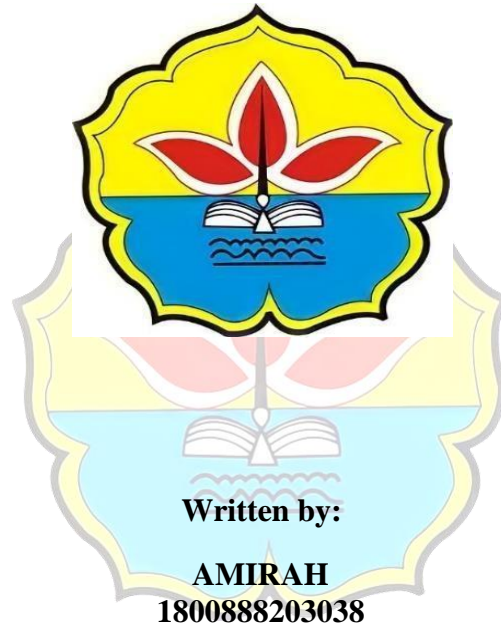**THE EFFECTIVENESS OF IMPROVING STUDENTS' VOCABULARY
MASTERY IN READING BY USING EXTENSIVE READING FOR
JUNIOR HIGH SCHOOL NUMBER 6 JAMBI**

A THESIS

*Submitted as a Partial Fulfillment of the Requirement for Obtaining the Degree of
Sarjana Pendidikan in English Education*

Written by:

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ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES

UNIVERSITY OF BATANGHARI

JAMBI

2023

APPROVAL

The advisor of this thesis stated that the thesis entitled "The Effectiveness of Improving Students Vocabulary Mastery in Reading by Using Extensive Reading For Junior High School Number 6 Jambi" which was completed by:
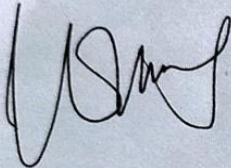
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DECLARATION

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States that:

1. The thesis that I have written the title "The Effectiveness of Improving Students Vocabulary Mastery in Reading by Using Extensive Reading for Junior High School number 6 Jambi ,is original and has never been submitted for an academic degree either at Batanghari University or any other tertiary institution.

2. This thesis is purely my own ideas, and formulation, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.

3. I make this statement in truth, and if in the future there are irregularities and untruth in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, March 30th 2023

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LETTER OF RATIFICATION

This thesis has been defended before the Thesis Examiner of the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2023 on:
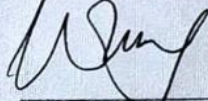
Day   : March,30th 2023

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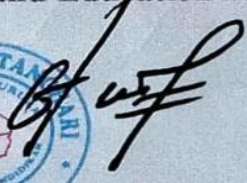
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MOTTO

"Although they plan. Allah also plans. Surely, Allah is the best of planners"

(QS. Al- Anfal: 30)

"Don't compare your progress with that of others. We all need our own time to travel our own distance"

-Jerry Corstens
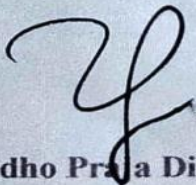
ABSTRACT

Amirah. 2023:Improving Studens Vocabulary Mastery In Reading By Using Extensive Reading for Junior High School Number 6 Jambi City Academic 2021/2022. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Dra.Hj. Wennyta, M.Pd. The Second Advisor Ridho Praja Dinata, S.Pd., M.Pd.

The researcher was interested in conducting a research entitled "Improving Students Vocabulary Mastery in Reading by using Extensive Reading for junior High School number 6 Jambi City .Based on the identification of the problem above, the researcher wants to figure out the effect of extensive reading on students" vocabulary mastery. Then the researcher used quantitative research (Experimental) by using one-group pretest-posttest. This study was only conducted in one class. Pretest and posttest were given to students. The results showed that the students" vocabulary improved significantly after the treatment using an extensive reading approach. It was revealed by the post-test mean score of 82.89, which was higher than the pre-test score of 66.71. Based on the results of the data above using IBM SPSS Statistics 25, the two-tailed significant or sig. (2-tailed) was 0.00 at the level of Sig α 0.05. Based on these results Ha (alternative hypothesis) is accepted and H0 (Null hypothesis) is rejected. Therefore, it can be concluded that there is a significant difference between the scores obtained by the students in pretest and post-test. The researcher concluded that the use of the Extensive Reading approach was effective in increasing the students" vocabularies.

Keywords: Vocabulary mastery, Extensive Reading

ACKNOWLEDGMENT

Alhamdulillah, in the name of Allah SWT, I would like to thank God, the Almighty for His blessing and mercy in guiding me to accomplish this thesis under a title "Improving Student Vocabulary Mastery in reading by using Extensive Reading for Junior High School Number 6 Jambi City".

This is one of requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi City.

The author is aware that this thesis will not be completed on time if there is no help and support from various parties who are directly or indirectly involved. Therefore, the author would like to express her deepest gratitude to:

1. My beloved Parents Andi Hanafiah and Abdullah as my parents who always give support and encourage me to finish this thesis

2. Prof. Dr. Herri, MBA as the Pj. Rector of University of Batanghari Jambi.

3. Abdoel Gafar, S.Pd., M.Pd., as the Dean of Teachers Training and Education Faculty of Batanghari University

4. Dra.Hj. Wennyta, M.Pd.., as the first advisor who gave me a really good advice, and thank you for helping me during all the process writing this thesis.

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Finally, as human being, the researcher who has many weakness and mistakes in making this thesis. Any criticism or suggestions are very welcome to improve this thesis.
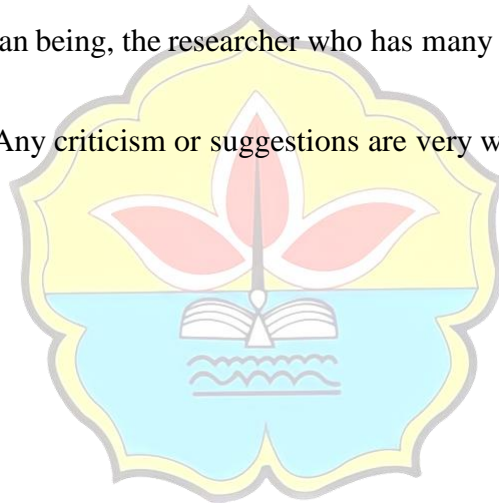
Jambi, March 2023

The Researcher

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DEDICATION

Alhamdulillah, in the name of Allah SWT, I would like to thank God, the almighty for His blessing and mercy in guiding me to accomplish this thesis under a title "Improving Student Vocabulary Mastery in reading by using Extensive Reading for Junior High School Number 6 Jambi City".

In completing this thesis, I would like to thank my parents whom I love very much. Thank you for being my superhero! Thank you for your love and affection, for your extraordinary patience in raising and caring for me with great affection and also support that never goes out.

Then I would like to dedicate this thesis to the lecturers and staff of Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

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CHAPTER I

INTRODUCTION

1.1   Background of the Study

The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing. According to Hornby (1995) defined vocabulary in three senses that cover a) the total number of the words which make up a language; b) all the words known to a person or used in a particular book, subject, etc.; and c) a list of words with their meaning.

Vocabulary is a English learning which is Important for English class. There are four skills in English that connected with vocabulary, those are, reading, listening, speaking and writing. But the lack of students' vocabularies can be difficult to apply each skills. One way to develop students'' vocabulary mastery is by reading. Reading and vocabulary studies are both focused on word meaning in determining vocabulary acquisition (Pigada & Schmitt, 2006).

Reading is a basic life skill. It is a cornerstone for a child's success in school, and indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and success in studies are sure to be lost. Every child is expected to learn to read in primary grades. According to Lijun (2014), the purpose of reading is how the readers interact with the text to construct the meaning. In order to get a better comprehension of the text, readers need to understand the words in the text,

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understand the idea, and critically respond to the contents. Master the reading skills can grasp more words and expressions.

To help students in the learning process of reading, teachers must choose the right strategy to achieve learning goals. In addition, teachers must create fun learning settings, for example by using techniques and learning media that attract students to follow learning to read well.

Success in reading is the most necessary because it is a basic tool of education. Reading will also give us opportunities to get experience and information. Nowadays, people easily get texts to be read; for example, by downloading the e-book. People can read a book without going to the bookstore or library. However, e-book cannot increase the reading habit in our society. People still think that reading is just a boring activity that makes their eyes tired. Besides, people usually get a difficulty in finding a meaning from the text that can be caused if the text contains too a wide range of vocabulary. A text with lots of unfamiliar words could make a student give up easily in reading and also could slow down their reading speed. Student will feel stressful in reading and never enjoy reading. Ironically, one of the best ways to meet an unfamiliar word is by reading a text. Research has shown that in order to learn a word, a reader must encounter it many times.

Extensive Reading is one strategy for achieving vocabulary mastery. Students can improve their reading ability and overall language proficiency by engaging in Extensive Reading. According to Day (2004), Extensive reading is a type of reading

instruction that provides many reading materials to learners independently. Students must read extensively for general meaning, information, and pleasure.

By Extensive Reading, students are able to increase the number of encounters with words and to learn how words are used. Students receive a regular inflow of unfamiliar words and see these words repeated by Extensive Reading. In reading, there is a style of reading that could help students to enjoy reading. Extensive reading is a reading with pleasure and enjoyment. The reader needs to choose a reading material which fits on his vocabulary and interest.

According to a study by Greta Andrea (2008), conducted in Indonesia, numerous studies have proved that Extensive Reading is a way of advancing learners' vocabulary competence as well as their general proficiency. Learners can improve their reading habits, expand their vocabulary knowledge, and foster positive reading attitudes by engaging in extensive reading. It is believed, in particular, that learners may encounter more unknown words when reading independently, providing opportunities to infer the unfamiliar words in specific contexts and thus learn their meanings (Krashen, 1989).

Students can engage in extensive reading whenever they want. As a result, they can do it not only in the classroom during the learning process, but also outside of the classroom with no time constraints. Because extensive reading can be classified as reading for pleasure or searching for general information, it is also a method by

which learners can improve their reading speed and comprehension by reading extensively (Isna & Ujang, 2018).

However, many Students still have problems related to vocabulary mastery. They are also less interested in reading. Often students have difficulty understanding the meaning in a sentence due to lack of vocabulary mastery. Furthermore, students will have difficulty comprehending a text if they do not understand the meaning of the words in the text. As a result, teachers must pay closer attention to their students' vocabulary.

This research was conducted at SMPN 06 Jambi, which the school implements the 2013 Curriculum. From the preliminary observation, the researcher found that the students at grade IX of SMPN 06 Jambi find difficulties in comprehending text. Firstly, students are less interested in reading and pay less attention to the teacher in delivering the material. Secondly, students have difficulty understanding the meaning of unfamiliar words in the text.

Based on the explanation and the existing problems, the researcher was interested in conducting a research entitled "Improving Students Vocabulary Mastery in Reading by using Extensive Reading for junior High School number 6 Jambi City ". Therefore, the researcher employed extensive reading technique in order to improve students' vocabulary mastery.

1.2   Identification of the Research

Based on background of the study about the improving vocabulary mastery in reading by using Extensive Reading, the identification of the study involves:

a.   The students feel stressful in reading because of the limited range of their vocabulary.

b.   Most of students have difficulty understanding the meaning in a sentence

c.   Most of students are less interested in reading

1.3   Limitations of the Research

Based on the identification of the problem above, the researcher wants to figure out the effect of extensive reading on students' vocabulary mastery. Then, in the ninth grade of Jambi City Junior High School No. 6, this study focused on students' vocabulary mastery through extensive reading.

1.4   Problem of the Research

Based on the background of the research above, the researcher question formulated is "Is there any effect using Extensive Reading in improving students' vocabulary mastery in class IX A SMPN 06 Jambi?"

1.5   Purpose of the Research

To find out the effect of using extensive reading in improving vocabulary mastery in class IX A SMPN 06 Jambi.

1.6   Significance of the Research

This research contributes some significant progress in teaching vocabulary for several parties, they are:

1.   For Teacher

The purpose of this study is to provide information to English teachers in order for them to select learning materials and implement an effective strategy to improve students' vocabulary mastery through Extensive Reading.

2.   For Students

This research enables the students to get new experiences in improving their vocabulary mastery through Extensive Reading.

3.   For Researcher

For researchers, it is hoped that this research can be useful as a way to practice science during lectures by conducting research in order to complete education and add insight in improving students' vocabulary mastery using Extensive Reading in a class.

4.   For Future Researchers

It is hoped that this research can be a reference material for future researchers who have the same case.

1.7   Definition of Key Terms

1.   Vocabulary

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool
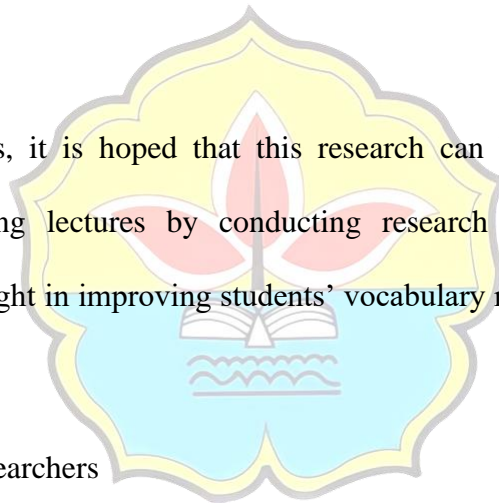
for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

2.   Extensive Reading

Extensive Reading (ER) 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.

1.8   Basic Assumption

1.   Vocabulary

Students have a difficult time learning English vocabulary. One of them is intellectually remembering the vocabulary. They require something to help them remember vocabulary more easily. The teacher requires a teaching material to help young students in remembering and mastering vocabulary. By using Extensive reading, the students will be interested in learning vocabulary

2.   Extensive Reading

Students can easily learn a lot of information by reading. In fact, students may lose interest in reading a text at times. They couldn't even answer all of the questions after reading the text. It was caused by the students' inability to comprehend the text. The solution is for the teacher to use interesting and effective teaching techniques to interest students to read and comprehend the text.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According Hornby (2006) Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According to Richards (2002), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

According to Rivers Nunan (1991) stated that vocabulary is important It is critical to be able to communicate in a second language. Without a vocabulary, we cannot, in general, use the structure and function of language in comprehensive communication. According to Nation (2001), vocabulary knowledge involves understanding a word in its spoken form, and that the spoken form can be recognized and understood in and out of context rather than guessed at.

One reason teachers teach vocabulary is to help students improve their reading comprehension Pikulski & Templeton (2004). Vocabulary knowledge is essential for language proficiency. As a result, learning vocabulary is an urgent necessity. Procedures and approaches are required when learning vocabulary.

Vocabulary is important because it is related to English skills such as listening, writing, reading, and speaking. There are many uses for vocabulary, including communicating and understanding what others say, expressing ideas,

comprehending reading materials, and, most importantly, assisting students in learning English. According to Green in Pundi (2011), vocabulary is extremely important because it has become a powerful tool for improving achievement. If students improve their vocabulary mastery, their academic performance will improve as well.

To demonstrate the importance of vocabulary, Bromley (2004), assumes that it plays an important role in the teaching-learning process. Here is a list of some of them:

a. Increasing fluency

Learners with a larger vocabulary read more quickly and easily than those with a smaller vocabulary. Fluent readers read more quickly, learn more quickly, and comprehend more information than less fluent readers.

b. Improving comprehension

Understanding is greatly influenced by vocabulary knowledge. According to component examination, word meanings account for 74% of comprehension.

c. Increasing performance

A larger vocabulary indicates a large amount of conceptual information, which helps academic learning. On student achievement, learners with large vocabularies outperform those with small vocabularies.
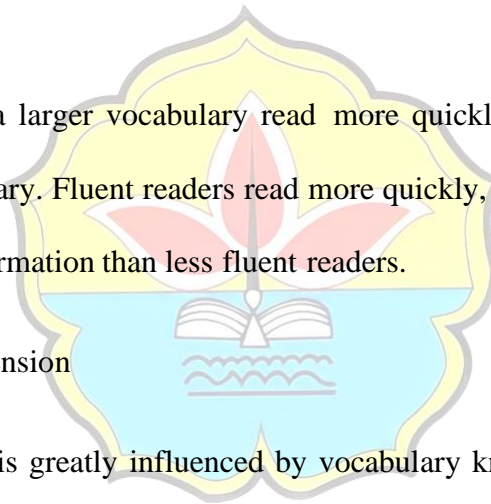
d. Improving thinking and communication

The words are used for analysis, interpretation, evaluation, and reasoning. Students with a large vocabulary can communicate in precise, strong, convincing, and fascinating ways.

Based on the above description, vocabulary knowledge requires not only knowledge of word meanings, but also knowledge of how to use the words in the appropriate context and in a natural way, as well as knowledge of the relationship between new words acquired and those already acquired. As a result, teachers should employ strategies that teach the meaning of words in context, assist students in associating new vocabulary learned with what they already know, and assist students in memorizing the words and their meanings.

2.1.1 Types of Vocabulary

According to Harmer (2007), there are two types of vocabulary:

a. Active Vocabulary (Productive Vocabulary) Productive vocabulary is the vocabulary that a person uses all the time to write or speak. Like well-known and frequently used words.

b. Passive Vocabulary (Receptive Vocabulary) Receptive vocabulary is a collection of vocabulary that students do not have, but its meaning can be understood when they listen or read. These words are often unfamiliar to students and rarely used.

2.1.2 Various of Vocabulary

Three parts are included in the vocabulary, namely:

a. Noun

Marsudi & Darsono (2010) say that nouns are words used as names of people, animals, places, or ideas (concepts), nouns can be actions. A noun can function as a subject sentence, direct object, indirect object, complementary subject, or adverb.

❖　Countable Noun : Have a singular and plural form and can be used with a number or a/an before it. Example : Car, Cup, Bike.

❖　Uncountable Noun : Cannot be counted. Example : Hair, Milk.

❖　Compound Noun : Two or more words that create a noun. Example : Credit Card.

❖　Concrete Noun: Noun that has a physical form.

• Proper Noun (nouns whose writing begins with capital letters and is the name of a person or place. Example: Anggi, Australia)

• Common Noun (common nouns. Example: bag, car, chair)

• Material Noun (nouns derived from mining or other raw materials. Example: gold, cotton, oil)

• Collective Noun (nouns in the form of a group or group. Example: army, crew, team).

❖ Abstract Noun: a noun that has no physical form. Example: knowledge, agreement, friendship.

b. Verbs

Marsudi & Darsono (2010) say that verbs are words that can be used by subjects to form the basis of sentences indicating action.

❖ Ordinary Verb : Namely the original verb or main verb. This verb must be in a sentence and come after the auxiliary verb or at the very end of the verbs. Example: bring, make, drink, write, etc.

❖ Auxiliary Verb : It is an auxiliary verb. This verb does not have to be in a sentence and comes before the ordinary verb.

• Ordinary auxiliary, which is the original auxiliary verb that has no meaning in the dictionary. Example: am, are, is, was, were, been.

• Modal auxiliary, an auxiliary verb that has meaning in a dictionary. Examples: will, shall, can.

• Emphasize auxiliary, which is an auxiliary verb which has a meaning in the form of affirmation. This verb has the same meaning as the word really. Example: Do, does.

❖ Linking Verb : It is a verb that connects the subject with its complement.

• To be: is, am, are, was, were, be, been.

• Ordinary linking verb: (become, turn, get, grow) means to be, (remain, stay, keep) means constant, (look, seem, appear) means visible, etc.

❖ Action Verb are verbs to state that the subject is doing an action or to state that something is happening.

❖ Stative Verb is not to express an action but to express conditions that do not change or tend not to change.

❖ Regular Verb is regular verbs, the past tense and past participle irregular verbs are more varied. Example: arrive, live, help.

❖ Irregular Verb is Regular verbs are verbs in which the majority of the past tense (verb-2) and past participle (verb3) are obtained by adding the suffix -ed or -d to the base form (the root form of the verb). Example: come, meet, run

❖ Transitive Verb is verbs that require objects. Without objects, sentences will not be complete.

❖ Intransitive Verb is verbs that do not need objects. Example: come, go, sleep, etc.
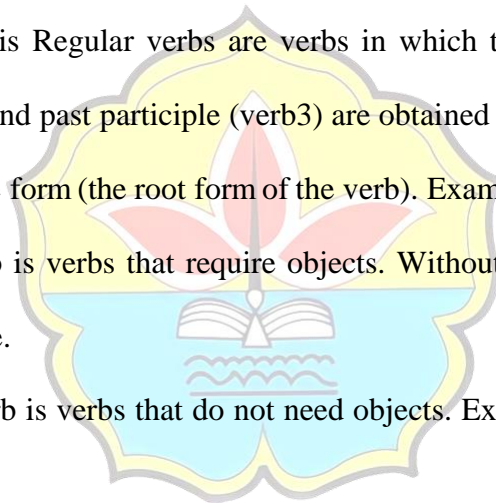
c. Adjectives

Marsudi & Darsono (2010) say that adjectives are words that are used to explain nouns by describing, identifying, or measuring words.

❖ A descriptive adjective is an adjective that explains the quality of the noun being discussed. Example: good, bad, clever, happy.

❖ A demonstrative Adjective is a type of adjective that indicates an object. Example: this, that, these, those.

❖ Possessive Adjective is an adjective that is useful to indicate the ownership of something. Example: my, your, their.

❖ Distributive Adjective is an adjective that states the properties possessed by divided objects. Example: each, every, either, neither.

❖ A quantitative Adjective is an adjective that can explain the number of objects that exist. Example: some, any, no, many.

❖ Interrogative Adjective is an adjective used to ask for an object example: what, which, whose.

d. Adverb

Marsudi & Darsono (2010) say that adjectives are types of words that are commonly used to describe verbs, adjectives, or other adverbs.

❖ Adverbs of Manner explains how or in what way an activity is carried out. Example: quickly, fluently, comfortable.

❖ Adverbs of Frequency is used to explain how often an activity is carried out. Example: always, usually, often, seldom.

❖ Adverbs of Degree explains how much, to what extent, or at what level something happened. Example: very, so, enough, too.

❖ Adverbs of Time is a word that refers to when something happens or is located. Example: now, today, yesterday, tomorrow.

❖   Adverbs of Place is used to explain the place. Example: here, there, everywhere. ϖ Interrogative Adverbs are used in a question. Example: when, what, where.

❖   Relative Adverbs are used to describe nouns that have been mentioned previously. Example: when, why. 15 ϖ Sentence Adverbs are usually in front of the sentence or clause they describe. Example:, surely, unfortunately.

2.1.3 Vocabulary Development of Students

Reading is the best way to learn new words. The key is to read a lot. According to Hatch and Brown (2000), in order to learn a word, the reader must encounter it several times. Each time the reader sees the word in context, he or she will gain a better understanding of its meaning. Students can increase the number of encounters with words and learn how the words are used by reading extensively.

Working with unfamiliar words in a way that requires active thinking is another way to learn words. Simply noticing the word and looking it up does not suffice to learn vocabulary by its content. The reader must analyze the word and apply it in speech and writing. Furthermore, the reader may not understand how an unfamiliar word is used. If the reader examines the context carefully and writes the sentence in which the reader discovered the word, the reader is more likely to remember it. According to Jeremy Harmer (2000), Understanding meaning in context enables the reader to recall which meaning of the word is used in a given instance. This means that when students learn a word in context, they are more likely to

remember it than when they learn it as a single item, and they gain a much better understanding of what the words mean.

To encourage active thinking, the student could look up the new word in the dictionary and read about it. Then, use the word in a few sentences. It may increase the student's familiarity with the word and knowledge of how to use it in speaking or writing.

According to Sharon J. Crawley (2000) Reading widely is a good way to improve vocabulary. Students with limited vocabulary are frequently those who do not read widely. Make reading time available during the day. Reading widely obviously improves one's vocabulary. During broad reading, students would come across a difficult word and its context again and again. A student would be exposed to difficult words and gradually analyze their meaning and how to use them.

2.1.4 Vocabulary Mastery

In Extensive reading, the students' lack of persistence in developing the habit had an impact on their vocabulary mastery. They didn't like reading. Vocabulary is an important component of extensive reading instruction for English students who struggle to comprehend reading materials ranging from simple to complex.

Vocabulary mastery is defined as the ability to control, command, decide, and rule one's vocabulary as a useful and fundamental tool for communication and knowledge acquisition. Vocabulary mastery is the ability or knowledge of a group of words that make up a language that everyone can use to communicate.

Vocabulary mastery was one component of mastering English as a foreign language at all levels, from elementary to secondary to advance. Vocabulary is one of the most important components to master when learning four languages. It makes sense, given that four language skills necessitate word knowledge, because they would be unable to perform all four skills without vocabulary.

According to Oxford Advanced Learner's dictionary of current English (1995), the word mastery means complete knowledge; great skill. According this simple definition, mastery is tightly associated with complete knowledge and great skill of something. Based on those definitions of vocabulary and mastery, it is possible to conclude that vocabulary mastery is defined as complete integrated word knowledge (knowing its form, meaning, and use) of a specific language.

Vocabulary mastery is critical for students in the process of learning English in Junior High school. It is because vocabulary-related experiences that students have in their early years play an important role in the development of their language. One of the factors in mastering English as a foreign language is vocabulary mastery. It denotes that the students are capable of comprehending and applying the word and its meaning. The greater the students' vocabulary, the better they perform in their language. Students will struggle to master English skills if they have a limited vocabulary. By mastering vocabulary, they can shape their English and consider English to be one of their school subjects.

2.2 Definition of Extensive Reading

When learners are reading extensively, they are primarily focused on the message of the text and what it is saying. Extensive reading, on the other hand, aims to improve learners' fluency, reading speed, and overall comprehension of reading texts while also practicing the skill of reading itself. Learners will typically be reading a text with a high percentage of the words already known, allowing them to read fluently and smoothly with high levels of comprehension.

According to Day and Bamford (2004), Extensive reading is a reading teaching technique that defines a situation in which students read a lot of materials at their level in a new language; they read for general, overall meaning, and information while also having fun.

According to Carrell and Carson (1997), 'extensive reading generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language'.

According to Day and Bamford (1998) propose that one of the purposes of extensive reading is to increase students' enjoyment of reading; thus, they recognized the importance of affect in reading development. Learners can improve their reading habits, expand their vocabulary knowledge, and develop positive reading attitudes by engaging in extensive reading.

In Milliner and Cote (2015), Day and Bamford argue that extensive reading allows students to read large amounts of self-selected reading materials that are below

or at their language level. In this activity, they are encouraged to choose their texts without any coercion from the teacher when doing so.

In an extensive reading class where students have a free choice of reading, lecturers still have classroom duties such as providing different types of text for them to read, evaluating weekly reading logs (provided in a blog), and leading class discussions about their reading progress.

2.2.1 Benefits of Extensive Reading

According to Day and Bamford (2004), There are several benefits to reading extensively. The first is the selection of reading material. One of the reasons students enjoy an extensive reading program is the ability to choose what they want to read. Students can select reading material to read on their own during extensive reading. They can provide their own reading materials, or the teacher can provide them.

The second benefit is developing students' vocabulary. In relation to this, Nuttal (1982, in Meng, 2009) states that "an extensive reading program is the single most effective way of improving both vocabulary and reading skill in general".

Another benefit is that students are more ready to participate in classroom activities because they have previously read the material and can follow the classroom activities related to extensive reading well.

In conclusion, Grabe, as cited in Wilkinson (2012), discusses some of the benefits of extensive reading, including the improvement of vocabulary and structural awareness, the enhancement of background knowledge, the development of automaticity, the improvement of comprehension skills, and the promotion of confidence and motivation.

2.2.2   The Principles of Extensive Reading

Day and Bamford (2004) state that there are 10 principles of extensive reading. They are presented as follows;

1.   The reading material is easy. This is the most important principle of extensive reading for language learning because students are unlikely to succeed in reading extensively if they have to struggle with difficult material.

2.   The second one is A variety of reading material on a wide range of topics is available. Learners will be able to find things to read that are relevant to their interests because there is a wide range of options. Reading material of various types also encourages a flexible approach to reading.

3.   The third is Learners choose what they want to read. The basis of extensive reading is self-selection of reading material, which puts students in a different role than in a traditional classroom, where the teacher chooses or the textbook supplies reading material. One reason why many students enjoy extensive reading is that they get to choose what they read.

4.   The fourth is Learners read as much as possible. The benefits of extensive reading for language learning are derived from the quantity of reading. A book a week is an appropriate goal for getting the benefits of extensive reading.

5.   The fifth is Reading speed is usually faster rather than slower. Fluent reading is encouraged because students read material that they can easily understand. The use of dictionaries is typically discouraged because it interrupts reading, making fluent reading impossible.
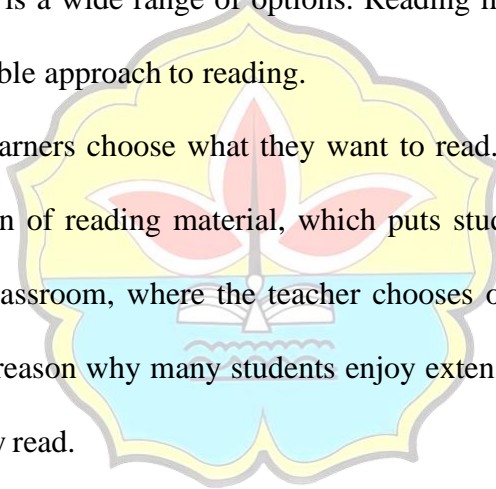
6.   The purpose of reading is usually related to pleasure, information, and general understanding. In contrast to academic and intensive reading, which require detailed comprehension, extensive reading encourages reading for pleasure and information.

7.   Reading is individual and silent. Learners read at their own pace. In some schools, there are silent reading periods when students read their self-selected books in the classroom. Most extensive reading, however, is homework.

8.   Reading is its own reward. Because the goal is for the learner to have their own experience, extensive reading is not usually followed by comprehension questions. At once, teachers may ask students to complete a follow-up activity after reading.

9.   The teacher orients and guides the students. Extensive reading differs from traditional classroom practice in many ways, and teachers must explain what it is, why it is done, and how it is done to students. In order to guide students in getting the most out of their reading, the teacher will also want to keep track of what and how much they read, as well as their reactions to what they read.

10.   The teacher is a role model of a reader. If the teacher reads some of the same material as the students and talks to them about it, the students will have a model of what it is like to be a reader. It also allows the teacher to recommend reading material to specific students. In this way, the teacher and students can form an informal reading community, learning the value and pleasure of the written word together.
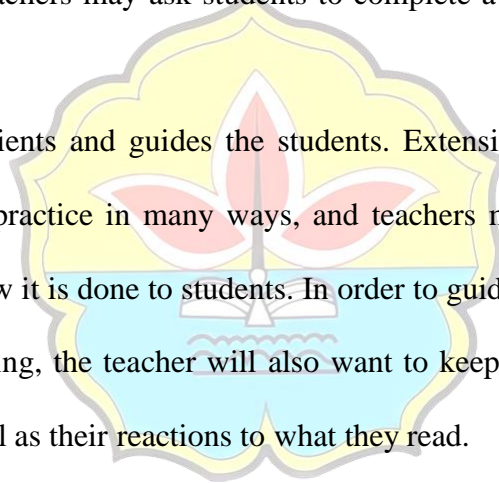
2.2.3   Activities in Extensive Reading

Extensive reading activities help to motivate students and make reading a resource for language practice and use in reading, vocabulary learning, listening, speaking, and writing. That is, in addition to reading, you can use Extensive Reading activities to help your students improve their oral fluency, writing, and vocabulary. Extensive Reading activities, on the other hand, can help you monitor and evaluate the reading your students do.

Extensive reading can be an important factor in learning another language. The relationship between extensive reading and language proficiency is most likely changing and complex. (Day and Bamford), compiled activities from many classroom practitioners and organized them into five sections: Organizing Extensive Reading, Oral Fluency, Writing, Reading, and Vocabulary. Subsections within each section address more specific issues teachers face when implementing extensive reading in their classrooms.

Each activity is divided into at least six sections: the level, the goal, the preparation, the procedure, the tip, and the contributor information. Getting started, introducing reading material, motivating and supporting reading, monitoring reading, and evaluating reading are the five sections of organizing extensive reading. The activities include methods for engaging students in discussions about their attitudes toward reading, introducing them to books, helping students in finding the most appropriate level of books to read, and assisting teachers in identifying and organizing the reading levels. This section also contains suggestions for organizing, monitoring, and assessing materials and student progress. Furthermore, teachers can

find ideas for creating a classroom library or identifying extensive books by level, as well as ways to keep track of student reading and introduce books to students.

2.3   Previous Research

Previous research is very important for researchers as a guide in conducting this research. There are several references related to this research.

The first research is entitled "The Effect of Extensive Reading towards Students' Vocabulary Mastery on Tenth Grade of MTI Koto Tinggi". Research conducted by Delvia Buana and Widya Safitri IAIN Bukittinggi. In this study researcher found some problems that faced by students of grade X in MAS TI Koto Tinggi. The problems were: first, Students did not understand the meaning of vocabulary in the reading text. Secondly, Students seemed to have lack of willingness and interest in learning English. Thirdly, Students' ability in English was still average especially in vocabulary and grammar. The study aimed: (1) To find out whether there is a significant effect of using extensive reading towards students' vocabulary mastery, (2) To find out whether there is a significant difference of students who are using extensive reading and students who are not using extensive reading, (3) To know whether students' reading taught by using extensive reading is better than students who are not taught by it. The class research was consisted of two classes and the students are 24 students. The first was experiment class with 12 students and the second was control class with 12 students. The researcher did pre-test in both classes, then the researcher gave treatment in experiment class by using extensive reading method then did post-test in both class to know the result. Data that has been collected was processed by using SPSS. 20. The results showed that most of the

average score of pre-test in experiment class 55.67. The average score of post-test in experiment class was 81. That was mean that the class category of student's vocabulary mastery in reading skill after did treatment by using extensive method was increase. The average score of pre -test in control class was 58.67, then the average of post-test in control class was 66.67. it's mean that the class category of student's vocabulary mastery in reading skill after taught by using conventional method was increase in score, but the category was still in fair category.

The second study, entitled The Effect of Extensive Reading on the Vocabulary Mastery at the Seventh Grade Students of Junior High School.Research conducted by Halimatus Sa'diyah. The objective of this research was to know there was influence effect between extensive readings on the vocabulary mastery at the seventh-grade students of junior high school of MTs Hasyim Asy'ari Sukodono. The subject of this research is 7.1 and 7.2 students from the seventh grade. The method used in this research quasi-experimental. In collecting the data, the researcher used four steps that were analyzed. The first step was pre-test to the both experimental and control group. The second step was giving treatment in terms of extensive reading process to the experiment group. The next step was giving post-test to the both control and experimental group. Then, the fourth step was to know whether the opinion of the students about extensive reading for the vocabulary mastery using questionnaire. In analyzing the data, the researcher analyzed them by using statistical analysis in SPSS 16.0 by comparing the result of pre-test and post-test from the students. The result of data from this research was counted to know whether the experiment was successes or not. The result of this research shows that there is an

effect between extensive reading on the vocabulary mastery. Based on the study presented that sig. 2 tailed (p) was 0.003 though alpha (α) was 0.05. It means $p < \alpha$. It can be concluded that the HO (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. It proved that extensive reading is effective in improving students' vocabulary mastery.

The third previous study, carried out by Abdurrahman Ahmed Endris, looked at Ethiopian second cycle primary school students and examined the "Effect of Extensive Reading on EFL Learners' Reading Comprehension and Attitudes." The researcher used reading comprehension tests and attitude questionnaires to collect data. After implementing the Extensive Reading Approach during the learning process by asking students to read English stories from various sources, the results revealed that there was no significant difference in reading comprehension and attitudes between the experimental and control groups. However, when extended reading time and motivating activities were included, the experimental group

outperformed the control group in reading comprehension and attitudes toward reading.

Based on the previous research above, researchers have similarities and differences aspects under study. The First research use Pre-Experimental design. The class research was consisted of two classes and the students are 24 students. Meanwhile in the second study by Halimatus Sa'diyah entitled "The Effect of Extensive Reading on the Vocabulary Mastery at the Seventh Grade Students of

Junior High School" used quasi experimental design. Lastly, Abdurahman Ahmed Endris examined extensive reading using a quasi-experimental design and focused reading comprehension in Ethiopian eighth grade students.

While this research used an extensive reading approach. In contrast to previous studies, this study used an Experimental design at the ninth grade Junior High School number 6 Jambi, and focused on the effect of the Extensive Reading Approach on students' vocabulary mastery.

2.4   Hypothesis

Suggests that the hypothesis is a statement in quantitative research whose research make predictions or conjectures about the outcome of relationships between attributes or special features (Creswell 2015). The hypothesis in this study is:

H_0 : There is significant effect of teaching vocabulary by using Extensive reading to improve students vocabulary mastery.

H_a : There is no significant effect of teaching vocabulary by using Extensive reading to improve students vocabulary mastery.
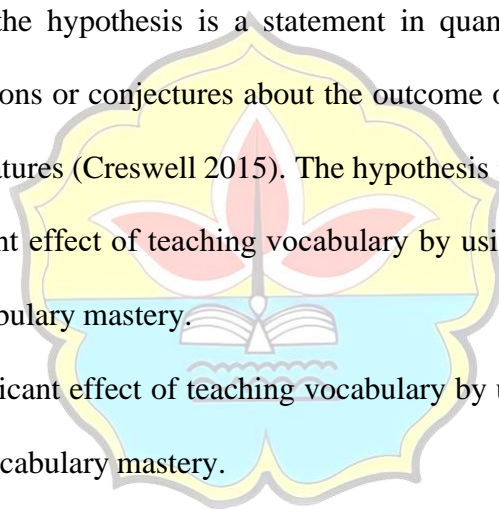
CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

The researcher used quantitative research (Experimental) by using one- group pretest-posttest. According to Creswell (2018) Quantitative research is a means for testing objective theories by examining the relationship among variables. quantitative research is an interrelated set of constructs (or variables) formed into propositions, or hypotheses, that specify the relationship among variables (typically in terms of magnitude or direction).

The researcher used Experimental design because the researcher wants to measure the effect of using extensive reading to improving students' vocabulary mastery. According to Sugiyono (2013) the type of Experimental design of this research is comparing the result after and before giving treatment. The variables in this research consisted of two variables Independent and dependent variables. Independent variables are a comprehensive read approach. This is the approach or process that teachers use when teaching materials, but the dependent variable is the effect or result of an independent variable. The dependent variable for this study is the improvement of students' vocabulary.

3.2   Population and Sample

1. Population

According to Sugiyono (2013), Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions.

The population in this study was grade IX students of SMP Negeri 6 Jambi City in the 2020/2021 academic year. Where the total number of students is 393 which are divided into several classes:

Table   1

Population of the Research

Class	Students
IX A	38
IX B	36
IX C	36
IX D	36
IX E	36
IX F	36
IX G	36
IX H	36
IX I	35
IX J	35

IX K	35
Total	**395**

2. Sample

In the sampling techniques, the researcher used random sampling techniques. According to Kerlinger (2006: 188), simple random sampling is a method of drawing from a population or universe in a certain way so that every member of the population or universe has an equal chance of being selected or taken.

Table 2

Sample of the Research

No	Class	Student		Total
1	IX A	Male	Female	
		18	20	38

3.3   Instrument of the Research

Researchers used tests to obtain data. According to Brown (2004) states that test is a method of measuring person ability, knowledge, or performance in a given domain. The tests in this research are a reading test that consisted of 20 multiple choice. This research using tests to find out the effectiveness extensive reading to improve students' vocabulary mastery.

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3.4   Procedure of Data Collection

The researcher used several steps to collection data in this research as follows:

1. Pre-Test

In this research for the 1st meeting, the researcher explained to the students about definition of extensive reading. The test consist of 20 multiple choice questions. It was done to know the students' reading comprehension and basic vocabulary before giving treatment.

2. Treatment

After gave the pre-test, the researcher gave treatments by applying extensive reading approach. The treatment carry out 4 meetings and each meeting the researcher provided the different kinds of narrative text as teaching materials. In this case, the researcher took 4 meetings. This step, all of the activities was continued.

3. Post-Test

The post test conducted in the 6th meeting after treatment to know the students vocabulary. The test consist of 20 multiple choice questions. The researcher distributes the different test to check the result of the students' vocabulary after the treatment.
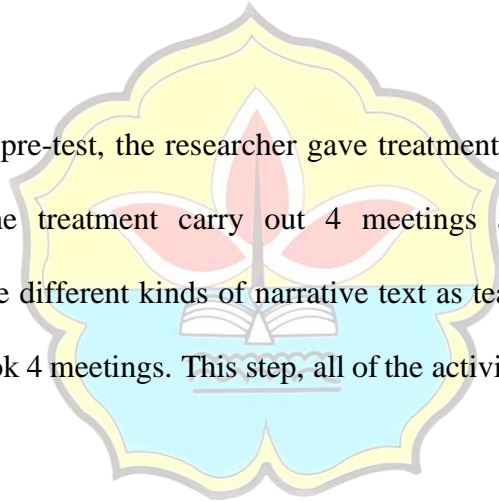
3.5 Technique of Data Analysis

The following procedures are used to analyze the data of the effect of using Extensive Reading to improving students' vocabulary mastery in reading comprehension obtained from the test:

1. Validity Test

A validity test was performed to determine whether the instrument created was valid or not. The formula is as follows:

$$r_{xy=} \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\} - \{(N\sum x^2) - (\sum Y)^2\}}}$$

Note:

r_{xy} : Coefficient of validity of item

N   : Number of students taking the test

X   : Score of Items I measured its validity

Y   : Total score

(Ety Rochaety,2007:47)

2. Reliability Test

The level of confidence in a question is defined as its reliability. A question is said to be reliable if the results are consistent or do not change. To find out the

reliability coefficient of the test is estimated by using Kuder-Richardson Formula 21

or KR-21 proposed by Sugiyono (2008:186):

$$R \left\{ \frac{K}{K-1} \right\} \left\{ 1 - \frac{M(K-M}{(SD)^2} \right\}$$

Note:

R : The reliability of the test

K : The number of the test items in the test

M : The mean of the scores

N : The number of students

SD : The standard deviation of the scores

X : The scores
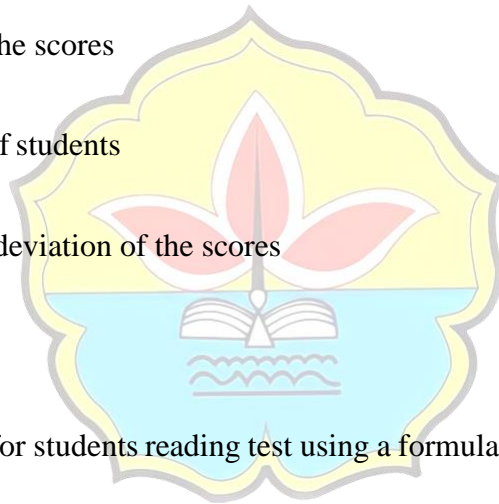
3. To correct answers for students reading test using a formula below:

$$Scoring = \frac{Total\ Correct\ Answer}{Total\ Number\ of\ Items} \times 100$$

(Depdiknas,2006)

4. to classifying the students reading test level using categories table below:

TABLE 3

The Students Test Level

SCORE	CATEGORY
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Weak
0-20	Poor

Source: Heaton (2008:30)

5. Finding Standard deviation of the Students Pretest Posttest by applying formula below:
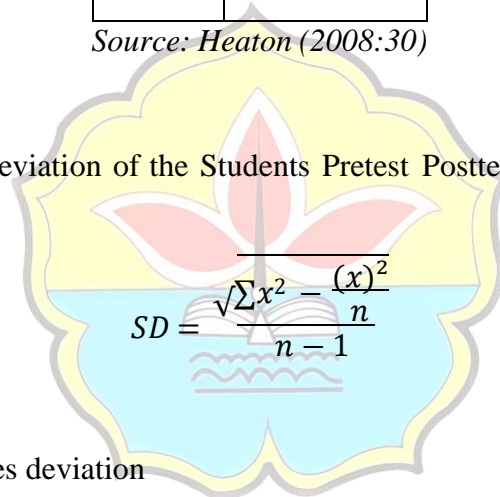
$$SD = \frac{\sqrt{\sum x^2 - \frac{(x)^2}{n}}}{n - 1}$$

Where :

$\sum x^2 d$: sum of squares deviation

$\sum x^2$: the amount of gain after squaring

X   : amount of gain

N   : Total number of the subject

6. The normality test was used to determine whether the data in this study were normally distributed or not. The Kolmogorov-Smirnov test was used in this study to determine normality. Using the following formula:

$$KD = 1,36 \frac{\sqrt{n_1 + n_2}}{n_1 n_2}$$

Note:

KD   : Number of Kolmogorov-Smirnov sought
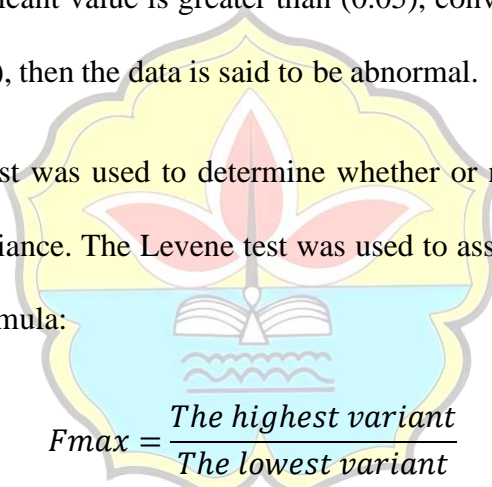
n1   : Number of samples obtained

n2   : Expected number of samples

(Sugiyono,2013:257)

The test criteria used at a significance level of 5% (0.05). The data is said to be normal, if the significant value is greater than (0.05), conversely, if the significant value is less than (0.05), then the data is said to be abnormal.

7. The homogeneity test was used to determine whether or not the data used in the study had the same variance. The Levene test was used to assess homogeneity in this research. Using the formula:

$$Fmax = \frac{The\ highest\ variant}{The\ lowest\ variant}$$

(Winarsunu,2009:10)

The significance level employed is = 0.05. If F count is higher than F table, it has a homogeneous variant. However, if the F count is smaller than the F table, then the variance is not homogeneous.

8. Then, the score of posttest were tested by using t-test formula. The following t-test formula is used to determine whether the differences between Pre-test and Post-test values are significant:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n - (n-1)}}}$$

Note: Ary et al (2010:177)
t   : The students' significant score

D : The deviation score of pre-test and post-test

$\sum D$:The sum of deviation score of pre-test and post-test

$\sum D^2$:The sum of squared deviation score of pre-test and post-test

 n : The total number of students who took the test

The T- test was used to determine which hypothesis was accepted, whether the alternative hypothesis (Ha) on Extensive Reading was effective in improving students' vocabulary mastery or whether the null hypothesis (H0) on Extensive Reading was ineffective in improving students' vocabulary mastery. The Paired sample t-test with two-tailed significance test was used in this study on SPSS. The paired sample t-test is a method of hypothesis testing that is not independent (paired). If the p-value or Sig. (2-tailed) was less than the significance level of sig a = 0.05 (5%), the alternative hypothesis was accepted and the null hypothesis was rejected, whereas if the p-value or Sig. (2-tailed) was greater than the significance level of sig a = 0.05, the null hypothesis was accepted and the alternative hypothesis was rejected.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In this research, the researcher describes the data that has been obtained during the research. The findings describe found from the result of pretest that described the students' previous vocabulary and post-test that describes the students' vocabularies after doing treatment using Extensive Reading. This research was carried out from the first of August until 15 August 2022 and took place at Junior High School number 6 in Jambi City. This research collected data using multiple choice tests on 38 students.

4.1.1 Pre-test and Post-test Results

It can be seen in the following table that the score of students' vocabulary is shown through the results of the pre-test and the post-test. In this result, There are 38 students taken from Pre-test and Post-test data. The pre-test result revealed that the mean data score was 66.71. According to the pre-test results, the highest pre-test score was 80, meanwhile, the lowest pre-test score was 40. Those scores were obtained before the students got the treatment. In the post-test, the mean post-test score was 82.89. The pre-test and post-test results can be interpreted using the score interpretation for student achievement adapted from Heaton (2008) below:

TABLE 4

Score of Pre-test and Post-test at IX A at Junior High School Number 6 Jambi City

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	81-100	Very Good	0	0%	20	52.63%
2	61-80	Good	26	68%	16	42.11%
3	41-60	Fair	10	26%	2	5%
4	21-40	Weak	2	5%	0	0%
5	0-21	Poor	0	0%	0	0%
Total			38	100%	38	100%
Mean			66.71		82.89	
Median			70.00		85.00	
Std.Deviation			9.814		9.560	
Minimum			40		50	
Maximum			80		100	
Sum			2535		3150	

Based on table 4 above, it is shown that for pre-test results, there were no students in the very good category, 26 students (68%) got scores were in the good category, 10 students (26%) got score in the fair category, 2 students (5%) in the weak category, here were no students in the poor category.

For the Post-test result, it could be seen in the table result, there were 20 students (52.63%) in the very good category,16 students (42.11%) in the good category, 2 students (5%) in the fair category, and there no students in the weak and poor category.

According to the results of the descriptive statistical tests conducted on the variables in the pretest table above, it has a median value of 70.00, a minimum value of 40 and a maximum value of 80, with a mean value of 66.71 and a standard deviation of 9.814. The results showed that the standard deviation was less than the mean, indicating that the data was evenly distributed.

Meanwhile, the post-test table has a median of 85.00, a minimum of 50 and a maximum of 100, with a mean value of 82.89 and standard deviation of 9.560. The standard deviation was less than the mean value, indicating that the data was evenly distributed.
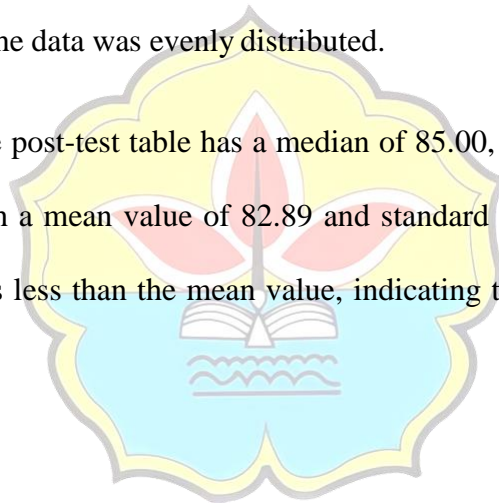
4.1.2 Data Analysis

4.1.2.1 Normality Test

The normality test was used to determine whether or not the data in this study was normally distributed. The Kolmogorov-Smirnov test was used to determine normality in this study, and the calculation was performed using the SPSS . Table 8 shows the normality test results:

TABLE 5

The Result of Normality Pre-test and Post-test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		38
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.54492150
Most Extreme Differences	Absolute	.108
	Positive	.056
	Negative	-.108
Test Statistic		.108
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the calculation of the test of normality, the test can be tested as follow:

1. If the value of Asymp. Sig. (2-tailed) is higher than the Alpha level of 5 % (Asymp. Sig. (2-tailed) > 0.05) it can be concluded that the data derived from the population distribution is normal.

2. If the value of Asymp. Sig. (2-tailed) is smaller than the Alpha level of 5 % (Asymp. Sig. (2-tailed) < 0.05) it can be concluded that the data derived from the population distribution is not normal.

Based on the table above, it can be concluded that the value of Asymp. Sig.(2-tailed) of the class is 0.200 > 0.05. Thus, it can be concluded that the research data is normally distributed.

4.1.2.2 Homogeneity Test

Homogeneity test is used to show that two or more groups of sample data come from populations that have the same variation. If the value of Sig. Levene Statistic > α (α = 0.05), then the data is homogeneous. Likewise, if Sig. Levene Statistic < α (α = 0.05), then the data is not homogeneous. The results of Levene Statistic test in this research can be seen in the following table:

TABLE 6

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Extensive Reading	Based on Mean	.249	1	74	.619
	Based on Median	.006	1	74	.937
	Based on Median and with adjusted df	.006	1	73.388	.937
	Based on trimmed mean	.161	1	74	.689

Based on the table above, it can be concluded that the value of Sig. Levene Statistic is 0.619 > 0.05. Thus, it can be concluded that the research data is homogeneous.

4.1.3 Hypothesis Test

Hypothesis testing was conducted to analyze the data after completing the normality and homogeneity test. Hypothesis testing was conducted using SPSS. Paired sample test was used to determine the significant differences between the results of the students mean scores on the pre-test and post-test. The researcher used T-test analysis at significant level of alpha $\alpha = 0.05$ with the degree of freedom (df)= N-1, where N=Number of respondent (38 students).

The Hypothesis are follows :

Ha is accepted if sig < $\alpha = 0.05$

H0 is accepted if sig > $\alpha = 0.05$
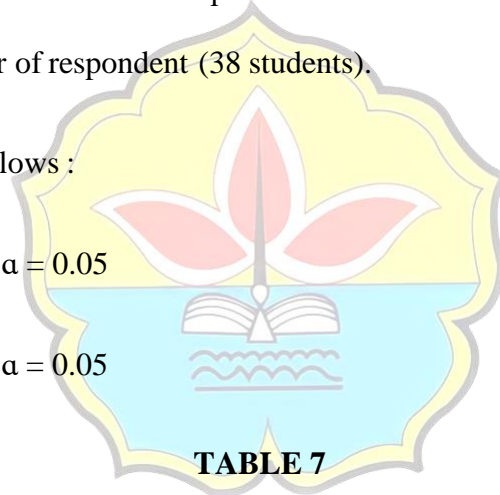
TABLE 7

Paired Samples Test

		Paired Differences						
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest – Posttest	-16.18421	6.91983	1.12254	-18.45870	-13.90972	-14.417	37	.000

Based on table above, showed that the significant sig.(2-tailed) of pre-test and post-test is 0.000. This sig.(2-tailed) is 0.000 < 0.05. Therefore, it can be concluded that pre-test and post-test has sig < α. Then, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. From these findings, it could be assumed that there is a significant difference on the students score before and after giving the treatment during study using Extensive Reading approach on the students' vocabulary mastery.

The results showed that the students' vocabulary improved significantly after the treatment using an extensive reading approach. It was revealed by the post-test mean score of 82.89, which was higher than the pre-test score of 66.71.

4.2 DISCUSSION

The discussions in this study are based on the research question, which was to determine the effect of using Extensive Reading to improve vocabulary mastery at Junior High School No. 6 in Jambi City. Research was conducted using multiple-choice objective tests. This study was only conducted in one class. Pretest and posttest were given to students. The researcher conducted an experimental research with a Pre-test Post-test design to achieve the research objectives. The Research process is divided into three steps. First, consists of preliminary research in which the researcher determines students' vocabulary abilities by administering a Pre-test using reading test that consist of 20 multiple choice. Second, giving treatment which students were treated by using Extensive Reading approach. The treatment was

carried out by the researcher over several meetings. The final step is to administer a Post-test consisting of reading test that consist of 20 multiple choice. The posttest was given to find out whether students' vocabulary mastery improves through extensive reading or not.

This study was only conducted in one class. Pretest and posttest were given to students. The results showed that the students' vocabulary improved significantly after the treatment using an extensive reading approach. It was revealed by the post-test mean score of 82.89, which was higher than the pre-test score of 66.71.

The students' vocabulary scores in the pre-test are explained by 2 students out of 38 students who were in the weak category. After giving the treatment using the Extensive Reading approach, the students' vocabulary scores were declared 0 in the poor and weak categories.

Based on the results of the data above using IBM SPSS, the two-tailed significant or sig. (2-tailed) was 0.00 at the level of Sig $< \alpha = 0.05$. Based on these results Ha (alternative hypothesis) is accepted and H0 (Null hypothesis) is rejected. Therefore, it can be concluded that there is a significant difference between the scores obtained by the students in pretest and post-test. This also showed that the use of an Extensive Reading approach is effective in improving students' vocabulary.

The findings of this research back up the findings of previous studies. First, Delvia Buana and Widya Safitri from IAIN Bukittinggi preformed this study,which was titled " The Effect of Extensive Reading Towards Students Vocabulary Mastery

on Tenth Grade of MTI Koto Tinggi". Second, "The Effect of Extensive Reading on The Vocabulary Mastery at The Seventh Grade Students of Junior High School by Halimatus Sa'diyah. Finally, there is a paper by Abdurrahman Ahmed Endris Titled "Effect of Extensive Reading on EFL Learners' Reading Comprehension and Attitudes". Because prior studies findings' are effective, the researcher adopts several previous studies. The findings of this research, as well as those of several earlier studies, show that using Extensive Reading improving students vocabulary. As a result of this, it can be stated that the Extensive Reading has an impact on improving vocabulary mastery of Junior High School number 6 Jambi.
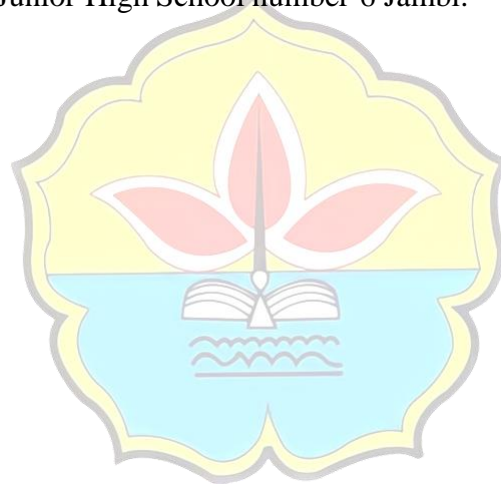
CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

Based on the findings and discussion of the research, the researcher concluded that:

1.   According to the statistic calculation that was analyzed in the research findings; the researcher concluded that improving vocabulary mastery by using Extensive reading has a more significant effect on students' scores than the students' scores in the class taught by the other material.

2.   The use of the Extensive Reading approach was effective in increasing the students' vocabularies. Students frequently struggle to understand the meaning of the text. Students easily abandon reading due to the text's abundance of unfamiliar words. Extensive reading is one of the most effective ways to increase the number of encounters with words and how they are used.

3.   The findings of the study demonstrated that the p-value Sig. (2-tailed) was 0.00. It could be assumed that Ha was accepted and H0 was rejected if it was less than = 0.05. The students' pre-test mean score was 66.71, and their post-test mean score was 82.89. Teachers can use this Extensive Reading approach to help students improve their vocabulary while learning English at school. Extensive Reading was found to be effective in improving students' vocabulary mastery in the ninth grade at Junior High School number 6 Jambi.

5.2   Suggestion

Based on the result of the study, the researcher wants to give some suggestions to:

1. The teacher: it is hoped that the teacher must use more imaginative in teaching vocabulary in class. One of Approach that can be used is extensive reading since using extensive reading can attract the students' interest. Using extensive reading students will not only read the text but also know the authentic of the text.

2. The reader: it is hoped that the reader know that extensive reading is significant.

3. For other researcher: It is only one of study that proves that extensive reading can be a useful approach in increasing vocabulary mastery. In addition, the writer hopes that this study can be added and completed from different perspective, ideas and views in order to give more contribution in different perspective.
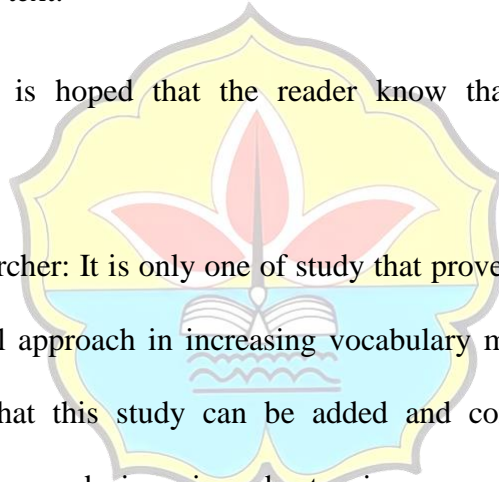
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Appendix 1

LESSON PLAN

Sekolah	**: SMP N 06 Kota Jambi**
Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: IX A**
Materi Pokok	**: Teks Narrative**
Alokasi Waktu	**: 2×40 menit**

1 . Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

2. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

3. Indikator

1. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita Rakyat

2. Siswa dapat mengidentifikasi unsur sosial cerita rakyat

3. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita rakyat

4. Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita rakyat

5. Menangkap makna teks naratif lisan dan tulis sederhana.

1. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca

2. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan dan tertulis.

4. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks narrative sederhana berbentuk cerita rakyat.

2. Menunjukkan perilaku peduli, percaya diri dan tunggungjawab dalam melaksanakan komunikasi terkait teks narrative sederhana berbentuk cerita rakyat

3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks narrative sederhana berbentuk cerita rakyat.

4. Merespon makna teks narrative sederhana berbentuk cerita rakyat.
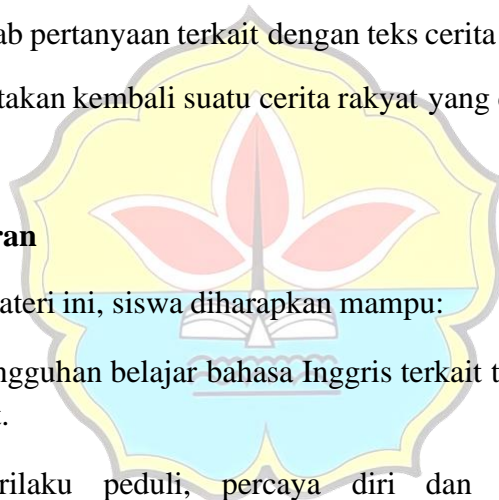
5. Langkah-langkah Pembelajaran

A. Kegiatan Pembelajaran

1. Memberi Salam

2. Berdoa sebelum memulai pembelajaran

3. Memeriksa keikut sertaan siswa dalam pembelajaran

4. Menyiapkan psikis dan fisik siswa

B. Kegiatan Inti

Pre-test (Pertemuan 1)

1. Kegiatan Pendahuluan

a. Salam dan tegur sapa

b. Guru mengecek kehadiran siswa

c. Guru mengecek kesiapan belajar siswa

d. Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai

e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Guru memberikan kegiatan pembukaan (leading question)

b. Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara bersama-sama.

c. Guru membagikan kepada siswa jenis teks naratif yang sama (Pre-test)

d. Siswa mulai membaca masing-masing teks yang telah dibagikan

e. Siswa menjawab beberapa pertanyaan yang ada pada teks

f. Guru meminta siswa mengumpulkan hasil kerjanya

g. Guru memberikan umpan balik positif dalam bentuk lisan
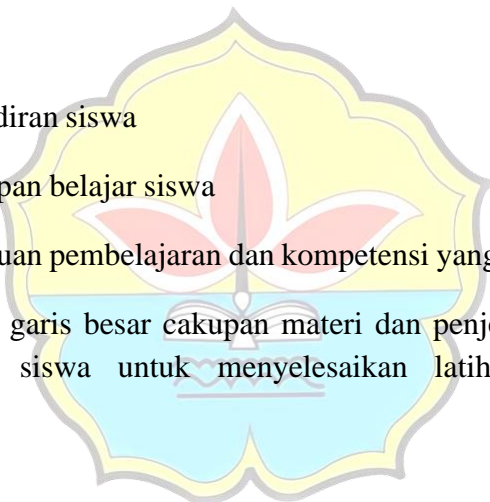
3. Kegiatan Penutup

a. Siswa dengan bimbingan guru meyimpulkan pembelajaran yang baru dipelajari

b. Guru memberikan umpan balik pembelajaran

c. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

Pertemuan ke-2 : Treatment 1

1. Kegiatan Pendahuluan

a. Salam dan tegur sapa

b. Guru mengecek kehadiran siswa

c. Guru mengecek kesiapan belajar siswa

d. Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai

e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Guru mengajak siswa untuk tanya jawab tentang materi minggu lalu/pertemuan sebelumnya

b. Guru menanyakan lalu memperkenalkan Extensive Reading

c. Guru menjelaskan cara mengaplikasikan extensive reading dalam teks Narrative

d. Siswa diberi kesempatan untuk memilih teks untuk dibaca sesuai dengan ketertarikan siswa

e. Guru memonitoring siswa saat membaca

f. Guru meminta siswa melaporkan hasil bacaannya serta mencari kosakata yang dirasa sulit dipahami dan diterjemahkan.

g. Guru memberikan umpan balik positif dalam bentuk lisan

3. Kegiatan Penutup

a. Siswa dengan bimbingan guru menyimpulkan pembelajaran yang baru dipelajari

b. Guru memberikan umpan balik pembelajaran

c. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

Pertemuan ke-3 : Treatment 2

1. Kegiatan Pendahuluan

a. Salam dan tegur sapa

b. Guru mengecek kehadiran siswa

c. Guru mengecek kesiapan belajar siswa

d. Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai

e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Guru mengajak siswa untuk tanya jawab tentang materi minggu lalu/pertemuan sebelumnya

b. Guru mengajak siswa membahas tentang kesulitan-kesulitan tentang kegiatan reading narrative text dengan extensive reading pada pertemuan sebelumnya

c. Guru menjelaskan kembali tentang cara membaca extensively pada teks narrative yang masih banyak dirasa sulit oleh siswa

d. Siswa diminta kembali memilih teks narrative yang berbeda dari pertemuan sebelumnya untuk dibaca,pastikan siswa memilih bacaan yang menarik bagi mereka

e. Guru memonitoring siswa saat membaca

f.Guru meminta siswa melaporkan hasil bacaannya serta mencari kosakata yang dirasa sulit dipahami dan diterjemahkan.

g. Guru memberikan umpan balik positif dalam bentuk lisan

3. Kegiatan Penutup

a. Siswa dengan bimbingan guru menyimpulkan pembelajaran yang baru dipelajari

b. Guru memberikan umpan balik pembelajaran

c. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

Pertemuan ke-4 : Treatment 3

1. Kegiatan Pendahuluan
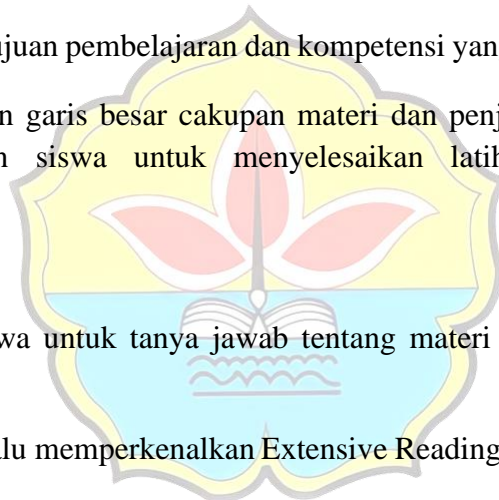
a. Salam dan tegur sapa

b. Guru mengecek kehadiran siswa

c. Guru mengecek kesiapan belajar siswa

d. Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai

e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Guru mengajak siswa untuk tanya jawab tentang materi minggu lalu/pertemuan sebelumnya

b. Guru mengajak siswa membahas tentang kesulitan-kesulitan tentang kegiatan reading narrative text dengan extensive reading pada pertemuan sebelumnya

c. Guru menjelaskan kembali tentang cara membaca extensively pada teks narrative yang masih banyak dirasa sulit oleh siswa

d. Siswa diminta kembali memilih teks narrative yang berbeda dari pertemuan sebelumnya untuk dibaca,pastikan siswa memilih bacaan yang menarik bagi mereka

e. Guru memonitoring siswa saat membaca

f. Guru meminta siswa melaporkan hasil bacaannya serta mencari kosakata yang dirasa sulit dipahami dan diterjemahkan.

g. Guru memberikan umpan balik positif dalam bentuk lisan

3. Kegiatan Penutup

a. Siswa dengan bimbingan guru menyimpulkan pembelajaran yang baru dipelajari

b. Guru memberikan umpan balik pembelajaran

c. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

Pertemuan ke-5 : Treatment 4

1. Kegiatan Pendahuluan

a. Salam dan tegur sapa

b. Guru mengecek kehadiran siswa

c. Guru mengecek kesiapan belajar siswa

d. Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai

e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Guru mengajak siswa untuk tanya jawab tentang materi minggu lalu/pertemuan sebelumnya

b. Siswa diminta kembali memilih teks narrative yang berbeda dari pertemuan sebelumnya untuk dibaca, pastikan siswa memilih bacaan yang menarik bagi mereka

c. Guru memonitoring siswa saat membaca

d. Guru meminta siswa melaporkan hasil bacaannya serta mencari kosakata yang dirasa sulit dipahami dan diterjemahkan.

e. Guru memberikan umpan balik positif dalam bentuk lisan

3. Kegiatan Penutup

a. Siswa dengan bimbingan guru menyimpulkan pembelajaran yang baru dipelajari

b. Guru memberikan umpan balik pembelajaran

c. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

Pertemuan ke-6 : Post-test

1. Kegiatan Pendahuluan

a. Salam dan tegur sapa

b. Guru mengecek kehadiran siswa

c. Guru mengecek kesiapan belajar siswa

d. Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai

e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

a. Guru mengajak siswa untuk tanya jawab tentang materi minggu lalu/pertemuan sebelumnya

b. Guru meminta kembali siswa untuk membaca dan mengerjakan soal narrative text (post-test)

c. Guru hanya mengamati siswa tanpa memberi bantuan jika mengalami kesulitan

d. Guru meminta siswa untuk mengumpulkan hasil kerja mereka

e. Guru memberikan umpan balik positif dalam bentuk lisan

3. Kegiatan Penutup

a. Guru meminta setiap siswa mengumpulkan hasil jawabannya

b. Guru memberi umpan balik tentang narrative text

c. Guru mengajak siswa membuat kesimpulan tentang materi yang dibahas

d. Guru menutup proses pembelajaran.

6. Alat/bahan dan Sumber Pembelajaran

1. Alat/bahan : Marker, whiteboard

2. Sumber Pembelajaran :

- Teks Narrative
- Kamus Bahasa Inggris-Indonesia
- Bahan Ajar yang Relevan

7. Metode/Teknik Pembelajaran

1. Extensive Reading

8. Bentuk Instrument

Tes Tertulis : soal pilihan ganda

9. Penilaian

1. Prosedur : Penilaian proses dan penilaian akhir

2. Jenis penilaian
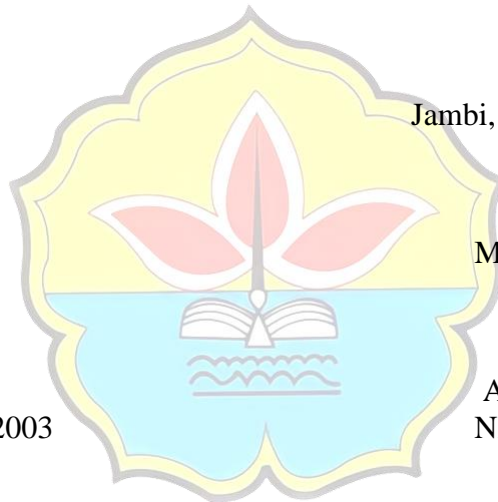
a) Pre-test : Menjawab pertanyaan sebelum diberikan treatment

b) Post-test : Menjawab pertanyaan yang sama setelah diberikan

treatment

                                   Jambi, Agustus 2022

 Mengetahui

Guru Mata Pelajaran   Mahasiswa

Masitoh, S.Pd   Amirah
NIP.197003281994032003   NIM.1800888203038

Research Instrument

Pre-test

Pretest

Name: **Class:**

A. Multiple Choices

Read the text below and answer the question correctly!

The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

 "It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night. In the morning they asked her how she had slept. "Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

 So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that. So the prince took her for his wife, and they lived happily ever after.

1. What kind of the text is it?

a. Report

b. Recount

c. Narrative

d. Descriptive

2. The generic structure of the text is…….?

a. Orientation > Complication > Resolution > Re-Orientation

b. Orientation > Events > Re- Orientation

c. General Classification > Description

d. identification > Description

3. What is the purpose of the text ?

a. to inform about princess and the pea

b. to describe the story of the princess and the pea

c. to give information that the prince looked for the real princess

d. to amuse the reader with the story of the princess and the pea

4. What is the dominant structure used in the text ?

a. the simple present tense

b. the simple past tense

c. the present continuous tense

d. passive voice

5. No one but a real princess could have such a tender skin as that. The SYNONYM of 'tender' is …?

a. Hard

b. Light
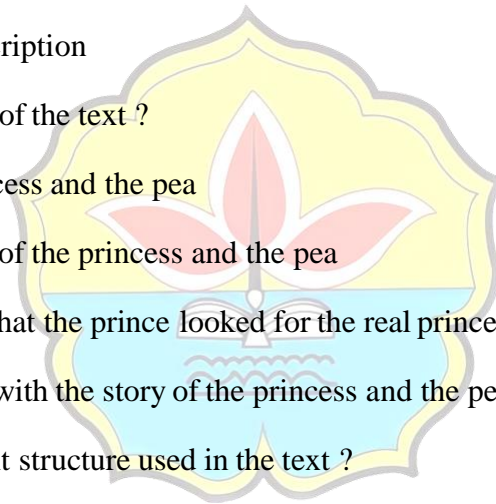
c. Soft

d. Strong

6. Where does the story take a place?

a. City

b. Castle

c. Home

d. Forest

7. How many character in this story?

a. 1

b. 2

c. 3

d. 4

8. Who was lying in this story?

a. The prince

b. The queen

c. The king

d. The princess

9. Who want looking for a match?

a. The prince

b. The princess

c. The queen

e. The prince and the princess

10. What is the story about?

a. The prince and the princess
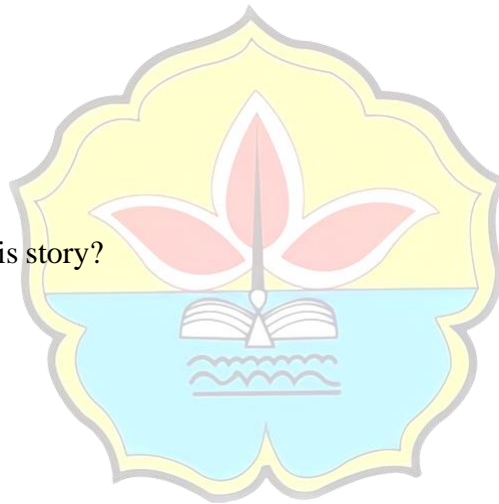
b. The princess and the pea

c. The queen and the king

d. The princess and the king

B. Text 2

Read the text below then answer question number 11-20

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she want inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

11. What is the type used by the writer?

a. Narrative

b. Report

c. Recount

d. Explanation

12. A little girl in the text is......?

a. Cinderella

b. Rapunzel

c. Snow White

d. Ariel

13. With whom snow white live?

a. Her mother

b. Her father

c. Her aunt and uncle

d. Her sister

14. Snow White ran from house...

a. At night

b. At midday

c. At midnight

d. In the morning

15. How many dwarfs in this story?

a. One

b. Three

c. Five

d. Seven

16. Where does the story take a place?

a. At home

b. In the castle

c. At forest

d. At garden
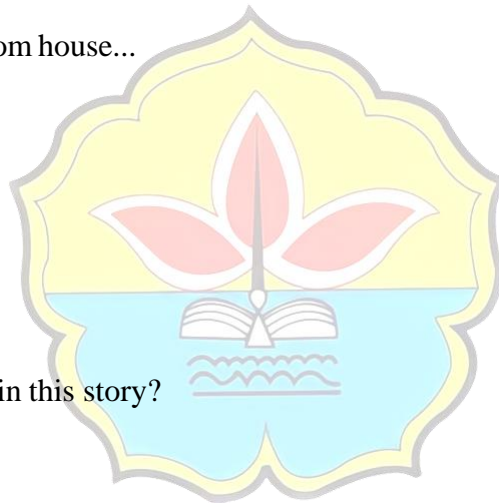
17. Which statement is true according to the text?

a. Snow white ran from the castle

b. Snow white leave alone

c. Snow white met with her family

d. Snow white has a new family

18. The third paragraph describes in detail ...

a. Where Snow White's aunt and uncle had breakfast

b. What Snow White did after hearing her uncle's plan

c. How Snow White went into the cottage

d. Whom Snow White met in the woods

19. The dwarf said, " If you wish, you may live here with us." What did the dwarf mean with

the words underlined?

a. He asked Snow White for a permission to stay with her

b. He offered Snow White to stay with them

c. He showed his interest in Snow White

d. He agreed to stay with Snow White

20. The dwarf said, "if you wish, you may live here with us". What the snow white respond

with the dwarf said?

a. She agree and say thanks to dwarfs

b. She reject the dwarf ask

c. She shy

d. She is angry

Source: (Adopted from Nurriska Fitriani Hendri)
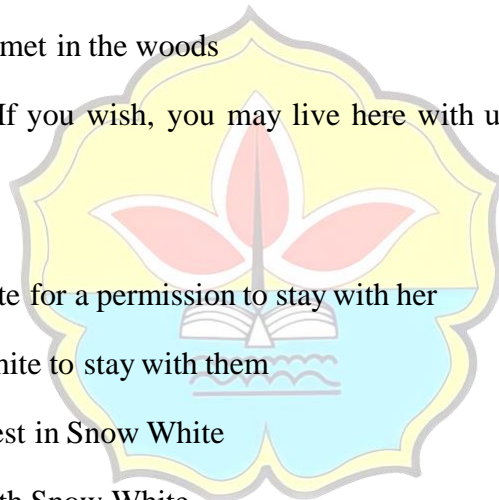
Research Instrument

Post-test

Posttest

Name: **Class:**

B. Multiple Choices

Read the text below and answer the question correctly!

SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valleys and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

1. What is the type of this text?

a. Report

b. Narrative

c. Recount

d. Explanation

2. Where does the story take a place?

a. Sunda

b. Java

c. Sumatera

d. Gowa

3. Who's name the king and queen daugther?

a. Si bungsu

b. Bawang merah

c. Bawang putih

d. Dayang Sumbi

4. What is the character of Dayang Sumbi?

a. Beautiful and clever

b. Lazy and ugly

c. A peevish person

d. Shy person

5. Who was Dayang Sumbi's husband?

a. The king

b. Sangkuriang

c. Tumang

d. Her fiancee

6. Why did she marry her dog, Tumang ? because...

a. She exclaimed to marry one who gave it back her shuttle

b. It was a companion Sangkuriang

c. She fell in love with it

d. It was a demigod possessing magic powers

7. Why did Sangkuriang kill his dog ? because....

a. It had married his mother

b. He wanted to take Tumang's powers

c. Sangkuriang loved Dayang Sumbi

d. He took an arrow and shot the dog

8. What did Dayang Sumbi do after she knew about Tumang ?

a. She married Sangkuriang

b. She struck her son so hard

c. She exclaimed she would marry him

d. She asked Sangkuriang to make a lake

9. Why did Dayang Sumbi avoid to marry Sangkuriang ? because .....

a. Sangkuriang had shot her dog

b. She didn't love him

c. Dayang Sumbi elected the scar on her fiancee's head

d. Sangkuriang was not a king

10. What did Sangkuriang have to do to mary Dayang Sumbi ?

a. He had to make a lake and built a boat before dawn

b. He had to make a lake and built a temple after dawn

c. He had to make a palace and built a boat before dawn

d. He had to be a king and built a boat before dawn
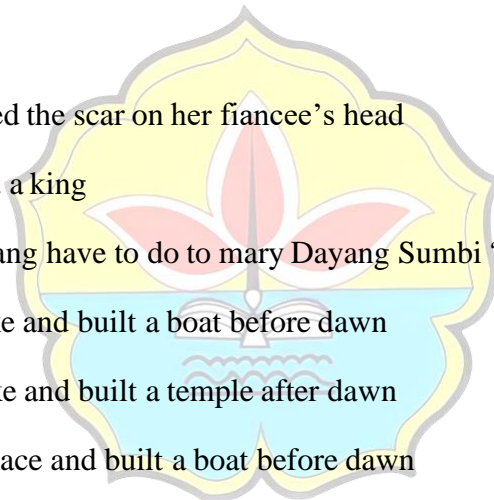
B. Text 2

Read the text below then answer question number 11-20

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you

say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

11. Where does the story take place?

a. London

b. Puerto Rico

c. Jakarta

d. Buenos Aires

12. What is the word that the parrot cannot say?

a. Catano

b. Tacano

c. Canato

d. Nacato

13. How often did the owner teach the bird how to say the word?

a. Always

b. Everyday

c. Many times

d. Every second

14. Which statement is true according to the text?

a. The parrot could say Catano

b. At last the parrot could say Catano

c. Catano was the name at the parrot

d. The man never got angry at the parrot

15. What does the man do to the bird because the bird cannot say the name of a place.

a. The man ate the bird.

b. The sold the bird.

c. The man killed the bird.

d. The man taught the bird.

16. It is most likely that ….

a. The bird killed the three chickens.

b. The three chickens killed the bird.

c. The bird played with the chicken.

d. The bird killed one of the three chickens.

17. What is the story about?

a. A parrot and a cat

b. A parrot and a chicken

c. A parrot and the owner

d. A parrot, the owner, and chickens

18. "It was very, very smart"

The underlined word refers to ….

a. The man

b. The bird

c. The chicken
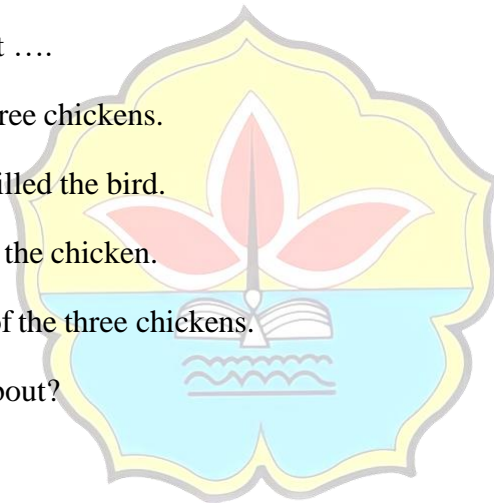
d. Puerto Rico

19. "The parrot was very, very smart"

The word 'smart' means ….

a. Stupid

b. Clever

c. Stubborn

d. Beautiful

20. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

a. Smiling

b. Crying
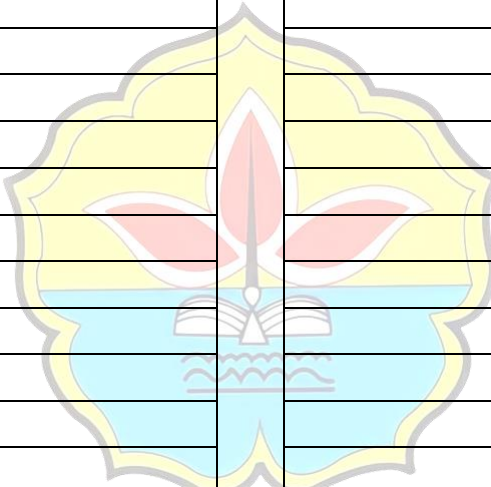
c. Shouting

d. Laugh

APPENDIX 4

Answer Sheet

Pretest	Posttest
1. c	1.b
2. a	2.a
3. b	3.d
4. b	4.a
5. c	5.b
6. b	6.a
7. d	7.d
8. d	8.b
9. a	9.b
10. b	10.a
11. a	11.b
12. c	12.a
13. c	13.c
14. d	14.b
15. d	15.d
16. b	16.a
17. a	17.c
18. c	18.b
19. b	19.b
20. a	20.c

APPENDIX 5
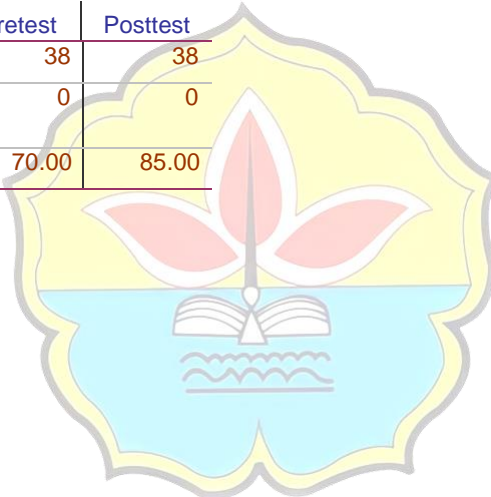
Descriptive Statistics Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	38	40	80	2535	66.71	9.814
Posttest	38	50	100	3150	82.89	9.560
Valid N (listwise)	38					

Statistics

		Pretest	Posttest
N	Valid	38	38
	Missing	0	0
Median		70.00	85.00

APPENDIX 6

Table of Validity Test

Variabel	Number of Item	Corrected item-Total Correlation	R Table	Description
Pre Test	1	0.568	0.3202	Valid
	2	0.447	0.3202	Valid
	3	0.536	0.3202	Valid
	4	0.375	0.3202	Valid
	5	0.440	0.3202	Valid
	6	0.338	0.3202	Valid
	7	0.351	0.3202	Valid
	8	0.418	0.3202	Valid
	9	0.400	0.3202	Valid
	10	0.388	0.3202	Valid
	11	0.485	0.3202	Valid
	12	0.402	0.3202	Valid
	13	0.320	0.3202	Valid
	14	0.481	0.3202	Valid
	15	0.338	0.3202	Valid
	16	0.383	0.3202	Valid
	17	0.440	0.3202	Valid
	18	0.326	0.3202	Valid
	19	0.370	0.3202	Valid
	20	0.448	0.3202	Valid

Variabel	Number of Item	Corrected item-Total Correlation	R Table	Description
Post-Test	1	0.462	0.3202	Valid
	2	0.437	0.3202	Valid
	3	0.776	0.3202	Valid
	4	0.435	0.3202	Valid
	5	0.555	0.3202	Valid

	6	0.526	0.3202	Valid
	7	0.615	0.3202	Valid
	8	0.375	0.3202	Valid
	9	0.698	0.3202	Valid
	10	0.450	0.3202	Valid
	11	0.527	0.3202	Valid
	12	0.669	0.3202	Valid
	13	0.446	0.3202	Valid
	14	0.378	0.3202	Valid
	15	0.426	0.3202	Valid
	16	0.398	0.3202	Valid
	17	0.444	0.3202	Valid
	18	0.424	0.3202	Valid
	19	0.418	0.3202	Valid
	20	0.433	0.3202	Valid
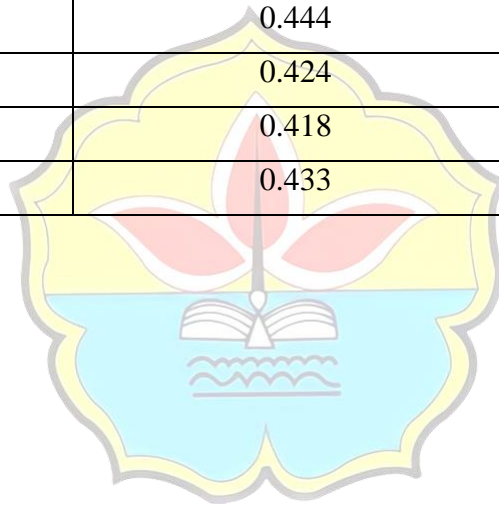
APPENDIX 7

Reliability Test Results

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	0.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.878	20

APPENDIX 8

The Result of Students Pre-test

No	Name	Pre-test	Category
1	AFSR	60	Fair
2	AZNT	70	Good
3	AR	70	Good
4	AR	65	Good
5	ANQB	70	Good
6	CT	60	Fair
7	DSF	40	Weak
8	DN	50	Fair
9	E	70	Good
10	FRZ	75	Good
11	FWM	60	Fair
12	FAA	65	Good
13	HR	80	Good
14	INS	75	Good
15	JKPST	60	Fair
16	KMT	75	Good
17	KR	60	Fair
18	KAP	75	Good
19	KZP	70	Good
20	LDS	80	Good
21	MBAAM	40	Weak
22	MFAF	75	Good
23	ML	60	Fair
24	MAM	70	Good
25	MAA	50	Fair
26	NR	70	Good
27	O	75	Good
28	PHE	70	Good
29	PHA	60	Fair
30	PN	70	Good
31	RDC	70	Good
32	RNF	75	Good
33	RP	65	Good
34	SND	75	Good

35	SS	70	Good
36	SFY	70	Good
37	SA	80	Good
38	WA	60	Fair
Total		**2535**	
Mean		**66.71**	
Std.Deviation		**9.81424**	

APPENDIX 9

The Result of Students Post-test

No	Name	Score Post-test	Category
1	AFSR	80	Good
2	AZNT	80	Good
3	AR	75	Good
4	AR	80	Good
5	ANQB	85	Very Good
6	CT	90	Very Good
7	DSF	60	Fair
8	DN	75	Good
9	E	90	Very Good
10	FRZ	90	Very Good
11	FWM	80	Good
12	FAA	80	Good
13	HR	85	Very Good
14	INS	100	Very Good
15	JKPST	75	Good
16	KMT	85	Very Good
17	KR	70	Good
18	KAP	85	Very Good
19	KZP	75	Good
20	LDS	90	Very Good
21	MBAAM	50	Fair
22	MFAF	90	Very Good
23	ML	85	Very Good
24	MAM	85	Very Good
25	MAA	80	Good
26	NR	90	Very Good
27	O	90	Very Good
28	PHE	80	Good
29	PHA	90	Very Good
30	PN	80	Good
31	RDC	90	Very Good
32	RNF	80	Good
33	RP	80	Good
34	SND	95	Very Good

35	SS	85	Very Good
36	SFY	90	Very Good
37	SA	100	Very Good
38	WA	80	Good
Total		**3150**	
Mean		**82.89**	
Std.Deviation		**9.56002**	

APPENDIX 10

The Students Test Result

Appendix II

Pretest

Name: Clara Tpang   Class: ʋᵒ A

A.   Multiple Choices
Read the text below and answer the question correctly!

60

The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night. In the morning they asked her how she had slept. "Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that. So the prince took her for his wife, and they lived happily ever after.

1. What kind of the text is it?
a. Report
b. Recount
✗ Narrative
d. Descriptive
2. The generic structure of the text is…….?
✗ Orientation > Complication > Resolution > Re-Orientation

Posttest

Name:*Clarisa Tifany*   Class: IX A

A.   Multiple Choices
Read the text below and answer the question correctly!

90

SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valleys and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In

Appendix II

Pretest

Name: Imelda Nur Syahputri   **Class:** IX   A

A.   Multiple Choices
Read the text below and answer the question correctly!

75

The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

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That was where the princess was to spend the night. In the morning they asked her how she had slept. "Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that. So the prince took her for his wife, and they lived happily ever after.

1. What kind of the text is it?
a. Report
b. Recount
c. Narrative
d. Descriptive

2. The generic structure of the text is.......?
a. Orientation > Complication > Resolution > Re-Orientation

Appendix III

Posttest

Name: Imelda Nur Syahputri   Class: IX A

A.   **Multiple Choices**
Read the text below and answer the question correctly!   100

SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valleys and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In

APPENDIX 11

R-Table

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

APPENDIX 12

Research Permit

Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor   : 104 /UBR-01/B/2022
Lampiran   : -
Perihal   : <u>Izin Penelitian</u>

Kepada Yth : **Bapak/Ibu**
Kepala SMP N 6 Kota Jambi
di
   Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa
Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama   : **AMIRAH**

NIM   : 1800888203038

Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan
skripsi mahasiswa tersebut di atas dengan judul :

**"IMPROVING STUDENTS' VOCABULARY MASTERY IN READING BY
USING EXTENSIVE READING FOR JUNIOR HIGH SCHOOL NUMBER 6
JAMBI CITY"**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 28 Juli 2022
Dekan,

Dr. H. Abdoel Gafar, S.Pd.. M.Pd.
NIDN. 1021036502

SURAT KETERANGAN
Nomor : 070 /295/SMPN. 6/2022

Yang bertanda tangan di bawah ini Kepala SMP Negeri 6 Kota Jambi dengan ini menerangkan :

Nama   : AMIRAH
NIM   : 1800888203038
Program Studi   : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMP Negeri 6 Kota Jambi pada Hari Senin tanggal 1 s.d 22 Agustus 2022 guna untuk menyelesaikan Skripsi berjudul *"IMPROVING STUDENTS' VOCABULARY MASTERY IN READING BY USING EXTENSIVE READING FOR JUNIOR HIGH SCHOOL NUMBER 6 JAMBI CITY"*

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di   : Jambi
Pada Tanggal   : 23 Agustus 2022
Kepala Sekolah,

Drs. Boy Surau, M.Pd
NIP. 19670301 199703 1 003

APPENDIX 13

Documentation