THE IMPLEMENTATION OF INTENSIVE READING TECHNIQUE TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT OF THE SECOND GRADE SMA AL-AZHAR 3 BANDAR LAMPUNG

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Abstract

Penilitian ini bertujuan untuk mengetahui apakah ada i) peningkatan yang signifikan secara statistik dari prestasi kosa kata siswa setelah diajar melalui teknik membaca intensif, ii) aspek *content words* yang meningkat paling tinggi setelah diajar melalui teknik membaca intensif. Penilitian ini dilakukan di SMA Al-Azhar 3 Bandar lampung pada tahun akademik 2018/2019. Sampel penilitian ini adalah 30 siswa di kelas XI IPA 1. Instrument yang digunakan untuk mendapatkan data dalam penilitian ini adalah tes *vocabulary* yang dinilai oleh peneliti. Pre-tes dan pos-tes dilakukan untuk mengumpulkan data sebelum dan sesudah implementasi teknik membaca intensif. Paired Sample T-Test digunakan untuk menganalisis data dan pengujian hipotesis dihitung menggunakan SPSS versi 17 pada tingkat signifikansi p <0.05. Hasilnya menunjukkan bahwa ada peningkatan prestasi kosa kata siswa yang signifikan secara statistik.

This study was aimed to find out whether there i) was a statistically significant improvement of students' vocabulary achievement after the students were taught using the intensive reading technique, ii) and what aspects of content words improved the most after the students were taught through the intensive reading technique. This research was conducted in SMA Al-Azhar 3 Bandar Lampung in the academic year of 2018/2019. The subjects of this research were 30 students in class XI IPA 1. The instrument used to obtain the data in this research was the vocabulary test scored by the researcher. Vocabulary tests in the form of multiple choices pre-test and post-test were given to collect the data before and after the implementation of the intensive reading. Paired Sample T-Test was used to analyze the data, and the hypothesis testing was computed using SPSS version 17 at the significance level of p <0.05. The result showed that there was a statistically significant improvement in the students' vocabulary achievement.

Keywords: improving, intensive reading, vocabulary achievement

INTRODUCTION

Reading is one of the most important skills in learning because most subjects are based on reading assignments. Reading is a very important activity in every language class because it is not only a source of information, but also a means for the general population in many countries to spend their free time. Many students read not only to understand the meaning of words contained in the text, but also the contents of the text as a whole.

In reading, there is one aspect that the students need to master. That aspect is vocabulary. People use vocabulary to arrange sentences to express ideas. By having lots of vocabulary, people can express more ideas. One important way to develop vocabulary knowledge is through intensive reading. Shang (2013) found that intensive reading can enhance students' vocabulary acquisition. The result of his research showed that by using intensive reading the students became more interested to learn vocabulary because the goal of teaching Intensive Reading is to stimulate and cultivate the students' creativity in learning vocabulary.

According to Brown (2007:373) Intensive Reading means that the readers take a text, study it line by line, and refer at the very moment to the dictionary about the grammar of the text itself. It is a classroom-oriented activity in which students focus on the linguistic or semantic details of the passage called Intensive Reading. Intensive reading calls students' attention to discourse markers, grammatical forms, and other surface structure details to understand the literal meaning. Hedge (1985: 6) explains that students are trained in the various skills and strategies to progress in reading through intensive reading activities in the classroom. She follows her idea, stating that these activities are designed to help students in the detailed comprehension of shorter texts. Muni (cited in Hedge, 1985: 7) also defines this kind of reading activity as "skill training." In other words, the learners' attention is drawn to nearly every grammatical structure, word or cultural fact contained in it. Williams (1984: 11) also follows this idea, saying that the ultimate aim is to be able to use language appropriately.

It is supported by previous study conducted by Pazhakh (2010) and Nwabudike (2013) which the result showed that there is the same of students' vocabulary achievement after the implementation by using intensive reading. From the result of this research, it is also found that there is an improvement of students' vocabulary achievement after being taught through intensive reading. It can be seen from the result of the pre-test and post-test score in this research. Based on the previous studies above, here, the researcher chooses to conduct research on improving students' vocabulary achievement, by using intensive reading technique at SMA Al-Azhar 3 Bandar Lampung.

However, those studies have not discussed yet which aspect of content words gets the highest improvement also the reason behind it. Consequently, we still have an incomplete picture of how different intensive reading affects each aspect of vocabulary. So, in this research, the researcher used quantitative research to find out which aspects of content words that improved the most after being taught through intensive reading. Therefore, the finding of this research is expected to give some contributions to language teaching and learning.

METHOD

This study was a quantitative and qualitative research which used one group pretest-posttest design. It was applied to see the improvement after the implementation of intensive reading technique. This research was conducted at the eleventh grade of SMA Al-Azhar 3 Bandar lampung in the academic year 2018/2019. The class chosen by the teacher was class VII IPA 1 which consisted of 30 students. The instrument of this research was a vocabulary test. The test was administered before the treatment (pretest) and after treatment (posttest). In achieving the reliability of the pretest and posttest of vocabulary, inter-rater reliability was used in this study to make sure the test is reliable. The validities of pretest and posttest used in this research were construct and content validity. Moreover, the materials tested in vocabulary were suitable with the curriculum to fulfil the content validity of the test. The pretest was administered before the treatment given in order to know the students' vocabulary achievement before being taught using intensive reading. The test was in form of multiple choice questions with 40 items. It was held in 80 minutes. After that, the treatments were administered three times with reading text as the media. Each treatment was held in 80 minutes. Then, the posttest was conducted to measure the achievement gained by the students after implementing intensive reading. Moreover, the pretest and posttest data were analyzed using Paired Sample T-Test to find out the significance of improvement of vocabulary achievement and One Way Anova to see which aspect has the highest improvement. The data were analyzed by using SPSS version 17.

RESULT AND DISCUSSIONS

Result

The result from the calculation by using Paired Sample T-Test shows the mean scores of pretest and posttest improved from 58.4 to 68.5. The improvement in each aspect can be seen in the following table.

Table 1. The result of the pretest and posttest

Statistics

	N	Minimum	Maximum	Mean
PretestRead	30	40.00	80.00	58.4167
PostestRead	30	45.00	87.50	68.5000
Valid N (listwise)	30			

Table 1 shows that the students' vocabulary achievement improved after the treatments. It can be seen from the mean of the posttest is higher than that of the pretest. The minimum score of the pretest is 40.00, while the maximum score is 80.00. On the other hand, the students got 58.4 for the mean of the pretest. In the posttest, the students got 45.00 for the minimum score and 87.50 for the maximum score. Moreover, the mean of the posttest is 68.5. In addition, the table containing improvement of each aspect is provided in order to see the mean difference after the treatment. Furthermore, the data were tested using Paired Sample T-test to answer the first research question. The result is displayed in the table below:

Table.2 The Significant Improvement between the Pretest and the Posttest Score

Paired Sample Test

Pair 1 POSTTEST - PRETEST	Paired Differences					T	D	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the				
				Lower	Upper			
	10.08333	11.58706	2.11550	14.41001	5.75665	4.766	29	.000

According to the table above, it could be stated that there was improvement of the students' vocabulary achievement after the treatments. It could be proved by seeing the improvement of the students' vocabulary achievement from pretest to posttest that was 10.0833. In other words, it could be stated that the use of Intensive reading technique in teaching vocabulary could give significant improvement to the students' achievement by seeing the table which shows 0.000. It is less than 0.05 which means the improvement was significant. After that the data were calculated again to find out which aspect has the highest improvement and simultaneously answering the research question number two. The result of calculation is shown in the table below.

Table 3. Mean Difference of Content Words Aspects before and after the Treatments.

No	Type of Content Words	Mean Score of Pre-test	Mean Score of Post-test	Gain
1	Verb	17.10	19.50	2.40
2	Noun	17.20	20.40	3.20
3	Adjective	18.00	21.70	3.70
4	Adverb	18.10	21.20	3.10
Total Score		70.4	82.8	12.4

Based on the table above, the students' mean score of pretest is 70.4 and it is considered as low. Meanwhile, in the posttest the students' mean score improved up to 82.8. It proves that there is a difference in the students' vocabulary achievement after the implementation of intensive reading technique as media. Moreover, the table also answers the research question number two. As can be seen the aspect which improves the most is adjective with 3.70 points of the improvement. The distribution scores of content words aspects tested in the pretest and posttest are expounded in the following table:

Table 4. One Way Anova

ANOVA

Result

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.575	3	.525	.340	.000
Within Groups	179.350	116	1.546		
Total	180.925	119			

The result of One Way Anova states that the significant level is 0.000 and it is lower than 0.05. (0.00 < 0.05). Overall, it can be determined that there is one aspect of the content words which improved the most after being taught by using intensive reading technique. In the final analysis, it is found that the aspect which improved the most was adjective.

Discussions

As mentioned in the introduction, the purpose of this research is to improve students' vocabulary achievement through intensive reading and find out the aspect of content words with the highest improvement. The research findings showed that the implementation of intensive reading in teaching vocabulary could improve students' vocabulary achievement. It can be seen from the comparison of the mean scores of pretest and posttest in which the difference is 12.4 (from 70.4 to 82.8). This study also analyzed the improvement of each aspect of content words. The gain was obtained in each aspect,

they were: verb (2.40), noun (3.20), adjective (3.70), adverb (3.10). The data of the research revealed that the aspect which improved the most was adjective. This is supported by Oktavia (2012), she found that adjective was the type which improved the most among other types. This happened because adjectives were easily found in daily conversation and was easy to understand. For example, during the treatments, they mostly said "Oh, Great?" or "Yes, you are adorable!" in their daily conversation. It happened because those words could be uttered in a simplest way without converting those words to a complete sentence.

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.

The similarities are that intensive reading can be used to improve the students' achievement in vocabulary. By using intensive reading the students became more interested to learn vocabulary. The students could remember the vocabulary easily. But there was a difference between this research and previous research conducted by Shang (2013), not only focusing on vocabulary but also students' motivation in learning English.

The result of this research is in line with the theory of Nation (2001:222) who state that a large amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies proved useful for students of different language levels. Diamond and Gutthlon (2006:4) state teaching vocabulary should provide students with opportunities to encounter words repeatedly and in more than one context. Intensive reading is one of the large amounts of vocabulary that can attract students to learn. Through intensive reading the students' learning process are more active. The students are interested when reading the material which is given by the researcher which helps them to get new vocabularies easily. Finally, "intensive reading is the only way in which learners can get access to language at their own comfort zone, to read anything they like at the speed they feel comfortable with, which will allow them to meet the language enough time to pick up a sense of how the language fits together and to consolidate what they know" (Bell, 2001).

The significant improvement of the students' achievement in vocabulary can be seen from the result of pre-test and post-test. The researcher administered the pre-test before conducting the treatments. Based on the result of pre-test, it was found that the result of students' scores were still lower than the minimal mastery criterion (KKM) which required the students to get scoring higher than 70. The result of post-test showed that the average score was 68.5 improved from 58.41 of the average score in pre- test. This based on the

result of the improvement of the students' achievement for each aspect of content words such as verb, noun, adjective, and adverb.

From the result of the pretest scores, it showed that the students' total correct answer of verb was 171, the students' total correct answer of noun was 172, the students' total correct answer of adjective was 180, and the students' total correct answer of adverb was 181. The score of the pretest is 1752.5, the highest score is 80 and the lowest score is 40.

From the result of the posttest scores, it showed that the total students' correct answer of verb was 195, the total students' correct answer of noun was 204, the total students' correct answer of adjective was 217, and the total students' correct answer of adverb was 212. The total score of the pretest is 2055, the highest score is 88 and the lowest score is 45.

From the statistical calculation by using SPSS 17, it was also found that the lower value is positive and the upper positive too. So, it means that this technique gives significant difference after the treatment was implemented. The result of hypothesis testing showed that the significant 2 tailed is $p=0.000$ and the level of significant is $p<0.05$. So it means that there is a significant improvement of students' vocabulary achievement after they were taught by using Intensive Reading.

Based on the result of the research above, it can be seen that the students got a higher score after the treatments. In short, there was a significant improvement of the students' vocabulary achievement after they were taught by using Intensive Reading.

CONCLUSION AND SUGGESTIONS

Conclusion

Referring to the discussion of the research findings, these following conclusions are stated. First, there is significant improvement of students' vocabulary achievement after being taught by using intensive reading. It can be seen from the p- value is $.000 < 0.05$. It means that H1 is accepted. It can also be seen from the post test score after the treatment. The mean score of pretest is 55.7 and the mean score of the posttest is 69.4. In other words, the students' vocabulary achievement is improved. In addition, the use of intensive reading could also improve the students' vocabulary achievement in four aspects of content words such as verb, noun, adjective, and adverb by seeing the analysis of the students' works in posttest in each aspect.

Second, the use of intensive reading in teaching vocabulary could find out the aspect of content words that improve the most. Based on seeing the analysis of students' works in pretest and posttest on each aspect of content words, it could be found that adjective was the aspect that improved the most than the others. In contrast, verb was the least aspect that improved.

Suggestion

Considering the conclusions of teaching vocabulary by using intensive reading, some recommendations are intended to the teachers and further researchers. Since verb got the lowest point of improvement among the other aspects, therefore the teacher can use other media to help the students to improve their knowledge by providing newspaper, magazine, advertisement text, recount text, descriptive text or procedure text as a reading material.

Moreover, in this study vocabulary test was employed as the other media to measure the improvement of students' vocabulary achievement after the implementation of intensive reading. Further researcher can try to apply the using of intensive game with another kind of text, narrative text, descriptive text, procedure text or analytical exposition.

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