THE EFFECT OF INTENSIVE READING ON VOCABULARY MASTERY OF SMAN 2 TAPUNG STUDENTS

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Abstract: *This research aimed at finding out whether there is the effect of intensive reading on vocabulary mastery of SMAN 2 Tapung Students. This research used a sequential explanatory mixed method combining quantitative and qualitative methods. The sample of this research is 30 students of XI IPS 1 class. The research data were collected through Pre-test and Post-test as the research instrument. The test items consist of synonyms and antonyms. The result revealed that the posttest mean score was higher than the mean score of the pretest. Additionally, the result of hypothesis analysis showed that the significance 2-tailed was lower than the alpha that was $0.000 \leq 0.050$. It indicated that Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. Briefly, in all the explanations above there was a significant effect of intensive reading on vocabulary mastery of SMAN 2 Tapung Students.*

Key Words: *Intensive Reading and Vocabulary Mastery*

PENGARUH MEMBACA INTENSIF TERHADAP KEMAMPUAN KOSA KATA PADA SISWA SMAN 2 TAPUNG

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh dari membaca intensif pada kemampuan kosa kata siswa SMAN 2 Tapung. Penelitian ini menggunakan metode sequential explanatory mixed, dimana metode ini menggunakan kombinasi antara metode kuantitatif dan kualitatif. Sampel penelitian ini 30 siswa dari kelas XI IPS 1. Untuk mengumpulkan data penelitian, penulis menggunakan Pretest dan Posttest sebagai instrumen penelitian. Test ini terbagi menjadi yaitu sinonim dan antonim kata. Hasil penelitian menunjukkan bahwa nilai posttest lebih tinggi daripada nilai pretest. Sebagai tambahan dari hasil penelitian bahwa hasil analisa hipotesis menunjukkan bahwa nilai signifikansi lebih kecil dari 0,050. Hal ini berindikasi bahwa H0 ditolak dan Ha diterima. Secara singkat, berdasarkan hasil penjelasan diatas bahwa ada nilai signifikan pengaruh membaca intensif pada kemampuan kosa kata siswa pada siswa SMAN 2 Tapung.

Kata Kunci: Membaca Intensif dan Kemampuan Kosa Kata

INTRODUCTION

Reading is one of four language skills that students should learn in order to get information from English texts or the paragraphs in English. Students have to be able to read the paragraph effectively and efficiently. The purpose of teaching reading by self is to enable students to read books as well. However, it is not easy for students to comprehend the text because reading is a complex process.

According to Harmers (1983) reading is an exercise dominated by the eyes and the brain that has to work out the significance of the messages.

Reading activity needs the reader is skill to comprehend the content of reading materials and the intention of the author.

It means this activity requires the reader's power of through the printed language.

Bell (2001) states that Intensive Reading is a type of reading instruction program that has been used for English Second Language (ESL) or English Foreign Language (EFL) students as an effective means of developing reading fluency, comprehension and vocabulary development.

Vocabulary is important for students. By having a lot of vocabulary, the students can understand the meaning and express their ideas.

Vocabulary acquisition is crucial to support the students' mastery of language. Most of the students could not answer the questions in the texts. They translate the text into Indonesian language.

The other reason is because the teacher gives the text and finds the meaning from the dictionary. It makes the students feel bored while learning English. Student vocabulary mastery is indicated by the fact that they are able to connect different words and combine them to complete sentences.

The lack of vocabulary mastery by students is very closely related to habits of students in reading a text. The habit of reading has a positive impact on students' understanding.

Besides being able to increase knowledge, reading also contributes to improving the vocabulary mastery and give impact on students' communication skills.

Based on the researcher's observation with students at SMAN 2 Tapung, these students find it difficult to read English and have difficulty to understanding the meaning of the text. Moreover, they are not interested in the learning process because they limited vocabulary. To solve this problem, the teacher provides the solution of this problem and make a good technique.

METHODOLOGY

Research design is how the strategy used by the researcher to collect the data to make an accurate answer of the research problem. This research consists of two variables that are intensive reading and vocabulary mastery. The writer used a Sequential Explanatory mixed method combining about quantitative and qualitative methods as research design of the research.

According to Mujis (2004) quantitative research is explaining phenomena by collected numerical data and analyzed used mathematically by statistic method. On the other hand, Arikunto (2010) states that qualitative is focused on understanding social phenomena about human point of view. According to Creswell (2003), sequential descriptive is planning two step design in which quantitative data as first collected and qualitative data as second collected. The goal is to describe or show the results of the quantitative step used of the qualitative results.

According to Creswell (2003), sequential descriptive planning is a two-step in which quantitative data are first collected, and then qualitative data are collected The goal is to describe and interpret the results of the quantitative step using the qualitative results.

In this research, The population is students of XI IPS SMAN 2 Tapung and the sample is 30 students of XI IPS 1. The researcher used purposive sampling, to select the sample based on their knowledge about study and population.

RESULTS AND DISCUSSIONS

RESULTS

Before the treatment, pretest was given to the students. The result of pretest is presented in the following table:

Table 1 The Scores of the Pretest and Posttest

Score	Pre-test	Post-test
<70	27 Students	1 Student
70-80	3 Students	2 Students
>80	-	27 Students
Minimal Score	10	80
Maximal Score	55	100
Total	30 Students	30 Students

Tabel (1) shows that the score of the pretest and posttest. Based on the result of Pretest 27 students were classified into <70, 3 students were classified into score 70 – 80, no one students classified into >80. Then, the minimal score is 10 and the maximal score is 55. The total sample is 30 students.

Based on the result of Posttest 1 student was classified into <70, 2 students were classified into 70-80, 27 students were classified into >80. Meanwhile, the minimal score is 80 and the maximal score is 100. The total sample is 30 students.

Table 2 Percentage and Frequency of Pretest and Posttest

NO	CLASSIFICATION	RANGE	PRE TEST		POST TEST	
			Freq	F (%)	Freq	F (%)
1	Excellent	96-100	-	-	7	21,9
2	Very Good	86-95	-	-	11	34,1
3	Good	76-85	1	3,1	11	34,1
4	Fairly Good	66-75	1	3,1	2	6,3
5	Fair	56-65	1	3,1	-	-
6	Poor	36-55	7	21,7	1	3,1
7	Very Poor	0-35	22	68,2	-	-
	Total		**32**	**100**	**32**	**100**

Table (2) shows that Percentage and Frequency in term pre-test and post-test. Based on the result of pre-test no one students were classified into excellent and very good, 1 student or (3,1%) was classified into good, 1 student or (3,1%) was classified into fairly good, 1 student was classified into fair, 7 students or (21,7%) were classified into poor, 22 students or (68,2%) were classified into very poor.

Additionally, the minimum score of Pretest is 10 while the maximum score is 80. After applied treatment by used Intensive Reading activities, the result in Posttest 7 students or (21,9%) were classified into excellent, 11 students (34,1%) were classified into very good, 11 students or (34,1%) were classified into good, 2 students or (6,3%) were classified as fairly good, 1 student or (3,1%) was classified into poor, and no one students classified as fair and very poor.
Moreover, the minimum score of Posttest is 55 while the maximum score is 100.

Tabel 3 The Mean Score and Standard Deviation

Type of test	Mean Score	Standard Deviation
Pre-test	34,53	18,37
Post-test	87,96	9,57

Table(3) shows that the mean score of Pretest is 34,53 and standard deviation is 18,37. The mean score of Posttest is 87,96 and standard deviation is 9,57. The difference of the mean score between pretest and posttest is 53,43.

Table 4 T-Test Value

	T	df	Sig. 2 (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Pretest	10.630	31	.000	34.53125	27.9060	41.1565
Posttest	51.963	31	.000	87. 96875	84.5161	91.4214

Table (4) shows that T-test value shows Sig (2-tailed) of the pre-test is 0,000 and it is lower than 0,005. The result confirms that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted since p-value (0.000) is lower than sig (0.050). It indicates that there is a significant difference statistically after giving treatment to students. Briefly, it means there is a significant effect of intensive reading on vocabulary mastery of Tapung students.

Table 5 Wilcoxon Signed Rank Test (Non-Parametric)

		N	Mean Rank	Sum of Ranks
Posttest - pretest	**Negative Ranks**	0[a]	.00	.00
	Positive Ranks	32[b]	16.50	528.00
	Ties	0[c]		
	Total	29		

a. **Posttest < pretest**
b. **Posttest > pretest**
c. **Posttest = pretest**

Table (5) shows that Wilcoxon Signed Rank Test, it can be concluded that a data set consists of 32 samples. The purpose of the data was to prove whether the difference between pre-test and post-test scores was statistically significant. In the pretest and posttest no one student got a negative rank or lower score while the mean rank is 0.00. Then, 29 students got positive ranks or higher score while the mean rank is 16.50 each of students. Then, Sum of Ranks or total rank of 32 students is 528.00. It means that, there is effect of Intensive Reading on Vocabulary Mastery of SMAN 2 Tapung Students.

Table 6 Test Statistics
Posttest intensive reading – pretest intensive reading

Z	-4.942[b]
Asymp. Sig. (2-tailed)	.000

a. Based Wilcoxon Ranked Test
b. Based on Negative Ranks

Based on the table 4.6 Test Statistics, it showed the Z value obtained is -4.942[b] with a p-value (Asym. Sig 2 tailed) of 0.000, which is less than the sign of 0.05. It proves that the hypothesis decision is to accept Ha or which means there is a difference in meaning between the groups pretest and posttest.

DISCUSSION

The Study by Eva Mayang Sari (2015) showed that there was an improvement of the students' vocabulary achievement of SMAN 1 Pagelaran. In this research, the writer uses pre-test and post-test as instruments and uses narrative text by Intensive Reading as a treatment. The result of this research is in line with the finding of the previous research conducted by Pazhakh (2010) and Shang (2013) who had similarities with the result. Pazhakh (2010) found that the students in the experimental group of each level could recognize the meaning of vocabulary much better than those in the control group at each level. Shang (2013) found that intensive reading can enhance students' vocabulary acquisition. The result of the research showed that intensive reading can promote students' motivation in learning English and intensive reading can enhance students' vocabulary acquisition. This research focuses on improvement and achievement. The main conclusion of this study is that intensive reading can improve the vocabulary of students. Secondly, intensive reading can give impactful motivation in learning English and enhance students' vocabulary acquisition.

Based on previous research mentioned above, the writers previously had a similar topic of this research. They had investigations on intensive reading on vocabulary achievement. The writer in this research is still interested in investigating this study. These three previous studies have been investigated at the university level and high school students. It is important to investigate the ability of vocabulary mastery of the students.

In addition, this study investigated the effect of intensive reading on vocabulary mastery of SMAN 2 Tapung students. SMAN 2 Tapung students experience fear and anxiety when learning English because they have difficulty understanding the meaning of words and lack mastery in English. The difference between the writer's research and other previous researchers is the writer focuses on vocabulary mastery of the students by using intensive reading and narrative text as material.

Based on a study by Nasser Rashidi and Marjan Piran (2011), this study investigated the effect of Extensive and Intensive Reading on Iranians' EFL Learners' vocabulary size and depth. The instrument of this research used three types of tests: Quick Placement Test (2004), Schmidt's Vocabulary Level Test, and Read's Word Associates Test. The result of this research showed that both Intensive Reading and Extensive Reading have an impact on learner's vocabulary size and depth significantly and that the students' vocabulary knowledge in terms of size and depth had increased. In addition, the conclusion of this research is that some relations between students' performance in vocabulary learning and reading approaches with regard to their level and vocabulary size and depth. This study is expected to have instructional implications for Iranian EFL students in particular and possibly for EFL learners in general.

The result of pretest and posttest shows that the use of intensive reading on vocabulary mastery of students is strongest with the size value 3.77. It means that intensive reading can have a big effect on students' vocabulary mastery.

From the result of interviews, it can be concluded that there was a good effect of intensive reading on vocabulary mastery students. In this research, the writer found that the factors can be classified into some issue. The first is more concentration of reading a text. The students felt more concentration to reading a text without upset situation. The second is easy to understand the text. Some students very helpful by intensive reading to understand the text step by step. The majority of them is easy to understand the text, because the students limited the vocabulary. Their need to found new method to understand a text step by step used new method that is intensive reading. It is useful for students to have good impacts of their vocabulary mastery by intensive reading. Vocabulary mastery is big aspect for support each other on learning English.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on the result in the previous chapter, it indicates that intensive reading has good effect on students' vocabulary mastery of descriptive text. It can be seen from statistical data of students' pre-test and post-test after having treatment by teaching intensive reading. The class has a greater improvement in the post-test score than pre-test score. Furthermore, the alternative hypothesis result proves that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted since the p-value (0.000) is lower than (0.050). From the result of interviews data, it has good effect of intensive reading on vocabulary mastery students. First, by more concentration, the students felt comfortable to reading a text. Second, by easier to understand the meaning of the text, some students enjoyed without stress to comprehend the text and it can improve their vocabulary mastery. In addition, to improve their vocabulary mastery, students do three strategies, those are students have motivation to reading a text by positive mindset, studying hard to improve their English skill, and communicating with the teacher about the difficulties.

RECOMMENDATIONS

Based on the result and discussion stated in the previous chapter, some recommendations are given to the participants who are closely related to this research. They are presented as follows:

1. For English Teachers

   The result in this research can be applied as technic teaching on the classroom, especially for teachers who focus to increase vocabulary mastery of students by intensive reading.

2. For Students

   The result of this research students can easier to comprehend the text more quickly and to measure how deep their vocabulary mastery by intensive reading. It means, intensive reading can help students to improve their vocabulary mastery to be better easily.

3. For Writer

   The result in this research can improved about the understanding of intensive reading to help vocabulary mastery of students. It means, intensive reading gave good effect about vocabulary mastery of the students.

4. For Other Researchers

   The result in this research can be used as information for other researchers to implement intensive reading on vocabulary mastery. It means, intensive reading can be covered through innovation and creativity.

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