

**THE IMPLEMENTATION OF EXTENSIVE READING THROUGH DIGITL MEDIA
TO IMPROVE VOCABUARY
IN JUNIOR HIGH SCHOOL**

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ABSTRACT

This research aims to determine whether the use of expansive reading through digital media is effective in developing the English vocabulary of seventh grade scholars at Mts. Ma'arif Pamotan Porong Sidoarjo. This study uses a mixed method that combines qualitative and quantitative approaches. The study took place at Mts. Ma'arif Pamotan Porong Sidoarjo. The population of this study was 31 scholars. The instruments in this study were tests, questionnaires, and observations. Data were obtained through pre-tests and post-tests; the test results were analyzed using SPSS. The results of the data analysis showed that the application of expansive reading was effective through digital media to improve the English vocabulary of Mts. Ma'arif Pamotan scholars. This is substantiated by the average pre-test score of 61.19 and the average post-test score of 78.61. The minimum pre-test score was 48 and the post-test was 65, while the pre-test score was 80 and the post-test was 92. This means that there is an increase in the achievement of Mts. Ma'arif Pamotan scholars' English vocabulary.

Keywords: Expansive Reading, Digital Media, Vocabulary

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan membaca ekstensif melalui digital media efektif untuk mengembangkan kosa kata Bahasa Inggris siswa dan siswi kelas VII Mts Ma'arif Pamotan Porong Sidoarjo. Penelitian ini menggunakan metode campuran yang menggabungkan kualitatif dan kuantitatif. Penelitian ini berlangsung di Mts Ma'arif Pamotan Porong Sidoarjo. Populasi penelitian ini sebanyak 31 siswa. Instrumen pada penelitian ini adalah tes, kuesioner, dan observasi. Data diperoleh melalui pretest dan juga posttest, hasil tes dianalisis menggunakan SPSS. Hasil analisis data menunjukkan bahwa penerapan membaca ekstensif efektif melalui digital media untuk mengimprove kosa kata Bahasa Inggris siswa Mts Ma'arif Pamotan. Dibuktikan dengan nilai rata-rata pretest 61,19 dan juga nilai rata-rata posttest 78,61. Nilai minimum pretest 48 dan posttestnya 65, dan juga nilai pretest 80 dan juga posttestnya 92. Artinya peningkatan ada pencapaian kosa kata Bahasa Inggris siswa Mts Ma'arif Pamotan.

Kata Kunci: Membaca Ekstensif, Digital Media, Kosa Kata.

INTRODUCTION

Reading is one introductory skill one should apply when learning English, which is not our native language. Indonesian students, specifically, will find it delicate to learn English; indeed, it could be easier when they ameliorate their vocabulary by reading every day. According to Hilda (2023), the benefits of reading are improving vocabulary, knowledge of grammar, and sentence structure. Through reading, students gain a deeper understanding of the proper use of language in various situations and contexts of conversation. Numerous books and papers invite scholars to reflect on and question students' values, feelings, and connections with others. There are three statements of the problem. First, how are students' vocabularies before the implementation of extensive reading through digital media? The second is how is the implementation of extensive reading through digital media to improve students' vocabularies at junior high school? And the last is how are the students' vocabularies after the implementation of extensive reading through digital media? There are three problem working plans. The first is carried out by conducting a retest on scholars; the second is by enforcing extensive reading through digital media on scholars; and the third is by conducting a posttest on students.

The objectives of this exploration are to find how vocabularies were before the implementation of extensive reading through digital media, to discover the implementation of extensive reading through digital media to ameliorate vocabularies at junior high school, and to describe how students' vocabularies were after the implementation of extensive reading through digital media. There are two types of reading, namely intensive and extensive reading. Harmer (2007) in Hidayat (2018) argues that extensive reading refers to reading carried out by scholars similar to reading for pleasure, derived from academic books like novels or comics. The purpose of extensive reading is to read large quantities of text to understand the full meaning. Students are encouraged to choose the books they're interested in. In contrast, intensive reading refers to a detailed focus on reading, generally for seeking specific information such as the main idea of a text, settings, and characters of a story. In extensive reading, students pay further attention to meaning than form or language features. Hidayat (2018) states that reading considerably also makes scholars' literacy more effective. In the modern period, scholars are surrounded by numerous digital media biases that provide digital information for their daily requirements. By using their smartphones, students can access all the information they need quickly and fluently. Scholars have low motivation to read because they suppose it's boring (Amil et al., 2021). That's why reading has not become a habit, and an effective strategy has to be created to get scholars into the habit of reading.

The anticipation for this exploration is to successfully find the right system to ameliorate students' vocabulary by implementing extensive reading through digital media. This research is anticipated to give benefits to numerous parties related to the exploration, including perfecting the understanding of class VIII Mts Ma'arif Pamotan scholars in vocabulary, perfecting scholars' interest in reading in class VIII Mts Ma'arif Pamotan in English, and perfecting motivation to follow the technological period with positive goals. The system used in this exploration is a blended system, which combines quantitative and qualitative methods. The quantitative system used is a test in both a pre-test and post-test, and the qualitative system used is observation. Supporting data uses a questionnaire.

1. Design and Samples

This research uses a mixed methods approach, namely combining quantitative and qualitative methods to obtain comprehensive data. In the initial stage, a quantitative method was used with a questionnaire to measure the increase in student understanding after implementing extensive reading through digital media. Quantitative data was collected through a series of steps including pre-test, treatment, and post-test. The sample in this research consisted of 31 students of Class VIII Mts Ma'arif Pamotan Porong Sidoarjo for the 2023/2024 academic year. Of this number, there are 16 female students and 15 male students.

2. Instrument and Procedure

The instrument to answer the first problem formulation takes quantitative data in the form of a pretest, the instrument to answer the second problem formulation takes qualitative data in the form of observations, and the instrument to answer the third problem formulation takes quantitative data in the form of a post-test.

3. Data Analysis

The steps undertaken are quantitative and qualitative; for quantitative analysis of student test results and for qualitative analysis of student response questionnaires.

RESULT AND DISCUSSION

In this study, the Minimum Completeness Criteria (KKM) is set as a benchmark to assess the success of students in achieving the specified competencies. KKM is the minimum score that must

be achieved by students to be said to be complete in learning. The determination of the KKM is carried out based on various considerations, including the level of material difficulty, the average ability of students, and the carrying capacity of the school. The KKM for this study was determined based on the results of the pretest and posttest conducted during the experiment. The KKM set is 70. This means that students are considered complete if they achieve a minimum score of 70 on the given test. The determination of this KKM is in accordance with the standards applied by the school.

Table 4.1 Description of Pre-test and Post-test Data

No.	Name	Score	
		Pre-Test	Post-Test
1.	AADP	61	75
2.	AN	80	89
3.	AKR	80	92
4.	AR	66	86
5.	AM	58	74
6.	CSLM	60	87
7.	CEP	61	78
8.	DFS	55	78
9.	GAKG	56	79
10.	HAN	70	85
11.	IAZ	58	86
12.	IM	65	78
13.	SHE	58	89
14.	LF	53	78
15.	MRF	53	65
16.	MKDA	52	61
17.	MIR	65	78
18.	MBS	56	76
19.	MAR	60	70
20.	MFMA	70	86

21.	MFF	61	85
22.	MFM	65	78
23.	MMN	52	74
24.	MNS	56	65
25.	NWP	68	88
26.	NAC	70	78
27.	NCW	52	75
28.	SBA	48	65
29.	SDP	56	78
30.	ZRR	58	75
31.	ZAA	74	86

From this data, the highest point, lowest point, middle point, and average point, as well as the mode point, were obtained from the pre-test and post-test values of the experimental class according to the following table above:

Table 1.2 Recapitulation of Pretest and Posttest Data

Data	Pretests	Posttests
Maximumscore	80	92
Minimum score	48	65
Mean	61,19354839	78,61290323
Median	60	78
Modus	58	78

The data provided in Table 1.1 shows that the pre-test score has a maximum score of 80. The minimum score on the pre-test was 48, which indicates that there were students with low vocabulary before the implementation. The average score of the pre-test was 61.19, providing an overview of the overall level of vocabulary of students before the implementation of the program. The median pre-test score is 60, which means that half of the students scored below 60 and the other half scored above 60. The pre-test mode score is 58, which means this score is most often obtained by students in the initial test. After the implementation of the extensive reading program, the post-test scores showed a significant improvement. The maximum post-test score increased to 92, indicating that there were students who experienced a significant improvement in vocabulary mastery after the intervention. The minimum post-test score increased to 65, indicating that the program is also effective for students with low initial vocabulary. The average post-test score increased to 78.61, indicating that the program was effective in improving students' overall vocabulary mastery. The median post-test score increased to 78, which means that after the intervention, half of the students scored below 78 and the other half scored above 78. The post-test mode score is 78, indicating that this score is most often obtained by students in the final test.

After participating in an extensive reading program through digital media, the maximum score obtained by students in the post-test increased to 92, compared to the maximum pre-test score of only 80. This improvement of 12 points shows that some students have undergone a significant improvement in their vocabulary and comprehension. This indicates that this program is very effective in helping students who already have good vocabulary skills to reach an even higher level. In addition, the minimum score in the post-test has also undergone a significant improvement. Before the program started, the minimum pre-test score obtained by students was 48. However, after the implementation of the program, the minimum score increased to 65. This increase of 17 points shows that the extensive reading program through digital media is not only beneficial for students who already have high abilities, but also very effective for students with lower starting abilities. In other words, the program provides equal benefits to all students, regardless of their initial ability level. This significant increase in the minimum score underscores the importance of an extensive reading program in helping students who may have difficulty understanding the vocabulary and concepts being taught. The program has succeeded in creating an inclusive learning environment, where all students can undergo an improvement in their abilities. This shows that extensive reading programs through digital media can be an effective tool to improve students' vocabulary mastery and overall comprehension, providing tangible and significant benefits for different levels of ability.

This is similar to the research conducted by Ariana (2018) entitled "Improving Students' Vocabulary Learning through Extensive Reading." The purpose of this study was to determine whether the use of extensive reading methods is effective in improving the English vocabulary of fifth semester students at Muhammadiyah University, Makassar. This study used a quasi-experimental research method. The results of this study showed that the application of extensive reading is effective in improving the English vocabulary of students at Muhammadiyah University, Makassar. These results are shown based on the average pre-test score in the control class of 29.31 and the experimental class of 41.64. Meanwhile, the average post-test score in the control class was 47.07 and the experimental class was 59.86. This means that the increase in student vocabulary in the control class from pre-test to post-test was 17.76 and in the experimental class was 18.22.

Questionnaire Data

The results of the questionnaire of MTS Ma'arif Pamotan Porong students with the Guttman assessment method show the results that can be described as follows:

Number	Question	Answer	
		Yes	No
1.	Pembelajaran bahasa Inggris menggunakan strategi <i>extensive reading</i> membuat saya tertarik untuk belajar bahasa Inggris	91%	9%
2.	Saya mudah memahami kosakata dalam bahasa Inggris (<i>vocabulary</i>) jika melalui bacaan yang saya sukai	84%	16%
3.	Saya mudah bosan jika belajar bahasa Inggris dengan diberikan bacaan atau melalui cerita	16%	84%
4.	Metode <i>extensive reading</i> membuat saya mudah memahami bacaan karena menambah kosakata (<i>vocabulary</i>) yang belum saya ketahui	100%	0%
5.	Metode <i>extensive reading</i> mendorong saya menemukan ide-ide baru dalam belajar bahasa Inggris	97%	3%
6.	Metode <i>extensive reading</i> membuat saya lebih terampil	93%	7%

7.	Saya lebih semangat belajar bahasa Inggris setelah menggunakan metode <i>extensive reading</i>	93%	7%
8.	Saya merasa kurang mengerti materi saat belajar bahasa Inggris menggunakan metode <i>extensive reading</i>	9%	91%
9.	Metode <i>extensive reading</i> membantu saya dalam menghafal dan menambah kosakata dalam bahasa Inggris	93%	7%

The survey results show that the extensive reading method through digital media has succeeded in attracting students' interest in learning English. As many as 91% of students expressed interest in learning using this method, and 84% of students felt it was easy to understand vocabulary if the reading matched their interests. Only 16% of students feel easily bored by reading or stories in learning, which shows that this method is effective in keeping students' interest. All students (100%) agreed that this method helps them understand reading more easily because it adds knowledge that students do not yet know. In addition, the extensive reading method also encourages creativity and innovation in learning. As many as 97% of students feel that this method helps them find new ideas in learning English. The majority of students (93%) also felt more skilled in English and more enthusiastic about learning after using this method. Only 16% of students find it difficult to understand vocabulary through this method, which shows that most students have no difficulty in learning vocabulary.

The extensive reading method through digital media is also effective in improving material comprehension and increasing vocabulary. As many as 91% of students feel that they understand the material well, and only 9% feel that they do not understand the material when learning with this method. As many as 93% of students agree that this method helps them memorize and improve their understanding of English. Overall, this method is very effective in improving the English learning skills and motivation of MTS students, although there are some students who need individual adjustments in teaching. Overall, the survey data shows that the extensive reading method through digital media is very effective in increasing vocabulary. Most students find this method helpful in various aspects of learning English, including broadening their horizons, discovering new ideas, and improving language skills. However, there is a small percentage of students who feel it is less effective, indicating the need for individual adjustments in teaching methods.

Observations

The researcher made observations on teachers at MTS MA'ARIF Pamotan. Observations were made at two meetings, namely on May 21 and 25, 2024. The following are the conditions of the classroom when teachers apply extensive reading through digital media to improve vocabulary.

First Observations

The first day of observation was carried out by researchers on May 22, 2024. This observation was conducted in English subjects from 07:00 to 08:00. At the beginning of the lesson, the teacher greets the students and asks one of the students to lead the prayer before starting the lesson. After that, the teacher checks the attendance of students and fills out the journal. When the teacher asked who was not present, the students answered all those who attended, for a total of 31 students. In the first observation, the researcher found that not many students at MTS Ma'arif Pamotan knew what extensive reading and vocabulary were. It was evident that many students still asked what extensive reading and vocabulary were; there were almost 20 students who still inquired about these concepts.

Next, the teacher reviews the material that has been explained by the researcher during the pre-test. The teacher explains to students what extensive reading, the Let's Read application, and vocabulary are. After making sure students understand, the teacher asks students to open their phones and access the Let's Read app. Students are asked to choose one of the readings from the application and write on the board some vocabulary that they find unfamiliar or difficult. Then, the teacher explains the meaning of the vocabulary. During the lesson, three students were called to take part in the Tahfidz activity of the Qur'an. The teacher reviewed the concept of extensive reading using digital media and ethics, as well as reminding students of previous meetings. The lesson closes with a prayer led by one of the students and saying goodbye to the teacher.

Second Observation

The second day of observation was held on May 24, 2024, in English subjects from 07:00 to 08:00. At the beginning of the lesson, the teacher said hello and asked one of the students to lead the prayer. Then the teacher checks the attendance of students and fills out the journal. That day, there was a student who asked for permission to be late for family reasons. In the second observation, the researchers found that students began to understand what extensive reading and vocabulary were, and students started to enjoy extensive reading activities. However, the researchers still found that some students did not enjoy extensive reading because they were confused about the vocabulary, and the researchers helped to explain these words.

The teacher continued by asking students to choose reading materials from the Let's Read application and write on the board what comprehension they found unfamiliar or difficult. Then the teacher explained the meaning of the vocabulary. Afterwards, the teacher reviewed the extensive reading concept using digital media and vocabulary, reminded students of the next meeting, and

asked one of the students to lead the prayer. The lesson ended with a goodbye from the teacher.

CONCLUSION

Based on research findings and discussion, the researcher concluded that implementing extensive reading using digital media can increase students' vocabulary in Class VIII Mts Ma'arif Pamotan. To answer the first problem formulation, before implementation, students' vocabulary was assessed as basic or low. It is known that students generally have limited vocabulary; this is proven by the students' pre-test scores. From the pre-test results, the maximum student score was 80, the minimum was 48, and the student's mode score was 58.

To answer the second problem formulation, the implementation process involves integrating digital media into a broad reading curriculum. This includes the use of the Let's Read app, which can be accessed offline and is designed to engage students more effectively than traditional reading methods. Digital media using the Let's Read application provides a variety of interesting and easily accessible reading materials, helping to maintain student motivation and involvement.

To answer the third problem formulation, after the implementation period, students' vocabulary levels were assessed again. These findings show a significant increase in students' vocabulary. This is proven by the students' post-test scores: the lowest score was 61, and the highest was 92. It can be concluded that the students' scores increased. Extensive reading through digital media not only increases students' vocabulary knowledge but also improves students' ability to understand and use new vocabulary in context. The study concluded that the use of digital media for extensive reading is an effective approach to increasing vocabulary among junior high school students.

REFERENCES

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