# IMPROVING THE STUDENTS' VOCABULARY ACHIEVEMENT THROUGH INTENSIVE READING

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## Abstract

Tujuan penilitian ini adalah untuk mengetahui apakah ada peningkatan penguasaan kosa kata siswa setelah diajarkan menggunakan teknik  *intensive reading*. Penelitian ini menggunakan pendekatan kuantitatif dan dilaksanakan di kelas X3 yang berjumlah 24 orang. Peneliti menggunakan tes kosa kata untuk mengumpulan data. Hasil penelitian menunjukan bahwa ada peningkatan penguasaan kosa kata sisiwa setelah diajarkan menggunakan teknik *intensive reading*. Hal ini dapat dibuktikan dari adanya peningkatan nilai rata-rata siswa dari pretes ke postes yaitu 64.29 ke 72.54, dengan nilai t-table 2.068 dan t-value 4.456. Oleh karena itu dapat disimpulkan jika teknik *intensive reading* dapat meningkatkan kosa kata siswa.

The aim of this research was to find out whether there was a significant improvement of the students' vocabulary achievement after they were taught by using Intensive Reading. This research used quantitative approach and was conducted to 24 students in class X3. The researcher administered vocabulary test in collecting the data. The result of the data analysis showed that there was a significant improvement in students' vocabulary achievement after they were taught by using intensive reading. It could be proven from the improvement of students' mean score from pretest to posttest, which was 64.29 to 72.54, with t-table was 2.068 and the t-value was 4.456. In short, intensive reading can improve students' vocabulary achievement.

*Keywords*: improving, intensive reading, vocabulary achievement

**INTRODUCTION**

English is taught as compulsory subject for students in Indonesia hoping that the students are able to use it for international communication. Language skills like listening, speaking, reading, and writing as well as language elements such as vocabulary and structure must be taught to the students in all levels. Vocabulary consists of two types i. e content words in the form of noun, adjective, verb, and adverb which will make language meaningful and function words in the form of conjuction, article, and auxiliaries. Vocabulary acquisition is crucial to support the students' mastery of language.

Vocabulary is the main content of language. People use vocabulary to construct a sentence to express the idea. By having a lot of vocabularies, people can express more ideas. Vocabulary achievement is an important element in second language aquisition. Without grammar little things can be conveyed, without vocabularies nothing can be conveyed. The mastery of vocabulary is essential in order to construct sentences that contains some messages for social interaction. However, most students of SMA Negeri 1 Pagelaran faced problems in understanding the meaning of the words.

Based on the interview with the teacher, it was found that most of students of SMAN 1 Pagelaran at first grade lack of vocabulary. The students find difficulties in expressing their idea. The students' performance are far from the expectation of the

curriculum. It can also be seen that their English score is low. From the researcher's experience, it was found that most of students could not answer the teacher's question, they could not answer the question in English. They asked asked the teacher to translate the question into Indonesian Language. Beside that, the other reason that cause the problem was that the teacher did not use the appropriate technique in learning vocabulary. The teacher just asked the students to read the material and to find the meaning from the dictionary. It made the students feel bored in learning English vocabulary.

Considering the fact above, the teacher should provide the interesting technique to develop the students' activity in learning vocabulary. One important way to develop vocabulary knowledge is through intensive reading. Students by reading intensively will be exposed to different new scope of vocabulary which is necessary in reading comprehension. Intensive reading  is an important aspect of any English as a foreign or second language reading program. Bell (2001) states that IR is a type of reading instruction program that has been used in English Second Language (ESL) or English Foreign Language (EFL) settings, as an effective means of developing reading fluency, comprehension, and vocabulary development.

In line with the idea above, Day and Bamford (2004) argue strongly for including intensive reading in the L2/FL curriculum. There is a new piece of evidence that intensivereading can have a significant impact on learners' L2/FL development. Not only can intensive reading improve reading ability, it can also enhance learners' overall language proficiency (e.g., spelling, grammar, vocabulary, and writing). In

addition, intensive reading within language is in line with current principles for second and foreign language pedagogy.

In this research, the research focused on the investigating whether there is improvement of the students' vocabulary achievement after being taught through intensive reading. The researcher used intensive reading as a technique in teaching vocabulary. It is hoped that intensive reading can be improve the students' vocabulary achievement. Therefore, the researcher entitles her scripts Improving the Students' Vocabulary Achievement through Intensive Reading at the First Year Students of SMA Negeri 1 Pagelaran.

**METHODS**

This research was quantitative research which used *one group pretest posttest design*. The population of this research was the first year of students of SMA N 1 Pagelaran which consist of 8 classes. The sample was taken by using lottery. The sample of this research was X3 class which consists of 24 students.

In this research, the researcher used several instruments in conducting her research. The instrument was the vocabulary test. The researcher started the research by conducting the try out. The researcher administered try out before the test administered in X3 class. It aims to know the quality of the test. Then, the researcher

started the research by conducting the pretest. The pretest administered before the treatment. It aims to know the students' vocabulary achievement before the treatment.

After the pretest, the students were taught using Intensive Reading. At the first treatment, the researcher began the class by giving a narrative text. The researcher started the first treatment by applying Intensive Reading in classroom activities. In this case, the students were read the text individually. The researcher asked the students find out difficult words and search the meaning of the difficult words by their own words. After that, the researcher gave the comments toward students answer by giving revision or additional answer.

At the second treatment, the researcher used the same classroom activity. The researcher used different narrative text from the first treatment. The students were read the text individually. The researcher asked the students to find out difficult words and search the meaning of the difficult words by their own words. After that, the researcher gave the comments toward students' answer by giving revision or additional answer.

In the last treatment, the researcher conducted the same activities as the first and the second meeting but with different narrative text to minimize the students' boredom. In this treatment, the researcher used the same activity as the first and the second treatment.

Then, the researcher administered the posttest after the treatment. It is aimed to see the significant improvement of the students' vocabulary achievement after they were taught by using Intensive Reading. After the researcher conducted the treatments, the students got the posttest which procedures were similar to the pretest.

Then, in order to see whether there was an improvement of students' vocabulary achievement, the researcher examined the students' score. The raw score were tabulated and calculated using repeated measures T-test of Statistical Package for Social Science (SPSS) for windows version 20 to test whether there is an improvement or not.

## RESULTS AND DISCUSSION

The objective of this research was to find out the students' significant improvement in their vocabulary achievement after they were taught by using Intensive Reading. The population of this research was the second grade students of SMA N 1 Pagelaran. The researcher took X3 class as the sample of this research. This class consists of 24 students. This research was conducted in 7 meetings: first, the researcher administered the first try out. Second, the researcher administered the second try out. Third, the researcher administered the pre-test. In the fourth, fifth and sixth meeting, the researcher conducted the treatment by using Intensive Reading. In the seventh meeting, the researcher administered post-test to find out the students' improvement in their vocabulary achievement after they were taught by using Intensive Reading.

This section discusses the finding of the research. The finding of this research are in line with the finding of the previous research conducted by Pazhakh (2010) and Shang (2013) who had the similarities with the result of this research. Based on the previous researchers above: Pazhakh (2010) found that there was a significant difference in vocabulary learning at the level of 0.05 (p<.05) between the experimental and control groups relevant to the upper-intermediate proficiency level. In the case of the lower intermediate level, there was a significant difference in vocabulary learning at the level of .05 (p<.05) between the experimental group and the control group. In other words, 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.

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 focus 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) states teaching vocabulary should provide students with opportunities to encounter words repeatedly and in more than one context. Intensive reading is one of the large amount 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 narrative text which help 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, read something they want to read, at the pace 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 conducted the treatments. Based on the result of pre-test, it was found that the result students' score were still lower than the minimal mastery criterion (KKM) which required the students to get score more than 70. The result of post-test showed that the average score was 72.54 improved from 64.29 of the average score in pre-test. Based on the result of the improvement of the students' achievement for each aspect of vocabulary, it was found that the aspect that has highest improvement was

in adjective. The researcher assumed that it was happened because the students were easier to understand and familiar with the adjective words.

From the result of the pretest scores, it showed that the total students' correct answer of verb was 119, the total students' correct answer of adjective was 130, the total students' correct answer of adverb was 154, and the total students' correct answer of noun was 135. The total score of the pretest is 1543, the highest score is 80 and the lowest score is 34. The median score is 66,50 and the mode is 71.

After conducting the pretest and three times treatments, the researcher administered the posttest. The posttest was administered to measure the students' vocabulary mastery after the treatments by using Intensive Reading.

From the result of the posttest scores, it showed that the total students' correct answer of verb was 146, the total students' correct answer of adjective was 175, the total students' correct answer of adverb was 130, and the total students' correct answer of noun was 170. The total score of the pretest is 1741, the highest score is 85 and the lowest score is 51. The median score is 74,00 and the mode is 82.

From the statistical calculation by using SPSS 20, 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 if

$p<0.05$. 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.

**CONCLUSIONS**

Based on the results of the data analysis and discussion, the researcher concludes that there was a significant improvement of the students' vocabulary achievement from the pretest and posttest after they were taught by using Intensive Reading. In this research, the highest improvements of the students' vocabulary achievement were in adjective achievement.  Learning process using Intensive Reading makes the students were able to get a lot of vocabulary. The students could discuss the text with their friends. So, if the students find some difficulties in comprehending new words, they asked their friends and discuss it together. By practicing a lot, there will be an improvement of the students' vocabulary achievement.

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