate for international purpose by using by using English.

English in Indonesian is also a foreign language learned in Indonesian schools. Students in Indonesian learn English from elementary to university level. The teachers are demanded to make students improve their reading comprehension.

Vocabulary is extremely large and also varied. Nobody ever learn all of the words in any language, but they can enlarge the number of words they have. It is hard to master foreign language without mastering certain number of vocabulary. Without mastering the vocabulary, they students can get trouble in listening, reading, speaking and writing. The students still meet some difficulties to master vocabulary. There are many of basic vocabularies that must be remembered in every themes of lesson. This failure of teaching English especially vocabulary learning probably because of by many factors, such as the teaching technique, teaching media, the environments, etc

One of strategies could be considered by teachers to increase students' reading skill is by using extensive reading strategy. According to Lai (2007) "Extensive Reading is one of the strategies that can used to teach vocabulary and extensive reading can enhance student vocabulary, in this process of extensive reading students can read more and more, they will become increasingly familiar

with the words to which they are frequency exposed, students' vocabulary recognition will be developed in such a process, they can acquire these words and memorize them more easily. In addition, students have greater motivation to learn some special or interesting words through reading. Therefore, there are some reasonings in writing this thesis as follows:

First reason, the teachers can use extensive reading strategy as an appropriate strategy in teaching vocabulary, we can see from the problems of vocabulary, the first problem relates to the limited vocabulary. Most of students still unable to know vocabularies when the material given they have not interest and get boring whenever the teacher describe the lesson. This phenomenon occurs in our students the limited vocabulary, it indicate that the students did not know at all about the vocabulary, so they have no idea about the topic being discuss. The second problem is about the related to the limited vocabulary is students unable to use the language conversation. If the pupils process vocabulary they will be able to use the language in conversation although in a simply conversation. Teacher shall be often in ordering the students to practice the language in conversation. It aids the students to create a communication. The third problem is about limited the vocabulary can be a problems of the teachers. Whenever the teacher use in English language students will not appreciate because the students did not understand. Automatically the teacher will be difficult to teaching them. And if the students given a text, they will open dictionary to find out the meaning one by one. It is wasting time and make teacher achieve the curriculum. As a result, the students of this school had not been able to use that word properly in different

contexts or pronounce it correctly. With use extensive reading strategy the problem can be solved, because in extensive reading enabling students to read without constantly stopping and providing and increased word. By this strategy the students can easily to increase students' ability of vocabulary.

Secondly, using extensive reading strategy can make the students become creative. In extensive reading strategy there are some activities, the reading is individualized, what means that students choose books they want to read, the students read it independently of the teacher and they are not required to do any tasks after reading. Moreover, they encourage to stop reading whenever they consider the material not interesting or too difficult. When the students read more and more, they become increasingly familiar with the words to which they are frequency exposed, students' vocabulary recognition will be developed in such as process. It made the students can feel interest to acquire new vocabulary and memorize them more easily.

Thirdly, the students can enrich their knowledge in vocabulary by using extensive reading strategy. As know that there are many strategies that can be use in vocabulary. The teacher had used some strategies in teaching vocabulary. It made the students introduced some strategies in vocabulary. They can use extensive reading strategy. With extensive reading strategy, the students can add the strategy that they had known and can enrich their knowledge in vocabulary. Extensive reading strategy help the students are easy to memorize the English words. They can get the high score in vocabulary.

Finally, it concludes that teachers can use extensive reading strategy as an appropriate strategy in teaching vocabulary, the extensive reading strategy can make the students become easily in memorizing English words and become enjoy reading, the students can enrich their knowledge in vocabulary. Extensive reading strategy help to build confidence with extended texts. In addition, students have greate motivation to learn some special or interesting words through reading, Extensive reading strategy can motivate the students to increase their score in vocabulary, and the teachers give their responds to the students' respond. Based on the reason above, the researcher are interested in making a research entitled: *"The Effect of Applying Extensive Reading Strategy on the Students' Vocabulary Mastery in Reading"*.

B. The Identification of Problem

The problem of this research are identified as follows:

1. Many students do not understand English vocabulary when they read the text.
2. The students have no motivation and not interested in learning vocabulary.
3. The students' mastery in vocabulary was low.

C. The Scope and Limitation

The scope of this research is focused on vocabulary and it is limited on the effect of applying extensive reading strategy on the students' vocabulary mastery in reading of eleventh grade of SMK PAB 2 Helvetia academic year 2016/2017.

D. The Formulation of the Problem

The problem of this study is given as follows:

Is there any significant effect of applying extensive reading strategy on the students' vocabulary mastery in reading?

E. The Objectives of the Study

The objective of study is given as follows: to find out the effect applying extensive reading strategy on the students' vocabulary mastery in reading.

F. The Significance of the Study

The finding of this study is expected to be useful for:

1. Theoretically

As theoretical, the study gives easier an interesting way in teaching vocabulary skill through extensive reading strategy and it will be given contribution to successful teaching learning English.

2. Practically

- a. For researcher, as a reference for any researcher who want to research the similar field.
- b. For teacher, to give input to teachers to teach vocabulary.
- c. For students to help them in increasing their skill in English and become more interested in study of English especially in vocabulary.

CHAPTER II

REVIEW LITERATURE

A. Theoretical Framework

This study is planned to investigate the applying Extensive Reading Strategy on the students' achievement in increasing vocabulary in conducting a research theories are needed to explain some concepts or terms applied in the research Concerned. Theoretical framework of this research will be presented and discussed as the following.

1. Description of Teaching and Learning

In teaching and learning process, a teacher should have strategy and method, so that his students can learn effectively and efficiently. Brown (2009: 5) stated that teaching is a task like hunting or fishing not an achievement like warning. It means that teacher should make some efforts in teaching the material

Teaching is not monologue but it is analogue.” Based on the statement we can say that teaching is more than giving information or lesson to the students but it is how to give it. Teacher should have certain method and strategy in teaching. Hornsby (2006: 16) stated that teach can mean give instruction to somebody to know or able to do something, give to somebody skill and give a lesson.

Teaching is needed to use special method or strategy in teaching. It is often said that there are two basic approaches to teaching. They are teacher centered and student centered. Teacher centered approaches are sometimes refers instruction, deductive teaching or expository teaching and are typified by the

lecture. In this method teaching the teacher controls what is to be taught and how students are presented with the information they are to learn.

Teaching English in senior high school have four language skills namely listening, speaking, reading, and writing. The components of language such as vocabulary, structure, spelling and pronunciations are taught and integrated with the teaching of four language skills. In order to teaching English in senior high school appropriately, there are many things that the teacher should pay attention to. They are among others the English curriculum in senior high school, purpose of teaching English, and the materials of teaching English.

There are many methods in teaching but it may not find easy to decide what teaching strategy to use for particular lesson because the numbers of factors that should be considered is quit larger. An important first step is to accept that having content knowledge is simply not enough to enable you to teach effectively.

Based on the explanation above, it can be said that teaching vocabulary is integrated into the four skills of the language. It means that vocabulary holds significant role in mastery of the four skills of the language. In the teaching of English or any foreign language, teaching vocabulary is one of the important aspects because the unlimited number of vocabulary in a language. Teaching vocabulary should be presented interactively in teaching of the four language skills.

According to Nation (2004: 15), the first decision to make when teaching a word is to decide whether the word is worth spending time on or not. If the word is a low frequency word and is not a useful technical word and not one that is

particularly useful for the learners, it should be dealt with as quickly as possible. He also said that when words come up in the context of a reading or listening text, or of learners need a word or phrase when speaking or writing, they need quick help which does not interrupt the activity too much.

Nation (2004: 35) states that there are four ways that can be used in teaching vocabulary. They are:

1. Material is prepared with vocabulary learning as a consideration. This step means the preparation of simple materials and the careful graded of the first lesson of learning English.
2. Words are dealing with as they happen to occur. This means unknown words that appear.
3. A vocabulary problem is taught in connection with other language activities, for example, the vocabulary deals with the learners who have known before.
1. Time is spent either in class or out of class where vocabulary is studied without an immediate connection with some other language activities.

From the statement above, it may be concluded that a good teaching of vocabulary should be presented in a group work in order to involve all students because vocabulary is one of the important aspects in language.

2. Description of Vocabulary

Language is used to communicate ideas and experiences. We can express our ideas or experiences if we have known the vocabulary of language, it is impossible for us to make a conversation without mastering vocabulary. Vocabulary is defined as all the words known and used by a particular person. A person's vocabulary is the set of words that are familiar with in a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. Vocabulary

proficiency affects to the four language skills in speaking, the words students chooses affect how well they are understand and how people react to them. In writing, there is vocabulary determines how clearly and accurately they can express idea to others. In listening, their vocabulary influences how much they understand in class lectures, speeches and class discussion and in reading, they can get information given by the writer clearly. Burton (2007: 98) said: “without a large vocabulary, it is impossible to use English language precisely and vividly”.

Longman Dictionary of Contemporary English (2008: 1177) defines “vocabulary means all the words that someone know, learn of uses, or a list of words that are typically used when talking about particular subject or a list of words with the explanations of their meanings in a book for learning foreign language”. In some literature, we found the meaning of vocabulary . there are some definitions of vocabulary, Hornby in “Oxford Advance Learner`s Dictionary of Current English” (2007: 1331), states that vocabulary are:

1. Total number of words which (with rules for combining them) male up a language.
2. (rage of) words known to, or used by, a person, in a trade, profession, etc
3. A list of words with their meanings, especially one that companies a textbook.

Based on the definition above, vocabulary is defined as a large number of words that students have to know ; not only memorizing the form of the word but also understands its meaning.

According to Huckin an Olsen (2009: 462) there are some principles to expand one`s vocabulary and they are:

- 1) Whenever you come across a new word, first try to find an informal definition of it somewhere in immediate context.
- 2) If you encounter an unfamiliar word that is not defined in the text, try to guess or at least narrow down its meaning by using contextual clues.
- 3) If an unfamiliar word seems to be particularly important and you can not determine its meaning from contextual clues, consult an authority.
- 4) Try to get to know words well, especially important words. This means learning what they mean, how they are used, how they are pronounced, and what the related forms are.

Alexander (2006: 10) said that the vocabulary is central to formation is acculturation, articulation, and apparently all learning, very important for someone to be able to communicate competently. Vocabulary is not only words. When we talk about vocabulary, it means that we talk the words. There are some different ways to think about vocabulary: meaning, pronunciation, collocation, expression, synonym, antonym, and homonym.

1) Meaning

When we meet words, the first thing we want to know is what it means. If we do not know the meaning of the word, we cannot understand what we read and listen. The meaning of unfamiliar word can be found by seeking them in dictionary.

2) Pronunciation

When we learn a new word, we have to make sure that we can say it. Make sure we know which syllable is stressed. It is important when we speak because the stress of the syllable can bring different meaning.

3) Collocation

Collocation is the way to combine the word with other words. There are many particular words that have special combination in English. For example: Take

medicine, do home work, different form, and disappointed in, etc. It's incorrect if we say "I have to eat medicine"

Because collocation of medicine in English is take.

4) Expression

Expressions are groups of two, three, four or more words which always go together. It is semantic unit having a meaning which often differs from the sum of meanings of its separate parts. It usually consists of verb followed by preposition, e.g. look over, carry out, turn down, etc. It is often used in spoken form.

5) Synonym

Synonym is word that is similar or has a related to another word. They can be lifesavers, especially when you want to avoid repeating the same words over and over. Also, sometimes the word you have in mind might not be the most appropriate word, which is why finding the right synonym can come in handy. Luckily, we do not have to go searching the recesses of our mind to come up with list of synonyms; it is really difficult to find two or more words having exactly the same meanings in English. Synonyms make reading, writing, listening and speaking more expressive.

The sentences below might mean roughly the same thing in some context:

1. She called out to the young lad
2. She called to the young boy

In other contexts, however, the words lad and boy have different connotations.

Examples:

Smart = clever,	high = tall,
Big = large,	allow = permit
Oral = verbal,	deny = refuse
Steal = rob,	answer = replay
Banish = exile,	custom = habit
Vacant = empty,	redress = relief

6) Antonym

Antonym is a word that has a meaning opposite to that or another. In other words two words are said to be antonym when they are in contrary to each other in meaning.

The words in the antonym lists are the exact opposites of the heard word and the words in the synonyms lists. Not every synonym group has antonyms.

Examples:

Buy >< sell,	dead >< alive
Hot >< cold,	hit >< miss
hard >< soft,	pass >< fail
Best >< worst,	early >< late
Joy >< grief ,	sweet >< bitter
Black >< white	chaos >< order
Violent >< gentle	stiff >< limp
Abundant >< scarce	joy >< grief

7) Homonym

Homonym is a relation that holds between two lexemes that have the same form but unrelated meanings. Homonyms are the words that have same phonetics form (homophones) or orthographic form (homographs) but different unrelated meanings.

1. Lexemes of the same syntactic category, and with the same spelling:
e.g. lap ` circuit of a course` and lap ` part of body when sitting down`.
2. Of the same category, but with different spelling: e.g the verbs ring and wring.
3. Of different categories, but with the same spelling: e.g. the verb keep and the noun keep
4. Of different categories, and with different spelling: e.g. not, knot.

Examples:

Pale and pail,	male and mail,
week and weak,	meat and meet,
crews and cruise,	dear and deer,
die and dye,	dual and duel,
fair and fare,	blew and blue,
brake and break,	cent and sent,

8) Hyponym

Hyponym is a relation of inclusion. A hyponym includes the meaning of a more general word. Words holding a hyponym relation indicate that one is

the cover of super ordinate term whereas the others are its subordinate ones.

Example:

Dog and cat are hyponyms of animal

Sister and mother are hyponyms of woman

Crow, hawk and duck are hyponyms of bird

Hammer, saw and chisel are hyponyms of tool

Rose and orchid are hyponyms of flower

9) Meronym

Meronym is a term used to describe a part- whole relationship between lexical items. Thus cover and page are meronyms of book. Meronyms also different from hyponym in transitivity . hyponym is always transitive, as we saw, but meronymy may or may not be. A transitive example is: nail as a meronym of finger, and finger of hand. We can see that nail is a meronym of hand.

2.1 The Importance of Vocabulary

Without grammar very little can be conveyed. This is how the linguist David Willkins summed up the importance of vocabulary learning.

While Dellar H and Hocking D (in Thornbury 2011:13) say that, “You can say very little with grammar, but you can say almost anything with words. So a person may be judged by others based on their vocabulary.

Osborn and Hebert (2010:2), vocabulary is important for reading comprehension. We use vocabulary to refer the kind of words that students must know to read increasingly demanding text with comprehension.

In addition, Lewis in Novena (2008:1) adds, that most efficient language and learning must be based on the four language skills: listening, reading, speaking, and writing. And vocabulary must be mastered by the learners. For summarizing, vocabulary is the most important thing in vocabulary English language. The learners can do many things with words although they did not vocabulary.

The importance of vocabulary:

- a. An extensive vocabulary aids expression and communication.
- b. Vocabulary number has been directly linked to reading comprehensions.
- c. Linguistic vocabulary is synonymous with thinking vocabulary.
- d. A person may be judged by others based on his or her vocabulary.

2.2 Types of Vocabulary

Teaching vocabulary is important in language acquisition. Vocabulary is one element that links the four skills of listening, speaking, reading, and writing all together. One of the requirements to communicate well in a foreign language, students should have an adequate number of words. According Celca-Murcia (2011: 76) there are two kinds of vocabulary, as follows: productive and receptive

a. Productive Vocabulary

Productive vocabulary is the lexical terms which the students can remember and use appropriately in speaking and writing. Receptive vocabulary in

the lexical items which the students familiar and understand when they meet them in the context of reading and listening materials.

Productive vocabulary is used to speaking and writing, the stage of teaching and learning must end with vocabulary practice, where the students get an opportunity to try to use the vocabulary in context. Different from productive vocabulary, receptive vocabulary is only presented until the students' know the meaning to understand the context of reading or listening.

There are several reasons of productive vocabulary, namely:

1. Native speaker develops their vocabulary through their whole life. They learn new words and explain and recognize their knowledge of familiar ones.
2. Their receptive vocabulary is much larger than their productive vocabulary and there are many words on the boundary. A large number of items in their receptive vocabulary are words of very frequency, so they do not know how much about them because they are rarely meet them.
3. They develop their vocabulary in specialized areas.

b. Receptive Vocabulary

Receptive vocabulary is that set of words for which individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Meanwhile Aebersold and Field (2007: 139) classify into active and passive.

1. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its

means that to use the productive vocabulary, the students must to know how to pronounce it well, they must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

2. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

From the explanation above, we can conclude that active vocabulary or productive is all the words used in daily activities, partly while, passive vocabulary or receptive is all the words recognized and understood, and not necessarily used. In general, recognition or receptive vocabulary is larger than productive vocabulary.

2.3 Teaching Vocabulary

Vocabulary is number of words of language which is based on native speaker experiences. Because each experience, even thing and idea has name which is called "word". Every language has many words. According to Webster new International Dictionary, a language has 450.000 words. Therefore, it is impossible that someone be able to master all the words a certain language although in language himself. Teaching vocabulary is seen as incidental to the main language teaching namely the acquisition of grammatical knowledge about the language.

Vocabulary is necessary to give the students to hang on it self though the two are obviously interdependent and the teachers should be the some kinds of expertise in the teaching communication as they do in teaching of structure.

The goals of vocabulary teaching must be more than simply covering a certain number of words or the word list. The teacher must look to how teaching technique numbers can help realize their concept of what it means to know a word. As in all areas of the syllabus, on understanding the nature of what they are teaching should be reflected in the way about teaching it. Brumfit (2007: 15) said that vocabulary has been one area of the syllabus while the link between method and technique has been developed.

Kustari (2006: 15) says,” Teaching vocabulary is guiding students to define the meaning of words and arrange words in correct sentences. In other words, teaching can be defined as lead the students to identify the meaning of the target language and in this case is English. Than, the teaching vocabulary does mean teaching word has different meaning depending on context. They a los change the meaning of the words form changes”.

While in the oxford advanced Dictionary (2007: 959) “ the meaning of vocabulary is a total number of words which (with rules for combining team) make up a language”. But as learners of English as a foreign language, our aim of learning English is to unable us to master the vocabulary more closely to the native speaker.

Based on the explanation above, it can be said that teaching vocabulary is a set of work done by a teacher to enable the students to master the total amount of words (vocabulary) presented in the vocabulary test.

3. The Description of Extensive Reading Strategy

Extensive Reading (ER) is an effective strategy to improve learner's vocabulary knowledge. It simply refers to outside reading students do on their own, with no help or guidance from the teacher, it means: rapidly, reading book after book. Extensive reading (or free reading, book flood, reading for pleasure), including foreign language learning, through large amounts of reading. As well as facilitating acquisition and learning of vocabulary, it is believed to increase motivation through positive affective benefits. 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 suggest reading for general language improvement and pleasure on topics that interest the learner. Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go. It is an activity that can be carried out by the learner on his own outside the classroom. Furthermore, it may be the only way a learner can keep contact with English outside the classroom sessions. It also provides valuable reinforcement of language and structures already presented in the classroom.

Undoubtedly, the main way in which the teacher can help the students to read extensively is by directing their attention towards reading material they find interesting. Most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by their teachers. It is therefore important to convince learners of the value of extensive reading.

Thus, the learner should be encouraged to read extensively outside the classroom. He does this kind of reading, not to remember details for an exam, but for general information and ideas as well as for pleasure. He may even become so absorbed in the material that he actually loses awareness of the fact he is reading.

The benefits of Extensive Reading

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

There are many reasons why Extensive Reading is good for language development.

Extensive Reading builds vocabulary. When learners read a lot, they meet thousands of words and lexical (word) patterns that are not taught in textbooks. Extensive Reading allows the learner to develop an awareness of collocations (common word partnerships) and thousands of lexical phrases.

Extensive Reading helps learners understand grammar. In textbooks learners meet hundreds of grammar patterns. However, textbooks do not provide enough meetings with grammar for real acquisition to occur. Extensive Reading

provides opportunities to see grammar in context so learners can deepen their understanding of how grammar is really used.

Extensive Reading helps learners to build reading speed and reading fluency. In particular, developing reading speed is important because it helps learners to understand language faster and better.

One objective of Extensive Reading is reading for pleasure. This builds confidence and motivation which makes the learner a more effective user of language.

Extensive is high level in reading like as the statement that the researcher got from this extensive reading guide book.

Extensive reading is the high level of reading series program which must be faced by the students to accomplish their reading program. In extensive reading provide the students with the competence to read and enjoy fiction text such as short stories, fairytales, and folktales at intermediate level (300-400 words in length) build up knowledge of vocabulary by identifying idioms and figurative expressions and, encourage a liking of reading. It also provides the students with the competence to analysis and expectedly internalizes the lessons of the stories and share with one another what they learned from students reading (Renita D. 2014: 4).

When we are given a reading assignment, what is the first thing you do? If we like most of students, we probably look at the title and then begin to read the first sentence of the first paragraph. Most students either have never heard of rereading strategies or do not know how important they are. These strategies take time, which most students do not think they have.

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text. The

reading is individualized, what means that students choose books they want to read, they read it independently of the teacher and they are not required to do any tasks after reading. Moreover, they are encouraged to stop reading whenever they consider the material not interesting or too difficult. Extensive reading can be introduced to any kind of EFL class whatever the content, intensity, age of students or their language level, the only condition is that students already have a basic knowledge of foreign language and are literate in it. Extensive reading belongs to Free Voluntary Reading approaches that share the common idea of independent, voluntary reading. Other examples are Sustained Silent Reading or Self-Selected Reading.

3.1 The Procedure of Extensive Reading

Procedure in Extensive reading:

A. Step 1 - Prepare the learner:

1. Put them at ease.
2. Find out what they know about the reading.
3. Explain importance of reading.
4. Get them interested in learning reading.
5. Place them in correct position to observe reading.

B. Step 2 - Teach them the reading:

1. Tell, show, illustrate, explain, and question carefully and patiently.
2. Take one step at a time.
3. Stress key points.
4. Present information associated with and related to reading.

5. Emphasize safety factors.

C. Step 3 - Try them out:

1. Have them do reading--guide them if necessary.
2. Have them do reading again, explaining steps, key points, and safety factors.
3. Ask questions and prevent errors.
4. Repeat until you know they know.

D. Step 4 - Follow them up:

1. Put them to work.
2. Check often -- encourage questions.
3. Tell them where to get help.
4. Explain what to do.

3.2 The Principles of Extensive Reading

Day and Bamford (2011) believe that extensive reading has ten principles;

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Reading speed is usually faster than slower.
6. The purpose is usually related to pleasure, information and general understanding.
7. Reading is individual and silent.

8. Reading is its own reward.
9. The teacher orients and guides the students.
10. The teacher is role model of reader.

3.3 The Characteristic of Extensive Reading

According to Day and Bamford (2009), extensive reading has ten characteristics:

1. Students read as much as possible, perhaps in and definitely out of the classroom.
2. A variety of material on wide range of topics is available so as to encourage reading for different and in different ways.
3. Students select what they want to read and have the freedom to stop reading material that fails to interest them.
4. The purpose of reading are usually related to pleasure, information, and general understanding. These purpose are determined by the nature of the material and the interest of the students.
5. Reading is its own reward. There are few or no follow-up exercises after reading.
6. Reading materials are will within the linguistics competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because constant stopping to look up words makess fluent reading difficult.
7. Reading is individual and silent, at the student's own pace, and outside class, done when and where the student choose.

8. Reading speed is usually faster than slower as students read books and other material they find easily understandable.
9. Teacher orient students to the goals of the program, explain the methodology, keep track of what each student read, and guide students in the getting the most out of the program.
10. The teacher is a role model of a reader for students – an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

3.4 The Advantage of Extensive Reading

According to Bell (2009), there are some advantages of extensive reading:

The students may:

1. Develop a “reading habit”
2. Gain more confidence in reading
3. Improve their attitude towards reading and become more motivated to read.
4. Feel more autonomous over their own learning and more likely to take more initiative.
5. Become more “independent readers”, being able to read for different purposes and being able to change reading strategies for different kinds of texts
6. Become more aware of what’s available to them to read and how to access materials
7. Expand sight vocabulary
8. Acquire “incidental” grammatical competence – that is, it may be acquired even though it is not directly taught

9. Build background knowledge
10. Increase reading comprehension
11. Improve overall language competence
12. Be more prepared for further academic courses because they have read large quantities.

B. Relevant Studies

An important aspect of the extensive reading definition is connected to student choice and pleasure in reading. According to Hedgcock & Ferris (2009:206) an extensive approach to teach reading is based on the belief that when students read for general comprehension large quantities of text of their own choosing.

In doing extensive reading, it can be done in and outside the class. As Day and Bamford (1998:7) stated: Extensive reading may be done in and out of the classroom. Outside the classroom, extensive reading is encouraged by allowing students to borrow books to take home and read. In the classroom, it requires a period of time, at least 15 minutes or so to be set aside for sustained silent reading, that is for students and perhaps the teacher as well to read individually anything they wish to .

According to Hafiz and Tudor (1989: 5) in Alyousef (2005: 147), that is: In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to ‘flood’ learners

with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

Specifically, extensive reading involves reading long pieces of text, for example, a story and an article. While in an intensive reading, the texts are used to examine the language. For example, learners are asked to look for all the words in the text related to a particular topic, or work out the grammar of a particular sentence. Extensive and intensive reading influence how the readers read and both of them is aimed at making learners more aware of how language is used (Spratt, Pulverness, and Williams, 2005: 22).

C. Conceptual Framework

The quality of language skills depends on the quality and quantity of vocabulary . it affects the ability and skills in expressing ideas of a right teacher. Teaching vocabulary is a very important task in teaching English. By using good method or technique to present and revise new vocabulary items used in text book, student will find words easier to remember and will become more motivated in class so that they can increasing their vocabularies mastery.

Extensive Reading Strategy is considered as an effective and enjoyable technique to teach vocabulary because it enables students to practice, express their idea and discuss the meaning of new vocabulary.

Extensive Reading Strategy is a technique that can be used in speaking and writing. Students can generate their ideas and write them into W-H question. Then, they think more about other words in sentence to describe the secret words. This process teaches students to be accustomed to have a critical thinking.

Therefore, it is expected by using *Extensive Reading Strategy* to generate the better result in increasing students' vocabulary mastery.

D. Hypothesis

In this research, statistical hypothesis is used to decide whether the hypothesis will be accepted or rejected.

H_a : There is a significance effect of applying extensive reading strategy on the students' vocabulary mastery in reading.

H_o : There is no a significance effect of applying extensive reading strategy on the students' vocabulary mastery in reading.

CHAPTER III
METHOD OF RESEARCH

A. Location

This research was conducted at SMK PAB 2 Helvetia. This location was chosen because the same research has never been conducted in this school. The research was done from December 2016 to April 2017. The research schedule was described below:

Table 3.1
Research Schedule

No.	Activities	Dec	Jan	Feb	Mar	April
1	Making Proposal					
2	Survei The Location of Research					
3	Seminar of Proposal					
4	Revise of Proposal					
5	Legitimated of Proposal					
6	Do Research					
7	Guiding of Thesis					
8	Responsible For The Result of Research					

B. Population and Sample

1. Population

Based on the Sugiyono (2013:117) statement which means that population was generalization area that consist of object/subject which has certain quality and characteristic from the researcher to learned and then make conclusion. So based on this theory, the population of this research was taken from the X grade students' academic year 2015/2016 of SMK PAB 2 Helvetia, Sumatera Utara,

which consists of four parallel class. There were X AP-1, X AP-2, and X AP-3. Class X AP-1 consists of 35 students, class X AP-2 consists of 30 students, X AP-3 consists of 35 students. It can be seen in table 3.2

Table 3.2
The Population

No.	Class	Population
1.	X AP-1	35
2.	X AP-2	30
3.	X AP-3	35
TOTAL		100

2. Sample

Based on Sugiyono (2013:118) statement which means that sample was part of total characteristic that the population have. So, purposive sampling technique was applied in this research and X AP-1 and X AP-3 class were taken as the sample of this research. It was caused by teachers had interview and observation on that school the students of this class were very weak in reading. The sample can be seen in table 3.3

Table 3.3
The Sample

No.	Class	Sample
1.	X AP-1	35
2.	X AP-3	35
TOTAL		70

C. Research Design

The experimental quantitative research was applied in this research. The experimental quantitative was study with two different groups, experimental that consist of 35 students and control group consist of 35 students. The experimental group was taught by applying extensive reading strategy, it involved the student study extensive reading strategy. It required students to make imagination to what another students doing in the classroom, using material and finally in their own. While the control groups was taught by lecturing method, namely starting the material. The explanation can be seen in table 3.3

Table 3.4
Design of Research

Class	Pre-test	Treatment	Post-Test
Experimental Group	✓	Extensive reading strategy	✓
Control Group	✓	Lecturing Method	✓

Where

X AP-1 = Experimental Group

X AP-3 = Control Group

X AP-1 was experimental group who taught by applying extensive reading strategy in reading, and X AP-3 was control group who taught by using lecturing method in reading.

1. Pre-test

Pre-test was conduct to find out the students' ability in reading before having treatment. Both group, the experimental and control group were given pre-test . A

pre-test was administrated to the experimental group and control group with the same test. The pre-test useful to know the mean score of experimental and control group.

2. Treatment

Treatment was given to the students after the pre-test administrated. The experimental group was taught by applying extensive reading strategy, while the control group was taught by using lecturing method. The steps in learning process can be seen in table 3.4

Table 3.5
Treatment in Experimental and Control Group

Meeting	Experimental group	Control group
1 (first)	<ol style="list-style-type: none"> 1. Teacher greeted the students open the class. 2. Teacher gave pre-test 3. Teacher collected the answer sheet of students. 4. Teacher calculated the score 	<ol style="list-style-type: none"> 1. Teacher greeted the students to open the class. 2. Teacher gave pre-test 3. Teacher collected the answer sheet of students. Teacher calculated the score
2 (second)	<ol style="list-style-type: none"> 1. Teacher distributed the material 2. Teacher asked the students to make teams. 3. The teacher informed the students why should forming a team. 4. Teacher asked the students what was the reading text that they know. 5. Then teacher gave the explanation continuance about reading text. 6. The teacher gave the task after explain about reading text and the example. 7. The students discussed the 	<ol style="list-style-type: none"> 1. Teacher distributed the material action about Reading text 2. Teacher write vocabulary of reading text on the white-board 3. Teacher explain the vocabulary 4. Teacher gave the example based on the vocabulary 5. The students wereask by the teacher, whether the students were already understand or not. 6. The students were ask

	<p>task that they have with their own.</p> <ol style="list-style-type: none"> 8. Every team made explanation the discus result of their materials. 9. Every team made another example. 10. The students explained the material each other to their friends in their own group. 11. After the students answer correctly the teacher asked the students to work with another group 12. The teacher asked the students to redo the same material about reading text. 13. Students did the task deeper and need more discussion with their each partner 14. While the students did the task, the teacher gave the new question to be answer by the partner. 15. If the students finished the task, the teacher announce the answer. 16. After the tasks were done, the teacher asked the students to work individually. 17. The teacher gave the more task that must be answer individually. 18. In individually, the students must work with their own ability. 19. After thirds phrase were done, the teacher and students made a conclusion about reading text in the end lesson. 20. Teacher made data analysis. 	<p>by teacher to make some sentences based on the vocabulary,</p> <ol style="list-style-type: none"> 7. Teacher made data analysis.
3 (third)	<ol style="list-style-type: none"> 1. Same as the second meeting but different in exercises. 	<ol style="list-style-type: none"> 1. Same as the second meeting but different in exercises.

4 (fourth)	<ol style="list-style-type: none"> 1. The teacher gave direction related to the post-test 2. The teacher gave post-test 3. The teacher collected the answer sheets of the students 4. The teacher calculated the score 	<ol style="list-style-type: none"> 1. The teacher gave direction related to the post-test 2. The teacher gave post-test 3. The teacher collected the answer sheets of the students 4. The teacher calculated the score
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3. Post-test

Post-test was given to the students after having the treatment. The post-test was same as the pre-test. The post-test was the final test in this research, especially in measuring the treatment, whether it was significant or not, it meant to know whether the treatment was given the effect or not the students ability in reading. In the experimental and control group, a post-test also administrate. The administrating of the post-test was meant to find out the differences scores of both experimental and control group before and after giving the treatment.

D. Instrument of the Research

This research used test as the instrument in collecting the data. The data of research collect by giving the test, a pre-test and post-test that would be given to experimental and control group. The researcher was use the test which taken from internet. Students would be asked to read a text, after that students would be asked to answer the question.

E. Technique of Collecting the Data

The data were collect by giving the test to the students. The test was take from internet. Several steps was use to collect the data:

1. Giving the pre-test
2. Applying the treatment, where extensive reading was given to experimental group, while the control group was taught by applying lecturer method.
3. Giving post-test to both of classes
4. Giving 30 minute to do the best
5. Collecting the students paper sheets and scoring the student's answer

F. The Technique of Data Analysis

In this research, Descriptive Quantitative technique was applied to analyze the data, and the steps are:

1. Correcting the students' answer
2. Scoring the students answer
3. Listing the score into tables, first for the experimental group score and the second for the control group scores.
4. Calculating the total score
 - a. Koefisien of correlation:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2013:183})$$

- b. Test of significant:

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r^2}} \quad (\text{Sugiyono, 2013: 184})$$

c. Test of linear

$$Y = a + bX$$

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2} \quad (\text{Sugiyono, 2013: 261-262})$$

d. Test of the effect

$$D = (r_{xy})^2 \times 100\%$$

e. Test of sample related

$$t = t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (\text{Sugiyono, 2013: 197})$$

Notes:

t = t-test

\bar{X}_1 = Avarage of variabel 1 (experimental group)

\bar{X}_2 = Avarage of variabel 2 (control group)

S_1^2 = Standard deviation squiref (variants) of sample 1 (experimental group)
and sample 2 (control group)

n = Total of Sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

1 = Number consonant

r = Correlation of product moment between X_1 and X_2

G. Statistical Hypothesis

Based on the literature and framework above, in these studies the researcher formulate to alternatives of hypothesis as tentative answer to the problem in the research as follow:

Ha : $P \neq 0$ there was any significant effect of applying reading strategy on the students' vocabulary mastery in reading

Ho : $P = 0$ there was no any significant effect of applying reading strategy on the students' vocabulary mastery in reading

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research were students' answer which was collected by giving the students a test consisting of twenty items. There were 70 students as sample involved in this research. Samples were divided into two groups, namely the experimental group and control group. Each group was given a pre-test and post-test. The description could 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 (T ₁)	Post-Test (T ₂)
1	AM	20	96
2	AI	30	96
3	AL	40	96
4	DH	10	96
5	DP	30	96
6	DYK	50	96
7	DI	30	96
8	EM	60	96
9	IP	30	96
10	K	20	88
11	KW	30	88
12	MAA	10	88
13	MA	10	88
14	MA	10	88
15	MB	30	88
16	MRA	30	88
17	NW	20	88

18	N	30	88
19	NS	20	91
20	PDP	10	91
21	P	10	91
22	PW	20	91
23	QA	20	93
24	RLP	20	91
25	RA	20	91
26	RS	10	91
27	RP	30	91
28	RS	30	93
29	RDR	30	91
30	RFJ	40	93
31	RN	30	93
32	SIN	60	93
33	S	20	93
34	S	10	93
35	TBW	30	91
Total		T1=900	T1=3217

Table 4.2

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

No.	Students' Initial	Score	
		Pre-Test (T ₁)	Post-Test (T ₂)
1	AH	20	53
2	AL	30	40
3	CDP	40	52
4	C	10	46
5	DEP	30	55
6	DAS	50	33
7	DD	30	40
8	DMS	60	45
9	DRA	30	46
10	EP	20	46
11	F Y	30	61

12	H	10	35
13	IPS	10	46
14	IS	10	46
15	JS	30	50
16	NAI	30	38
17	NS	20	38
18	NH	30	46
19	PSD	20	58
20	PSN	10	45
21	RH	10	25
22	RY	20	58
23	R	20	40
24	RDN	20	50
25	SWG	20	46
26	SEP	10	55
27	SPS	30	50
28	S	30	40
29	SF	30	50
30	T	40	48
31	TSA	30	63
32	UF	60	56
33	VH	20	58
34	WA	10	48
35	Z	30	40
Total		T1=900	T1=1646

Based on the data in the table above, the students' initial (sample) and the students' score in the pre-test and post-test of two groups could be seen in the table 4.1 and 4.2. In the pre-test, the highest score of pre-test in the experimental group was 60 and the lowest was 10 with the total score of pre-test was 900. While the highest score of post-test was 96 and the lowest was 88 with the total score of post-test was 3217.

For the control group, the highest score of pre-test in the experimental group was 60 and the lowest was 10 with the total score of pre-test was 900.

While the highest score of post-test was 63 and the lowest was 25 with the total score of post-test was 1646.

B. Data Analysis

From all the data of the pre-test and post-test of the experimental group and the control group obtained, then the researcher analyzed the data to find out the differences of the sample's score between pre-test and post-test in the experimental group.

1. The Effect of Applying Extensive Reading Strategy on the Students'

Vocabulary Mastery In Reading

Based on the table above, the following tables 4.3 and 4.4 shown the difference scores between pre-test and post-test of both the experimental group and the control group.

Table 4.3
The Differences Score of the Pre-Test and Post-Test in Experimental Group

No.	Students Initial	Score				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	T ₂ -T ₁ (X ₁)
1	AM	30	900	100	10000	70
2	AI	30	900	70	4900	40
3	AL	20	400	90	8100	70
4	DH	30	900	90	8100	60
5	DP	30	900	90	8100	60
6	DYK	30	900	100	10000	70
7	DI	30	900	70	4900	40
8	EM	30	900	70	6400	50
9	IP	40	1600	100	10000	60
10	K	20	400	70	6400	60
11	KW	10	100	70	6400	70
12	MAA	30	900	70	4900	40
13	MA	30	900	90	8100	60
14	MA	30	900	100	10000	70
15	MB	40	1600	100	10000	60
16	MRA	20	400	100	10000	70
17	NW	20	400	70	6400	60
18	N	30	900	100	10000	70
19	NS	10	100	70	6400	70
20	PDP	20	400	90	8100	70
21	P	30	900	100	10000	70
22	PW	30	900	100	10000	70
23	QA	20	400	100	10000	70

24	RLP	10	100	100	10000	90
25	RA	30	900	90	8100	60
26	RS	30	900	100	10000	70
27	RP	20	400	100	10000	70
28	RS	10	100	90	8100	70
29	RDR	40	1600	100	10000	60
30	RFJ	30	900	100	10000	70
31	RN	20	400	100	10000	70
32	SIN	30	900	100	10000	70
33	S	30	900	100	10000	70
34	S	30	900	100	10000	70
35	TBW	30	900	90	8100	60
Total		\sum T₁=1060	$\sum T_1^2$ =30400	\sum T₂=3670	$\sum T_2^2$ =370900	$\sum(X_1)$ =2610

The data in the table 4.3 showed the differences scores between pre-test and post-test in the experimental group. From the result of the test previously the data was calculated to find out whether applying Extensive Reading Strategy had significant effect on the students' vocabulary mastery in reading. The collected data were analysis t-test formula. In experimental group, pre-test was 1060 and post-test 3670. The differences of the pre-test and post-test were $T_2 - T_1 = 825$.

The Calculation in Experimental Group

1. The calculation for total in pre-test and post-test in experimental group

- a. Mean

$$\begin{aligned}
 M_t(X_1) &= \frac{\sum(T_2 - T_1)}{N_1} \\
 &= \frac{2610}{35} \\
 &= 62,25
 \end{aligned}$$

b. Standard Deviation (SD)

$$\begin{aligned}
 SD_t &= \sqrt{\frac{\sum(T_2 - T_1)^2}{N}} \\
 &= \sqrt{\frac{2610^2}{35}} \\
 &= \sqrt{\frac{6812100}{35}} \\
 &= \sqrt{170303} \\
 &= 412.68
 \end{aligned}$$

2. The calculation for pre- test in experimental group

a. Mean

$$\begin{aligned}
 MT_1 &= \frac{\sum T_1}{N} \\
 &= \frac{1060}{35} \\
 &= 26.50
 \end{aligned}$$

b. Variances

$$S^2 = \sum T_1^2 - \frac{(\sum T_1)^2}{N}$$

$$\begin{aligned}
&= 30400 - \frac{(1060)^2}{35} \\
&= 30400 - \frac{1123600}{35} \\
&= 30400 - 27090 \\
&= 2310
\end{aligned}$$

c. Standard Deviation (SD)

$$\begin{aligned}
SD &= \sqrt{\frac{\sum T_1^2}{N}} \\
&= \sqrt{\frac{30400}{35}} \\
&= \sqrt{760} \\
&= 27,57
\end{aligned}$$

3. The calculation for post- test in experimental group

a. Mean

$$\begin{aligned}
MT_2 &= \frac{\sum T_2}{N} \\
&= \frac{3670}{40} \\
&= 91.75
\end{aligned}$$

b. Variances

$$\begin{aligned}
S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\
&= 340900 - \frac{(3670)^2}{35}
\end{aligned}$$

$$= 340900 - \frac{13468900}{35}$$

$$= 340900 - 336722.5$$

$$= 4177.5$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_2^2}{N}}$$

$$= \sqrt{\frac{34090}{35}}$$

$$= \sqrt{8522.5}$$

$$= 92.32$$

Table 4.4
The Differences Score of the Pre-Test and Post-Test in Control Group

No.	Students Initial	Score				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	T ₂ -T ₁ (X ₁)
1	ASP	20	400	90	8100	70
2	AD	30	900	100	10000	70
3	AA	40	1600	100	10000	60
4	AAA	10	100	70	4900	60
5	BH	30	900	100	10000	70
6	BH	50	2500	100	10000	50
7	CP	30	900	70	4900	40
8	DZ	60	3600	90	8100	30
9	DN	30	900	70	4900	40
10	DST	20	400	90	8100	70
11	EAS	30	900	90	8100	60
12	FW	10	100	70	4900	60
13	FSP	10	100	70	4900	60
14	FAN	10	100	90	8100	70
15	FM	30	900	100	10000	70

16	LAR	30	900	100	10000	70
17	MFR	20	400	70	4900	50
18	MRN	30	900	70	6400	50
19	M	20	400	70	6400	60
20	M	10	100	70	4900	60
21	MAR	10	100	90	8100	70
22	M	20	400	70	4900	50
23	MHR	20	400	70	4900	50
24	MRN	20	400	70	4900	50
25	MRW	20	400	70	6400	60
26	MJ	10	100	70	6400	70
27	NR	30	900	70	4900	40
28	NU	30	900	70	4900	40
29	NRA	30	900	90	8100	60
30	NFU	40	1600	70	6400	40
31	N	30	900	70	4900	40
32	PS	60	3600	100	10000	40
33	PMP	20	400	90	8100	70
34	R	10	100	70	4900	60
35	R	30	900	70	6400	50
Total		$\sum T_1=1030$	$\sum T_1^2=32700$	$\sum T_2=3270$	$\sum T_2^2=274200$	$\sum(X_1)=2250$

The calculation in Control Group

1. The calculation for total test in pre- test and post- test in control group

a. Mean

$$\begin{aligned}
 M_t(Y_1) &= \frac{\sum(T_2 - T_1)}{N} \\
 &= \frac{2250}{40} \\
 &= 56.25
 \end{aligned}$$

b. Standard Deviation (SD)

$$\begin{aligned}
 SD_t &= \sqrt{\frac{\sum (T_2 - T_1)^2}{N}} \\
 &= \sqrt{\frac{2250^2}{40}} \\
 &= \sqrt{\frac{5062500}{400}} \\
 &= \sqrt{12656.25} \\
 &= 355.76
 \end{aligned}$$

2. The calculation for pre- test in control group

a. Mean

$$\begin{aligned}
 MT_1 &= \frac{\sum T_1}{N} \\
 &= \frac{1030}{40} \\
 &= 25.75
 \end{aligned}$$

b. Variances

$$\begin{aligned}
 S^2 &= \sum T_1^2 - \frac{(\sum T_1)^2}{N} \\
 &= 32700 - \frac{(1030)^2}{40} \\
 &= 32700 - \frac{1060900}{40} \\
 &= 32700 - 26522.5
 \end{aligned}$$

$$= 6177.5$$

c. Standard Deviation (SD)

$$\begin{aligned} SD &= \sqrt{\frac{\sum T_1^2}{N}} \\ &= \sqrt{\frac{148725}{36}} \\ &= \sqrt{4131.25} \\ &= 64.27 \end{aligned}$$

3. The calculation for post- test in control group

a. Mean

$$\begin{aligned} MT_2 &= \frac{\sum T_2}{N} \\ &= \frac{3280}{40} \\ &= 82.00 \end{aligned}$$

b. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\ &= 272400 - \frac{(3280)^2}{40} \\ &= 272400 - \frac{10758400}{40} \\ &= 272400 - 268960 \end{aligned}$$

$$= 5240$$

c. Standard Deviation (SD)

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum T_2^2}{N}} \\ &= \sqrt{\frac{274200}{40}} \\ &= \sqrt{6855} \\ &= 82.79 \end{aligned}$$

Table 4. 5
The Calculation Table

No.	X	Y	X ²	Y ²	XY
1	90	100	8.100	10.000	9.000
2	60	70	3.600	4.900	4.200
3	70	90	4.900	8.100	6.300
4	60	90	3.600	8.100	5.400
5	70	90	4.900	8.100	6.300
6	100	100	10.000	10.000	10.000
7	60	70	3.600	4.900	4.200
8	60	70	3.600	6.400	4.700
9	70	100	6.400	10.000	8.000
10	60	70	3.600	6.400	4.700
11	60	70	3.600	6.400	4.700
12	60	70	3.600	4.900	4.200
13	70	90	4.900	8.100	6.300
14	90	100	8.100	10.000	9.000
15	100	100	10.000	10.000	10.000
16	100	100	10.000	10.000	10.000
17	60	70	3.600	6.400	4.700
18	90	100	8.100	10.000	9.000
19	70	70	6.400	6.400	6.400
20	60	90	3.600	8.100	5.400

21	90	100	8.100	10.000	9.000
22	70	100	4.900	10.000	7.000
23	70	100	4.900	10.000	7.000
24	70	100	6.400	10.000	8.000
25	70	90	6.400	8.100	7.200
26	90	100	8.100	10.000	9.000
27	70	100	4.900	10.000	7.000
28	70	90	4.900	8.100	6.300
29	90	100	8.100	10.000	9.000
30	70	100	6.400	10.000	8.000
31	70	100	4.900	10.000	7.000
32	100	100	10.000	10.000	10.000
33	90	100	8.100	10.000	9.000
34	70	100	6.400	10.000	8.000
35	70	90	6.400	8.100	7.200
Total	3.020	3.670	235.200	340.900	281.000

The table 4.5 above, calculating table that explained formula of post-test in experimental and control group was implemented to find the t-critical value both group as the basis to the hypothesis the research.

C. Testing the Hypothesis

Testing the hypothesis should be done in order to know whether the hypothesis is accepted or rejected.

a. The Equation of Linier Regression

$Y = a + b$ was getting by:

$$a = \frac{(\sum Y_1)(\sum X_1^2) - (\sum X_1)(\sum XY)}{n\sum X_1^2 - (\sum X_1)^2}$$

$$a = \frac{(3670)(235200) - (3020)(281000)}{40(235200) - (9120400)}$$

$$a = \frac{863184000 - 848620000}{9408000 - 9120400}$$

$$a = \frac{14564000}{287600}$$

$$= 50.64$$

$$b = \frac{n(\sum X_1 Y_1) - (\sum X_1)(\sum Y_1)}{n \sum X_1^2 - (\sum X_1)^2}$$

$$b = \frac{(40)(281000) - (3020)(3670)}{(40)(235200) - (3020)^2}$$

$$b = \frac{11240000 - 11083400}{9408000 - 9120400}$$

$$b = \frac{156600}{287600}$$

$$= 0.54$$

$$Y = a + bx$$

$$= 50.64 + 0.54x$$

b. Coefficient r^2

$$\begin{aligned} r_{xy} &= \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}} \\ &= \frac{40(281000) - (3020)(3670)}{\sqrt{\{40(235200) - (3020)^2\} \{40(340900) - (3670)^2\}}} \\ &= \frac{11240000 - 11083400}{\sqrt{\{9408000 - 9120400\} \{13636000 - 13468900\}}} \\ &= \frac{156600}{219221} \end{aligned}$$

$$= 0.7143$$

c. Examining the statistical hypothesis

Ha : P#0 there was any significant effect of applying Extensive Reading Strategy on the students' vocabulary mastery in reading.

H₀ : P = 0 there was not any significant effect of applying Extensive Reading Strategy on the students' vocabulary mastery in reading.

With the criteria examination, H₀ was accepted if $t \{1-1\alpha\} < t < t \frac{\{1-1\alpha\}}{2}$

Where $t \frac{\{1-1\alpha\}}{2}$ was getting by t distribution with dk = n - 2. dk = 40 - 2 =

38. $\alpha = 5\% = 0.05$. In the other way, H₀ was rejected.

$$\begin{aligned} t_{hitung} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0.7143\sqrt{40-2}}{\sqrt{1-0.7143^2}} \\ &= \frac{4,4032}{0,6998} \\ &= 6.2921 \end{aligned}$$

$$\begin{aligned} t_{tabel} &= \left(1 - \frac{1}{2} \alpha\right) (dk) \\ &= \left(1 - \frac{1}{2} 0,05\right) (38) \\ &= t_{0,9975}(38) \\ &= 2.024 \end{aligned}$$

The conclusion, because $t_{table} > t_{hit}$ or $6.2921 > 2.024$. So, H_0 was rejected. It meant that H_a was acceptable or “there was a significant effect of applying Extensive Reading Strategy on the students’ vocabulary mastery in reading.

d. Determining the percentage of the effect of X variable toward Y variable

$$\begin{aligned} D &= r^2 \times 100\% \\ &= 0,7143^2 \times 100\% \\ &= 0,5102 \times 100\% \\ &= 51.02\% \end{aligned}$$

It meant the effect of X variable toward Y variable or the effect of applying Extensive Reading Strategy on the students’ vocabulary mastery in reading was 51.02 and 48.98% was influenced by another factors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research t-test, the research gave some conclusion as follows:

1. The fact of showed that the $t_{\text{observed}} > t_{\text{table}}$ $6.2921 > 2.024$. T_0 test the hypothesis, the formula of t_{test} and the distribution table of observed were applied. The facts showed that t-critical (t_c) value was higher than the t_{table} on the level 2.024. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the researcher concluded the alternative was accepted that there was any significant effect of applying Extensive Reading Strategy on the students' vocabulary mastery in reading.
2. The students difficulties of applying Extensive Reading Strategy on the students' ability based on the minimal passing grade the students that 70 points or 36% was low did not get pass the minimal passing grade and the students got above passed of the minimal passing grade 69%, it means that, the applying Extensive Reading Strategy on the students' ability was succeeded.

B. Suggestion

In relation to the conclusion above, the researcher gives some suggestion, as follows:

1. The English teacher can use Extensive Reading Strategy to increase the students' vocabulary mastery in reading because based on the research finding, it has effect to the students' ability
2. As an input for the students' to increase their ability when the teacher used Extensive Reading Strategy effectively in teaching learning process in the class.
3. The readers of UMSU library should make this thesis as a reference to make a similar research.
4. Headmaster of the school should support teachers in applying Extensive Reading Strategy because the method can increase the students' vocabulary mastery in reading.
5. As an input for the writer in order to increase knowledge about teaching students.

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Text 1

Read the passage carefully! Answer the question 1-5

A HANDFUL OF HISTORY

The next time you do a card trick-remember this. You're playing with history. The playing cards we use today are much like those used for hundred of years. The most interesting thing are the suits and face cards. A "Suit" of a playing card is not a thing to be worn. It means hearts, spades, diamonds or clubs. The figures are placed on each card with the number of value of the card. The face cards are the Jacks, Queens, Kings, and of course, the Jokers.

What do you think the suit stand for? Let's take Hearts first. When you say that an athlete ha a lot of heart, what do you means? You mean that he is brave. So, you see, the King of Heart is a "brave king".

Look at the design of the Spade on card. The word "spade" comes from Italian word which means "sword", with a little imagination, you can see the handle and the blade. Of course, the blade has been made with shorter on the card.

The Diamond and Club design also have interesting stories. The Diamond design is one that you probably know already. It stands for the expensive gems that you and I have seen in jewelry stores. At first it stood for the rich traders who found and sold such gems. The Club looks a little a three-leaf clover design. It has the lowest rank of the suits. It like a captain, and the heart is like a general. The spade means the regular farmers or peasants.

Now you see how some suits of playing cards have more value or power than others. The face cards are usually powerful in any card game. The King is

one of the strongest. There are four different Kings, and each one stands for a real person. The Kings of Hearts first meant Charlemagne. He lives about 800 years after the birth of Christ. He was one of the most powerful kings in Europe after Julius Caesar of Rome. Julius Caesar, by the way, is the King of Diamonds.

We must go further back in history to find out the names of the two other Kings. The young Alexander the Great of Macedonian is the King of Clubs and King David is the King of Spades. David is the person who killed the giant Goliath. When someone talks about a David and Goliath, he means the smaller, or weaker person is trying to fight a very large and strong enemy. David beat Goliath and became a king. He probably never thought that he would have place in playing cards.

We must go back to the Bible and the times of David again to find two of our queens. Rachel was a famous woman in the Bible. She is the Queen of Diamonds.

Remember that the heart stand for bravery. A very brave woman is the Queen of Heart. That was Judith, who killed an enemy general.

When Alexander the Great was a general, one of the important woman goddesses was Athena. She stood for wisdom. Athena is the Queen of Spades. Queen Elizabeth I on England is thought to be the Queen of Clubs. She ruled England when American was mostly a wilderness.

The Jacks are sometimes called Knaves. A knave is usually a person who gets into trouble. But the playing cards stand for famous knights in history. These men made themselves famous for their courage and bravery, but they were not kings.

The Joker of the card deck is the one that does not always fit. He is sometimes used as an extra card. He sometimes becomes more powerful than any other card. He does not stand for any one person like some of the other cards. But I think that you can see what his name means.

So, you see that you can hold some history in your hands. History from King David to Queen Elizabeth is all in the front of playing cards.

Text 2

Read the passage carefully, answer question 6-10

LIONEL AND ULYSSES

The good friends, Lionel and Ulysses, walked toward the public library. When the two boys entered this humble but impressive building, they entered an area of profound and almost frightening silence. It seemed as if even the walls had become speechless, and the floor and the tables, as if silence had engulfed everything in the building. There were old men reading newspapers. There were town philosophers. There were high school boys and girls doing research, but everyone was hushed, because they were seeking wisdom. There were neat rows of books. They were trying to find out.

Lionel not only whispered, he moved on tiptoe. Lionel whispered because he was under the impression that it was out of respect for books, not consideration for readers. Ulysses followed him, also on tiptoe, and they explored the library, each finding many treasures. Lionel-books and Ulysses-people. Lionel did not read books and he had not come to the library to get any for himself. He just liked to see them- the thousand of them. He pointed out a whole row of shelved books to his friend and then he whispered- "all of these and these. Here's a red one. All these. There's green one. All these."

The two friends moved off into still greater realms of mystery and adventure. A little frightened at what he was doing. Lionel lifted a book out of the shelf, held it in his hands a moment and then opened it. "There, Ulysses!" he said.

“A book! There it is! See? They are saying something in here. There is an ‘A’, “he said. “There is another letter of some sort. I do not know what that one is. Every letter’s different, Ulysses, and every word’s different. “He sighed and looked around at all the books. “I don’t think I’ll ever learn to read,” he said, “but I sure would like to know what they are saying in here. This is the *public library*, Ulysses,” he said. “Books all over the place.” He looked at the print of the book with a kind of reverence, whispering to himself as if he were trying to read. Then he shook his head. “You can’t know what a book says, Ulysses, unless you can read, and I can’t read,” he said.

Answer the question number of 1-5 based on the text above !

1. David beat Goliath and became a king. The underlined words mean....
 - a.killed
 - b.hit
 - c.knocked
 - d.stabbed

2. What does the word “bravery” mean?
 - a.An award for out standing
 - b.To deal with something difficult or unpleasant in order to achieve something
 - c.Shout meaning
 - d.Willing to do things which are dangerous or painful

3. He was one of the most powerful kings in Europe after Julius Caesar of Rome
The opposite meaning of the underlined word is.....
 - a.Strong
 - b.Intelligence
 - c.Weak
 - d.Diligent

4. Select the word with meaning closest to the word brave.
 - a.Afraid
 - b.Wary
 - c.Strong
 - d.Weak

5. The young Alexander the Great of Macedonian in the King of Clubs and King David is the King of Spades.

The word “great” means.....

- a.Champion
- b.Famous
- c.Happy
- d.Strong

Answer the question number of 6-10 based on the text above !

6. Find the word closest in meaning to the ones given Humble (line3)

- a.usual
- b.patient
- c.sensitive
- d.modest

7. They entered an area of profound and almost frightening silence.

The opposite meaning of the underlined word is....

- a.noisy
- b.quiet
- c.intense
- d.discover

8. Find the word closest in meaning to the ones given.

Impressive (line3)

- a.gigantic
- b. remarkable

c.great

d.well-known

9. Find the word closest in meaning to the ones given.

Engulfed (line7)

a.completely overcome

b.swallowed up

c.entirely unknown

d.occured

10. What does the word "Library" mean?

a.A place or room for collecting of books and records.

b.A place or building where rooms and meal are provided for travelers.

c.A place where meals can be bought and eaten.

d.A place or building in which muslims whorship.

Answer Key:

1. A

2. A

3. C

4. C

5. B

6. D

7. A

8. B

9. B

10. A