IMPROVING STUDENTS’ VOCABULARY MASTERY IN READING BY USING EXTENSIVE READING AT SMK SINAR HUSNI 2 BM

Meningkatkan Kosa Kata Siswa Dalam Membaca Dengan Menggunakan Extensive Reading

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Abstract: The aimed of this research was to find out improvement of the students’ vocabulary by Extensive Reading at SMK 2 BM Sinar Husni. This research was a classroom action research. It consisted of two cycles. The procedure research in every cycle consisting of four stage. They planned, act, observed, and contemplating. The subject of research consisted of 30 students from XI SMK Sinar Husni. Post test results in cycle1 there are 8 or 27% of students' who pass through KKM, next to do post test 2 authors give a short story different from cycle1 called "this was fate ". The result of post-test 2 in the second cycle suggests that 26 or 84% pass KKM and that the score is 79.335% of the repairs. This means that the student's vocabulary from the first cycle to the second cycle is successful.

Keywords: vocabulary, extensive reading, improving

Abstrak: Tujuan penelitian ini adalah untuk menemukan peningkatan kosakata siswa dengan membaca secara ekstensif di SMK 2 BM harapan Husni. Penelitian ini adalah penelitian aksi di ruang kelas. Terdiri dari dua siklus. Penelitian prosedur dalam setiap siklus terdiri dari empat tahap. Mereka merencanakan, bertindak, mengamati, dan merenungkan. Subyek penelitian terdiri dari 30 mahasiswa dari XI SMK harapan Husni. Hasil tes di cycle1 ada 8 atau 27% siswa 'yang melewati KKM, di samping melakukan Post test 2 authors memberikan cerita singkat berbeda dari cycle1 disebut "this was fate ". Hasil pasca-tes 2 di siklus kedua menunjukkan bahwa 26 atau 84% berlalu KKM dan bahwa skor adalah 79.335% dari perbaikan. Ini berarti bahwa kosakata siswa dari siklus pertama hingga siklus kedua berhasil.

Kata kunci: kosakata, Extensive reading, meningkatkan

1. INTRODUCTION

The Background of The Study

English is the global international language, which means English is spoken by people in almost all parts of the world to communicate. In the global era, Britain assumed an important role as communication of languages used in any sectors of lived, such as commerce, bilaterally relations, politics, knowledge, technology, and any others. In fact, person used the language to claim their sensations, ideas, and desires. English has become the language spoken by any person approximately the world to connected and shared. Person
needs to communicated in their dailies activities and interact with others in their lives. English is used as middle languages in all aspect of nationals relation with others country such as diplomatic, socials, culturals, international commerced and also in educations. In other words, the English language takes an important part in communication, a easy for each nations to communicated with another.

On learning English, student is expect to be ables to masters English skill; Listen, talking, read, and write. If was based on the purpose from the teach English. On make good used of English, the vocabulary one of most grave skills. Vocabulary is the basic ingredient in reaching all four basic language skills. In using that language, rich learners in the vocabulary will successfully express their ideas in speaking, writing, reading and listening.

One from main problem students face in mastered and learn English is a lacks from a vocabulary. To be able on mastered skill in English such as speak, listen, read, and write, students are required to be more diligent in reading in order to improve their vocabulary and not to be afraid to learn English because Vocabulary is the basis for mastering overing English language skill. Vocabulary is unit of letter into word form the group of consumer communitie. Meanwhile, according to Penny (1991: 60) in Julita (2011), vocabulary could be defined as words that taught in a foreign language. In brief, vocabulariya unity of letters that became words that taught in a foreign language.

One of solution to solve the problem is the researcherused extensive reading as a technique in teach vocab to facilitate them to understand and object that want to memorize and interest in vocabulary learning. Extensive reading is one of facility to teach and to learn vocabulary.

Based on pre-observations of researchers at SMK 2 to the hopes of husni, students are baffled in determining the text's principal ideas, making references and inferences, find and vocab. From the teachers' informations at the schools, in is report that must student stills have problem understanding the texts. alot students follow KKM and their have difficulty understanding the English text. found the aboved, the researcher was interest in conduct researched with of subject "increasing the students’ vocabulary mastery of reading by using an extensive reading in SMK hopes of husni 2 BM".

The Problem of The Study

Based on the background of the above studies, the research formula the problems in this way "how to apply extensive reading to enhance student vocabulary mastery of the second letter SMK 2 BM., hopes of Husni
The Objective of The Study

The objectives of the studies focus on “Improving Students’ Vocabulary Mastery By Using Extensive Reading” at SMK 2 BM Sinar Husni.

The Scope and Limitation of The Study

The scope and limits from the studies focused on "increasing of student's vocabulary mastery by using the extensive reading in SMK 2 bm of the hope of husni," the researcher discussed the main problem to be solved especially in engineering to enhance the sense of extensive reading insulting students from the context and the building vocabulary. Extensive reading can help solve the problem of unknown words from the text so that learning can be easily accomplished.

The Significance of The Study

To English teacher at SMK 2 BM Sinar Husni the results of this study could be useful information on how to increase understanding of reading by summarizing unaccustomed word of the contexts and building vocab. It is expect the teacher encourages self to improving them ability to practice teaching reading techniques.

2. REVIEW OF RELATED LITERATURE

The Definition of vocabulary

In learning reading, vocabulary plays an important role. Richards and Renandya (2002: 255) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. They also say that without an extensive vocabulary and reading strategy to acquire new ones, students often find difficulty in understanding the English text. A vocabulary can’t be separate of a languages, that it’s grave and parts from it. Hari Mukti Krida Laksana (1993:127) points out vocabulary is component of a language that maintains all of information about meaning and using word in language. The meaning a vocabulary a grave part of a languages, without a vocab, it can’t be used to retain every the spoken languages. A vocabulary can define a voice the express mean and form an independents units in a languages. Could be said the vocabulary are the smallesst units of speeched the process individuals meanings in order be speaker an interact with another person's vocabulary as well as a group of words.
Based on the experts’ opinion above, vocabulary is important to study because knowing a lot of vocabulary will improve the ability of English skills.

**The Purpose of Learning Vocabulary**

Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use to an increase in vocabulary knowledge. To learn something a person must know the purpose of the things they learn; in this case, the purpose of vocabulary study is to help learners more readily express ideas because vocabulary is all the words contained in language, the properties owned by speakers or writers, the words used in science, compiling lists of words like a dictionary is the brief explanation covered in reading. This problem not only enriches a vocabulary through the study of language but also through other study.

From the experts’ opinion above, it can be concluded that the teaching of vocabulary is the aim of vocabulary learning to help improve speaking using English.

**The Problems of Vocabulary**

There are various good reasons why the use of the component vocabulary in language courses need to be carefully planned. According to Paul Nation (1993), firstly, because different vocabulary gives a greatly different return for learning, it is important to make sure that learners have a good control of the high frequency words of the language before moving on to the less frequent vocabulary. Secondly, the majority of the languages teach course make vocabulary study over difficulty, that it’s must been as resulted off way vocab in a sequential course. From this foregoing we know, the learn and understand a vocabulary is a grave to do in learn the language target, for study, memorize and understand the targeting languages vocab that students’ feel should applied them vocab in speak, understand the texts and to communications. Any of the problem in Indonesian students' face in learning are targets languages like that English in a vocab are that their cannot understanding the relationship amongst the new vocabulary they must learning with the functions of a vocab or a words, so their cannot applied the recent vocabulary in the minded by use it in communicate. From the defined about on writer vocab are inability to interpret word, and vocab be element in language that is very grave to learn.

**Definition of Extensive Reading**

Extensive Reading (ER) simply means extensive reading (extensive and many).
People who actively conduct ER are people who like to read, the reading includes various types, obtained from various sources, and with a large number of readings. In learning English (English teaching), er emerged as one approach to language learning in general, and special reading skills. Harold Palmer and Michael West (each from Europe and India) are believed to be laying the basis for theoretical and implementing practice (Bamford & Day, 1997). Palmer was the first to apply an extensive reading approach, distinguishing it from the intensive (IR) reading. Extensive reading is reading widely and in large quantities, with the main objective of enjoying the reading activity itself, while intensive reading is a reading activity that is only limited to short texts, and is carried out with the aim of understanding the contents of the reading as deep as possible.

Based on the theories explained above, it can be concluded that reading is the process of getting important and meaningful information for multiple purposes in the form of written text. Using extensive reading is a learning strategy for independent learning in or out of class.

**The Objectives in Extensive Reading**

Bell (2001), extensive reading increases reading speed, but keeps it updated with good understanding. With regard to English reading course, reading a lot of text centres on the use of graded readers so that the students read or are involved in reading-related activities for most of each lesson. It also means that the students spend at least one hour a week outside class reading. This principle of independent reading informs the course objectives in the first term. This was to increase the students’ confidence in their ability to read English, to increase the students’ motivation in reading their English. According to experts, the objective of extensive reading is to understand essential content of reading.

**The Advantage of Extensive Reading**

Krashen (1982), Renandya (1991: 1) states that one of the strengths of ER is that it is a very effective medium for providing input, in the form of reading, as much as possible to students. In the Hypothesis Input theory (Krashen, 1982), input is one important component in influencing the success of second language acquisition.

Extensive reading is limited to a few short scriptures, and it is done with a view to getting to the bottom of the reading. As they approach reading teaching skills, both models are then clearly distinguished in various aspects associated with reading, which include: the main purpose of reading, reading, source and type of reading, the number of reading, the speed of reading, and the method of reading.
Based on the opinion of experts above the advantage of extensive reading is developing a reading skill and adding a vocabulary in English.

3. RESEARCH METHODOLOGY

*Research Design*

The designed of this researched is Classroom Action Research (CAR) but the researched focused on particular problems and particular groups of students’ in a certained classrooms. The aimed of used the Classrooms Actions Research was improved student’s vocab mastery on use extensive reading.

Class action research is a kind of research that used in the classroom area. The research method to develop skills of group and a way to solve the problem that appeared in the class area (Suyadi, 2012).

Kemmis and Mc Taggart suggest that component of Classrooms Actions Research were serieses of activitie beganing from a planed of actions untils the last proccess reflection. It called a cycle research. Each cycle consistes of four stages: (1) actions plan, (2) the implementations of the actions, (3) observations and interpretations, and (4) analyze and reflections. Normal, this researched conclude on the seconds cycles (Latief, 2009)

*Research Subject*

Subject matter from the researched is students’ at the second grade SMK Sinar Husni 2 BM the numbers of students’ consisted to 30(thirty). It’s chose base uponed the unstructure interviewed resulted with the English teachers on the classed proved that’s their have the lowested achievements of English tested especialied in vocab amongst the others first grade class. That’s why their needs an appropriated strategies to helps they in improvment them English scoreses by improvment student’s vocabulary.

*Data Collecting Technique*

Technique from data collect on the researched used the data quantitatives, used pretest and posttest. The completed to tell follows as

*Observation*

On the cased, the researched used unstructure or revealing observations. So known
the events in the learn processes. Perhaps above the teachers’ performances during class actions researchs (car), the situations classes in activities class, and student’s responses about to extensive used from the literature to increase their vocabulary.

**Interview**

The writer asked the teachers to known student’s difficulty on vocabulary English, student’s conditions involve in English activities classes, an extensive reading technique use on teachers in vocabulary English Teach.

**Test**

The test use on the researched are pretest and posttest. On pretest was done before implemented card to vocabulary. It’s to measures student’s vocabularie comprehensions on firsted. Meanwhile, the posttest is implement after use extensive reading. On studies, tested to was done on the multiples choice. The tested are helds on to end each cycles.

**Data Analysis Technique**

The quantitative data analyze use on the studies the observations from student’s activitied duried the learn processed, and interviews beforeed and aftered the action (car) studies on the classes. Quantitatives data are obtained from tests performed on the end of the each cycles. The tested consists from several vocabulary question the writer was asked. The analyze USES tests to determine the student's ability to know a vocabulary, how many vocaaries the student has after the researcher has implemented the during methods of cycles. The analyze is as followed. So determine student achievements in every cycles, researchers use statistical analyze. From step were below :

1. Scored on student’s answered the test by using this formula (pusat kurikulum, 2006:32) in juita (2011):
   \[
   \text{Score} = \frac{\text{Students’ correct answer} \times 100}{\text{Total number of students’}}
   \]

2. Classified the scored of the students’ that adapte from (Ufrah. 2009:32) in Juita (2011)

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>very great</td>
<td>90-100</td>
</tr>
<tr>
<td>02</td>
<td>great</td>
<td>70-89</td>
</tr>
</tbody>
</table>
Calculated the who get up to KKM of the students score (Gay, 1981:448)

\[ \% = \frac{N}{f} \times 100\% \]

Notation:
- \(\%\): Percentage
- \(f\): Frequency
- \(N\): The total number of the students

The means scored of the student’s achievements (Gay, 1981:298).

\[ X = \frac{\sum N}{\sum x} \]

Notation:
- \(X\): Mean score
- \(\sum x\): The sum of all score
- \(N\): The number of students

### 3. RESEARCH FINDINGS AND DISCUSSION

**The Result of pre-test**

The pretest has been done before implement the CAR. It was conduct on Tuesday, August 18th 2020. It started from 07.00-07.45 in the morning. The pretest was used to measure the students' vocabulary.

**Table 2. The outcome of Students’ vocabulary Score in Pre-test**

<table>
<thead>
<tr>
<th>No</th>
<th>Inisial name</th>
<th>Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DN</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>AR</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>MS</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>AD</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>MR</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>SR</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>LA</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>DN</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>SP</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>GN</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>SD</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>ES</td>
<td>50</td>
</tr>
<tr>
<td>14</td>
<td>VS</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>BB</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>JS</td>
<td>70</td>
</tr>
</tbody>
</table>
Firstly, to calculated the mean score seen below:

\[ X = \frac{\sum x}{\sum n} \]

\[ X = \frac{1620}{30} \]

\[ X = 54 \]

Next, the writer calculated the class percentages that is pass of criterions from minumum compptence (KKM) use to followed:

\[ p = \frac{f}{n} \times 100\% \]

\[ p = \frac{4}{30} \times 100\% \]

\[ p = 13\% \]

Based of the pretest, the data showed that’s meaning of pretest has 54%. There are just 4 student’s or13% who derived above the criteria from minumum competence (KKM), meanwhile, 26 other are under of the criterions. The meaning scored from abilitie test has 54 that’s means the student’s abilitie in vocabulary still lessed. Therefore, the writer try to applied extensive reading in teaching vocabulary as a tehnicie to improve the students’ vocabulary.

The First Cycle of CAR

This cycle was holded to four meeting for first and second meetings were former to try the object was a competency test. This is has been done on Agust 17, 19, 21,22 The explanation given below:

A. Planning

Planning is the first stage in class action research. Planning is made based on the problems from problems experienced by students’ to problems faced by students when
learning vocabulary is taken from interviews with English teachers. To conduct all this research the first is to prepare the materials. The researcher prepared short story materials to extensive reading such as text, and students worksheets.

B. Action
This is the first meeting to the implementation from CAR, and first cycle, four meetings were made. The researchers started to teach of process learning follow the lesson that has been made by the researchers. At this stage, the researchers has taught in the classroom as a teacher. And the real English teacher in that school only pay attention and observe the researchers when teaching students’ in the classroom, and this meetings, the researchers teaching vocabulary by using extensive reading.

C. Observing
This is the third in the class action research, on the first and the second meetings the researchers inspect the process of learning and teaching. Students’ observe how their work individually or with group to understanding the material. What are the conditions and situations in the classroom that apply extensive reading and to find out the increase in student learning achievement in learning and to see whether extensive reading could improve student vocabulary.

D. Reflecting
Based on the results of observations and student scores, the researchers deduce that are several facet in process learning and teaching they still need to be improved. The results of the observations show that there are many aspects that must be improved in terms of student vocabulary, learning activities, creativity, and interactions when the process learning at the classroom takes place. While in the progress from learn vocabulary, still available a lot obstacles faced by students, there are several students’ have a lack of vocabulary, there are some students’ who have bad vocab, some students who are afraid to come up with ideas, and most of students are unable to express the vocab correctly. From the result of the problems found, and obstacles during the learning and teaching process faced by students, the researcher finally researchers must continue their research to the next cycle.

Table 3. The Students’ learning outcomes vocabulary Score on Post-test 1

<table>
<thead>
<tr>
<th>No</th>
<th>Initial name</th>
<th>PostTest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DN</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>AR</td>
<td>80</td>
</tr>
</tbody>
</table>
Based on the previous observation table, process learning and teaching is still not optimal and therein are still much that need to be improved. In addition, there are some descriptions that have worked well, although they need to be corrected in the next cycle. The reason why students’ do not master vocabulary is because they are not interested in reading dictionary, students also cannot express their opinion because they lack confidence. A lot students’ are still scared and ashamed to speaking.

Table 4. The Students’ learning outcomes Vocabulary Score on Post test 1

<table>
<thead>
<tr>
<th>Num</th>
<th>Standart</th>
<th>Frequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Under KKM(point &lt;75)</td>
<td>20</td>
</tr>
<tr>
<td>02</td>
<td>Get KKM(point 75-80)</td>
<td>8</td>
</tr>
<tr>
<td>03</td>
<td>Get KKM(point&gt;80)</td>
<td>2</td>
</tr>
</tbody>
</table>

Since calculate the pre-test outcome , the researcher calculating the students’ score in the first post-test . To find out the yields from the students’ vocabulary, the researchers needed to calculating the mean first. The results the researchers used the formula:

\[ X = \frac{\sum x}{n} \]
\[ X = \frac{2070}{30} \]
\[ X = 69 \]

Since calculate of the post-test 1 outcome, it bring out of the mean score of post-test 1 yeadid 69. To know that improvement to the percentage of studens’ vocabulary of pre-test upgrade to post-test scrore in cycle 1 by applying by following formulated:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{69 - 54}{54} \times 100\% \]

\[ P = 27\% \]

After that, at the first cycle from post-test 1, there is 8 or 27% studets who get the point<75. Next, to calculating to percentage of class by formula:

\[ P = \frac{P}{N} \times 100\% \]

\[ P = \frac{8}{30} \times 100\% \]

\[ P = 26.66\% \]

After calculating the percentage of the class are 26,66%. of the data result above, indicate that was students improvements among pre-test and post-test was low enough. There were many students who still low in vocabulary and there are some students who are confused and having difficulties in vocabulary. However the mean score was not successful, so the researchers decides to continue improving students’ vocabulary to the, second cycle.

**Tabel 5. The Students’ learning outcomes vocabulary Score in Post- test 2**

<table>
<thead>
<tr>
<th>No</th>
<th>Initial name</th>
<th>Pre-Test</th>
<th>Post- Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DN</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>AR</td>
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<td>4</td>
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<td>50</td>
<td>70</td>
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<tr>
<td>6</td>
<td>MR</td>
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<td>90</td>
</tr>
<tr>
<td>7</td>
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<td>8</td>
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<tr>
<td>9</td>
<td>DN</td>
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<td>90</td>
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<td>10</td>
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<td>13</td>
<td>ES</td>
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<tr>
<td>17</td>
<td>SW</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>18</td>
<td>RB</td>
<td>40</td>
<td>70</td>
</tr>
</tbody>
</table>
Table 6. The Students’ learning outcomes Vocabulary Score in Post-test 2

<table>
<thead>
<tr>
<th>Num</th>
<th>Standard Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Under KKM (point &lt; 75)</td>
<td>4</td>
</tr>
<tr>
<td>02</td>
<td>Get KKM (point 75-80)</td>
<td>21</td>
</tr>
<tr>
<td>03</td>
<td>Get KKM (point &gt; 80)</td>
<td>5</td>
</tr>
</tbody>
</table>

Calculating from the mean from students’ scoring in vocabulary post-test 2

\[ X = \frac{\sum x_i}{n} \]

\[ X = \frac{2410}{30} = 80.33 \]

to know that improvement to the percentage of students’ vocabulary from pre-test up to grade post-test score in cycle 2 by applying by following formulated:

\[ P = \frac{y_{2}-y_{1}}{y_{1}} \times 100\% \]
\[ P = \frac{80-54}{54} \times 100\% = 79.33\% \]

From the outcome of data from post-test 2 shows the post-test 2 having 79.33% increased from the pre-test. In the second cycle of post-test 2, there were 26 students’ who get the point < 75. If it was calculating to percentage, it was 76.6% though by formulated:

\[ p = \frac{f}{n} \times 100\% \]
\[ p = \frac{26}{30} \times 100\% = 86\% \]

Based on the data of testing above, the average student vocabulary in this cycle is 80.33 and there are 26 students passing KKM or 86% students. In the meantime, there are 4 students who failed to graduate KKM. Increase with this cycle is more than enough, the criteria for PTK Action Research is that at least 75% of students who graduate from KKM...
can be reached. From the outcome of this cycle the authors of her research and decided not go on to the next cycle. Because students who graduate much better and the techniques given by research can increase a student’s vocabulary.

4. CONCLUSION

Based on the results of the study, the researcher concluded vocabulary of students at SMK 2 BM Sinar Husni get a good result and improved after using extensive reading materials in learning and teaching processes in the class, because the extensive reading made the student’s more instest to learn vocabulary.

From the students’ achievement we can see from there were20 students’ whom did not passed of The (KKM) and only 8 students’ or 27% of the students’ passed KKM, and then in the next cycle there is 26 students’ who get KKM and only 4 students did not passed KKM

In conclusion this research was successful in improving students’ vocabulary by using extensive reading, the students’ were more active in the teaching - learning processes vocabulary, therefore extensive reading can be alternative technique in teaching vocabulary students’

5. SUGGESTION

Suggestion to the teachers in the school to be able to provide good teaching to students’ and used extensive reading in their teaching process in the classroom. Because the extensive reading can help the students to improve their vocabulary by reading. And it is prefarable that when we provide interesting reading, so that they are can improve their vocabulary.

Suggestion to School from the researchers is hope every school gave to the good facilitated to students’ and support process learning English for example book, to increase students’ reading interest. Suggestion to The Readers the researcher hopes this research could be useful not only for the English teachers and the other researchers, but also to the reader of this research.

REFERENCES


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