

## USING READING TEXTS IN IMPROVING STUDENTS' VOCABULARY AT SMP SINTUWU MAROSO POSO

Gitit Indra Putra Wacana

**Abstract:** The objectives of this research is to find out the way of teachers in using reading text SMP Sintuwu Maroso Poso in building vocabulary mastery Sources of this data research are by using participant that using reading text to analyzing the students' comprehension. This research is conducted in class VIII A which has 32 students. The writer uses descriptive qualitative method in describing the research findings. In the technique to analyzing of data. The data are collected through the tests, are analyzed using the BSNP. The result of this research indicates that the score of the post-test is higher than the pre-test. It means that the reading text technique is effective in teaching new vocabularies. This technique is important to help students memorize the new vocabularies. It can also stimulate them to be creative in producing and creating sentences

**Keywords:** *reading texts, students' vocabulary*

English is one of the many languages in the world. It is used as an international language for communication and most of the people in the world use it. In Indonesia, English is a foreign language and it has become one of the compulsory subjects, which is important to be taught for developing science, technology, art and other culture and for the relation with other nations.

Nowadays, there are many English courses in different places in Indonesia. There are many who want to learn English because they are expected to acquire the four language skills namely : listening, speaking, reading and writing. However, proficiency in the four language skills requires a good mastery of English vocabulary, because those skills can be best achieved if students have mastered a considerable number of vocabularies. In other words, English vocabulary cannot be separated from the four language skills.

Vocabulary is very important in language learning. It should be recognized as a central element in language instruction from the beginning stages to develop those skills well. If the students master vocabulary well, they will be able to identify quickly and accurately the meaning of most word, but if they don't master vocabulary, it is impossible for them to use a language. In 2004 competency based curriculum (CBC), vocabulary is also one of the important elements in linguistic competence.

If we use one of its aims, it is clear that teaching of English vocabulary at school has the aim of achieving the ability of the students in mastering the vocabulary itself. To achieve that ability, English teachers need various kinds of techniques and material to use. One of those techniques is through the reading text. Through the reading text, students are

asked to read and are exercised to memorize some new vocabularies (words). The techniques that can be used to teach new vocabularies are called the memorization technique. This technique is considered as a effective way to teach students vocabularies in the classroom.

### Reading

Reading is the activity of pronouncing words in the series of sentences and understands the meaning of the message or the information in a text or a book. Essa (1992: 79) states that reading is helping children begin to see the relationship between letters as they form words with meaning and understand the constancy of letters information.

It is clear that reading is an effort to help students seeing the relationship between letters as they form word and arrange to be the series of sentences with their meaning. In the teaching reading activities students are taught to say or to pronounce words in the series of sentences so that the way understand the meaning of the information in a text. It is true that students' reading ability depends on possessing of their stock of vocabularies. When someone has lot of vocabulary, of course, it is easy for him or her to make up sentences for speaking or writing.

### How to Teach Vocabulary?

English teachers do not teach their students according to what they want to teach. They should teach English according to the curriculum that always lead them to teach English.

1. Greetings
2. Asking some questions dealing with theme, for example:
  - a. What day after today?
  - b. How many days are in a week?

3. The material is distributed to the student. The teacher reads the next, the students listen to the teacher and repeat sentence by sentence
4. Ask students to underline all of the new words. The students write all of the new words on the blackboard one by one
5. Ask students to read the words. If they have mispronounce the words, the teacher should correct them
6. Ask students to memorize all of new words with the meaning by using word cards, through the steps in playing cards in the classroom;
  - a. Students are divided into several groups
  - b. Distribute the cards to each group
  - c. Teacher holds on the English cards and students/groups take the Indonesian cards
  - d. Teacher shows the English cards and she asks to each group to answer it
  - e. Groups which have the meaning of the cards response it
  - f. The teacher responds the answer if it is right or wrong
7. Asks students to read the whole text and try to understand the meaning sentence by sentence and answer the question about the text
8. The students memorize the new vocabularies to be tested on the next meeting
9. Students are asked to formulate their own sentences with the new vocabularies

## METHODOLOGY

This research is a qualitative one in its nature due to the nature of the data it possessed. The data are in the form of written texts which are taken from the tests. Further, the analysis of the data is a non-numerical one. The study is conducted at SMP Sintuwu Maroso Poso. The researcher chooses this school because the location of the school is relatively near. Sources in this data are by using participant that using reading text to analyzing the students' comprehension. This research is conducted in class VIII A which has 32 students. This class is considered providing much data in completing this research.

## FINDINGS

The data analysis can be put in the pre-test and post-test as can be seen in the following table.

Table 1. Pretest Score of Students

No	Student	Pre-Test
1	AM	6
2	AGD	7
3	AP	4
4	AR	7
5	AL	5
6	AFP	6
7	DMW	5
8	DR	6
9	DP	6
10	FN	7
11	FAM	5
12	FM	7
13	EFM	7
14	EAP	6
15	HN	5
16	HR	7
17	IL	6
18	IM	7
19	IWG	8
20	JT	6
21	MIPM	8
22	MTB	7
23	MVM	5
24	MR	4
25	NVM	5
26	OP	5
27	RSVM	4
28	SO	5
29	TSL	4
30	VP	7
31	YTW	8
32	IPA	6
	Jumlah	191

From the data of the table above, it can be seen that the result of pre-test of students. The name of students is presented in the left column and the results of pre-test are presented in the right column.

Table. 2The scores of the students in Post-Test

No	Student	Post-Test
1	AM	7
2	AGD	8
3	AP	6
4	AR	7
5	AL	6
6	AFP	7
7	DMW	7
8	DR	6
9	DP	6
10	FN	8
11	FAM	6
12	FM	7
13	EFM	8

14	EAP	6
15	HN	7
16	HR	7
17	IL	6
18	IM	7
19	IWG	8
20	JT	6
21	MIPM	8
22	MTB	7
23	MVM	6
24	MR	7
25	NVM	6
26	OP	7
27	RSVM	7
28	SO	6
29	TSL	6
30	VP	7
31	YTW	9
32	IPA	8
	Jumlah	220

From the data of the table above, it can be seen that the result of post-test of students. The name of students is presented in the left column and the results of pre-test are presented in the right column.

Table. 3 Frequency distribution of pre-test

Scores	Frequency	f %
8	3	9.37
7	9	28.12
6	8	25
5	8	25
4	4	12.5

Table 3 above shows that among 32 students the highest grade is 8 achieved by 3 students (9.37 %), 9 students get 7 (28.12 %), 8 students get 6 (25 %), 8 students get 5 (25 %) and 4 students get 4 (12.5 %).

Table 4. Frequency distribution of post-test

Scores	Frequency	f %
9	1	3.12
8	6	18.75
7	13	40.62
6	12	37.5

Table 4 shows that of 32 students involved in the post-test, 1 student (3.12 %) get 9, 6 students (18.75 %) get 8, 13 students (40.62) get 13 and 12 students (37.5 %) get 6.

In this research, the data of pre-test are compared with the data of post-test. The data shows that the mean score and standard deviation of the post-test is better than that of the pre-test.

In the pre-test, there are no students getting 9. The highest score is 8 and this is achieved only by 3 students. the lowest score is 4 and achieved by 4 students, while in the post-test there is student who get 9 achieved by 1 student, 6 students get 8, 13 students get 7 and 12 students 6. It means that the post-test is higher than the pre-test.

Table 5.

Mean and Standard Deviation of Pre-Test

Students	Pre-Test	X <sup>2</sup>
AM	6	36
AGD	7	49
AP	4	16
AR	7	49
AL	5	25
AFP	6	36
DMW	5	25
DR	6	36
DP	6	36
FN	7	49
FAM	5	25
FM	7	49
EFM	7	49
EAP	6	36
HN	5	25
HR	7	49
IL	6	36
IM	7	49
IWG	8	36
JT	6	36
MIPM	8	64
MTB	7	49
MVM	5	25
MR	4	16
NVM	5	25
OP	5	25
RSVM	4	16
SO	5	25
TSL	4	16
VP	7	49
YTW	8	64
IPA	6	36
Jumlah	191	1108

$$n = 32$$

$$X = 191$$

$$X^2 = 1108$$

Based on the data in the table above, the mean and standard deviation are calculated with the following formula:

$$\begin{aligned}\text{Mean} &= \frac{\sum X}{N} \\ X (\text{Mean}) &= \frac{191}{32} \\ &= 5.96 \\ S &= \frac{\sum X^2 - (\sum X)^2 / n}{n - 1} \\ &= \frac{1108 - (191)^2 / 32}{32 - 1} \\ &= \frac{1108 - 1140.0313}{31} \\ &= -1.016\end{aligned}$$

The result of the data calculation above shows that the mean score is 5.96. It is derived from the total score of pre-test is divided with number of students that follow the test. The result shows that the average score of each student is 5.96.

The deviation score is then calculated in order to know the validity the data. It is shown that the standard deviation is -1.016. It means that the data are reliable because the standard deviation is less than 1. After that, the post test is conducted. The result of the post test is provided in the following table.

Table 6. Mean and Standard Deviation of Post-Test

Students	Post-Test	X <sup>2</sup>
AM	7	49
AGD	8	64
AP	6	36
AR	7	49
AL	6	36
AFP	7	49
DMW	7	49
DR	6	36
DP	6	36
FN	8	64
FAM	6	36
FM	7	49
EFM	8	64
EAP	6	36
HN	7	49
HR	7	49
IL	6	36
IM	7	49
IWG	8	64
JT	6	36
MIPM	8	64
MTB	7	49
MVM	6	36
MR	7	49

NVM	6	36
OP	7	49
RSVM	7	49
SO	6	36
TSL	6	36
VP	7	49
YTW	9	81
IPA	8	64
Jumlah	220	1534

$$\begin{aligned}n &= 32 \\ X &= 220 \\ X^2 &= 1534\end{aligned}$$

Based on the data in table above, the mean and standard deviation are calculated with the following formula:

$$\begin{aligned}\text{Mean} &= \frac{\sum X}{n} \\ X (\text{Mean}) &= \frac{220}{32} \\ &= 6.87 \\ S &= \frac{\sum X^2 - (\sum X)^2 / n}{n - 1} \\ &= \frac{1534 - (220)^2 / 32}{32 - 1} \\ &= \frac{1534 - 1512.5}{31} \\ &= 0.83\end{aligned}$$

The result of the calculation above is shown in the following table.

Table 7. Recapitulation of Mean and Standard Deviation

Test	Mean	Standard Deviation
Pre-Test	5.96	-1.016
Post-Test	6.87	0.83

Based on the result of the first research, the mean is 5.96 and standard deviation is -1.016. In the second test, the scores of the students become higher, the mean is 6.87 and the standard deviation is 0.83. It means that the second test shows that the reading text has influenced in teaching vocabularies.

The result of the data analysis shows the following fact in which there are 32 students taking part in the test. From the 32 students in the pre-test, the highest grade is 8 achieved by 3 students (9.37 %), 9 students get

7 (28.12 %), 8 students get 6 (25 %), 8 students get 5 (25 %) and 4 students get 4 (12.5 %).

In the post-test, the highest grade is 9 which is achieved by 1 student (3.12 %), 6 students get 8 (18.75 %), 13 students get 7 (40.62 %) and 12 students get 6 (37.5 %).

The mean score of pre-test is 5.96 and the standard deviation is -1.016. The mean score of the post-test is 6.87 and the standard deviation is 0.83.

The result of the pre-test indicates that the students' stock in teaching English vocabulary is still low before applying the technique. And the result of post-test shows that the students' stock in teaching English vocabulary through the technique has

increased. So, this technique can be applied in developing students' mastery of English vocabulary.

## CONCLUSIONS

From the data analysis, it can be concluded that the score of the post-test is higher than the pre-test. It means that the reading text technique is effective in teaching new vocabularies. Beside that, this technique is important to help students memorize the new vocabularies. It can also stimulate them to be creative in producing and creating sentences.

## REFERENCES

- Brown. D. 1980. *Principles of Learning and Teaching*. New Jersey: Prentice Hall, Inc.
- Davis. N. B. 1978. *Basic Vocabulary Skills*. New York: Mc Grew-Hill Book Company.
- Deighton. 1977. *Principles of the Language Teaching*. New York: Mc Grew-Hill Book Company.
- Essa. 1992. *An Early Childhood Curriculum from Developmental Model to Application*. Dealer Publisher.Inc.
- Freeman. D. I. 1986. *Techniques and Principles in Language Teaching*. Oxford University Press.
- Gage, Nathan L. 1971. *The Theories of Teaching*. Chicago: Rand McNally & Co.
- Gay. L. R. 1981. *Educational Research*. Columbus: Charles E. Merrill Publishing.
- Hatch. E. and Farhady. H. 1982. *Research Design and Statistics for Applied Linguistics*. Los Angeles: New Bury House.
- Irma. D. B. 2001. *Increasing Students' Mastery of Vocabulary by Using Games and Picture through OHP*. Unpublished Skripsi. FBS: Unima Tondano.
- Skinner, Charles. 1958. *Essential of Educational Psychology*. Englewood Cliffs. New York: Prentice Hall, Inc.
- Usman, M. U. 1994. *Menjadi Guru Professional*. Bandung: PT. Remaja Rosdakarya. Bandung.
- Vallete. Rebeca. M. 1988. *Reading Techniques for College Students*. New York: Hand Book New York, Inc.

## About the Author

Gitit Indra Putra Wacana is a lecturer at English Education Department of Sintuwu Maroso University, Poso. He graduated from Hasanuddin University. His research interests are Applied Linguistics and Classroom Teaching. He can be contacted at [gititwacana@gmail.com](mailto:gititwacana@gmail.com).