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Improving Students' Vocabulary Mastery by Using Extensive Reading of Junior High School Students

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Abstract
The purpose of this study was to determine the use of extensive reading methods in teaching vocabulary in the eighth grade at Upt. SMPN Benteng Utara No. 4, Selayar Islands, which consisted of 29 students. This research was action research; it was mentioned that the steps of the research include reconnaissance, planning, action, observation, and reflection to improve students' vocabulary mastery at VIII A through extensive reading activities. The researcher focused on employing the extensive reading activities to improve students' vocabulary mastery. The aim was to find out or fine the use of extensive reading methods in increasing students' vocabulary to get a significant improvement by comparing the pre-test and post-test in the eighth-grade students based on the analysis of the mean score in the eighth-grade post-test to find out how the use of extensive reading methods affects students' vocabulary. The research showed that the average score in the first cycle is 65,5 and the second cycle is 80,5. It can be concluded that the extensive reading methods are effective in increasing students' vocabulary. This study concludes that extensive reading activities could improve students' vocabulary mastery. Through this activity, they were familiar with the words they had learnt. They could memorize the words easily because the words were met several times in an extensive reading activity, and they had more opportunities to explore various English texts.

Keywords: Vocabulary, Extensive Reading, Classroom Action Research, Various English Texts

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INTRODUCTION

Vocabulary mastery is a fundamental component of language learning that significantly influences students' reading comprehension, writing ability, and overall communication skills (Fransischa & Syafei, 2016). In junior high school, students are expected to expand their vocabulary to understand increasingly complex texts and express themselves more effectively (Ahmed, 2019). However, many students struggle with limited vocabulary knowledge, which hampers their academic performance and confidence in using English (Soria et al., 2020). Traditional vocabulary teaching methods often focus on rote memorization or isolated word lists, which can be monotonous and fail to promote meaningful learning (Gushendra, 2017). As a result, students may find it difficult to remember new words or use them appropriately in context. To address this problem, educators need to adopt more engaging and effective strategies that encourage authentic language exposure and use.

One such strategy is extensive reading, which involves students reading large amounts of interesting and comprehensible material at their own level (Tümen Akyıldız & Çelik, 2022; Fontaine et al., 2021; Van Le, H., 2024). Through extensive reading, learners encounter new vocabulary in meaningful contexts, helping them internalize word meanings naturally (Nation, 2015). This approach not only improves vocabulary mastery but also fosters a positive attitude toward reading, enhances reading fluency, and builds overall language competence.

As stated in the 2013 curriculum in junior high school, school based curriculum English is a tool for communication both in spoken and written to communicate English mean to understand and to express information, mind, feeling, development science, technology and culture thought English (Simanjuntak et al., 2022; Amaliah et al., 2023). The communication ability in a whole understanding is the discourse ability it is related to the ability to understand and to produce and written text (Arifani & Rosyid, 2016). According to the English curriculum for junior high school in Indonesia the English teaching cover four skill reading, speaking, listening and writing (Tay et al., 2015).

The four skills were supported by the learning of language elements the language components involve vocabulary, grammar and pronunciation in fact of language components vocabulary holds the main core in language teaching (Idris et al., 2023). The vocabulary is core component language proficiency and provides much of the basis for how will learners speak, read, listen and write (Spencer & Wagner, 2018). It means that to improve their language skills learners must master vocabulary in reading for instances the students will get difficulties in comprehending a text if they do not know the meaning of words in the text (Cahyaningsari & Saleh, 2016). Concerning the objective of teaching reading in junior high school, which provides the students with the abilities to get the information's from books and references which here written in English, teacher need to pay attention to

the students vocabulary mastery (Achmad & Sujarwo, 2022). Similarly in speaking, they cannot speak in fluently if they have only new vocabulary (Pranoto & Suprayogi, 2020).

In addition, vocabulary is essential in writing a good writer has a good vocabulary because it is essential to clarity and accuracy (Faliyanti, 2017). If the students have a large stock of words they can choose the most effective word (Ehri, 2014). The more words they know the easier they words will flow furthermore, in listening the students can understand what the speaker say if they know lots of words. Teaching and learning process of vocabulary is commonly influenced by some factors such as students, teacher, materials and teaching method. Teachers explain the handbook all the time she did not give opportunities to the students to explore the text. In addition, she could manage her class well the students made a noise and did not pay attention to the teacher's explanation she did not explore more and more to get the students levels, needs and capacity. There were various English texts from other resources for supplementary material, but the materials used in the teaching learning were mostly taken from the course book and student work shot.

From several opinions of previous research, it can be concluded that reading has a very big role in vocabulary mastery because by reading, one can record the vocabulary will be record in the brain. From these definitions, Vocabulary is the basis of communication that is needed by people to understand the meaning of words and helps them to express their ideas precisely. It can be inferred that because language consists of words, to be able to use the language approximately, learners should master the words of the language. Having mastered a large number of words, they will be able to express their ideas or ask for information, and to participate in the conversation (Babashamasi et al., 2022).

Vocabulary is key to reading comprehension; readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advance text, they must learning the meaning of new words that are not part of their vocabulary, vocabulary is critical to a child success for these reason: Vocabulary grow is directly related to school achievement, The size of a child vocabulary in kindergarten predict the ability to learn to read, Vocabulary help children to think and learn about the world and Expanding a child's knowledge of words provides unlimited access to new information

A 2012 study by Meredith Rowe, an Associate Professor of Education in the Graduate School of Education at Harvard, discusses the ideas of quantity versus quality of speech used with infants and toddlers. At early ages (between 12 and 24 months), the amount of language used is important. Parents and other caregivers should speak to the child all the time and provide consistent word models. Children need to hear words modeled many times before they will begin to use the words, so the more frequently they are exposed to words, the better the likelihood that they will gain that word in their vocabulary (Perez et al., 2014).

Between 24-36 months, it is recommended that caregivers begin to use different words, with greater variety to expand vocabulary skills.

Reading is another great activity to develop vocabulary. Parents shouldn't feel like they have to stick to the words on the page, either. Books with many pictures and few words are great conversation starters. Caregivers can talk about what they see on the page, point out interesting details, or follow the lead when their child points to something. Avoiding vague words is important as well. While it's easy to gesture in a general direction and say "that one" or "over there," nondescript words won't increase a child's vocabulary and knowledge the same way that pointing towards an object and describing it will--think of how many concepts the sentence "I see a big, green truck on the bottom shelf" includes.

Although vocabulary is widely acknowledged as a core component of language proficiency and essential for the development of reading, writing, speaking, and listening skills, many junior high school students still struggle to master it effectively. Prior research highlights that conventional vocabulary teaching methods—such as rote memorization and limited textbook-based instruction—often fail to engage students meaningfully or support long-term retention. There remains a significant gap between curricular expectations and actual classroom practices. Teachers often overlook students' needs and learning preferences, relying mostly on coursebooks and neglecting more interactive or student-centered approaches. A few studies have explored its application specifically at the junior high school level in the Indonesian context. The existing literature has not sufficiently addressed how extensive reading can be integrated into classroom practices to improve vocabulary mastery in alignment with the national curriculum. This study aims to fill that gap by examining the impact of extensive reading on students' vocabulary development and identifying practical ways to implement it effectively in junior high school English classrooms.

METHOD

the research methods used in this research. It was divided into seventh parts. They were type of the research, research setting, subjects of the research, time of the research, technique of collecting the data, trustworthiness of the data, and research procedure. Each of them will be presented in the following discussion.

Research Design

Kemmis and McTaggart (2019**)** classroom action research model design action research process is firstly started with planning but because those four activities covered into a cycle so all of those activities play they role continuously. This classroom action research there was some other models of action research but they were criticized by Kemmis and McTaggart as being too fixed and inflexible. Regardless of the criticisms, it was a useful model because it expresses briefly the more important ideas about the essential phases in an action research

study. Hence, the researcher selected to use it as a way in conducting an action research study.

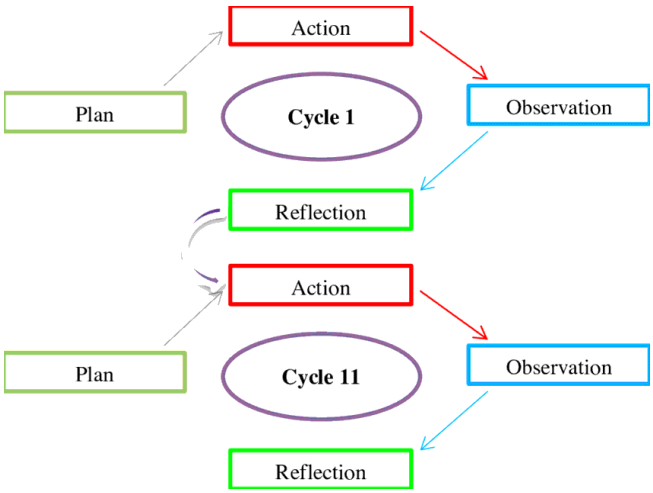

Figure 1; Kemmis and McTaggart (2019) classroom action research model design Action research.

Time And Place Of The Research

Researcher conducted classroom action research in the academic year 2022/2023. This study took place at Upt. SMPN Benteng Utara No.4 Kepulauan Selayar. Starting In June-July 2022.

Subjects of the Research

This study involved the principal, English teacher, and VIII students of Upt. SMPN Benteng Utara No. 4 Kepulauan Selayar Starting In June-July 2022 for the academic year 2022/2023 This study focuses on students class VIII A who will be the sample.

The Research Instrument

The design of this research is quantitative and qualitative. According to Creswell, (2021), the quantitative approach is an approach that involves a process data collection, analysis, interpretation, and writing of research results. Approach Quantitative research is carried out to examine the relationship between important variables to be able to answer questions and hypotheses that can be done through surveys and direct research in the field This research applies a pre-test to find out how far the extensive reading can increase students' vocabulary and improve their vocabulary mastery in the learning process in class VIII Upt SMPN Benteng Utara No. 4 Kepulauan Selayar.

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test to find out how far the extensive reading can increase students' vocabulary and improve their vocabulary mastery in the learning process in class VIII Upt SMPN Benteng Utara No. 4 Kepulauan Selayar.

Researchers have stated in the previous chapter that the way of collecting data in research using tests this test aims to collect data from student vocabulary, and a questionnaire was given to obtain information interested in applying extensive learning methods. Extensive reading as a medium in improving students vocabulary data analysis using statistical techniques data analysis is used to describe conclusions from research data. Based on the analysis of the pre-test data, the researchers made the following table: in this table, the researcher presents the students' pre-test to find out the improvement in students the vocabulary to see the frequency and percentage of students' scores.

FINDINGS AND DISCUSSION

This research was action research, it was mentioned that the steps of the research include reconnaissance, planning, action, observation, and reflection. The purpose of the research was to improve students' vocabulary mastery at VIII A through extensive reading activities. The researcher focused on employing the extensive reading activities to improve students' vocabulary mastery.

The researcher did some steps in conducting the research. The first step was reconnaissance in the reconnaissance step she observed and identified the problems occurring in the vocabulary-learning process. She identified the problems from four factors (teacher, students, materials, and technique) the second step was planning. after the problems had been identified, she designed a syllabus and an action plan implemented in the field. The action designed in this research used the extensive reading activities in vocabulary learning the third step was action and observation in this step, she implemented the action after that, she observed and evaluated the data, whether the extensive reading activities was effective to improve students vocabulary mastery (Alakrash & Abdul Razak, 2021). The last step was reflection in the reflection step, the English teacher (ET) as the collaborator, students, and the researcher herself identified the effective and ineffective actions activities thus, the researcher could design the better plans for the next cycle.

In this step, the researcher interviewed the English teacher and students in class VIII A to get input on opinions about weaknesses and suggestions related to the teaching and learning process of English. Then, he made observations to find and identify problems related to the teaching and learning process of English in the classroom.

CYCLE I

The cycle I was done in four meetings the detail as follow:

- Planning In this session, the researcher made a lesson plan which would be implemented in the classroom, prepared the pre-test consisted of 10 items, form of field note, material for teaching, etc.

Action

In this session, the researcher took action in four meetings, three meetings for teaching materials and one meeting for the test session.

1. First Meeting (June,10th 2022)

In this session, the researcher began by introducing himself. Before the lesson, the researcher gave pre-test for the students in 30 minutes. After students had finished the pre-test, the researcher started the lesson with a new material which was "good morning. How are you?" First, the researcher explained the materials and engaged students to participate in learning. The researcher gave students some expressions on how to greet, say goodbye, say thank you, and say sorry (vocabularies). Such as: good morning, thank you, goodbye, I am sorry, etc. The researcher stated it first then asked students to understand it.

Besides explained the topic of greeting, researcher also taught students about extensive reading. After explaining the materials, the researcher showed an example of extensive reading (report text). At last, the researcher commanded students to translate the word on report text.

2. Second Meeting (June, 17th 2022)

In this session, the researcher showed extensive reading about report text. At last, the researcher commanded students to analyze and understand the expression on report text.

3. Third Meeting (June, 22nd 2022)

In this session, the researcher emphasized the vocabulary mastery of the students. The researcher gave students extensive reading about short functional treks, asked them to analyze and understand that treks.

4. Fourth Meeting (June, 24th 2022)

In this session, the researcher gave a test for students to measure their achievement in vocabulary text. The researcher gave students 60 minutes to finish the test.

c. Observing

In this session, the researcher observed students' performances during cycle 1. In this cycle, most of the students did not join the class enthusiastically, and seemed difficult to analyze the extensive reading. It meant that teaching vocabulary by using the extensive reading technique was needed more interesting topic to increase students' vocabulary.

d. Reflecting

Based on the result of the test on fourth meeting, the researcher concluded that students' vocabulary mastery was increased. However, the research was still lack of success.

Based on the result of field notes and researcher experience during 3 meetings teaching the students, the researcher took conclusion that students start to understand the meaning of word by using extensive reading. Even though, the topics of materials were so hard and unengaged with them.

Table 1: cycle I

Range Of Score	Classification	Number total of students	Percent
90-100	EXELLENT	0	0%
80-89	VERY GOOD	6	21%
70-79	GOOD	16	55%
60-69	FAIR	5	17%
0-59	UNFAIR	2	7%
	TOTAL	29	100%

CYCLE 2

The second cycle was also done in four meetings as follow:

a. Planning

After researching the cycle, the researcher found some inputs to be implemented in this cycle which was cycle 2. In this session, the researcher made a lesson plan exactly enriched with some upgrading materials that engaged/suitable with students' condition, researcher also made some research instruments to collect data in cycle 2 such as the form of field notes.

b. Acting

As the first cycle this session also took four meetings. 3 meetings for teaching materials and 1 meeting for the test session .

1. The first Meeting (July, 13th 2022)

In this session, the researcher emphasized both speaking and vocabulary mastery of the students. Therefore, every student was participated in giving narrative text It is proved in the extract of field note below.

2. Second Meeting (July, 15th 2022)

In this session, the researcher began with a material which was "narrative text", The researcher also gave students some vocabulary related to the topic The directed students into the main activity.

When explaining materials have done, the researcher gave students explanations about narrative text simply and effectively to make students fully understand making narrative text.

At last, the researcher asked students to understand the meaning of the word on narrative text. It is proved in the extract of field note below.

3. Third Meeting (July, 20th 2022)

In this session the researcher explained narrative text but in advance progress exactly explain synonyms and antonyms.

4. Fourth Meeting (July, 22nd 2022)

Same as the fourth meeting in cycle 1 Here, the researcher also gave students a test to measure their achievement during cycle 2. The test was conducted in 60 minutes and took questions from the whole materials that had been learned during three meetings.

c. Observing

In this session, the researcher observed students' achievements of the second cycle. The researcher gave a good attitude on describing materials and encouraging students to ask the question and finish the task. It is affected to the students' achievements.

d. Reflecting

Based on the result of observation of cycle II, the researcher concluded that learning activities run well. The problem in the previous cycle could be solved in this cycle. Mostly, students' responses in asking and answering questions improve significantly.

Table 2: cycle II

Range Of Score	Classification	total number of students	Percent
90-100	Excellent	3	10%
80-89	Very Good	19	65%
70-79	Good	7	25%
60-69	Fair	0	0%
0-59	Unfair	0	0%
	Total	29	100%

The implementation of vocabulary mastery by using extensive reading of the eight grade at Upt. SMPN Benteng Utara No. 4 Kepulauan Selayar showed that there was improved of the students' vocabulary mastery. It can be seen by the increased of cycle 2, even in the test of cycle one, most of the students had not get the maximum score but in the cycle two there was improved score of the students vocabulary.

Table 3. The result of students test as follows:

Meeting	Mean	N
Cycle 1	65,5	**29**
Cycle 2	80,5	**29**

Based on the explanation and observation above, it was showed that the improvement of students vocabulary mastery was satisfying. In the cycle 1, the mean score was 65, 5 and the next meeting cycle two, the mean score was 80, 5.

The result of student achievement on cycle 1 to cycle 2 was significant. In the cycle one most of students were not get the minimal criteria completeness. It caused by the topic that chosen by the researcher that made students were confuse to practice the speaking skill by using vocabulary mastery and most of the students were not have much vocabulary. So, the result of vocabulary mastery on cycle one was lower then cycle two.

In cycle two the result showed significant improvement because the researcher changed the topic by offering the interesting topic which was related on students need's . The researcher also gave more vocabulary memorization related on their topic and asked them to pronounce with the meaning on the warming up at cycle 2. It make them easy when they are practice the vocabulary and students also enthusiastic in the cycle two because the story chosen related on students needs. It can be seen on their progress on the students achievement at cycle two. It related on the constructivist learning theory. One of the method that the learning based on the student needs and give the students independent to creative, to think and to explore.

The result of the students speaking skill who got the (≥70) in teaching activities of cycle 1 and cycle 2 in following table:

Table 4. the result of students who got the (score

Meeting	**Student who got score (≥70)**	**Percentage**
Cycle 1	**22**	56%
Cycle 2	**29**	100%

The result above indicated the improving of students' score from cycle 1 to cycle 2. In the cycle I there were 56% (22) students got the score ≥70. Meanwhile, in the cycle two there was significant score 100% (29) students who got the score ≥70 was 80, 5% It meant that there was improvement of cycle one to two.

This classroom action research was carried out in two cycles. Starting on June 8 and ending on July 22, 2022. In both cycles, several activities were carried out in extensive reading activities. In Cycle I, there were successful and unsuccessful actions. Actions that work are a flood of books, continuous silent reading, taking a vocabulary test. The action that fails is a quick book report and discussing the answer.

It was proved there was a significant improvement from the cycle one to cycle two. In cycle one, which was 56% and the second cycle, which was 100%. It

indicated that students interested with teacher performance during learning process It all because teacher gave them motivation and endorsement Teacher explained the topic clearly, give them opportunity to ask and always gave them support. Based on the students achievement of vocabulary mastery above showed that the extensive reading able to improving the vocabulary mastery of the eight grade at Upt. SMPN Benteng Utara No.4 Kepulauan Selayar.

The findings of this study indicate a significant improvement in students' vocabulary mastery through the implementation of extensive reading activities. In the first cycle, only 56% of the students achieved the expected level of mastery. However, by the second cycle, this number increased dramatically to 100%. This improvement suggests that extensive reading had a strong positive impact on students' vocabulary development, supporting the argument that repeated exposure to words in meaningful contexts enhances retention and understanding.

The increase in student achievement can also be attributed to improvements in teaching practices during the second cycle. The teacher played a crucial role by providing clear explanations, creating a supportive classroom environment, and giving students opportunities to ask questions and engage with the material. This approach not only increased student interest in the learning process but also boosted their confidence and motivation (Sasabone et al., 2022). The teacher's ability to make the learning experience more interactive and student-centered contributed significantly to the success of the extensive reading activities.

Furthermore, the students showed greater enthusiasm and participation during the second cycle, which indicates that the use of extensive reading materials aligned with their interests and learning levels helped sustain their engagement. Extensive reading fosters vocabulary growth by allowing students to learn new words through repeated and varied exposure. Therefore, the results of this study confirm that extensive reading is an effective strategy for improving vocabulary mastery, especially when combined with motivating instruction and active student involvement (Achmad & Sujarwo, 2022).

CONCLUSION AND RECOMMENDATION

The extensive reading activities could improve students' vocabulary mastery. Through this activity, they were familiar with the words they had learnt. They could memorize the words easily because the words were met several times in extensive reading activity and they had more opportunities to explore various English texts. The learning process of English subject called well if the teachers implement in interesting learning and not make students boring. English students is one of the program of our curriculum that develops knowledge, skills of language and one of why to face the global change. The teacher must give a lot of opportunity for students to train indirectly ways, which planned in particular way by teachers the teacher must prepare the learning able to developing and improving students speaking skills ability. Every student must give encourage and motivations to find their potential, so that they more loyalty to make habit such as active,

comprehension, and generous to other speaker in criticism. This research was focus on the improving of vocabulary mastery by using extended reading. This action was implemented in two cycle, which was Cycle I, and Cycle 2. Based on the finding of this research showed that extended reading was successful to improving the students speaking skill. Vocabulary mastery can improve students' mastery has many benefits such as build student brave, communications skills, improving students' vocabulary and manage the students' ideas. It improves articulations of words and fluency in speaking and easy to implement this technique in the classroom with easy steps. The implementation of extended reading provided positive effects of students' vocabulary mastery, the students were enthusiastic and confidents to speak up after they had been though by reading activities. Moreover, the steps of storytelling facilitate them to have vocabulary and motivation

Extensive reading is recommended as a practical and effective technique that is easy to implement in the classroom. It not only enhances students' vocabulary mastery but also promotes their enthusiasm, imagination, and language skills. By adopting this approach, teachers can support students in developing the competencies needed to communicate effectively in English and face the challenges of global change.

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