

## The Effectiveness of Reading Activity To Improve Vocabulary Mastery of The Eight Grade Students of SMP Negeri I Madapanga-Bima

**Suratman**

STKIP Taman Siswa Bima  
suratmanratnah@gmail.com

### ABSTRACT

The objectives of this research are to describe the effectiveness of reading activity to improve vocabulary mastery of the eight grade students of SMP Negeri I Madapanga-Bima and to find out whether there is a significant difference between the vocabulary mastery of the students who are taught through reading activity and the students who are taught without reading activity. This research was an experimental research study that was held in SMP Negeri I Madapanga. The research subject was the eighth grade students in the academic year of 2017/2018. The number of students was 214. The experimental research involved one experimental group compared with the control group. Class B belongs to the experimental group taught through reading activity and class A belongs to the control group taught without reading activity. Both classes were given a pre-test at the beginning. The post-test were given at the end of the meeting. For collecting the data the researcher applied multiple choice test and the data were analyzed by applying t-test computation, descriptive and inferential analysis. The research findings indicate that the mean score of the experimental group is 23.08, and the mean score of the control group is 19.94. It means that the hypothesis alternative ( $h_a$ ) is accepted. It can be said that there is a significant difference in vocabulary mastery between the students who are taught through reading activity and the students who are taught without reading activity. The result of t-test shows that t-observed value is higher than t-value of the table ( $3.928 > 1.990$ ) at the significance level of 5 %. In conclusion, improving the students' vocabulary mastery through reading activity is more effective than improving the students' vocabulary mastery without reading activity.

**Key Words:** Effectiveness, Vocabulary Mastery, Reading Activity

### BACKGROUND OF THE STUDY

English is very important to be known, because English constitutes the first foreign language in Indonesia. Now English is emphasized too, because English constitute a language which has an important role to develop science, technology, art, culture, an also it can be making good international relation.

English at junior high school is a compulsory subject which serves as means of students self-development in science and technology. By mastering English, the junior high school students are expected to grow and develop.

In learning English, there are four language skills namely listening, speaking, reading, and writing. These four skills are related to each other. English learners should has the proficiency in the four of skills as stated above in order to achieve good mastery of English. However, vocabulary is the one of the important

elements in mastering the four skills. Sufficient vocabulary mastery will influence the ability to listen, to speak, to read, and to write.

Vocabulary as one of language elements that is very important in mastering English language. Therefore, it assumes that English learners need to develop a sufficient knowledge of mastery of vocabulary. Concerning the importance of proficiency in vocabulary, the English teachers and English learners should pay attention to the teaching and learning process. As a teacher, he or she should guide and facilitate the students as the English learners to grow better in their learning. The students as the English learners should active in their competence to become good language learners.

Learning vocabulary needs strategies in order to make the profitable learning. Oxford (1990: 1) states appropriate language learning strategies result in improved proficiency and greater self-

confidence. From this statement it is clear that strategies play an important role in determining the success of learning. If the English learners want to have proficiency in vocabulary, they should consider with their language learning strategies; especially strategies in learning vocabulary through reading.

Teachers often found kinds of problems in learning such as in learning English, especially in English vocabulary in SMPN 1 Madapangga. Many students make mistakes in answering the questions from the teacher and the students do not understand about the material taught by the teacher in learning English language.

There are difficulties of learning vocabulary which is often found by the learners in SMPN 1 Madapangga- Bima. The learners cannot differentiate the function of English vocabulary or words in a sentence such as subject, predicate, complement, synonym and antonym of the words. Also the students get difficulties in the pronunciation or spelling of word, the students do not know the sentence meaning that uses English vocabulary and the students find it difficult to remember a new vocabulary.

Based on the description above, it is believed there are issues that need attention, it is necessary to study to get a solution that can handle it. Considering the learning process determine the success of learners should be conducted a study with the title "The Effectiveness of Reading Activity to Improve Vocabulary Mastery of The Eight Grade Students of SMP Negeri I Madapanga-Bima".

Based on the identification and limitation of the problems, this study will be formulated as follows: 1. How is the effectiveness of reading activity in improving the vocabulary mastery of the eight grade students of SMP Negeri I Madapangga-Bima? 2. Is there any significance difference in vocabulary mastery between the students taught through reading activity and students taught without reading activity?

Based on the formulation above, the objective of the study are as follows: 1. To describe the effectiveness of reading activity in improving the vocabulary mastery of the eight grade students at SMP Negeri I Madapangga-Bima. 2. To find out

whether there is a significant difference between the English vocabulary mastery of the students who are taught through reading activity and without reading activity.

The research is expected to give some contributions to: 1. encourage students to increase their vocabulary mastery by reading. 2. Encourage English teachers to help their students to increase their vocabulary mastery through reading activity. 3. The finding of this research will be useful for other researcher to do another research and useful for further study.

### **Reading Activity**

They are bottom up approach, top down approach and interactive approach. "Characterize the bottom up of foreign language reading as the process of reading which involves exact, detailed, sequential perception and identification of the letters, words, and longer language units, so, language knowledge is the important knowledge in this approach". Eskey (1986 : 105) According to Samuel and Kamil in Nunan (2003:70) Bottom-up models typically consist lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, longer text, and finally meaning, is the order in achieving comprehension. Another subsequent set of reading is top down approach. It suggests that reading is a top down process and it is called "psycholinguistic guessing games", (Godman, 1970:54). So, according to this way of reading, it involves a risk because the reader infers the meaning through a puzzle solving process. He claims that reading is merely picking up information the page letter-by-letter and word-by-word. It is selective process during which the reader looks at units of text that he thinks are important to obtain information he needs. He brings information he needs. He brings knowledge to understand the text. He reads by predicting what is coming based on the knowledge he already has his emphasis on the knowledge a reader brings what he needs why this method is called", top down; as it were from

the top, from the reader and his or her knowledge. More recent research on teaching reading has shown that a combination of top down and bottom up processing, on what has come to be called interactive approach or interavctive reading. The models that are the most comprehensive description of the reading process, this model combines element of both bottom-up and top-down models assuming ‘that a pattern is synthesized based on information provided simultaneously from several knowledge source’. (Stanovich in Nunan: 72). It is almost always primary ingredient in successful teaching methodology because both processes are important. “ in practice, a reader continually shifts from one focus to another, now adopting a top dow approach to predict propably meaning, then moving to the bottom up approach to check whether that is really what the writer says; (Nuttal 1996 :17). According to Stanovich as qouted by Nunan (1991:73) bottom-up and top down have their own problems. The problems in the top down approach are that the reader has a little knowledge of the topik and cannot generate the prediction, a skilled reader when can generate predictions, the amount of the time the skilled reader needs simply to recognize the words. One of the problems in the bottom up approach is lack of feedback. Finally, it could be concluded that the interactive processing in the best approach in teaching reading.

#### **Vocabulary Mastery**

There are some definition of vocabulary from many researcher. The writer will take the definition of vocabulary from some researchers. Hornby (1987: 959) gives definition of vocabulary as the total number of words, which ( with rules for combining them) make up a language, words known to or used by, a person, in trade, profession, etc. Kamil and Hiebert (2005:3) state that Vocabulary is the knowledge of meanings of words.

#### **RESEARCH METHOD**

The method used in this research was experimental research. The goal of this research is to improve the student’s vocabulary mastery through reading activity. The population of this

research was the eight grade students of SMP Negeri 1 Madapangga consisted of 214 students. The sample of this research used two classes consisted 72 students. This research had one dependent variable and one independent variable: (1) the independent variable of this research was the reading activity and the dependent variable was vocabulary mastery. The instruments to be used: (1) test consisted of pre-test, and post-test. To collect the data the pre-test was given to the experimental and control class, then treatment was given to the experimental class and post-test was given the both experimental and control class.

#### **RESEARCH FINDING AND DISCUSSION**

1. The vocabulary mastery of the eight grade students of SMP Negeri I. Madapangga - Bima in academic year of 2017/2018 taught through reading activity.

The score of the vocabulary mastery of the eight grade students of SMP I Madapangga-Bima taught through reading activity after the treatment is higher than the score of the students’ vocabulary mastery before the treatment. Before the treatment the mean score of experimental group (taught through reading activity) is 13.08 and after treatment the mean score of experimental group is 23.08. The minimal score of the experimental group is 6 and the maximum score of the experimental group is 21. After the treatment the minimal score is 16 and the maximum score is 29. The ideal mean of the score of the test is 18, while the standard deviation is 4.5.

There is increased scored in vocabulary mastery after the students got the treatment through reading activity. From the explanation above, it indicates that reading activity as a method in teaching vocabulary could improve the students’ vocabulary mastery.

The result of the research shows that the gained score of the experimental group is higher than the control group. It proves that reading activity in teaching vocabulary to the eight grade students of SMP Negeri I Madapangga-Bima can produce better result,

in the other word, it can be said that teaching vocabulary through reading activity in the eighth grade students of SMP Negeri I Madapangga-Bima is more effective than teaching vocabulary without reading activity.

2. The vocabulary mastery of the eight grade students of SMP Negeri I Madapangga-Bima in academic year of 2017/2018 taught without reading activity.

The description of vocabulary mastery of students who are taught without reading activity is discussed in this part. After conducting the instrument, the researcher collected the data or the result of the test.

In the control group do not use the method as experimental group method. The teacher used conventional method to teach vocabulary in this group. The result of the control group (taught without reading activity) showed that there is no significant increase about the mean score of the students' vocabulary mastery. The mean score in the pre-test is 12.88 and the mean score in the post-test is 19.94. The minimum score in the pre-test is 6 and the maximum score in the pre-test is 21. The minimum score in the post-test is 13 and the maximum score is 26.

In control group or the group which used the conventional method, there was not very significant increase the mean score of the students' vocabulary mastery. The students in control group sometimes forgot the vocabulary and how to memorize the words.

3. The difference between the vocabulary mastery of the Eight grade students of SMP Negeri I Madapangga-Bima.

The researcher discussed the test result and the effectiveness of reading activity in teaching vocabulary. Reading activity is an effective method in teaching learning process. It proved from the result of the experimental study which showed that there is significant different in vocabulary mastery between the students who are taught through reading activity and who are taught without reading activity of the Eight grade students of SMP Negeri I Madapannga- Bima.h It can be seen from the result of t-test showing that the value

of  $p$  (0.000), is lower than the level of significant (0.05) or  $0.000 < 0.05$ .

Reading activity can improve the students' vocabulary mastery in teaching learning process and make students' interest in learning vocabulary. It can be seen that the gained score of the experimental group and control group in the post-test. The mean score of the experimental is 23.08 is higher than that of control group is 19.94. It proves that reading activity in teaching vocabulary to the eight grade students of SMP Negeri I Madapangga-Bima can produce better result, in the other word, it can be said that teaching vocabulary through reading activity in the Eight grade students of SMP Negeri I Madapangga-Bima is more effective than teaching vocabulary without reading activity.

## CONCLUSION

This experimental research takes the eight grade students of SMP N 1 Madapangga - Bima as the research subject, to find out the effectiveness of reading activity in teaching vocabulary. However, based on the research findings and the discussion in chapter IV, the result of this research can be summarized as follows:

1. The result of the analysis of the vocabulary mastery of the students taught through reading activities in teaching vocabulary or the experimental class show that the mean score of the pre-test is 13.08 and the mean score of post -test is 23.08. From the mean scores of the pre-test and post-test of the experimental class it can be seen that there is a significant progress from pre-test to the post-test.
2. The result of the analysis of the vocabulary mastery of the students taught without reading activity in teaching vocabulary or the control class shows that the mean score of the pre-test is 12.89 and the mean score of the post-test is 19.94. From the mean score of the pre-test and the post-test of the control class, it can be seen that there is progress but not significant progress than the mean score of

the pre-test and post-test in the experimental class.

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