

## AN ANALYSIS OF LEARNING METHOD IN IMPLEMENTASI KURIKULUM MERDEKA BY MANDIRI BELAJAR AT ELEVENTH GRADE OF SMK SWASTA PRAMA ARTHA

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### ABSTRACT

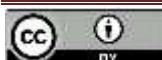
*This research aims to find out the effect of extensive reading on vocabulary mastery at the eighth grade SMP Y.P Keluarga Pematangsiantar. This research used quantitative with true-experimental method approach. Population of this research was eighth grade with 3 classes which consists of 82 students and the sample of this research was 52 students in two class. The technique of collecting data was pre-test and post-test. The technique of analyzing data by using SPSS version 21.0. The result of research was  $T_{count} (16.932) > T_{table} (4.382)$  at the significance level  $\alpha = 0.05$  with the degrees of freedom (df) = 26. It means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the evidence from the research results, the post-test has a higher score than the pre-test. From these results it was concluded that there was a significant difference in Vocabulary Mastery before and after being given treatment using Extensive Reading as a learning method. Therefore, the Writer believes that using Extensive Reading utilized to be used on the students' Vocabulary mastery at eighth grade of SMP Y.P Keluarga Pematangsiantar. Because the use of Extensive Reading as a method for vocabulary mastery is highly effective. Extensive Reading positively influences students' reading skill for Vocabulary Mastery, and engagement in the learning process. Therefore, Extensive Reading can be considered an effective and enjoyable teaching strategy for improving vocabulary Mastery among junior high school students.*

**Keywords:** Extensive Reading, Vocabulary Mastery, Quantitative Research, English Language Teaching, True-Experimental Design

## I. INTRODUCTION

### The Background of Study

Language is a collection of vocabulary combined to convey meaning in communication or to link sounds among humans. As language learners, it is essential for us to master vocabulary so that we can form well-structured sentences that are easily understood by others. In this world, there are many languages used for communication. One of these is English, which has become an international language used for communication across the globe. Crystal (2000:1) states that English is a global language. This statement reflects the idea that English is used by various nations to communicate with people worldwide. Therefore, English is considered both an international and a global language. Extensive reading has specific goals and demands. One of the demands of this approach is that readers must be able to grasp important information in the text quickly to ensure effective reading.



Two key aspects of extensive reading are speed and accuracy. Speed means the ability to use time effectively to find information in the text, while accuracy means that the information gathered is correct, even though the reading is done quickly.

Based on the explanation above, the writer is interested in conducting research on extensive reading and students' vocabulary achievement. This study aims to understand and clarify the impact of extensive reading on vocabulary mastery, specifically focusing on eighth-grade students at SMP YP. Keluarga, Pematang Siantar.

### **The Problem of Study**

Based on the background of the study, the Writer question is: what is the Effect of Extensive Reading On Vocabulary Mastery at the Eight Grade Student of SMP Y.P Keluarga Pematangsiantar?

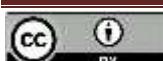
### **The Objective of Study**

The study limited on on improving students' vocabulary mastery through extensive reading activities in class VIII of SMP Y.P Keluarga Pematangsiantar. The level of students to be studied is grade VIII students at SMP Y.P Keluarga Pematangsiantar. In this study, the Writer will explore how the extensive reading method can contribute to students' vocabulary development. Grade VII students are chosen as the research subjects because they are at an important stage in language learning, where good vocabulary mastery is needed to support their language skills.

## **II. THE REVIEW OF LITERATURE**

### **General concept of reading**

Reading is one of the skills that we must master in English. reading is one of the activities that a person uses to learn to increase vocabulary in communication. by reading students can gain vocabulary, information, and also knowledge that is useful for them, although they still have to learn how to be a good reader with complex English texts. students need more ways and methods about understanding how to read well to get enough vocabulary in communication. As said by Day and Bamford who define reading as a process of how a reader understands a written message and connects it with the knowledge he already has. Meanwhile, Ruddell said that reading is an act of constructing meaning when transacting with text. Readers can get meaning from the author, the page, or anywhere. So, they make meaning from the interaction between previous knowledge and experience with new information.



## Method of Reading

Reading is the act of interpreting printed and written word. Through reading, we get new ideas, inspirations, get needed information, seek support for our ideas, add to our pleasure, and broaden our interest. To get as expected above, of course it may need way or method in reading. In reading, there are two methods. They are intensive reading and extensive reading. But in this case, we are going to discuss extensive reading only.

### A). Extensive Reading

Extensive reading is how to read in enjoyment. The enjoyment is a positive reinforcement that could make someone read even faster and more. In extensive reading programme, one of the fundamental requirements for success is that students should be reading material which they can understand. The students are free to choose the book that interests them.<sup>26</sup> It means the students can easily understand reading based on their interests with pleasure and positive reinforcement.

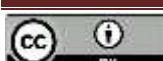
According to Mikulecky and Jeffries, there are some hints for success in extensive reading. The first is to set a goal. The reader should decide how many books that he would like to read during the semester. Make reading a part of daily routine is the next hint. The reader needs to set a time and place for reading. The reader needs to read at least thirty minutes at a time so that he or she can become involved in his or her book. Keeping a journal also can make a reader gain success in extensive reading. By writing about reactions to the book or any thoughts that are stimulated by reading can help a reader gain success in extensive reading.

## III. THE METHOD OF RESEARCH

### The Research Design

Research design is a systematic plan or strategy for collecting and analyzing data in a study, with the aim of achieving research objectives efficiently and validly. The research design acts as a guide for Writers in carrying out each stage of the research, from planning, data collection, to data analysis. according to Silaen (2018) Research design is a design regarding the entire process required in planning and conducting research.

According to Creswell (2014) Research design is the specific procedures involved in the research process: data collection, data analysis, and report writing. In this study, the Writer employed a quantitative approach with a pre-experimental design. Quantitative research emphasizes understanding the reasons behind the research problem and seeks to uncover



various responses from a larger population. Additionally, the outcomes of this method typically present data through statistics, tables, and graphs by collecting information that can be analyzed numerically. The aim of the quantitative research method is to validate pre-established hypotheses and derive generalized conclusions. 1992 : 9) said that a research is a process which involves defining a problem, stating an objective, and formulating an hypothesis. It involves gathering information, classification, analysis, and interpretation to see to what extent the initial objective has been achieved.

### **The Location of Research**

The location of the will conducted at SMP Y.P Keluarga Pematangsiantar.

### **Source of the Data**

The source of data in this research is the subject or location from which the data can be collected for the purpose of the research. Source of data of this research are the student's participations in the eighth grade SMP Y.P Keluarga Pematangsiantar. In this research, the researcher chose a quantitative approach consisting of pretest and posttest.

### **The Technique of Collecting Data**

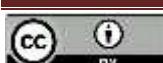
Data was collected through a reading comprehension test consisting of 10 multiple-choice questions. Data is an important aspect in conducting quantitative descriptive research. The tests were administered as a pre-test before treatment and a post-test afterward. Each question assessed indicators such as identifying main ideas, vocabulary, inferences, and supporting details.

Source data

### **The Technique of Analyzing Data**

The data of students' score for pre-test and post-test was analysed by using SPSS version 26.00. The researcher will show and explain about data frequency, statistical table, test normality, test of homogeneity and test of hypothesis. From the result of the data processing, to prove whether there was any significance different between students' ability on reading or not by using Extensive Reading on Vocabulary Mastery at the eighth grade in SMP Y.P Keluarga Pematangsiantar.

Before starting the treatment, the researcher administered a pre-test to adequately assess the students' reading comprehension. This pre-test was developed to assess many facets of their reading comprehension, such as grammar, coherence, and vocabulary. After the treatment, the researcher conducted a post-test to test the improvement of students' reading comprehension using mind mapping in learning technique.



#### IV. ANALYSIS OF DATA

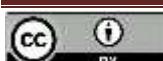
##### Data Analysis

Based on the table of Anova above, the Writer found that the total of sum of squares between groups and within the groups is 52111.510. The df (degree of freedom) in between groups is 1 and the df (degree of freedom) within groups is 50. In addition, the mean square between groups is 218.530 and the mean square within groups is 99.860. Then between groups have sum of squares is 218.530 and within groups have sum of squares is 4992.980. Based on the table,  $f_{\text{count}} 2. > f_{\text{table}} 2,78$  = at significance level  $\alpha = 0,05$  with degrees of freedom (df) = 50. Based on the table above, it means that  $H_a$  is accepted, there is significant Effect of Extensive Reading on Vocabulary Mastery at the Eight Grade SMP Y.P Keluarga Pematangsiantar.

#### V. CONCLUSION AND SUGGESTION

##### Conclusion

Based on the discussion in the previous chapter, it was clear that applying the Extensive Reading can develop and increase the students' Vocabulary Mastery. It can be found out in the post-test score from the experimental class is higher than the post-test score from control class. Implementing the Extensive Reading in learning activity encouraged to the students' ability in writing. It can increase student's understanding about the content, organization, grammar, vocabulary and also can increase students' writing skill. Depend on the data of the analysis, it can be concluded that hypothesis testing of post-test scores, it is found that  $t_{\text{count}} = 10.416 > t_{\text{table}} = 1,689$  at the significance level  $\alpha = 0,05$  and degrees of freedom (df) = 35, null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means that there are significantly differences on students' writing skill ity by Extensive Reading Method and without using Extensive Reading Method at eight grade students of SMP Y.P Keluarga Pematang Siantar. Moreover, this is caused by in applying Extensive Reading, the writer saw the enthusiasm, the curiosity, and the happiness of the students in practice their English ability, especially in writing such as trying to drawing, describe their best friend that they have, telling the how the friend by descriptive text in english confidently or otherwise so that students unconsciously were able to master and enrich their new english expressions by doing Extensive Reading. In control class, the students were not interested to enrich their Reading skill but made the students saturated and bored in improving their Reading Skill. That is the main reason why the post-test score from



the experimental class is higher than the post-test from control class, because the students in the experimental class learned by feeling happy and confident without pressure in learning English, especially in writing.

## Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

a. For Teacher

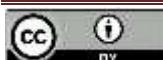
Teachers should use this approach to help students to improve their vocabulary. English teachers should be selective and understand what students need to improve their vocabulary such as reading materials that match their level, easy materials and reading with pleasure. Teachers should use this approach to help students improve their vocabulary. In addition, teachers should also provide interesting and meaningful learning activities that expose students to new words in a variety of contexts. This can include discussions, storytelling, games and writing tasks that reinforce vocabulary retention and encourage students to actively use the new words they learn.

b. For Student

Extensive reading activities should be implemented in the learning process because not only can increase students' vocabulary but also can help students to increase other skills because activities of extensive reading where students reading with a lot material. It provides with a chance to get accustomed to new vocabulary. Therefore, students can develop their writing skill and reading comprehension and etc. Extensive reading activities should be implemented in the learning process because not only can increase students' vocabulary but also can help students to increase other skills because activities of extensive reading where students reading with a lot material. It provides with a chance to get accustomed to new vocabulary. Therefore, students can develop their writing skill and reading comprehension and etcetera. In addition, extensive reading can foster students' motivation and confidence in using English, as they are exposed to authentic language use in a relaxed and enjoyable manner. This positive experience encourages a lifelong reading habit, which ultimately supports their overall language development.

c. For Future Research

This research can become one reference for the next researchers related to their research. The next researcher can develop this topic more such as use this approach to enhance students' writing skill or another skill.



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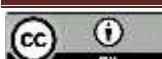
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