

**The Effect of Extensive Reading Activities in Improving
Students Vocabulary at Tenth Grade of SMA Negeri 4
Takalar**

(Pre-Experimental Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree of
Education of English Department*

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MOTTO

"Better late than never"

"People who hesitates is lost"

(orang yang ragu akan kalah)

ABSTRACT

Sari ayu. 2018. *The Effect of Extensive Reading Activities in Improving Students Vocabulary at Tenth Grade of SMA Negeri 4 Takalar (A Pre-Experimental Research)*. A thesis of English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Hasnawaty Latief and Radiah Hamid

The thesis aimed to find out whether or not Extensive Reading Activities have significant effect in improving students vocabulary at Tenth Grade MIA 3 of SMA Negeri 4 Takalar.

This research used a Pre-Experimental. The population of this research was the First Year Students of SMA Negeri 4 Takalar in academic year 2018/2019, selected using purposive sampling. The sample of this research was 30 students. Instrument of this research was a vocabulary test used in pre-test and post-test.

The result of the data indicated that there was difference between students' pre-test and post-test. Mean score of post-test (87,27) was greater than mean score of pre-test (62,83). From t-test, the researcher found that, the value of t-test (16.402) was greater than t-table (2.045) at the level of significance 0. 05 with degree of freedom (df)= 29. It means there is significant difference between students vocabulary before and after using Extensive Reading Activities. It is also said the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. The result of the data showed, Extensive Reading Activities improved the students vocabulary. There was significant effect of the use of Extensive Reading Activities in improving the students vocabulary at Tenth Grade MIA 3 of SMA Negeri 4 Takalar.

Key Words: *Extensive Reading Activities, Vocabulary.*

ABSTRAK

Sari ayu. 2018. Pengaruh kegiatan membaca ekstensif dalam meningkatkan kosakata siswa di kelas sepuluh SMA Negeri 4 Takalar (Penelitian Eksperimen). Tesis ini dari Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Hasnawati Latief dan Radiah Hamid.

Tujuan penelitian ini adalah untuk mengetahui apakah kegiatan membaca ekstensif mempunyai pengaruh yang signifikan dalam meningkatkan kosakata siswa.

Penelitian ini adalah pre-eksperimen. Populasi pada penelitian ini adalah siswa kelas 1 dari SMA Negeri 4 Takalar di Tahun Akademik 2018/2019, memilih menggunakan purposive sampel. Sampel dari penelitian ini terdiri dari 30 siswa. Instrumen dari penelitian ini adalah tes kosakata digunakan sebelum dan sesudah tes.

Hasil penelitian menunjukkan bahwa terdapat perbedaan antara siswa sebelum dan sesudah melaksanakan tes. Nilai rata-rata sesudah tes (87,27) lebih baik dibandingkan nilai rata-rata sebelum tes (62,83). Dari t-test, peneliti menemukan, nilai dari t-test (16,402) lebih baik dibandingkan dari t-table (2.045) pada level signifikan 0,05 dengan kadar kebebasan (df)= 29. Ini menunjukkan terdapat perbedaan yang signifikan antara kosakata siswa sebelum dan sesudah menggunakan kegiatan membaca ekstensif. Ini juga diturunkan dari null hipotesis (H_0) adalah menolak dan alternatif hipotesis (H_1) adalah menerima. Hasil penelitian menunjukkan bahwa kegiatan membaca ekstensif dapat meningkatkan kosakata siswa. Terdapat pengaruh yang signifikan dari penggunaan kegiatan membaca ekstensif dalam meningkatkan kosakata siswa pada kelas sepuluh MIA 3 SMA Negeri 4 Takalar.

Kata Kunci: *kegiatan membaca ekstensif, kosakata*

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The
Writer

LIST OF CONTENTS

	Pages
TITTLE PAGE.....	i
APPROVAL SHEET	ii
COUNSELLING SHEET	iii
SURAT PERNYATAAN	vi
SURAT PERJANJIAN	vii
MOTTO	viii
ABSTRACT.....	ix
ACKNOWLEDGEMENT	x
LIST OF CONTENTS	xii
LIST OF FIGURES	xiv
LIST OF TABLES	xv
LIST OF APPENDICES	xvi
 CHAPTER 1: INTRODUCTION	
A. Background.....	1
B. Problem Statement.....	5
C. Objective Research	5
D. Significance of the Research	5
E. Scope of the Research	6
 CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Previous Related Research Findings	7
B. Concept of Vocabulary	9

C. Concept of Extensive Reading.....	18
D. Conceptual Framework.....	24
E. Research Hypothesis	25

CHAPTER III: RESEARCH METHOD

A. Research Design	26
B. Population and Sample	27
D. Variable and Indicator	27
E. Research Instrument.....	28
F. Procedure of Data Collection	28
G. Technique of Data analysis.....	30

CHAPTER IV: FINDING AND DISCUSSION

A. Findings	34
B. Discussions	42

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusions	47
B. Suggestions	47

BIBLIOGRAPHY	49
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APPENDICES

LIST OF FIGURES

	Pages
Figure 2.1 Knowing a Word	12
Figure 2.2 Conceptual Framework.....	24

LIST OF TABLES

	Pages
Table 3.1 Reseach Design.....	26
Table 3.2 Classification of Students Score	30
Table 3.3 Hypothesis Testing	33
Table 4.1 The Students Mean Score of Indicator in term Synonym.....	34
Table 4.2 The Students Mean Score of Indicator in term Antonym	35
Table 4.3The Students Score Classification in term Synonym of Pre-Test and Post- Test.....	36
Table 4.4 The Students Score Classification in term Antonym of Pre-Test and Post- Test.....	37
Table 4.5 The Students Score Classification Vocabulary	39
Table 4.6 The Mean Score and Standard Deviation in Pre-Test and Post-Test.....	40
Table 4.7 The T-Test of The Students Vocabulary.....	41

LIST OF APPENDICES

- Appendix A: Pre-Test and Post-Test
- Appendix B: Lesson Plan
- Appendix C: Teaching Material
- Appendix D: The Result of the Students Vocabulary in Pre-Test
- Appendix E: The Result of the Students Vocabulary in Post-Test
- Appendix F: The Students Total Score Vocabulary
- Appendix G: The Students Mean Score of the Students' Test
- Appendix H: The Percentage of Increasing Achievement
- Appendix I: The Students Standard Deviation in Pre-Test and Post-Test
- Appendix J: Test Of Significant Difference
- Appendix K: Distribution of T-Table
- Appendix L: Absence
- Appendix M: Documentation

CHAPTER 1

INTRODUCTION

This chapter deals with background, problem statement, objective, significance, and scope of the research.

A. Background

English is one of international language. This language is used all over the world. In Indonesia, English is the only compulsory Foreign Language subject in the public schools and it is now being taught from Elementary up to the University level. At first, English was taught in Junior High School but later on English has been introduce in Elementary School. The teaching of English at those levels because goverment wants the citizen masters this international language.

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in the class. The four skills are supported by the learning of language elements. The language components involve vocabulary, grammar and pronunciation.

Vocabulary is the study of words or meanings of words. Vocabulary is the important part of the language. According to Heibert and Kamil(2005) in general, vocabulary as knowledge of word and

word meanings in both oral and written language and in productive and receptive forms. The word come in at least two forms: oral and print. Knowledge of word also comes in at least two forms: receptive and productive. Receptive is the vocabulary that people can understand or recognize and productive is the vocabulary that people use when write or speak. Oral vocabulary is the set of words that people know the meanings when speak or read orally. Print vocabulary consist of those words for which the meanings is known when the people write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Vocabulary learning is central to language acquisition whether the language is first, second or foreign. Sedita (2005) says that for some categories of students, there are significant obstacle to developing sufficient vocabulary to be succesful in school: students with limited or no knowledge of English, students who do not read outside of school, students with reading and learning disabilities, students who enter school with limited vocabulary knowledge.

Reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as means of consolidating and extending one's knowledge of the language

and its related aspect such as culture, civilization, history and habit. Moreover, reading has a role to play in language teaching and can be considered as a skill. It is also an occasion of individualized work in large classes through reading, students can evaluate their own achievements. It is widely agreed that reading is a skill which must be learnt because of its important as a communicative and as a learning tool that people learn to read by reading. It is true for learning to read the first language as well as foreign language. In teaching foreign language reading, an extensive reading approach allows students to read as much as possible. In addition Nation (2003) states that, extensive reading can help the learners gain skill and fluency in reading, established previously learned vocabulary and grammar, learn new vocabulary and grammar, gain pleasure from reading and be encourage to learn more through success in language use.

When EFL students read extensively, students become fluent readers, and EFL students increase their vocabulary, and become better writers. People know that reading extensively helps increase oral fluency listening and speaking abilities. Students who read a lot develop positive attitudes and benefit toward reading and increased motivation to study the foreign language or second language. In addition, Blair (2011) states that extensive reading helps the learners to build their vocabulary, introducing them to words and language skill chunks, and

giving them a sense of common word partnership. Beside that it also develops their understand of grammar by seeing all sort of grammatical structure in use. Extensive reading has an additional advantages of learners to choose their text which generally increase their motivation and confidence, and creates a more positive attitude towards reading and language learning.

Based on the preliminary observation, students at SMA Negeri 4 Takalar Faced many difficulties in vocabulay. Their achievement is low and far from the expectation. The writer found three causes that made the students have difficulties in learning vocabulary. Firstly, the students lazy to memorize all the unfamiliar words in the text. Secondly, the students have difficulties in understanding or comprehending the meaning of unfamiliar words and mostly ded nit know the vocabulary in the text. Thirdly, the students is bored and unmotivated to learn. They tended not to pay attention when teacher explain the material.

Based on the satetement above, the researcher decided to apply Extensive Reading Activities as a method to improve the students vocabulary. It is held at the first year of SMA Negeri 4 Takalar. Therefore, the title of the research is "*The Effect of Extensive Reading Activities in Improving Students Vocabulary at Tenth Grade of SMA Negeri 4 Takalar*".

B. Problem Statement

Based on the background above, the researcher would like to formulate problem statement in question as follow: “How is effect of Extensive Reading Activities in improving students vocabulary at Tenth Grade MIA3 of SMA Negeri 4 Takalar.?”

C. Objective of the Research

The objective of this research are formulated as follow: “To find out the effect of Extensive Reading Activities in improving students vocabulary at Tenth Grade MIA3 of SMA Negeri 4 Takalar.”

D. Significance of the Research

The result of this research are expected to be useful both theoretical and practical contribution to the teaching English, especially teaching English vocabulary.

Theoretically, this research gave some information about language learning in general, especially in English vocabulary learning. And practically this research is expected to provide a useful way or alternative to the reader in general, and particularly expected to the English teacher can make students improving English vocabulary.

E. Scope of the Research

This research is limited and only focus on improving students vocabulary of the First Year Student at SMA Negeri 4 Takalar. In this research, the researcher just focused on synonym and antonym of the word vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher present the previous related research findings, concept of vocabulary, concept of extensive reading, conceptual framework, and research hypotheses.

A. Previous Related Research Finding

Many studies have been performed by the researcher related to the use of strategies, approaches, techniques, or media in motivating the learners to learn vocabulary in Extensive Reading. Some of them are mentioned with their report as follows:

1. Rashidi and Piran (2011) investigated about “*The Effect of Extensive Reading and Intensive Reading on Iranian EFL Learners Vocabulary Size and Dept*”. The result showed that Intensive Reading and Extensive Reading can develop the number vocabulary on Iranian EFL in terms of synonym, antonym and collocation.
2. Ayuningtyas (2011) researched about “*Improving Students Vocabulary Mastery Through Extensive Reading Activities at Grade XI IPA 2 of SMA Negeri 1 Pleret in the Academic Year of 2011/2012*” stated the result of the research reveals that the implementation of the Extensive Reading Activities using book flood activity, sustained reading activity and telling the truth

activity successfully improved students vocabulary mastery. The students could memorize the words easily so that their text understanding improved. In addition, these activities not only made them more enthusiastic but also increased their involvement in the teaching and learning process.

3. In other research, Chen et al (2013) studied about "*The Effect of Extensive Reading Via E-Book on Tertiary Level EFL Students Reading Attitude, Reading Comprehension and Vocabulary*" showed that the experimental group revealed significantly better in reading attitude and comprehension and vocabulary than control group. Therefore integrating E-Book Extensive Reading programe into EFL teaching helps improve EFL students reading attitude and comprehension and also vocabulary learning.
4. Endah (2014) researched about "*The Effectiveness of Extensive Reading towards Students Vocabulary Mastery*" the result showed that there was effectiveness of Extensive Reading towards students vocabulary mastery. It can be seen from data gotten after the holding of pre-test and post-test.
5. Seno and Yonemoto (2014) investigated about "*Vocabulary Learning Through Extensive Reading*" the results indicate that Extensive Reading is especially beneficial in consolidating learners

vocabulary knowledge and in encouraging learners to reflect on their interest and needs in vocabulary learning.

Those previous findings above are closely related to what the researcher does in this research. They have valuable information about the students ability in studying English, particularly in improving English vocabulary based on the for skill in English by using Extensive Reading. Relevant on this method, the researcher is interested to improve students English vocabulary through Extensive Reading Activity as a method to build up the students vocabulary achievement. The difference with the previous researches, this research focus on the effect of Extensive Reading Activities in improving students vocabulary at tenth grade Senior High School.

B. Concept of Vocabulary

1. Definition of Vocabulary

There are some definition of vocabulary according to Dictionary.com (2018):

- 1) The stock of words used by or known to a particular people or group of person.
- 2) A list or collection of the words or phrases of a language, technical field, etc
- 3) The words of a language.

- 4) Any collection of sign or symbols constituting a means or system of nonverbal communication.
- 5) Any more or less specific of forms characteristic of an artist, a style of art, architecture, or the like.

According Neuman & Dwyer (2009) Vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).”Carter in Muhbubah (2005) point out that vocabulary is the concept and function word of language which are so thoroughly that become a part of childs understanding speaking, reading and writing. Vocabulary is the word having meaning when heard and seen even though it is not proceed by individual to communicate with other sometimes all the words recognize and understood by a particular person, although not necessary used by him.

In line with Mehta (2009), vocabulary is the first and foremost important step in language acquisition. It means that vocabulary is the key of the language. Because without vocabulary we cannot communicate and interact with the other people.

2. Word of Vocabulary

Harmer (1991) summarizes that knowing a word means knowing about meaning, word use, word formation, and word

grammar. It means that learning vocabulary not only learning about the new words but also how to be use the words or vocabulary into correct usage. Firstly, the meaning of a words is determined by the context where it is formed and also determined by its relation to other words. The example of the words is vegetables which has general meaning whereas carrot is more specific. Secondly, word meaning is also governed by metaphors and idioms, e.g the words hiss refers to the noise of snake and to someones threat to others. In collocation, a word goes with each other, such as, headache, earache, etc. In addition, style and register is applied by differenting the language to be used by someone either in a formal or informal context, for example hello (formal) and hi (informal). Thirdly, word formation may also create word meaning by seeing them on their grammatical contexts. It can be looked at how the suffixes and the prefixes works (im-, or in-) such as in imperfect and perfect, inappropriate and appropriate. The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, preposition, conjunction, synonym, antonym, etc. Here is the explanation of knowing a word:

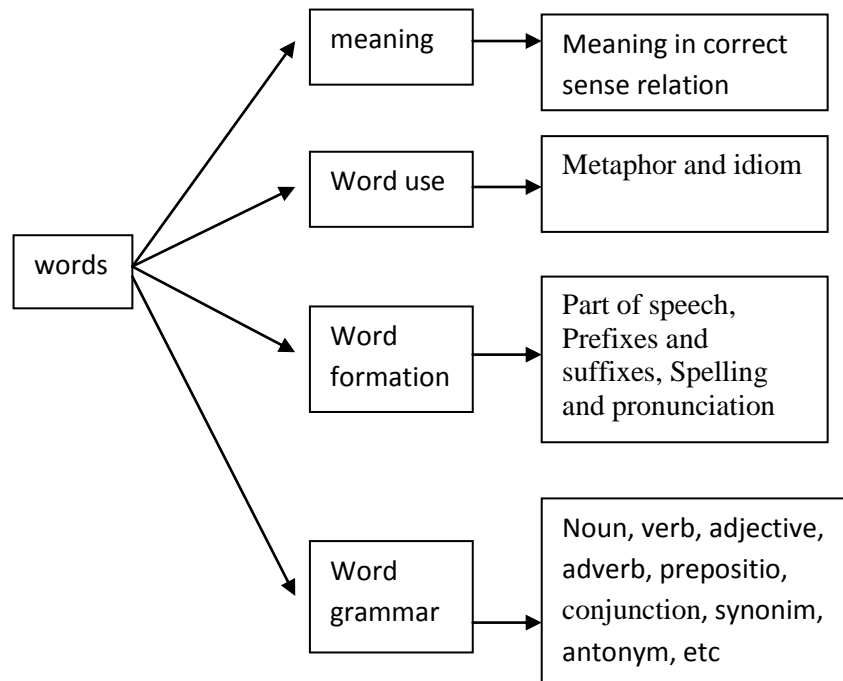


Figure 2.1:Knowing a Word

(Harmer, 1991)

Based on the scope of the research, the researcher just focuss to explain about synonym and antonym of word vocabulary, they are:

a. Synonym

Synonym is two words that can be interchange in a context, which said to be synonyms relative to that context. To know the students ability to recognize synonym, it will help to provide them with a view that there are many words in english have the same meaning. They should encourage themselves to enlarge their vocabulary by recognize the synonym. Crane, et

al. in Rosalez (2012) states that the word synonym is defined as the meaning of words, which are supposedly alike but the pronunciation are different, for example, a smart girl or a clever girl. These two phrases seem do not different in meaning.

From definition above, it can be concluded that synonym is the term to refer to words that have same meaning in all possible context of the fact that the words can interchangeably used or not.

b. Antonym

The word antonym derived from “anti” which means “contradict”. Therefore, antonym is a word that has contradicted meaning with other words. The effective method to find out the antonym of the words is by consulting the english encyclopedia. Particularly the special dictionary that discuss antonym. Therefore, te students will be able to find out the antonym words and practice it. Crane, et al. in Rosalez (2012) defines the antonym as the relationship that is hold between words that are opposite in meaning. The antonym are usually the written of words in pairs system where a word is opposite to another. For example, black and white, quick and fast, hard and soft, etc.

Based on definition above, antonym is two words that express opposing concept. Some opposite spring easily to mind for cultural reason or because of the way in which language words.

3. Types of Vocabulary

Teaching about vocabulary, there are some vocabularies that the learners must know in learning the language. According to Montgomery (2007), there are 4 types of vocabulary:

a. Listening vocabulary

The word we hear and understand. Starting in the womb, fetuses can detect sound as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. The amount of words modeled is much less than a hearing child incidental listening vocabulary.

b. Reading vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the second largest vocabulary if

you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

c. Speaking vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: most adults use a mere 5,000 to 10,000 words for all their conversation and instruction. This number is much less than our listening most likely due to ease of use.

d. Writing vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, than to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

4. The Important of Vocabulary

Vocabulary is the basic to communication, its impossible for someone to participate in a conversation whenever she or he cannot understand or recognize the meaning of the key words used by other people. To express an idea or ask some information, a person must be able to produce lexical items to convey his/her meanings.

Thus, its very difficult for someone to participate in a coneverstaion when he or she only has a little vocabulary

Moreover, Thornbury (2002) in Ayuningtyas (2011) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someones knowledge of words. This implies that the succes of the learner in learning a language depends on not only the size of vocabulary he or she has learned but also vocabulary building.

Vocabulary mastery is important in extensive reading. Without enlarging their vocabulary, students cannot reda successfully. Having a good mastery of vocabulary makes it possible for them to use the language for communication because they are aware of the ideas and attitudes that are represented by words. Therefore, anyone who learned a language successfully must enlarge his or her vocabulary mastery.

To show how important vocabulary is, Bromley (2004) states that vocabulary holds some important roles in teaching-learning process. They are as follow:

1. *Promoting Fluency*. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate,

process more material more quickly and have better comprehension than less fluent readers.

2. *Boosting Comprehension.* Vocabulary knowledge strongly influences comprehension. On a component analysis of component analysis of comprehension, word meanings were found to make up 74% of comprehension.
3. *Improving Achievement.* A large vocabulary means a large found of conceptual knowledge which makes academic learning easier.
4. *Enhancing Thinking and Communication.* Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. The teacher must have a good, effective, and efficient method in order that the teaching vocabulary is successful. If someone can master cocabulary wall, they will be able to promote fluency, boost comprenesion, improve achievment and enhance thinking communication.

C. Concept of Extensive Reading

1. Definition of Extensive Reading

Extensive Reading is a technique in teaching reading is defined as a situation where students read a lot of materials in their level in a new language: they read for general, for overall meaning, and for information at one with enjoyment (Bamford and Day, 2004., cited in Ferdila, 2014).

Extensive Reading is reading which involves students reading long text such as book, journals, article and papers. The aim is for general understanding with the intention of enjoying the text. After reading, the students are asked to write a summary of the text (Ferbawanti, 2012)

Based on the definition of Extensive Reading, it can be concluded that Extensive Reading Activities is method in learning process, where the students reading as many different kinds of English book, journals and paper for pleasure and only need a general understanding of the content.

2. Principles for Teaching Extensive Reading

Bamford and Day (2004), put forward ten principles for an Extensive Reading approach to teaching reading. They deal with the nature of Extensive Reading and the conditions and methodology necessary for its success:

- a. The reading material is easy

This is the most important principle of Extensive Reading for language learning because students are unlikely to succeed in reading extensively if they have to struggle with difficult material.

- b. A variety of reading material on a wide range of topics is available

Variety means that learners can find things they want to read. Whatever their interest. Different kinds of reading material also encourage a flexible approach to reading. Learners are led to read for different reason.

- c. Learners choose what they want to read

Self selection of reading material is the basis of Extensive Reading, and it puts students in a different role from that in a traditional classroom, where a teacher chooses or the textbook supplies reading material. Learners are also free, indeed encouraged, to stop reading anything that is not interesting or that they find too difficult.

- d. Learners read as much as possible

The language learning benefits of Extensive Reading come from quantity of reading. For the benefit of Extensive Reading to take effect, a book a week is an appropriate goal.

- e. Reading speed is usually faster rather than slower

Because learners read material that they can easily understand, it encourages fluent reading. Dictionary use is normally discouraged because it interrupts reading, making fluent reading impossible. Instead, learners are encouraged to ignore or guess at the few unknown language items they may meet.

- f. The purpose of reading is usually related to pleasure, information and general understanding

In contrast to academic reading and intensive reading, and the detailed understanding they require, Extensive Reading encourages reading for pleasure and information. Rather than 100 percent comprehension, learners aim only for sufficient understanding to achieve their reading purpose.

- g. Reading is individual and silent

Learners read at their own pace. In some schools, there are silent reading periods when students read their self-selected books in the classroom. It is done out of the classroom in the student's own time, when and where the student chooses.

- h. Reading is its own reward

Because the learner's own experience is the goal, Extensive Reading is not usually followed by comprehension questions.

At the same time, teachers may ask students to complete some kind of follow up activity after reading.

- i. The teacher orients and guides the students

Extensive Reading is different in many ways from traditional classroom practice, and teacher need to explain to students what it is, why are doing it, and how to go about it. The teacher will also want to keep track of what and how much students read and their reaction to what was read in order to guide them in getting the most out of their reading.

- j. The teacher is a role model of a reader

If the teacher reads some of the same material that the students are reading and talks to them about it, this gives the students a model of what it is to be reader. Teacher and student can become an informal reading community, experiencing together the value and pleasure to be found in the written word.

3. Procedure of Extensive Reading in the Classroom

Implementation Extensive Reading programe needs commitmen from teaher and students. Here are some activities of implementation of Extensive Reading programe proposed by Fanshao in Sudirman (2016). They are:

- a. The teacher can ask their students to fill a shortrecord form containing the name of the book they red, its level, how long

they need to read the book, a brief comment about quality of the book, etc.

- b. The students have to present an oral report on each book they read in front of the class or in a reading group. The reports cover the name of the book, type of the story, setting, whether the book is enjoyable or well written or not.
- c. Group discussion consists of four or five students. It is organized based on the students who read the same book. After the discussion ends, they can prepare an oral book report or a written review that they have to present to others in front of the classroom. These activities can help them to improve their speaking and writing abilities.
- d. Teacher can provide individual counseling, he can ask the students about their reading experience, their progress, their problems and the teacher can give the best solution to overcome the problem found. This activity can be done when the other students engage their reading.
- e. The students get reward from the teacher depends on the quantity of reading they do. This activity is purposed to motivate the students to read more.

4. The Role of Extensive Reading in Language Learning

According to Bell (1998). The role of Extensive Reading programs in fostering learners progress in reading development and improvement, there are ten roles, they are: it can provide comprehensible input, it can enhance learners general language competence, it increases the students exposure to the language, it can increase knowledge of vocabulary, it can lead to improvement in writing, it can motivate learners to read, it can consolidate previously learned language, it helps to build confidence with extended texts, it encourages the exploitation of textual redundancy, and it facilitates the development of prediction skills.

Learning vocabulary through Extensive Reading is very good to apply in teaching English especially in learning vocabulary. The teacher can apply it both in classroom and out of classroom because Extensive Reading can do wherever we want, it is easy to do.

D. Conceptual Framework

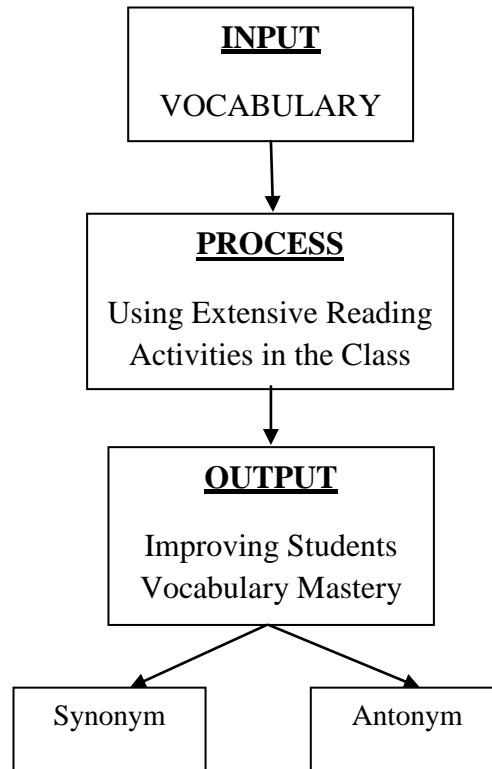


Figure 2.2: Conceptual Framework

There are three elements will be explained in this research, they are briefly explaine as follow:

1. Input refers the researcher gives a vocabulary test to every students in the classroom.
2. Process refers to implementation of Extensive Reading Activities
3. The output refers to the vocabulary mastery.

E. Research Hypotheses

Based on the review of literature and conceptual framework above, the hypotheses is formulated as follows:

Null Hypothesis (H0) : There is no significant effect of the use of Extensive Reading Activities in improving the students vocabulary.

Alternative Hypothesis (H1) : There is significant effect of the use of Extensive Reading Activities in improving the students vocabulary.

CHAPTER III

RESEARCH METHOD

This chapter deals with the resesarch design, population and sample, variable and indicator, research instrument, procedure of data collection, and technique of data analysis.

A. Research Design

In this research, the researcher used Pre-experimental Design. There was one class as the sample. Pre-test, treatment, and post-test were given to the sample. The design of this research as proposed by Sugiyono (2013) is follows:

Table 3.1: Research Design

X_1	Y	X_2
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Sugiyono (2013)

Where:

X_1 : Pre-test

Y : Treatment use Extensive Reading Activities

X_2 : Post-test

1. Pre-test

The pretest administered to the students before the treatment. It was intended to find out the basic vocabulary the students who were trained through Extensive Reading Activities.

2. Treatment

The researcher using Extensive Reading as the treatment to the students. The treatment are: the researcher introduce and explain about Extensive Reading and word vocabulary (synonym and antonym), the researcher can ask their student about the stories ever they read, the researcher distributed the reading material, the students choose the reading material based on what they want to read, the researcher invite the students to read and understand the material in silent way, after reading the students make reading report about the material, the researcher make group discussion for the students based on the same reading material, after discussion ends, they can to present the result discussion in the front of the class, after that the researcher invite the students to carry out and understand about synonym and antonym based on the given a task, the last The students get reward from the teacher. This activity are purposed to motivate the students to read more.

3. Post-test

After the treatment, the post-test was given to the students to find out the students vocabulary improvement. The result of the test was calculate in order to measure whether or not the students got

progress in vocabulary improvement toward the use of Extensive Reading Activity.

B. Population and Sample

1. Population

The population of the research was the first year students of SMA Negeri 4 Takalar in Academic Year 2018/2019. It consisted of six classes, namely: X MIA 1 until X MIA 6. Each class consisted of 30 students, thus the total number of the students was 180 students.

2. Sample

The samples of this research was through purposive sampling. The researcher took one class sample of the research, especially X MIA 3 that consists of 30 students. It used treatment Extensive Reading Activities. The researcher applied purposive sampling because it was the best technique in assuring the representativeness of the sample from the accessible population.

C. Variable and Indicator

1. Variable

The research consist of two variables namely independent and dependent variables: the independent variable was the use of

Extensive Reading Activities. The dependent variable was the students vocabulary improvement.

2. Indicator

The indicator of Extensive Reading Activities on improving students vocabulary were identifying specific synonym and antonym.

D. Research Instrument

The instruments to collected the data of this research was vocabulary test. The purpose of the vocabulary test was to know the students improvement in vocabulary. The form of test was 30 items of matching word. The test administered in two sections. The pre-test was intended to find out the prior knowledge of the students and it was before treatment. The post-test was given after the treatment to find out the vocabulary improvement of the students.

E. Procedure of Data Collection

The researcher collected the data by using the following procedures:

- a. The researcher makes research instrument.
- b. The researcher asks permission from the institute.
- c. The researcher comes to SMA Negeri 4 Takalar.

- d. The researcher take the data for knowing population at Tenth Grade of SMA Negeri 4 Takalar.
- e. The researcher chooses X MIA 3 class by purposive sampling technique for using Extensive Reading Activities.
- f. The researcher was given pre-test to students.
- g. The researcher was given treatment used Extensive Reading Activities.
- h. The researcher was given post-test to students.
- i. Analyzing the test by students.

F. Technique of Data Analysis.

The data was collected from the test of vocabulary that analyzed by using the following procedures:

1. Tabulating the score of the students test. The gain score is covert to a set of score of maximum of 100 by using the following simple formula:

$$\text{A Students Score} = \frac{\text{the students correct answer}}{\text{the total number of items}} \times 100$$

Then classifying the score of the students into seven levels as follows:

Table 3.2: Classification of Students Score

Score	Category
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
0-35	Very poor

(Depdiknas, 2006 in Hajrah, 2014)

2. Calculating the mean score of the students test by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum X$ = The sum of all score

N = The number of the students

(Gay, 1981 in Rosalez, 2012)

3. The percentage of increasing achievement used the following formula: $X_2 - X_1$

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P = Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

(Gay, 1981 in Rozalez, 2012)

4. Finding out the standard deviation of learners pre test and post test :

$$SD = \frac{\sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}}{N-1}$$

Where:

SD = Standard deviation

$\sum X$ = The sum of all score

$(\sum X)$ = The square of the sum

N = The number of the students

(Gay, 1981 in Rozalez 2012)

5. The significance difference between the students' pre- test and post- test, the researcher applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T = Test of significance

D = The difference between the method pairs
($X_1 - X_2$)

\bar{D} = The mean of Ds

$\sum D^2$ = The sum of the square

$(\sum D)^2$ = The square of $\sum D$

N = Number of students

(Gay, 1981 in Rozalez 2012)

6. The criteria for the hypothesis testing is as follows:

Table 3.3:Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDING AND DISCUSSION

This chapter of the research deals with the findings of the research and discussion of the findings. The findings presented in this part consist of the data obtained through the test about the students vocabulary improvement through Extensive Reading Activities. The findings presented in this chapter is based on the analysis of data collected.

A. The Findings

The findings of this research deal with the students' scores of pre-test and post-test, the students' scores of indicators, the frequency and the rate percentage of the students' scores, standar deviation and hypothesis testing of the samples. In result of data analysis was found that the application of Extensive Reading can improve the students' vocabulary. The improvement of the students' vocabulary can be seen in the following table:

1. The Improvement of the Students' Vocabulary in Term of Synonym

Table 4.1: The Students' Mean Score of Indicator

Indicator	Pre-Test Score	Post-Test Score	Improvement %
Students Vocabulary in term Synonym	59,07	86,64	46,67%

The table above indicates that there is improvement on the students vocabulary in term synonym from pre-test to post-test, which in pre-test of the students mean score achievement in synonym 59,07 but after giving a treatment the students vocabulary in term synonym become 86,64. Therefore, the improvement of the students vocabulary in term synonym from the pre-test to post-test is 46,67 %

2. The Improvement of the Students' Vocabulary in Term of Antonym

Table 4.2: The Students' Mean Score of Indicator

Indicator	Pre-Test Score	Post-Test Score	Improvement %
Students Vocabulary in term Antonym	64,80	87,97	35,75 %

The table above indicates that there is improvement on the students vocabulary in term synonym from pre-test to post-test, which in pre-test of the students mean score achievement in synonym 64,80 but after giving a treatment the students vocabulary in term synonym become 87,97. Therefore, the improvement of the students vocabulary in term synonym from the pre-test to post-test is 35,75 %

3. The Students' Rate Percentage and Frequency in term of Synonym

The students result on vocabulary improvement through Extensive Reading Activities in pre-test and post-test was shown in the following:

Table 4.3: The Students' Score Classification in term Synonym of Pre-test and Post-test

No.	Classifications	Range	Pre-Test		Post-Test	
			Freq	%	Freq	%
1.	Excellent	96-100	-	-	5	16,67
2.	Very Good	86-95	3	10	15	50
3.	Good	76-85	3	10	7	23,33
4.	Fairly Good	66-75	7	23,33	1	3,33
5.	Fair	56-65	3	10	-	-
6.	Poor	36-55	12	40	2	6,67
7.	Very Poor	0-35	2	6,67	-	-
Total			30	100	30	100

The table above shows that the frequency and percentage of the students vocabulary in term synonym are different between pre-test and post-test. The result of pre-test only 3 (10%) students was classified as very good, 3 (10%) students was classified good, 7(23,33%) students was classified as fairly good, 3 (10%) students was classified as fair, 12 (40%) students was classified poor, 2

(6,67%) students was classified as very poor, and none students got excellent.

After applied the Extensive Reading Activities, the result in post-test 5 (16,67%) students was classified as excellent, 15 (50%) students was classified as very good, 7 (23,33%) students was classified good, 1 (3,33%) students was classified as fairly good, 2 (6,67%) students was classified poor, and none students got fair and very poor . It is mean that the students' vocabulary in term of synonym can improve through Extensive Reading Activities.

4. The Students' Rate Percentage and Frequency in term of Antonym

The students result on vocabulary improvement through Extensive Reading Activities in pre-test and post-test was shown in the following:

Table 4.4: The Students' Score Classification in term Antonym of Pre-test and Post-test

No.	Classifications	Range	Pre-Test		Post-Test	
			Freq	%	Freq	%
1.	Excellent	96-100	-	-	7	23,33
2.	Very Good	86-95	4	13,33	18	60
3.	Good	76-85	4	13,33	1	3,33
4.	Fairly Good	66-75	10	33,33	1	3,33

5.	Fair	56-65	3	10	-	-
6.	Poor	36-55	7	23,33	3	10
7.	Very Poor	0-35	2	6,67	-	-
Total			30	100	30	100

The table above shows that the frequency and percentage of the students vocabulary in term antonym are different between pre-test and post-test. The result of pre-test only 4 (13,33%) students was classified as very good, 4 (3,33%) students was classified as good, 10 (33,33%) students was classified fairly good, 3 (10%) students was classified as fair, 7 (23,33%) students was classified as poor, 2 (6,67%) students was classified as very poor and none students got excellent.

After applied the Extensive Reading Activities, the result in post-test 7 (23,33%) students was classified as excellent, 18 (60%) students was classified as very good, 1 (3,33%) students was classified good, 1 (3,33%) students was classified as fairly good, 3 (3,33%) students was classified poor, and none students got fair and very poor . It is mean that the students' vocabulary in term of synonym can improve through Extensive Reading Activities.

5. The Students' Rate Percentage and Frequency in Vocabulary of the Pre-Test and Post-Test

The findings of the research deal with the rate percentage of the students score obtained through the test, mean score, standard deviation, and test of significance.

a. The Students' Rate Percentage and Frequency

The students result on vocabulary improvement through Extensive Reading Activities in pre-test and post-test was shown in the following:

Table 4.5: The Students' Score Classification Vocabulary

No.	Classifications	Range	Pre-Test		Post-Test	
			Freq	%	Freq	%
1.	Excellent	96-100	-	-	9	30
2.	Very Good	86-95	-	-	15	50
3.	Good	76-85	4	13,33	3	10
4.	Fairly Good	66-75	8	26,67	-	-
5.	Fair	56-65	11	36,67	1	3,33
6.	Poor	36-55	5	16,67	2	6,67
7.	Very Poor	0-35	2	6,67	-	-
Total			30	100%	30	100%

The table above shows that the frequency and percentage of the students vocabulary in term synonym are

different between pre-test and post-test. The result of pre-test only 4 (13,33%) students was classified as good, 8 (26,67%) students was classified as fairly good, 11(36,67%) students was classified as fair, 5 (16,67%) students was classified as poor, 2 (6,67%) students was classified as very poor, and none students got excellent and very good.

After applied the Extensive Reading Activities, the result in post-test 9 (30%) students was classified as excellent, 15 (50%) students was classified as very good, 3 (10%) students was classified good, 1 (3,33%) students was classified as fair, 2 (6,67%) students was classified poor, and none students got fairly goo and very good . It is mean that the students' vocabulary in term of synonym can improve through Extensive Reading Activities.

b. The Mean Score and Standard Deviation

After having calculated the result of the students pre-test and post-test, the standard deviation of the students' vocabulary in vocabulary test are presented in the table below:

Table 4.6: The Standard Deviation in Pre-Test and Post-Test

Type of test	Mean Score	Improvement	Standard Deviation
Pre-test	62,83	38,28%	6,19
Post test	87,27		12,66

The table above showed the students' mean score and standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 62,83 which is classified as "fair" with standard deviation 6,19 and the mean score of the result of the students' post-test 87,27 is classified "very good" with standard deviation 12,66.

c. Test Significant

To know the effectiveness of using Extensive Reading Activities to improve the students vocabulary, the researcher used t-test analysis in the level of significance 0,05 with the degree of freedom (df) = $N-1$ Where N = Number of students (30) therefore $30-1= 29$ and the value t-table is 2,045.

If the t-test value was greater than the t-table at the level of significant 0,05 and degree of freedom 29, thus the alternative hypothesis (H_1) would accepted and null hypothesis (H_0) would be rejected.

Table 4.7: The t-test of the Students' Vocabulary

Indicator	t-test	t-table	Comparison	Classification
Vocabulary	16.402	2.045	t-test > t-table	Significantly

The result of data analysis was the t-test value (16.402) was greater than t-table value (2.045). Based on the result, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

B. Discussions

In this section, the researcher presents the discussion of the findings about the students vocabulary improvement of both pre-test and post-test results. Relation with the findings, of Rashidi and Piran (2011) in their research study, they reported that the effect of Extensive Reading can develop the number vocabulary on Iranian EFL in term of synonym, antonym and collocation. Regarding with the finding of this research, it can be assumed that the use of Extensive Reading Activities can help the students to improve their vocabulary in term synonym and antonym. Based on the findings above, Extensive Reading Activities can improve students vocabulary at Tenth Grade MIA 3 of SMA Negeri 4 Takalar. The result shown that the mean score of the students post-test is increased after giving the treatment. It can be seen through the mean score of the students pre-test which was fair classification become very good classification in the post-test. By seeing the result of the students pre-test, the researcher assumes that the prior knowledge of the students in mastering synonym and antonym seems lack and the result of post-

test indicates that the use of Extensive Reading Activities give significant progress toward the students improvement. Beside that, the t-test value of the students vocabulary improvement was greater than t-table. Similarly, Bell (1998) who state that were ten roles of Extensive Reading Activities. One of them namely increasing knowledge of vocabulary. Regarding with this point, it means that Extensive Reading Activities is effective in improving students vocabulary.

1. The Improvement of the Students' Vocabulary in Term of Synonym

The improvement of the students achievement in vocabulary by using Extensive Reading Activities had effective effect. The researcher found that before the applied of Extensive Reading Activities the students pre-test mean score in synonym was fair classification. But after applied of Extensive Reading Activities, the students score in the post-test become very good. The students thought that the teaching vocabulary through using Extensive Reading Activities was very helpful to improve their vocabulary. The effective of using Extensive Reading Activities should fulfill what they need to memories the vocabulary, how to make the subject interesting to it is easy to save in mind.

The data had been showed that in pre-test there were many students inadequate score. In pre-test, some students found many

difficulties in vocabulary. It make them could not distinguish between synonym and antonym. It was different with post-test that some of them got higher score than the value in pre-test. The students got significant development after treatment.

The researcher analyzed that Extensive Reading Activities is influence of students vocabulary. The researcher corrected the Extensive Reading Activities with the principle and procedure as a guide treatment for teaching vocabulary in the class. Beside that, the researcher also focused students vocabulary in term of synonym. These component also were a guideline of researcher in scoring the students vocabulary test.

By looking at the test finding, the result of post-test showed that the students had significant progress, most of the students got very good classification. Therefore, using Extensive Reading Activities in this research had a big influence for the students vocabulary because can help the students to improve their vocabulary in term synonym.

2. The Improvement of the Students' Vocabulary in Term of Antonym

Students vocabulary in term antonym it is supported by the mean score of the students on pre-test and post-test. The improvement of students in vocabulary had improvement. The

researcher found that before the application of Extensive Reading Activities, the students pre-test mean score in term antonym was fair, while after application of Extensive Reading Activities the students mean score in the post-test became very good. There is improvement before and after applied the Extensive Reading Activities. The students thought that the teaching vocabulary through using Extensive Reading Activities was very helpful to improve their vocabulary. The effective of using Extensive Reading Activities should fulfill what they need to memories the vocabulary, how to make the subject interesting to it is easy to save in mind.

The data had been showed that in pre-test there were many students inadequate score. In pre-test, some students found many difficulties in vocabulary. It make them could not distinguish between synonym and antonym. It was different with post-test that some of them got higher score than the value in pre-test. The students got significant development after treatment.

The researcher analyzed that Extensive Reading Activities is influence of students vocabulary. The researcher corrected the Extensive Reading Activities with the principle and procedure as a guide treatment for teaching vocabulary in the class. Beside that, the researcher also focused students vocabulary in term of

antonym. These component also were a guideline of researcher in scoring the students vocabulary test.

By looking at the test finding, the result of post-test showed that the students had significant progress, most of the students got very good classification. Therefore, using Extensive Reading Activities in this research had a big influence for the students vocabulary because can help the students to improve their vocabulary in term antonym.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter present the conclusion and suggestion based on the research finding and discussion.

A. Conclusions

Considering the data analysis and the discussions in the previous chapter, the use of Extensive Reading Activities at Tenth Grade MIA 3 of SMA Negeri 4 Takalar is effective to improve the students vocabulary achievement. It is proved by the mean score of the students pre-test and post-tets were significantly different. It can be seen from the students mean score of pre-test was 62,83 (fair classification), while the mean score of post-test was 87,27 (very good). Beside that, the t-test value of the students vocabulary improvement was greater than t-table value.

B. Suggestions

Based on the conclusion above, the researcher proposes the following suggestions:

1. Based on the success implementation of Extensive Reading Activities, the English Teacher at Tenth Grade MIA 3 of SMA Negeri 4 Takalar can use that in teaching English to Improve the students vocabulary especially vocabulary in term synonym and antonym.

2. For the next researchers, this research can be used as reference to apply Extensive Reading Activities. It is suitable reference to applied to improve students vocabulary in term synonym and antonym.

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APPENDIX A

PRE-TEST AND POST TEST

Name :

Class :

Order Number :

Multiple Choice

A. Choose the correct answer that match with their synonym !

1. Happy

- a. Sad b. Glad c. Puppy d. Relaxe

2. Garden

- a. Park b. Part c. Garniture d. Place

3. Beautiful

- a. Ugly b. Pretty c. Smart d. Diligent

4. Little

- a. Large b. Bit c. High d. Title

5. Great

- a. Little b. Low c. Excellent d. Greasy

6. Children

- a. Son b. Brother c. Sister d. Kid

7. Everybody

- a. Everything b. Everyday c. Everyone d. Human

18. Big

- a. Ball b. Small c. Large d. Huge

19. Envy

- a. Jealous b. Hate c. Head d. Like

20. King

- a. Queen b. Prince c. Kin d. Castle

Mathcing the Words

A. Mathcing the words that agree with their synonym of the right column !

21. Focus	a. Damaged
22. Delicous	b. Absolute
23. Quite	c. Serious
24. Broken	d. Image
25. Picture	e. Tasty

B. Mathcing the words that agree with their antonym of the right column !

26. Brother	f. White
27. True	g. Noisy
28. Black	h. Father

29. Mother	i. sister
30. Silent	j. False

Key answer:

Multiple choice

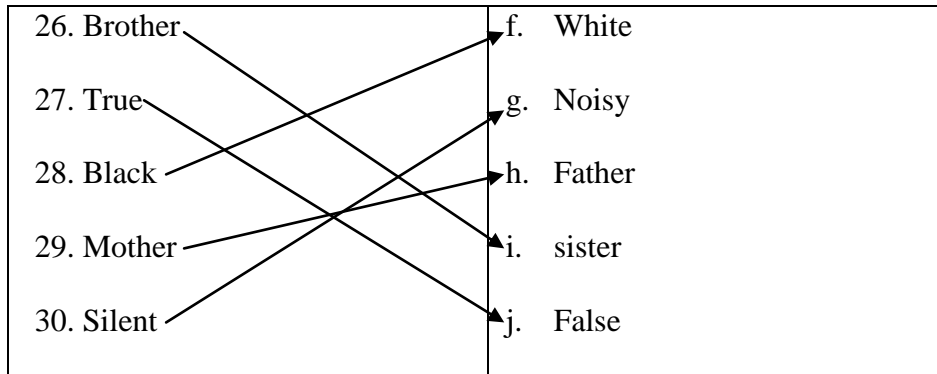
- | | | | |
|------|------|-------|------|
| 1. B | 6. D | 11. B | 16.C |
| 2. A | 7. C | 12.A | 17.A |
| 3. B | 8. B | 13. A | 18.B |
| 4. B | 9. C | 14. D | 19.D |
| 5. C | 10.A | 15.C | 20.A |

Mathcing the Words

A. Mathcing the words that agree with their synonym of the right column !

21. Focus	a. Damaged
22. Delicious	b. Absolute
23. Quite	c. Serious
24. Broken	d. Image
25. Picture	e. Tasty

B. Matching the words that agree with their antonym of the right column !



APPENDIX B

LESSON PLAN

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah	: SMA Negeri 4 Takalar
Pelajaran/ Aspek	: Bahasa Inggris/ vocabulary (synonym dan antonym)
Materi	: Teks Narrative
Kelas/ Semester	: X/1
Alokasi waktu	: 5 x pertemuan (2 x 45 menit)

A. Kompetensi Inti

- **KI-1:** Menghayati dan mengamalkan ajaran agama yang dianutnya.
- **KI-2:** Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI-3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI-4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1 mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3 menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10 menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya
- 4.15 menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.

C. Indikator

Mengidentifikasi kosakata berupa synonym dan antonym

D. Tujuan

Setelah mengikuti proses pembelajaran diharapkan siswa dapat:

1. Memahami dan memaknai teks naratif
2. Meningkatkan kosakata (synonym dan antonym)

E. Model/ Metode Pembelajaran

Extensive Reading Method

F. Materi Pembelajaran

Read the following book !

The Happy Prince and Other Tales

(Oscar Wilde)

G. Langkah-langkah Pembelajaran

- a. Kegiatan Awal
 - Salam dan tegur sapa
 - Pembelajaran diawali dengan doa
 - Mengecek kehadiran siswa
 - Menghubungkan pengetahuan siswa dengan yang akan dipelajari
 - Motivasi siswa
- b. Kegiatan Inti
 - Menjelaskan penerapan metode Extensive Reading dalam pembelajaran
 - Menjelaskan pada siswa tentang kosata berupa sinonim dan antonim
 - Menanyakan siswa tentang cerita yang pernah ditemui
 - Membagikan materi bacaan naratif pada siswa
 - Siswa memilih materi bacaan yang ingin dibaca
 - Meminta siswa untuk membaca dan memahami teks narative dengan tenang
 - Setelah membaca siswa mengisi report bacaan.
 - Mengelompokkan siswa sesuai dengan bacaan yang sama.
 - Siswa mendiskusikan materi bacaan yang sama dengan teman kelompoknya.
 - Setiap perwakilan kelompok tampil didepan kelas untuk mempresentasikan hasil diskusinya.

- Menginstruksikan kepada siswa untuk mencari dan memahami kosakata tentang synonym dan antonym pada tes yang diberikan.
- Guru memberikan reward agar siswa termotivasi untuk membaca lagi selanjutnya.

c. Kegiatan Penutup

- Guru menanyakan kesulitan siswa selama kegiatan belajar mengajar
- Guru menyimpulkan pelajaran
- Guru menutup pelajaran dan mengakhirinya dengan salam.

H. Media/Alat

Buku cerita

I. Penilaian

Teknik : meminta siswa menjawab beberapa pertanyaan

Bentuk : pertanyaan tulisan

Instrument : Vocabulary test (multiple choice)

J. Rubrik Penilaian

No	Skor
1	10
2	10
3	10
4	10
5-10	10

Takalar, 2018
Penulis

Sariayu

APPENDIX C

TEACHING MATERIAL

Story book about “The Hapy Prince and Other Tales” (Oscar Wilde), its included some title:

1. The Happy Prince

Exercise

*Choose the correct answer that match with their **synonym** !*

1. Happy

- a. sad b. puppy c. relaxe d. glad

2. long

- a. time b. High c. small d.short

3. beautiful

- a. pretty b. diligent c. smart d. ugly

4. quite

- a. absolute b. kwait c. quick d. absolve

5. little

- a. large b. Bit c. High d. Title

*Choose the correct answer that match with their **antonym** !*

6. prince

- b. princely b. princess c. King d. Frances

7. fine

- b. bad b. Great c. Good d. final

8. Clean

b. Dirty b. Clear c. Neat d. Good

9. Before

b. After b. Now c. befool d.begin

10. Soft

a. Small b. Hard c. Simple d. Smart

2. The Nightingale and the Rose

Exercise

*Choose the correct answer that match with their **synonym** !*

1. Garden

a. park b. Part c. Garniture d. Place

2. bit

a. little b. Title c. High d. large

3. Beautiful

a. Pretty b. ugly c. smart d. Small

4. Broken

a. Perfect b. destroyed c. demaged d. middle

5. Afraid

a. Anxious b. Calm c. Happy d. Glad

*Choose the correct answer that match with their **antonym** !*

6. Young
 c. Old b. Kid c. Family d. parents
7. true
 c. love b. False c. Righth d. Fall
8. Brother
 c. Son b. Daughter c. Song d. Sister
9. Daughter
 c. Son b. Sister c. Father d. Family
10. After
 a. Before b. Continue c. Front of next

3. The Selfish Giant

Exercise

*Choose the correct answer that match with their **synonym** !*

1. Children
 a. son b. Kid c. Brother d. Sister
2. Little
 a. large b. Title c. Family d. Bit
3. Quite
 a. absolute b. kwait c. quick d. absolve
4. Delicious
 a. Diligent b. ^{Beginning} c. Task d. tasty

5. Happy

- a. Puppy b. Glad c. Sad d. Relaxe

*Choose the correct answer that match with their **antonym** !*

6. Hard

- a. Soft b. Slow c. solve d. Sofar

7. Long

- a. high b. Large c. Lose d. Time

8. Big

- a. Small b. Long c. Large d. High

9. Boy

- a. Girl b. Sister c. Son d. Brother

10 Sad

- a. Happy b. Cry c. Sadden d. Puppy

4. The Devoted Friend

Exercise

*Choose the correct answer that match with their **synonym** !*

1. Good

- a. Bad b. Broken c. Kind d. Weak

2. children

- a. kid b. Son c. Sister d. Brother

3. Beautiful

- a. Diligent b. Smart c. Pretty d. Ugly

4. Envy

- a. Jealous b. Like c. Enter d. Love

5. Garden

- a. Part b. Park c. Place d. Garniture

*Choose the correct answer that match with their **antonym** !*

6. Father

- a. Brother b. Mother c. Sister d. Family

7. large

- a. Small b. Smart c. Big d. Huge

8. Son

- a. Father b. Sister c. Brother d. daughter

9. Honest

- a. True b. Fair c. False d. Honey

10. Young

- a. Old b. Son c. Kid d. family

5. The Remarkable Rocket

Exercise

*Choose the correct answer that match with their **synonym** !*

1. Great

- a. Little b. Excellent c. Low d. Greasy
2. long
- a. love b. Hard c. High d. Lose
3. Picture
- a. Image b. Figure c. Place d. Frame
4. Everybody
- a. Human b. Everyone c. Everyday d. Everything
5. Glad
- a. Sad b. Happy c. Bad d. Envy

*Choose the correct answer that match with their **antonym** !*

6. King
- a. Queen b. Prince c. Kin d. Price
7. silent
- a. single b. quiet c. Silence d. Noisy
8. True
- a. Love b. Fall c. False d. Right
9. Princess
- a. King b. Price c. Prince d. Queen
10. Hard
- a. Soft b. Slow c. solve d. Sofar

6. The Sphinx Without a Scret

Exercise

Write down vocabulary you know in term synonym and antonym, and write the meanings!

APPENDIX D

THE RESULT OF THE STUDENTS VOCABULARY IN PRE-TEST

Sample	Pre-Test		Score	Classification
	Synonym	Antonym		
S-1	53,3	66,6	59,9	Fair
S-2	60	46,6	53,3	Poor
S-3	40	46,6	66,6	Fairly good
S-4	33,3	40	43,3	Poor
S-5	53,3	60	56,6	Fair
S-6	46,6	66,6	56,6	Fair
S-7	66,6	53,3	59,9	Fair
S-8	46,6	66,6	56,6	Fair
S-9	60	66,6	63,3	Fair
S-10	46,6	80	63,3	Fair
S-11	20	33,3	26,6	Very poor
S-12	46,6	60	53,3	Poor
S-13	60	80	70	Fairly good
S-14	40	66,6	53,3	Poor
S-15	73,3	73,3	73,3	Fairly good
S-16	46,6	26,6	36,6	Poor
S-17	60	66,6	63,3	Fair
S-18	73,3	46,6	59,9	Fair
S-19	86,6	66,6	76,6	Good
S-20	73,3	73,3	73,3	Fairly good
S-21	80	53,3	66,6	Fairly good
S-22	53,3	73,3	63,3	Fair

S-23	53,3	80	66,6	Fairly good
S-24	86,6	86,6	86,6	Very good
S-25	66,6	86,6	76,6	Good
S-26	73,3	86,6	79,9	Good
S-27	46,6	66,6	56,6	Fair
S-28	66,6	80	73,3	Fairly good
S-29	86,6	53,3	69,9	Fairly good
S-30	73,3	86,6	79,9	Good
ΣX	1772,2	1944,1	1884,9	
\bar{X}	59,07	64,80	62,83	Fair

APPENDIX E

THE RESULT OF THE STUDENTS VOCABULARY IN POST-TEST

Sample	Post-Test		Score	Classification
	Synonym	Antonym		
S-1	86,6	100	93,3	Very good
S-2	100	93,3	96,6	Excellent
S-3	93,3	100	96,6	Excellent
S-4	80	40	60	Fair
S-5	93,3	100	96,6	Excellent
S-6	93,3	93,3	93,3	Very good
S-7	93,3	86,6	89,9	Very good
S-8	93,3	86,6	89,9	Very good
S-9	86,6	93,3	89,9	Very good
S-10	80	93,3	86,6	Very good
S-11	53,3	46,6	49,9	Poor
S-12	86,6	93,3	89,9	Very good
S-13	80	100	90	Very good
S-14	80	93,3	86,6	Very good
S-15	93,3	100	96,6	Excellent
S-16	46,6	53,3	49,9	Poor
S-17	93,3	86,6	89,9	Very good
S-18	93,3	66,6	80	Good
S-19	100	93,3	96,6	Excellent
S-20	86,6	93,3	89,9	Very good
S-21	93,3	86,6	89,9	Very good
S-22	80	93,3	86,6	Very good

S-23	66,6	93,3	79,9	Good
S-24	100	93,3	96,6	Excellent
S-25	100	93,3	96,6	Excellent
S-26	93,3	100	96,6	Excellent
S-27	80	80	80	Good
S-28	93,3	93,3	93,3	Very good
S-29	100	93,3	96,6	Excellent
S-30	80	100	90	Very good
ΣX	2599,2	2639,1	2618,1	
X	86,64	87,97	87,27	Very good

APPENDIX F

THE STUDENTS' TOTAL SCORE VOCABULARY

Sample	Score		X_1^2	X_2^2	D ($X_2 - X_1$)	D ²
	Pre-Test (X_1)	Post-Test (X_2)				
S-1	59,9	93,3	3588,1	8704,8	33,4	1115,5
S-2	53,3	96,6	2840,8	9331,5	43,3	1874,8
S-3	66,6	96,6	4435,5	9331,5	30	900
S-4	43,3	60	1874,8	3600	16,7	278,8
S-5	56,6	96,6	3203,5	9331,5	40	1600
S-6	56,6	93,3	3203,5	8704,8	36,7	1346,8
S-7	59,9	89,9	3588,1	8082,1	30	900
S-8	56,6	89,9	3203,5	8082,1	33,3	1108,8
S-9	63,3	89,9	4006,8	8082,1	26,6	707,5
S-10	63,3	86,6	4006,8	7499,5	23,3	542,8
S-11	26,6	49,9	707,5	2490,1	23,3	542,89
S-12	53,3	89,9	2840,8	8082,1	36,6	1339,5
S-13	70	90	4900	8100	20	400
S-14	53,3	86,6	2840,8	7499,5	33,3	1108,8
S-15	73,3	96,6	5372,8	9331,5	23,3	542,8
S-16	36,6	49,9	1339,5	2490,1	13,3	176,8
S-17	63,3	89,9	4000,8	8082,1	26,6	707,5
S-18	59,9	80	3588,1	6400	20,1	404,1
S-19	76,6	96,6	5867,5	9331,5	20	200
S-20	73,3	89,9	5372,8	8082,1	16,6	275,5
S-21	66,6	89,9	4435,5	8082,1	23,3	542,8
S-22	63,3	86,6	4006,8	7499,5	23,3	542,8

S-23	66,6	79,9	4435,5	6384,1	13,3	176,89
S-24	86,6	96,6	7499,5	9331,5	10	100
S-25	76,6	96,6	5867,5	9331,5	20	400
S-26	79,9	96,6	6384,1	9331,5	16,7	278,8
S-27	56,6	80	3203,5	6400	23,4	547,5
S-28	73,3	93,3	5372,8	8704,8	20	400
S-29	69,9	96,6	4886,1	9331,5	26,7	712,8
S-30	79,9	90	6384,1	8100	10,1	102,1
TOTAL	1884,9	2618,1	123257,4	233135,4	733,2	19876,58

APPENDIX G

THE STUDENTS MEAN SCORE OF THE STUDENTS' TEST

1. Vocabulary

Mean Score of the Students Pre-Test

$$X = \frac{\sum X}{N}$$

$$\sum X_1 = 1884,9$$

$$N = 30$$

$$X = \frac{1884,9}{30}$$

$$X_1 = 62,83$$

Mean Score of the Students Pos-Test

$$X = \frac{\sum X}{N}$$

$$\sum X_1 = 2618,1$$

$$N = 30$$

$$X = \frac{2618,1}{30}$$

$$X_1 = 87,27$$

2. Synonym

Mean Score of the Students Pre-Test

$$X = \frac{\sum X}{N}$$

$$\sum X_1 = 1772,2$$

$$N = 30$$

$$X = \frac{1772,2}{30}$$

$$X_1 = 59,07$$

Mean Score of the Students' Post-Test

$$X = \frac{\sum X}{N}$$

$$\sum X_2 = 2599,2$$

$$N = 30$$

$$X = \frac{2599,2}{30}$$

$$X_2 = 86,64$$

3. Antonym

Mean Score of the Students Pre-Test

$$X = \frac{\sum X}{N}$$

$$\sum X_1 = 1944,1$$

$$N = 30$$

$$X = \frac{1944,1}{30}$$

$$X_1 = 64,80$$

Mean Score of the Students' Post-Test

$$X = \frac{\sum X}{N}$$

$$\sum X_2 = 2639,1$$

$$N = 30$$

$$X = \frac{2639,1}{30}$$

$$X_2 = 87,97$$

APPENDIX H

THE PERCENTAGE OF INCREASING ACHIEVEMENT

1. The Improvement of the Students Vocabulary

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{87,27 - 62,83}{62,83} \times 100$$

$$P = \frac{24,44}{62,83} \times 100$$

$$P = 38,28\%$$

2. The Improvement of the Students in term Synonym

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{86,64 - 59,07}{59,07} \times 100$$

$$P = \frac{27,57}{59,07} \times 100$$

$$P = 46,67\%$$

3. The Improvement of the Students in term Antonym

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{87,97 - 64,80}{64,80} \times 100$$

$$P = \frac{23,17}{64,80} \times 100$$

$$P = 35,75\%$$

APPENDIX I

STUDENTS STANDARD DEVIATION IN PRE-TEST AND POST-TEST

A. Vocabulary

Pre-test

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{123257,4 - \frac{(1884,9)^2}{30}}}{30-1}$$

$$SD = \frac{\sqrt{123257,4 - \frac{3552848,1}{30}}}{30-1}$$

$$SD = \frac{\sqrt{123257,4 - 118428,2}}{29}$$

$$SD = \frac{\sqrt{1114,1}}{29}$$

$$SD = \sqrt{38,41}$$

$$SD = 6,19$$

Post-test

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{233135,4 - \frac{(2618,1)^2}{30}}}{30-1}$$

$$SD = \frac{\sqrt{233135,4 - \frac{6854447,6}{30}}}{30-1}$$

$$SD = \frac{\sqrt{233135,4 - 228481,5}}{29}$$

$$SD = \frac{\sqrt{4653,8}}{29}$$

$$SD = \sqrt{160,47}$$

$$SD = 12,66$$

APPENDIX J

TEST OF SIGNIFICANT DIFFERENCE

A. t-Test

1. Vocabulary

$$\text{Notes: } \quad \Sigma D = 733,2$$

$$\Sigma D^2 = 19876,58$$

$$N = 30$$

$$D = \frac{\Sigma D}{N} = \frac{733,2}{30} = 24,44$$

$$t = \frac{D}{\frac{\sqrt{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{24,44}{\frac{\sqrt{19876,58 - \frac{(733,2)^2}{30}}}{30(30-1)}}$$

$$t = \frac{24,44}{\frac{\sqrt{19876,58 - \frac{537582,24}{30}}}{30(29)}}$$

$$t = \frac{24,44}{\frac{\sqrt{19876,58 - 17919,40}}{870}}$$

$$t = \frac{24,44}{\frac{\sqrt{1957,18}}{870}}$$

$$t = \frac{24,44}{\sqrt{2,24}}$$

$$t = \frac{24,44}{1,49}$$

$$t = 16,402$$

B. t-Table

For level of significance (α) = 0,05

Degree of freedom (df) = $N-1=30-1=29$

t- Table = 2.045

APPENDIX K

DISTRIBUTION OF T-TABLE

P (Level of Significance) (One Tailed Test)				
Df	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.945	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.05	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

APPENDIX L

ABSENCE

No.	Name	Pre-test	Treatment					Post-test
			1	2	3	4	5	
1	Sarmila	√	√	√	√	√	√	√
2	Alfira	√	√	√	√	√	√	√
3	Andi Muhammad Ramlan	√	√	√	√	√	√	√
4	Fajriansyah Irwan	√	√	a	√	√	√	√
5	Fathul Aiman	√	√	√	√	√	√	√
6	Fiska Aulia	√	√	√	√	√	√	√
7	Fitri Rismayanti	√	√	√	√	√	√	√
8	Putri Anarasia	√	√	√	√	√	√	√
9	Hasnul Anggara	√	√	√	√	√	√	√
10	Hendrik	√	√	√	√	√	√	√
11	Junaedi	√	√	a	√	√	√	√
12	Karmila	√	√	√	√	√	√	√
13	Kartini	√	√	√	√	√	√	√
14	Maryam Saputri	√	√	√	√	√	√	√
15	Muh Adnan Adriawan	√	√	√	√	√	√	√
16	Muh Arifin Kahar	√	√	√	√	√	√	√
17	Asma Nurhaera	√	√	√	√	√	√	√
18	Muhammad Thalib	√	√	√	√	√	√	√
19	Muh Ilham. R	√	√	√	√	√	√	√
20	Sarmita	√	√	√	√	√	√	√
21	Nur Annisa	√	√	√	√	√	√	√
22	Nurul Aulia	√	√	√	√	√	√	√
23	Nurul Muhlisa	√	√	√	√	√	√	√

24	Patmawati	√	√	√	√	√	√	√
25	Putri Aulia Warda	√	√	√	√	√	√	√
26	Rayhan Namaskara	√	√	√	√	√	√	√
27	Rima Putri	√	√	√	√	√	√	√
28	Riskandi Yahya	√	√	√	√	√	√	√
29	Risky Triwahyuni Usman	√	√	√	√	√	√	√
30	Salmaati	√	√	√	√	√	√	√

APPENDIX M
DOCUMENTATION

Pre-Test



Treatment





Post-Test



CURRICULUM VITAE



The writer, Sariayu, was born on June 4th, 1996 in Gowa from the marriage of Abbas Gau and Saribanong. She is the second of two siblings.

She began her studies in elementary school (SD Negeri No. 96 Kalongkong) in 2002 and graduated in 2008. In the same year, she continued her study to junior high school (MTs Muhammadiyah Mandalle) and graduated in 2011, then she continued her study to senior high school (SMA Negeri 4 Takalar) and graduated in 2014. And in August 2014, she was registered as a student of English Department of FKIP on Strata One Program in Muhammadiyah University of Makassar.

At the end of her study, She could finish her thesis with title **The Effect of Extensive Reading Activities in Improving Students Vocabulary at Tenth Grade of SMA Negeri 4 Takalar (A Pre-Experimental Research).**