The Effectiveness Of Students Vocabulary Achievement Through Intensive Reading In MTs Al Washliyah Kolam

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ABSTRACT

This research aimed to obtain the empirical evidence of the effectiveness of Intensive reading on students' reading comprehension. The sample of this research was students of class VII – I (as experimental groups) and VII – II (as control group) of the Mts Al Washliyah Kolam. The researcher used the Experimental Design as the method for the research. The students consists 2 groups, namely experimental group and control group. This research used pre-test and post-test.The result of the conclusion of t-test is that t-observed value : 11.38 with degree of freedom (df) = 76 is higher than the value of t-table (1,99). In conclusion, those findings in imply that the alternative (Ha) : Intensive Reading on vocabulary achievement is accepted and null hypothesis (Ho) is rejected. As a result, the impact of Intensive Reading has a significant effect on student vocabulary achievement.

Keywords	Intensive Reading, Reading Comprehension

PENDAHULUAN

A language is a system of arbitrary vocal symbols used for human communication (Wardhaugh, in Ramelan, 1984). Language is one of communication tools used to understand and to express information, thought and feeling. It is also a media for developing science and technology. English language in Indonesia is a very important function in some aspects of life. It is not only as a purpose of international communication, but it is also as an information vehicle in transferring and developing science and technology. In all levels of educational institutions, the use of English is unavoidable.

Language skills such as listening, speaking, reading, and writing as well as language elements: vocabulary and structure must be taught to the students in all levels. In addition, Goodman said that "Reading is a precise process. It involves exact, detailed, sequential perception and identification of letters, words, spelling patterns and large language units". And reading is crucial skill for all of students who want to learn a language, because reading can affect

other skills and build learners' vocabulary. Aspects of reading are usually included in an English test. They included vocabulary, main idea and reference.

Reading is highly effective to extending our command of language, so it has an important place in classrooms, where language learning is the central purpose(Nutall,1983). However, According to Mc Laughlin in Celce Murcia (2001) reading is the most complex and difficult skill that students should master at school. Reading is an activity to obtain information about something. It is very important for teachers to improve students' mastery of English. The goal of junior high school English is to develop the reading skills of junior high school students.

The current reality students' reading skills conditions have not reached that target as expected. It can be caused by several factors such as students themselves are indeed low ability, lack of students' vocabulary so that they have difficulty reading, students do not play an active role in the learning process, or methods that teach teachers are less attractive. The teacher's method is less attractive so that it makes students pay less attention to the lesson.

This problem also occurred at the Mts Al Washliyah Kolam . Based on observations, many students are lacking in reading, as well as students who read texts from beginning to end, they have difficulty translating the language because students lack vocabulary of reading which makes them not absorb well information about / on reading. This lack of vocabulary really affects them in reading. Finally, learning to read does not go well, students must be able to absorb information from each reading text, they do word for word translations. This fact shows that many students fail to understand the reading text. The teacher provides a method that is less attractive to students, the teacher usually does not pay attention to the learning process but on learning outcomes. The teacher is more concerned with the value obtained by students than the process of making students understand.

Previous researcher by Nilam Ayu Dinarti, 2009. "The study aims to see whether intensive reading activities can improve students' reading comprehension in descriptive texts using experimental methods, by obtaining pre-test and post-test data and the result that the experimental class average score is higher in the control class".

In this research, the research focus on the investigating whether there is an affect of the students vocabulary achievement after being taught through intensive reading. The researcher will use intensive reading as a techinique in teaching vocabulary. It is hoped that intensive reading can improve the students' vocabulary achievment. Therefore, This researcher is entitled "The Effectiveness of Students Vocabulary Achievement Through Intensive Reading

at the First Year Student in Mts Al Washliyah Kolam.

METODE PENELITIAN

In this case, the researcher used the Experimental Design as the method for the research. The students consists 2 groups, namely experimental group and control group. This research used pre-test and post-test. The procedures of the research showed below:

Table 1.
Design Of Research

Group	Measurement	Independent variable	Measurement
Experimental Group	Pre- Text	Intensive Reading (treatment)	Post-test
Control Group	Pre-Text	Without treatment	Post-text

In collecting data the researcher used the technique of pre-test, treatment, and post- test that can be seen below. Without knowing data collection techniques, the researcher was not get data that meets the data standards applied. The data collection techniques used in this study were test and non-test (observation sheet).

a. Test

The test aims to obtain data from the pretest and posttest results in science subjects. The pretest was used to determine the initial state of the student, namely whether there was a difference in conceptual understanding between the experimental group and the control group. While the posttest was given as the final step to determine the difference in concept analysis skills after being given treatment.

b. Non Test

Non-test was used to measure students' social skills during the research process in the form of observation sheets and learning implementation sheets assessed by the observer.

HASIL DAN PEMBAHASAN

Testing hypothesis should be done in order to know whether the hypothesis is accepted or rejected. The hypothesis is accepted if the t-test > t-table, but it is rejected if the t-test < t-table. In this research, from the t-

calculation of score by using t-test for degree freedom (df) 78, at the level value is 1.992 in degree freedom (df) of this t-observed is later compare to table critical value at df = 76 since the value of t-observed higher than value (11.38> 1,992).

To prove the hypothesis, the data were analyzed by using t-formula. the basic theory that the researcher used :
- t-obs > t-table (p= 0.05) with df 76
- 11.38> 1.99 (p=0.05) with df 76

Thus, the alternative hypothesis (Ha) was accepted.

Table 2.
The Standard Deviation of the Experimental Group

No	Initial Name	$y_1 - y_2$ (y)	(Dy) (y-My)	Dy^2
1	AA	13.3	-0.21	0.0441
2	AP	13.3	-0.21	0.0441
3	AFS	6.7	-6.81	46.3761
4	AH	6.7	-6.81	46.3761
5	ABHW	13.4	-0.11	0.0121
6	A	13.4	-0.11	0.0121
7	ASS	6.7	-6.81	46.3761
8	AA	13.3	-0.21	0.0441
9	AS	20	6.49	42.1201
10	AP	6. 7	-6.81	46.3761
11	BZR	13.4	-0.11	0.0121
12	CN	13.3	-0.21	0.0441
13	DP	13.3	-0.21	0.0441
14	DAJ	6.6	-6.91	47.7481
15	EAP	20	6.49	42.1201
16	FAF	13.3	-0.21	0.0441
17	F	13.4	-0.11	0.0121
18	KS	20	6.49	42.1201
19	MYM	26.7	13.19	173.9761
20	MR	6.7	-6.81	46.3761
21	NRIP	26.7	13.19	173.9761
22	NK	26.7	13.19	173.9761
23	NAP	13.4	-0.11	0.0121

24	NA	13.3	-0.21	0.0441
25	NLJ	20	6.49	42.1201
26	PAS	13.4	-0.11	0.0121
27	P	6.7	-6.81	46.3761
28	RP	6.6	-6.91	47.7481
29	RAI	6.6	-6.91	47.7481
30	RANA	26.7	13.19	173.9761
31	RF	20	6.49	42.1201
32	RAH	6.6	-6.91	47.7481
33	RAB	13.3	-0.21	0.0441
34	SVA	13.3	-0.21	0.0441
35	SM	6.7	-6.81	46.3761
36	SN	6.7	-6.81	46.3761
37	VA	13.3	-0.21	0.0441
38	YA	13.3	-0.21	0.0441
	TOTAL	**513.5**	**0.12**	**1469.064**

Dy = Deviation score of the control group

Dy² = The Square of the deviation of the control group

Best on data above, the calculation is obtained as follows :

X   = 1073.1

Y   = 513.5

Mx = 26.827

My = 13.51

Dx² = 2532.8

Dy² = 1469.064

Nx   = 40

Ny   = 38

$$T = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$T = \frac{26.827 - 13.51}{\sqrt{\left(\frac{2532.8 + 1469.064}{40 + 38 - 2}\right)\left(\frac{1}{40} + \frac{1}{38}\right)}}$$

$$T = \frac{13.317}{\sqrt{\left(\frac{4.001.86}{76}\right)\left(\frac{2}{78}\right)}}$$

$$T = \frac{13.317}{\sqrt{(52.657)(0.026)}}$$

$$T = \frac{13.317}{\sqrt{1.37}}$$

$$T = \frac{13.317}{1.17}$$

$$T = 11.38$$

Based on the calculating above, it was found that t-test is 11.38. The researcher used the 5% (0.05) alpha level of significant as usually educational research. Determining degree of freedom (df), with formula:

Df = (Nx + Ny) – 2
  = (40 + 38) – 2
  = 78

So, in the table (t_t) is 1.992.

Research Finding

The result of the data above. based on the analyzed and testing hypothesis, the writer findings of the research the effectiveness of using Intensive Reading through of students vocabulary achievement to were describe as the following :

- The students who were taught by using Intensive Reading got higher score than the students who were taught without Intensive Reading.

Based on the finding of research, it was found that students vocabulary achievement in experimental class taught by Intensive Reading was higher then students in control class without Intensive Reading.. From the data i got it the lowest for pre-test in experimental group was 40 and the highest was 66.6.

The lowest score of post test was 60 and the highest was 100. The lowest score for pre test of the control group was 33.3 and the highest was 66.6. The lowest score of the post test was 53.3 and the highest was 93.3.

For hypothesis by using t-test, it was found that t-observed 11.38 and t-table 1.99. It means that Ha was accepted and Ho was rejected. In the other word, the vocabulary learning intensive reading in experimental class significantly affected on students vocabulary achievement in grade VII – A.

From the results of the study, it can be seen that learning using intensive reading methods for learning is more effective for students and can make students easier because they are interested in the applied learning model.

Discussion

The goal of the research is whether intensive reading can have an effect on increasing students' vocabulary. The results of the calculation of this study indicate that intensive reading is effective on the vocabulary achievement of the seventh grade students of MTS AL - Washliyah. Based on the description data, the table presents the pre-test and post-test of students' learning achievement of vocabulary achievement. The pre-test was conducted to determine the students' abilities before being given the intensive reading method. The results of the pre-test showed that the average value of the experimental class was 54.145 while the average value of the control class was 51.718. After that, a post-test was to measure student achievement from both classes. The results of the post stated that the average value of the experimental class was 80,972 while the average value of the control class was 65,237, this indicates that intensive is effective for increasing students' vocabulary in reading. In addition, the researcher performed statistical hypothesis analysis using the t-test.

Thus, the alternative hypothesis (ha) was accepted.

The results prove that intensive reading can have a significant effect on vocabulary achievement in reading in class VII MTS Al Washliyah. Furthermore, these results are supported by several previous studies conducted by Yeni Afriyani, Mukhaiyar and Hamzah (2018), and Nilam Ayu Dinarti (2019). First, the research conducted by Yeni Afriyani Mukhaiyar and Hamzah used the class action method while in this study using experiments. In addition, their research carried out three cycles consisting of four steps, namely planning, action, observation, and reflection. This study aims to see whether intensive reading techniques can improve students' reading comprehension results. And the sample research was conducted by primary school. And then research by Nilam Ayu diniarti, has the same method as the current researcher, namely the experimental method, this study aims to improve reading comprehension of the sample students in this study high school students. In conclusion, although previous studies have differences with the author's research, they are still considered as supporters of this study. Thus the research proves that intensive reading has a significant effect on vocabulary achievement in reading.

KESIMPULAN

After analyzing the data, it can be conclude that students vocabulary achievement by using Intensive Reading has a significant effectiveness than in class that did not applying Intensive Reading. The result of the conclusion of t-test is that t-observed value : 11.38 with degree of freedom (df) = 76 is higher than the value of t-table (1,99). In conclusion, those findings in imply that the alternative (Ha) : Intensive Reading on vocabulary achievement is accepted and null hypothesis (Ho) is rejected. As a result, the impact of Intensive Reading has a significant effect on student vocabulary achievement.

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