THE EFFECT OF EXTENSIVE READING (ER) ON STUDENTS' VOCABULARY MASTERY AT GRADE X SMA N 1 BATANG ONANG PADANG LAWAS UTARA

A Thesis

Submitted to the State Islamic Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

WANNUROLAN HASIBUAN
Reg. Number. 21 203 00031

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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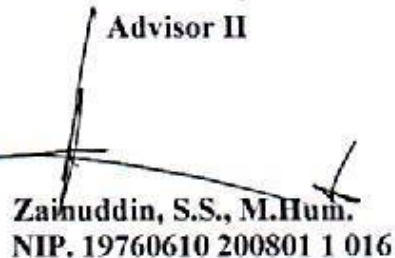
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ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
2025

LETTER OF AGREEMENT

Term: Thesis
a.n **Wannurolan Hasibuan**

Padangsidimpuan, August 2025
to:
Dekan Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading,studying and giving advice for necessary revise on thesis belongs to *Khairun Nisa Nst*, entitled *"The Effect Of Extensiver Reading On Vocabulary Mastery At Grade X SMAN 1 Batang Onang Padang Lawas Utara"*, **the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department,Tarbiyah and Teacher Training Faculty, in UIN Syekh** Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
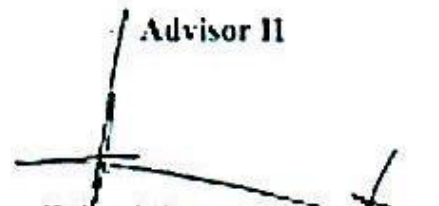
Thank you

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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DECLARATION OF SELF THESIS COMPLETION

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The Title of Thesis   : The Effect of Extensive Reading on Students Vocabulary
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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsection.

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd)

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ABSTRAK

Nama	:	Wannurolan Hasibuan
NIM	:	2120300031
Judul	**:**	**Pengaruh Bacaan Ekstensif Terhadap Kemampuan Penguasaan**
Skripsi		**Kosakata Siswa Kelas SMAN 1 Batang Onang Padang Lawas Utara**

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang signifikan penerapan penggunaan bacaan ekstensif terhadap keterampilan penguasaan kosakatav siswa. Penelitian ini merupakan penelitian kuantitatif dengan rancangan pre-test dan post-test, eksperimental dan control kelas. Populasi penelitian adalah seluruh siswa kelas X SMAN 1 Batang Onang Padang Lawas Utara, dengan sampel sebanyak 51 siswa yang dibagi menjadi kelompok eksperimen (X MIA-1, n= 26) dan kelompok control (X MIA-2, n=25). Pengumpulan data dilakukan dengan menggunakan tes untuk menilai kemampuan penguasaan kosakata siswa sebelum dan sesudah penerapan bacaan Ekstensif. Analisis data dilakukan dengan menggunakan uji-t sampel dengan bantuan perangkat lunak SPSS versi 26. Hasil penelitian ini menunjukkan bahwa skor rata-rata kelompok eksperimen lebih tinggi dari pada skor rata-rata kelompok control. Skor rata-rata kelompok eksperimen penerapan penggunaan bacaan ekstensif 77.00. dan skor rata-rata kelompok kontrol adalah 55.00. Selain itu, t-hitung t-tabel 8.865 > 2.060), yang berarti Hɑ, diterima dan Ho, ditolak. Dengan demikian, penelitian ini menyimpulkan bahwa ada perbedaan yang signifikan dalam penguasaan kosakata siswa sebelum dan sesudah pembelajaran menggunakan bacaan ekstensif terhadap kemampuan penguasaan kosakata siswa kelas SMAN 1 Batang Onang Padang Lawas Utara.

Kata Kunci: Extensif Reading, Penguasaan Kosakata, pembelajaran Bahasa inggris

ABSTRACT

Nama	:	Wannurolan Hasibuan
NIM	:	2120300031
Thesis tittle	**:**	**The effect of Extensive Reading on Vocabulary Mastery at Grade X SMAN 1 Batang Onang Padang Lawas Utara**

The purpose of this study is to determine whether the application of extensive reading has a significant effect on students' vocabulary mastery. This study employs a quantitative approach with a pre-test and post-test design in experimental and control classes. The population of this study consists of all Grade X students of SMAN 1 Batang Onang, with a sample of 51 students divided into an experimental group (X MIA-1, n = 26) and a control group (X MIA-2, n = 25). Data were collected using vocabulary tests administered before and after the application of extensive reading. Data were analyzed using a t-test with the help of SPSS version 26.The results showed that the average score of the experimental group was higher than that of the control group. The average score of the experimental group after the implementation of extensive reading was 77.00, while that of the control group was 55.00. Additionally, the t-value obtained (t-count = 8.865) was greater than the t-table value (2.060), indicating that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Thus, it can be concluded that the use of extensive reading significantly affects students' vocabulary mastery in Grade X at SMAN 1 Batang Onang, North Padang Lawas.

Keywords: Extensive Reading, Vocabulary Mastery, English Language Learning

الْمُلَخَّص

لاسن : **وانو رُولاى حسيبواى**
نين : ٠٢٠٢١٢٢٢١٢
عنواى : **تأثير القراءة الوكثفت علي إتقاى الوفرداث لذى طلاب الصف العاشر في الوذرست الثانويت الحكوهيت**
الأطروحت **الأولي باتانغ أوتانغ ـ بَادانغ لواس أوتا**

نُعًانجت زُ انْثُكهت، طُبَّجِ في زُ انساست إسْخاحيجيت انقْشاءة انكُثَفت ضِنً عيُت جعهىى انثُشداث. حَذَف زُ انساست إنْ يعشُفت يا إرا كاً أك حأثيْش كيش نخطبيق انقْشاءة انكُثفت عهُ ياسة إحقاً انثُشداث نِذ انطلاب.جخبع زُ انساست انجُّ انكئً، يِ خلال حصئًى اخخباسًا قبهيًّا بَعذيًّا عهُ يجبَخي: يجبَث حجشُبيبت يُجِبَّث ضابطت. يخأكُّ يجخعَ انساست يِ جبَع طلاب انصف انعاشش في انذُّست انثابْت انحكبيِت الأنُّ باحاعْ أأغُ، بعيثُ بهغ عذدأ ١٥ طانبًا، يِصعت إنْ يجبَث حجشُبيبت (النصف انعاشش ـ عهيَ ٥، عُذدئُ ٦٢ طانبًا) يُجبَّت ضابطت (النصف انعاشش ـ عهيَ ٦، عُذدئُ ٦١ طانبًا). حى جعً انبياآث باسخخذاو اخخباس

يفشْداث قيم بُعذ حطبيق انقْشاءة انكُثَفت، حى حمجهِم انبياآث باسخخذاو اخخباس بِسًاعذة **البرناهج الإحصائي لتحليل العلوم الاجتواعيت** الإصذاس ٢٢.أظشَث خَائج انساست أ يخبِظ دسجاث انجُبَث انخجشيبيِت كاً أعهُ يِ يخبِظ دسجاث انجُبَث انضابطت، حيث بهغ يخبِظ دسجاث انجُبَث انخجشيبيبت بعذ حطبيق انقْشاءة انكُثفت ٧٧,٠٠، في حي بهغ يخبِظ دسجاث انجُبَث انضابطت ١١,٧٧. كاً أُ قيتً انحًسبِت = ٨,٨٢١ (كاجَ أكبش يِ قيتً انجذئت = ٦,٧٢٧)، يأ يشيش إنْ قَبِل انفشضيت انبذيهت سِفض انفشضيت انصفشيت. عُهيَ، حصهج انساست إنْ أُ اسخخذاو انقْشاءة انكُثَفت نِ حأثيُش كبيش عهُ حمسي إحقاً انثُشداث نِذ طلاب انصف انعاشش في انذُّست انثابْت انحكبيِت الأنُّ باحاعْ أأغُ بطُقت بَادانغ نِاط أَحاس.

الكلواث الوفتاحيت : انقْشاءة انكُثَفت، إحقاً انثُشداث، حعهى انهغت الإّجهيضيت

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Alhamdulillah, let say a lot praise, gratitude, honor and glory to ALLAH SWT, the Gracious and the Merciful for giving me the guidance, power, patience, love and ability to finish this research, namely " **The Effect of Extensive Reading on Vocabulary Mastery of Grade X Students at SMAN 1 Batang Onang, North Padang Lawas ".** Peace and Salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence that has guide the human being from the bad character in Jahiliyyah era into this era.

It is pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways since the process of this thesis, I get a lot of guidance, helping, inspiration and a warm hugs from people around me. Although, in this opportunity I would like to express my deepest gratitude to the following people

1. Special thanks Mrs. Fitri Rayani Siregar, M.Hum**.** as the first advisor, and Mr. Zainuddin, S.S., M.Hum**.** as the second advisor, as my advisors who have guided me to finish this thesis, who have given me ideas, love, and motivation, also who give me warm hug and have patiently seen my progress until finishing this thesis.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

English is an international language. It is important language which is study by students at school, collages, and university so they can communicate by using English. It is use by many people in the world. They use it not only for trade association but also for scientific terminologies. English has mushroom in every part of the world and become a universal language because it is by almost all countries, even in some countries had become the standard language use in everyday life whether in government, social, and other formal institution.

Vocabulary mastery is an essential element in language learning, as adequate vocabulary is the basis for understanding texts, communicating effectively, and developing other language skills. However, many students face difficulties in mastering vocabulary, especially in foreign language learning, due to limit exposure to the target language[1]. So, vocabulary mastery plays a crucial role in language learning, but many learners struggle with it due to limiteded exposure to the target language.

Vocabulary is very important because it can improved many subjects in English learning. Vocabulary is one of the important elements which have to be learned, because it is used in communication. The more students have many vocabularies the more they can get easily improve their fours skills, they are;

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[1] Bhuana Dewati, Improving Students' English Vocabulary Mastery Using the Word Square Method," Pendekar: Journal of Character Education 3, no. 1 (2020): 31-35, http://journal.ummat.ac.id/index.php/pendekar.

speaking, writing, reading and listening. Therefore, everybody had many vocabularies, because without had many vocabulary, the ability to communicate and to convey the idea, desires, emotion and feeling could not be established [2] .In vocabulary class, the students should had good ability in English vocabulary because it can support all subjects in English. The first, the students must had many vocabulary in english thar can help them to know the meaning of what they learn in english.

Extensive reading is a large reading activity that is independently with interesting reading materials that are appropriate to the student's ability level. This approach allows students to acquire vocabulary incidentally through repeat exposure to words in meaningful contexted[3]. This made students not only know the meaning of words, but also understood how to use them in various situations.

Research has shown that extensive reading had many benefits in language learning, including improved vocabulary mastery, reading fluency, and students' motivation to learn. In addition, this approach promotes a more enjoyable learning experience and empowers students to become independent learners. However, the implementation of extensive reading in the classroom is often hamper by limit resources, lack of time, and teachers' understanding of

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[2] Sektalonir Oscarini Bhakti and Marwanto Marwanto Marwanto, ―Vocabulary Mastery by Using Storytelling,‖ Script Journal: Journal of Linguistics and English Teaching 3, no. 1 (2021): 79–91, https://doi.org/10.24903/sj.v3i1.146.

[3] . Bamford, J., & Day, R. R. (2021). *Extensive Reading Activities for Teaching Language.* *Cambridge University Press.*

the effectiveness of this method [4] . Extensive reading had and additional advantages of learners to choose their text which generally increase their motivation and confidance, and created a more positive attitude towards reading language learning.

Firstly, the students are lazy to memorized all the unfamiliar word in the text almost 60 percent of people lazy to memorized word. They also did not have willingness to read the text and event to the task. Because they book are reading is not interesting at all to the student in the class. The willingness to read in grade X is very minimal, so researcher try to develop interest in learning students used extensive reading. The students bored and unmotivated to learn. The student did not pay attention when the teacher explain the material. The grade X students did not enthusiastic about learning because the class condition are not inadequate and the teacher who teaches did not understandood what is taught so that students are bored and not enthusiastic about the learning process.

Secondly, the students` difficuted in understood or comprehended the meaning of familiar words and mostly did know vocabulary in the text. This is cause by a lack of interested in the teacher explained the lesson and student feel board. So that the class did not borred, the teacher should made tricks to increated students` interested in reading.

Based on the results of the first interview conducted by the researcher with one of the English student and one teacher of class XI of SMAN 1 Batang

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[4] Day, R. R., & Bamford, J. (2021). *Extensive Reading in the Second Language Classroom. Cambridge University Press.*

Onang, namely Piki Harahap and Miss Ika, state that there are still many low student learning outcomes[5]. Miss Ika admit that learning in class still used the lecture method and rarely uses experimental, demonstration, and discussion methods and did not apply learning media. This may be one of the reasons why students are lazy to follow the went learning. From the learned process that is still less than optimal, it cause student learning outcomes to still be low in understantood English language, expecially in reading [6] . So, Based on the interviewed results with an English student and a teacher from class XI at SMAN 1 Batang Onang, it can be concluded that students' learning outcomes in English, particularly in reading, remain low. This is partly due to the continued use of the lecture method and the lack of varied teaching strategized and learning media, which may reduce student motivated and engagement during the learning process.

Based on the statement above, the researched decided to apply Extensive Reading as a methode to improve the students vocabulary. The tittle of the research is The Effect of Extensive Reading (ER) on Vocabulary Mastery at Grade X SMAN 1 Batangonang Padang Lawas Utara

B. Identification of the Problem

Based on the background of the problem above, the researcher found that there are some problems with vocabulary mastery indentifie the problem as follow:

---

[5] Piki of SMAN 1 Batang Onang, Interview (Pintu Padang,5 December. Pukul 10:20 WIB)
[6] Miss Ika, Student of SMAN 1 Batang Onang, Interview (Pintu Padang,5 December. Pukul 10:20 WIB)

1. The student had difficulties in learning Vocabulary.

2. The student are lazy to memorize the word

3. The students are bored with the techniques used by the teacher in class.

C. Limitation of the Problem

Based on the identification of the problem, There are many problems face by students at XI MIA of SMAN 1 Batang Onang. It is impossible to solve all problems. The researcher focused on the environment because it is based on the standard competency of the syllabus. So, The reason is to find out the effect of Roundtable technique in increasing students' extensive reading activities in adjective vocabulary.

D. Definition of Operasional variabeles

1. Extensive reading

Extensive reading is a language learning approach that emphasizes reading a large volume of the material, typically for pleasure and enjoyment, with the goal of developing reading fluency and overall language.

2. Vocabulary Mastery

Vocabulary mastery refers to a person's ability to understand, use, and apply a wide range of words correctly and effectively in both spoken and written communication. It includes knowing the meanings, pronunciation, spelling, and appropriate usage of words in different contexts. Vocabulary mastery is essential for developing language skills such as reading, writing, listening, and speaking.

E. Formulation of the Problem

Based on the research background above, the researcher formulates the problem of the research as follow:

1. How is students` vocabulary mastery before learning using extensive reading mastery At Grade X SMAN 1 Batangonang Padang Lawas Utara?

2. How is students` vocabulary mastery after learning using extensive reading mastery At Grade X SMAN 1 Batangonang Padang Lawas Utara?

3. Is there any significant effect of students` vocabulary mastery after learning using extensive reading mastery at Grade X SMAN 1 Batang Onang Padang Lawas Utara?

F. The Objective of The Research

Based on the formulation of the problem, the objective of research as follows:

1. To know how is students` vocabulary mastery before learning using extensive learning mastery At Grade X SMAN 1 Batangonang Padang Lawas Utara.

2. To know how is students` vocabulary mastery after learning using extensive learning mastery At Grade X SMAN 1 Batangonang Padang Lawas Utara.

3. To know how is students` vocabulary mastery after learning using extensive reading mastery At Grade X SMAN 1 Batangonang Padang Lawas Utara.

G. The Significances of the Research

The result of this research is expected to be useful at least in three domains, they are for English teacher, headmaster, and other researcher. The following illustration describes the significances of this parties:

1. The English Teachers

    The result of this research is expected to be useful for english teachers as the information about the technique extensive reading on vocabulary mastery.

2. The Other Researchers

    The result of this research is expected to be useful as the information to other researcher who are interested in doing another research by using different variables can get basic information from this research to do the further research.

3. The School

    The result of this research is expected to enhance the school quality in education, especially in teaching and learning English.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary Mastery

a. Definition of Vocabulary Mastery

Vocabulary mastery is one of language aspects. Richards and Renandya state that vocabulary is a main element of language proficiency and gives much of the basis for how well learners speak, listen, read, and write [1] . So, Vocabulary mastery is a fundamental component of language proficiency, significantly influencing learners' abilities in speaking, listening, reading, and writing."

Vocabulary is a basic to communication. It is true that mastery of vocabulary will affect the student' ability in four language skills like listening, speaking, reading and writing. Furthermore, the knowledge of vocabulary, along with the basic comprehension strategy is one important factor to understand both spoken and written English. Next, vocabulary is one of the materials studied by students of all level of schools in Indonesia. It should be master want to master English well [2]. It is impossible to be successful in study language without mastering the vocabulary.

---

[1] Richards, Jack. C., and Willy A. Renandya.). *Methodology in language teaching: An anthology of current practice. Cambridge University Press,* (2021).
[2] Fitri Rayani And Eka Sustri Harida, *Building a Better Vocabulary By Word Formation Process*, 2021.

Vocabulary refers to the set of words and phrases known and used by a person, group, or community in a particular language. It encompasses not only the words themselves but also their meanings, forms, and how they are used in different contexts[3]. A rich vocabulary allows individuals to communicate more effectively and express ideas with greater precision and depth.

Effective vocabulary mastery instruction is a long term proposition. Attention to vocabulary growth is to start early, in preschool, and continue throughout the school years. Although the exact nature of effective nature of effective instruction is a grade levels, the focus on and commitment to vocabulary instruction is a sustaining component of schooling[4]. Effective instruction must also be multifaceted, encompassing: teaching individual words: extensive exposure to rich language , both oral and written: and building generative work knowledge.

From some definition of about vocabulary mastery above, it can be conclude that vocabulary is basic element of language which someone needs in learning a langu age especially to communicate effectively with others. Vocabulary mastery is also commonly call word stock, lexis, and lexicon.

---

[3] Nunan, David. *Second Language Teaching & Learning.* Heinle & Heinle (2021).
[4] Calderón, Margarite, Robert Slavin, and Marta Sanchez. *Effective instruction for English learners. The future of children* (2022)*: 103-127.*

b. The Importance of Vocabulary mastery

Vocabulary mastery has importance role in English learning. It is one element the links the four skills of speaking, listening, reading and writing. All together. In order to master all those skills, the students need to have good vocabulary mastery. Adequate numbers of word which is acquired by the student will enable them to master English skill easily. It will be easy for students communicate this ideas both in written or spoken form and comprehend what people say if they have good vocabulary mastery.

Importance of vocabulary:

1. Foundation of Communication

The foundation of communication refers to the basic principles, elements, and processes that form the basis for how people exchange information, ideas, feelings, and understanding. It includes understanding how communication works, the components involved [5].In essence, the foundation of communication provides the core framework for effective interaction, ensuring that messages are clearly sent, accurately received, and properly understood.

2. Improving Reading Comprehension

Reading comprehension refers to the ability to understand, interpret, and make meaning from written texts. It involves not only decoding words but also constructing meaning by connecting new information from the text with the reader's prior knowledge and

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[5] Berlo, David. K. The Process of Communication: An Introduction to Theory and Practice. New York: Holt, Rinehart and Winston, (1960)

experiences [6] .In the context of language learning, improving reading comprehension helps students enhance their overall language proficiency because reading exposes them to new vocabulary, grammar structures, and ways of expressing ideas.

3. Enhance Critical Thinking and Expression.

Enhancing critical thinking and expression means developing students' ability to think logically, analyze information, evaluate arguments, and express their ideas clearly and effectively. Critical thinking involves reasoning, questioning assumptions, and making judgments based on evidence rather than opinion [7] .When teachers enhance students' critical thinking and expression, they encourage learners to go beyond memorization. Students learn to interpret information, form independent opinions, and communicate their understanding creatively and logically.

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or classroom. It is also central to language teaching and is paramount importance to language learner[8]. Recent research indicated that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times

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[6] Grabe, W., & Stoller, F. L. Teaching and Researching Reading (Harlow: Pearson Education, 2011), 2nd ed.

[7] Paul, R., & Elder, L Critical Thinking: Tools for Taking Charge of Your Learning and Your Life (Pearson Education 2014). 3rd ed.

[8] Mofareh Alqahtani, ―The Importance Of Vocabulary In Language Learning And How To Be Taught,‖ *International Journal Of Teaching And Education* III, No. 3 (2021): 21–34, Https://Doi.Org/10.20472/Te.2021.3.3.002.

don`t know where to begin to form instructional emphasis on word learning.

c. Type of Vocabulary

Vocabulary can be classify into oral and print the form of vocabulary when someone speak orally or reads orally belongs to oral form. Types of vocabulary can be categorized based on spoken and written vocabulary. Children start vocabulary-building through listening and speaking even before writing and reading[9]. Every type of vocabulary has a different aim and the types of vocabulary are discuss below briefly.

Vocabulary is one of language aspects. Richards and Renandya state that vocabulary is a main element of language proficiency and gives much of the basis for how well learners speak, listen, read, and write. There are two types of vocabulary, they are receptive vocabulary and productive vocabulary, as describe below:

a) Receptive Vocabulary

Receptive vocabulary is mastery of vocabulary used to understand language conveyed by other people, both orally and in writing. In other words, receptive vocabulary is our understanding of the expressions that our interlocutors use when we speak or that we read when reading written texts.

b) Productive Vocabulary

Productive vocabulary is vocabulary that requires the speaker or writer to convey his own choice of vocabulary in accordance with the message he wants to convey to the person he is talking to or the message he will write to convey

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[9] Rachidi Nezha, ―A Meta-Analysis of Extensive Reading Research Takayuki Nakanishi Doctor of Education Temple University, 2020 Major,‖ 2020, 1–203.

to others[10].Receptive vocabulary refers to the words a person can understand when listening or reading, while productive vocabulary involves the words a person actively uses in speaking or writing to communicate their own ideas.

d. Aspect of Vocabulary

Vocabulary is one of the aspects of language that you should learn. Learning is important because you must first acquire vocabulary before you can speak, write, and listen. People are said to "know" a word if they can recognize its meaning when they see it. This means that when learning vocabulary, learners need to understand its meaning a understand and use it within the context of sentences. Although the concept of a word can be defined in many different ways, the three important aspects of her that teachers need to know and focus on are form, meaning, and usage.

According to Lado as cited in Novarisan and Orpa, —there are some aspects of Learning vocabulary. They are meaning, spelling and pronunciation:[11]

a. Meaning

Meaning In learning a foreign language, students should know the meaning of the word. Knowing the meaning of the word will make students easier to communicate on written or oral. Moreover, understanding word meaning helps learners to grasp to context of a sentence more effectively. It

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[10]Richards, Jack. C., and Willy A. Renandya.). *Methodology in language teaching: An anthology of current practice. Cambridge University Press,* (2021).

[11] Sabarlele Novarisan and Penina Oraile Orpa, "The Word Sords Strategy Tool for English in Teaching Vocabulary at Junior High School Level," MATAI: International Journal of language education 2, no. 2 (2022): 64-65, https://jurnal.untan.ac.id/index.php/jli/article/view/60000

also enriches their vocabulary knowledge, allowing them to use the words in various situations.

b. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard. order and an arrangement of letters that form a word or part of a word the process of forming words by putting letters together. In learning vocabulary, spelling is very important. It can tighten the connection between sound and letters. Spelling and listening also have a common factor, proficiency with language. There are some important points that should be considered when teaching vocabulary that as form (pronunciation and spelling). The learners have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

c. Pronunciaton

This will mean learning some symbols which are different from the letters of the English alphabet. Students really want to be able to speak English well with good pronunciation so that they can communicate with others without hindrance. Prounoncing the words also enables students to remember them longer and identify them more readily when it is heard or read.

f. Classifications of Vocabulary

In learning vocabulary there are two types of vocabulary. Another way, vocabulary is also classify into function of words and contents. The classification of vocabulary intended of such as nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunctions, and interjections that called

word classes. It is known as part of speech[12]. Eight part of speech can be divided into nouns, verb, adjective, adverb, conjunctions, pronoun, interjection, prepositions.

In this research, the researcher focus on adjective. Adjective is a word that describes or modifies a noun or pronoun.

g. Descriptive Adjective

A descriptive adjective is a type of adjective that provides information about the qualities, characteristics, or features of a noun or pronoun. It describes what kind of person, place, thing, or idea is being referred to, usually by expressing color, size, shape, age, emotion, or other attributes [13]. These adjectives describe the quality or kind of a noun.

It gives more information about the quality, quantity, size, color, shape, or condition of the noun. Descriptive adjectives play an important role in describing people, places, things, and ideas clearly. By choosing and placing descriptive adjectives carefully, you can create more interesting and precise descriptions, making your writing or speech more engaging and colorful.

h. Material of Vocabulary

Activity 3

Find the meaning of the following words

Table 2.3 Meaning of adjective

Words	clean	blue

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[12] Erlin Ifadah. et al., English Grammar Basic To Advance: Teori & Implementation P* (Sonpedia Publishin Indonesian 2024), page 8-15

[13] Cambridge Dictionary, "Adjectives," Cambridge Dictionary, [https://dictionary.cambridge.org/grammar/british-grammar/adjectives], 2025.

Meaning		
Words	awful	dirty
Meaning		

Words	big	trash
Meaning		
Words	lovely	little
Meaning		
Words	small	plastic
Meaning		

Unit 2 Love Your Environment

Activity 4

Complete the following dialogue with the phrases in activity 3.
Dialogue 1
A : What makes Labuan Bajo so famous?
B : It must be because of its _____
Dialogue 2
A : What a _____
B : Yeah. I bought it from the market last week. It looks nice with my lowers in it[14].

2. Extensive Reading (ER)

a. Definition of Extensive Reading (ER)

According Day and Bamford, ‖ Extenive Rading is a reading technique in which students read a lot of material in general, for overall meaning, and to gain information as well enjoyment‖ [15] . This approach encourages learners to read freely and widely, focusing on fluency and

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[14] Puji Astuti, (2022) *BAHASA INGGRIS: English for Change untuk SMA/MA Kelas XI 1:266*
[15] R. R. Day and J. Bamford —Extensive Reading Activities for Teaching Language 2021

comprehension rather than detailed analysis or vocabulary study. It aims to develop positive reading habits, increase language exposure, and build confidence in reading through engaging and level-appropriate materials.

Extensive reading as a way to improve vocabulary. They emphasize the importance of students reading widely and frequently, focusing on comprehension rather than detailed analysis, to naturally acquire new vocabulary. Their work highlights that easy, enjoyable reading materials, particularly graded readers, help learners encounter new words multiple times in different contexts, aiding vocabulary acquisition [16]. So, xtensive reading is an effective strategy to enhance vocabulary acquisition.

Extensive Reading is reading which involves students reading long text such as book, jornals, article and papers. The aim is for general understanding with the intention of enjoying the text. After reading, the students are asked to write a summary of the text [17] .So, Based on the explanation above, extensive reading followed by summary writing can significantly improve students' vocabulary. It allows them to encounter and use new words in meaningful contexts, enhancing both their understanding and retention of vocabulary.

Extensive reading is a language learning approach where learners read large quantities of easy and interesting texts to develop general reading

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[16] W. A. Renandya dan G. M. Jacobs, "Extensive Reading and Listening in the Language Classroom," dalam English Language Teaching Today, ed. W. A. Renandya dan H. P. Widodo (Springer, 2016), hlm. 97-110.

[17] Raihani Ferdila. The Use of Extensive Reading in Teaching Reading.Journal of English and Education, 2 2 (2014), 68-80

skills and build vocabulary. It is not bound by specific place or time constraints—students can engage in reading in various environments such as classrooms, libraries, or at home, and at times convenient to them, whether during school hours or independently outside class [18] .In conclusion, extensive reading is a flexible and effective language learning strategy that promotes vocabulary growth and reading fluency. Because it is not limited by time or place, learners can practice reading anytime and anywhere, making it a practical and accessible method for improving language skills.

Based on the definition of Extensive Reading, it can be concluded that Extensive Reading Activities is method in learning process, where the students reading as many different kinds of English book, journals and paper for pleasure and only need a general understanding of the content

b. The characteristic of extensive reading

The are characteristic of extensive reading are as follows:

a. Students read as much as possible

This means that the students are encouraged to read a lot. They devotee the time in reading process. It can be done in and out of the classroom.

b. A variety of materials on a wide range of topics is available

It means that the teacher must provide some or various topics of reading materials.

c. Students select what they want to read

The students can choose the material based on their need and interest.

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[18] Day, R. R., & J Bamford, Top ten principles for teaching extensive reading. Reading in a Foreign Language, 14 2(2020), 136–141.

d. The purpose are usually related

To pleasure, information, and general understanding 4 Mostly students

read the books to get pleasure, information, and general understanding

e. Reading is its own reward

The main task of student is just reading without doing exercise after

reading.

f. Students usually take part in post reading activities[19].

Students are encouraged to read extensively both inside and outside

the classroom, using a variety of materials on different topics. They have

the freedom to choose what they want to read based on their interests and

needs. The main purposes of reading are for pleasure, gaining information,

and general understanding. Reading is considered valuable in itself, though

students may also engage in some post-reading activities

c. Types of extensive reading

The are Types of extensive raeding as follows**:**

a. Graded Reading (Graded Readers)

Graded reading involves reading texts that are specifically adapt to a

learner's proficiency level. These texts are simplifie versions of authentic

texts (novels, short stories, etc.) or original works written at specific levels[20].

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[19] Ying-ying Hsu and Sy-ying Lee, ―Determining the Crucial Characteristics of Extensive Reading Programs: The Impact of Extensive Reading on EFL Writing,‖ *The International Journal of Foreign Language Teaching*, 2009, 12–20, http://web.ntpu.edu.tw/~lwen/publications/Determining_the_Crucial.pdf.

[20] Laring, R., & Nation, I.S.P. *Second Language Reading and Vocabulary Learning. Reading in a Foreign Language*, 16, 2 (2021), 1-12.

Graded reading provides learners with simpklified or level appropriate text that match their language proficiency, making it easier to build comprehension for the pleasure emphasizes.

b. Reading for Pleasure

Reading for pleasure refers to reading that is voluntary, motivated by personal interest, and done for enjoyment or satisfaction, rather than for academic, instructional, or job related purposes[21]. So, reading for pleasure emphasizes voluntary reading driven by personal interest and enjoyment, rather than academic or job related requirements.

c. Thematic or Topic-Based Extensive Reading

In this type of extensive reading, learners select materials based on specific themes or topics that interest them (, technology, culture, history, sports)[22]. The aim is to expose learners to a broad range of vocabulary and expressions relate to a particular subject

The researcher choose the Thematic or topic based Extensive reading because can motivate the students to read when they are reading about topics that interest them[23]. Here are various types of extensive reading, including graded reading, reading for pleasure, and thematic or topic-based reading. Graded readers are simplified texts matched to learners' proficiency levels, while thematic reading focuses on specific topics of interest to build

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[21] Clark,C.,&Rumbold, K. (2020). *Reading for Pleasure: A research overview, Nationanl Literacy Trust.*
[22] Day, R. R., & Bamford, J. *Top ten Principles for Teaching Extensive Reading in a foreign Language, 14, 2.* (2020)*, 136-141*
[23] Day, R. R., & J Bamford, . *Extensive Reading in the Second Language Classroom.* Cambridge University Press, 2021.

vocabulary and engagement. The researcher chose thematic or topic-based extensive reading because it can motivate students by allowing them to read about subjects they are genuinely interested in.

d. **Principles of Extensive Reading**

The ten principles are considered the fundamental principles of ER. In applying ER to learning, teachers are required to instill these principles. However, some ER experts believe the 10 principles are too idealistic and do not consider contexts and settings. Extensive reading must be responsive to the characteristics of the language learning context in which the program is implemented. For example, the sixth principle of ER, that reading is a reward in itself, can be replaced with monitoring and assessments so that students truly take the ER activity instructions seriously believes that the ten principles are not binding and can be adjusted to different situations and contexts so that the ten principles are reduced to seven by eliminating principles number two, three, and six and adding a statement that reading is a regular activity that can be done both inside and outside the classroom.[24] In this research, researchers used seven principles coined, to adjust the context and setting in learning using ER.

    a. The purpose is usually related to pleasure, information, and general understanding
    b. Reading speed is usually faster rather than slower
    c. Reading is individual and silent

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[24] Day, R. R., & Bamford, J. (2020). *Top ten Principles for Teaching Extensive Reading in a Foreign Language, 14(2), 136-141*

d. Easy Reading Material [25]

The successful implementation of an extensive reading program requires strong commitment from both teachers and students. Key procedure include selecting appropriate and interesting materials, setting clear reading goals.

5. Procedure of Extensive Reading

1. Selection of Reading Materials

Teachers provide a wide variety of interesting and level-appropriate texts (graded readers, novels, short stories, magazines, or online resources) to give students freedom of choice.

2. Orientation and Guidance

Students are introduced to the concept of extensive reading, its purpose, and how it differs from intensive reading. The teacher explains that the focus is on reading for general understanding and enjoyment, not on analyzing every detail.

3. Silent Reading

Students read individually and silently at their own pace, choosing texts that interest them. The reading is done either in class or outside class as an assignment.

4. Minimal Use of Dictionaries

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[25] Day, R. R., & Bamford, J. (2020). *Top ten Principles for Teaching Extensive Reading in a Foreign Language, 14(2), 136-141*

Students are encouraged not to translate every word but to understand the general meaning of the text. Dictionaries should be used only when necessary to avoid interrupting the flow of reading.

5. Follow-up Activities

After reading, students may participate in light post-reading activities such as summarizing, sharing opinions, book reports, storytelling, or group discussions to reinforce comprehension and encourage reflection.

6. Teacher's Role

The teacher acts as a facilitator, motivator, and model reader who encourages students, monitors their progress, and provides support when needed.

7. Regular Practice

Extensive reading should be done consistently over a period of time, as regular exposure to large amounts of comprehensible input improves vocabulary, reading speed, fluency, and overall language proficiency[26].

B. Review Related Findings

Many studies have been perform by the researcher relate to the use of strategies, approaches, techniques, or media in motivating the learners to learn vocabulary in Extensive Reading. Some of them are mention with their report as follows:

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[26] Grabe, W., & Stoller, F. L. Teaching and Researching reading (2nd ed.). Harlow: Pearson Education . (2011).

The first is Rashidi and Piran The result showed that Intensive Reading and Extensive Reading can develop the number vocabulary on Iranian EFL in terms of synonym, antonym and collocation[27]. Extensive reading helps learners enhance their knowledge of synonims, antonyms, and collocations. This indicates that extensive reading not only increase the number of words students know but also strengthens their understanding of how word are related and used in different contexts.

The second, Ayuningtyas stated the result of the research reveals that the implementation of the Extensive Reading Activities using book flood activity, sustained reading activity and telling the truth activity succesfully improve students vocabulary mastery[28]. The students could memorize the words easily so that their text understanding improve. In addition, these activities not only made them more enthusiastic but also increased their involvement in the teaching and learning process.

The third, Chen et al showed that the experimental group reveal significantly better in reading attitude and comprehension and vocabulary than control group. [29]Therefore integrating E-Book Extensive Reading programe into EFL teaching helps improve EFL students reading attitude and comprehension and also vocabulary learning.

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[27] Rashidi, N., & Piran, M. (2020). The Effect of Extensive Reading and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth. Journal of Research in Applied Linguistics, 11(1), 1-18: https://jral.scu.ac.ir/article_14234.html

[28] Ayuningtyas "Improving Students Vocabulary Mastery Through Extensive Reading Activities at Grade XI IPA 2 of SMA Negeri 1 Pleret (2019)

[29] Chen et al "The Effect of Extensive Reading Via E-Book on Tertiary Level EFL Students Reading Attitude, Reading Comprehension and Vocabulary"(2020)

The fourth the result showed that there was effectiveness of Extensive Reading towards students. vocabulary mastery. It can be seen from data gotten after the holding of pre-test and post-test[30]. Extensive Reading is especially beneficial in consolidating learners vocabulary knowledge and in encouraging learners to reflect on their interest and needs in vocabulary learning.

Those previous findings above are closely relate to what the researcher does in this research. They have valuable information about the students ability in studying English, particularly in improving English vocabulary based on the for sklill in English by using Extensive Reading. Relevant on this method, the researcher is interest to improve students English vocabulary through.

So that from the above description, the reasearcher conclude that the research can improving students` vocabulary mastery using extensive reading. So the researcher interest will be done the research about improving students` vocabulary mastery using extensive reading at Grade X SMAN N 1 Batang onang.

C. Conceptual of Framework

The students' must have many vocabularies. To have and master vocabulary the teacher should has to good way in teaching vocabulary, also students' need the fun, enjoyable and easier way to help them understand. By using Extensive Reading in teaching and learning vocabulary, it can help teacher to teach vocabulary more interesting and easier.

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[30] Seno and Yonemoto "Vocabulary Learning Through Extensive Reading"(2021)

The research aims to determine the effect of Extensive Reading on students` vocabulary mastery at grade X SMAN 1 Batang Onang Padang Lawas Utara. It is hope the research can provide new insight for teacher in choosing effective learning approaches to improve students' in vocabulary.

In experimental class the researcher taught Extensive Reading. While in control class use the teachers' technique. So that in post-test it known whether this application has an effect or not on students'.

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┌────────────────────────────────────────────────────┐
│ Students still had a lack of vocabulary, students were not able to │
│          identify the meaning of the word, students'were          │
│            difficult in memorizing the new vocabulary             │
└────────────────────────────────────────────────────┘
                            │
                            ▼
                      ┌──────────┐
                      │ Pre-Test │
                      └──────────┘
                       ╱        ╲
        ┌──────────────────┐   ┌──────────────────────┐
        │ Experimental class with │   │ Control class with teacher │
        │ Extensive Reading │   │ techniques           │
        └──────────────────┘   └──────────────────────┘
                       ╲        ╱
                      ┌───────────┐
                      │ Post-Test │
                      └───────────┘
                            │
                            ▼
                      ┌────────────┐
                      │ Hypothesis │
                      └────────────┘
                       ╱        ╲
                  ┌──────┐   ┌──────┐
                  │  Ha  │   │  Ho  │
                  └──────┘   └──────┘
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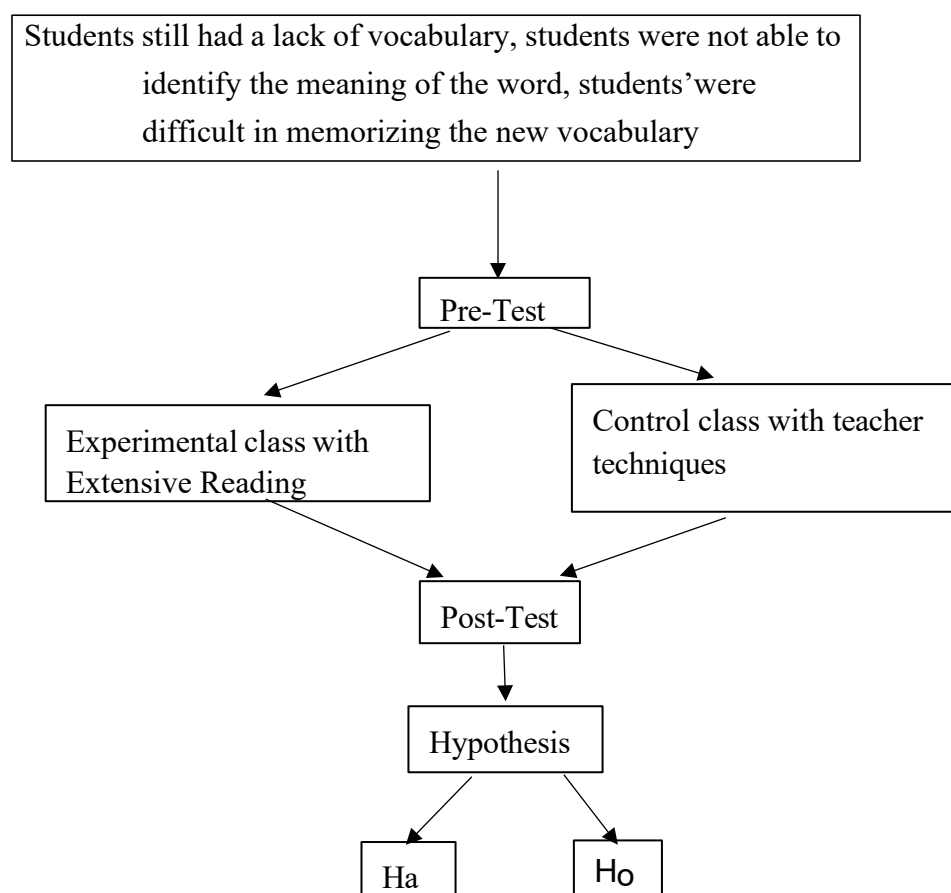
Figure II. 1**:The Diagram of the Conceptual Framework of the Research**

D. Hypothesis

The researcher formulates the hypothesis of the research stated that:

1. Alternative hypothesis (Ha): There is a significant effect of extensive on vocabulary mastery using extensive reading at Grade X SMAN N 1 Batangonang.

2. Null hypothesis (Ho): There is no a significant effect of extensive reading on vocabulary mastery using extensive reading at Grade X SMAN N 1 Batangonang

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The place where the research will be carried out is at SMAN 1 Batang Onang, Pintu Padang Village, Batang Onang District, North Padang Lawas Regency, North Sumatra Province. It is December 2024 until it is finish.

B. Research design

In this research, the researcher uses quantitative research. Quantitative research involves the processes of collecting, analyzing interpreting, and writing the result of the study. This research used quantitative with experimental method. This research is design which is pretest and post-test design[1]. So, experimental research aims to looking for the effect of each variable.

Table III.1: Pre test – Post test Control Group Design

Pretest-Posttest control group design

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2
Control	O_3	-	O_4

Where:

O1 = Pretest in experimental class
O2 = Posttest in experimental class
X = Treatment
O3 = Pretest in control class
O4 = Posttest in control class

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[1] Sugiyono, *Metode Penelitian Pendidikan(Pendekatan Kuantatif,Kualitatif, dan R&D)*, ed. oleh Sugiyono, 22 ed. (Bandung: ALFABETA, cv, 2015).

In this model, both of classes given pre-test (O1). Then, in experimental group given a treatment (X) and control class is not given a treatment. After giving a treatment, both of classes given post-test (O2).

C. Population and Sample

a. Population

The research involves the school principle, the English teacher, and X MIA 2 of SMAN 1 Batang Onang in the academic year 2024/2025. There are three classes with 75 students`. the subject of the research the researcher in collaboration with English teacher and X MIA 2 students as well. Based on the explanation above, the population of this research can be seen of the following table below:

Table III. 2: Population of Research

NO	Class	Total Students`
1	MIA 1	26
2	MIA 2	25
3	MIA 3	24
	Total	75

b. Sample

The sample is part of the population's size and characteristics.The sample taken using Random Sampling. To determine the experimentall class and control class, this was done in a random manner. This is done by pulling out a number, which is written on a small piece of paper, which is then fold into severalfolds. The experimental class is mark with number 1 and control class marked withs number 2. The the head of each class will draw the number, and whoever get the first number maked their class an experimentall class, while the one who gets

the second number their class with control class. this can be seen in the following table:

Table III. 2: Sample of the Research

Class	Total Students
X MIA I(Experrimentall class)	26
X MIA 2(Controll class)	25
Total	51

D. Data Collection Instrument

A test is a tool for assessing a person's performance, knowledge, or competence in a particular field. The researcher employed a vocabulary test in this study. Students asked to respond to 50 multiple-choice questions

Table III. 4: The Indicator of Adjective Vocabulary Test

No	The Indicator of Vocabulary	Sub Indicators	Item	Total item	Score Item	Total Score
1.	Students are able to understand the meaning, remembering and word use of environment	Meaning,	1,2,3,4,5,6,7,8,9,10 11,12,13,14,15,16, 17,18,19,20	20	2	40
		Remembering	21,22,23,24,25,26,27 28,29,30	10	2	20
		Word use	31,31,33,34,35,36,37, 38,39,40,41,42,43,44 ,45,46,47,48,49,50	20	2	40
	total		50	100		100

Score = B/N x 100 = 1/50 x 100 = 2
   B: Number of question answer correctly
   N: Number of question
    The total of questions was 50 items,. If the students' can answer all

questions correctly the the students get a score of 100.

E. Validity and Reability

1. Validity [2]

Validity is define as the extent to which an instrument measures what it purpose to measure and does so cleanly without accidentally including other factors.[3] The test must be valid in order to measure the sample ability accurately. In this case, the researcher uses prduct moment. Product moment is part the test as a totality for measuring test based on content. It seems to validate the content of the instrument. There are two validations of test in this research, they are post-test and pre-test.

$$r = \frac{n\Sigma - (\Sigma x)(\Sigma y)}{\sqrt{[n\Sigma x^2 - (\Sigma x)^2][n\Sigma y^2 - (\Sigma y)^2]}}$$

Explanation :
r   = Coeficient of Validity
N   = The Numberof Students
Σx = The number of score item
ΣY = The total of score
Σxy = The result of the number of score item X the total

of score[4]

Table III. 5 Validation of Pre-test and Post-test

Pre-Test and post test	
Valid	Invalid

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[2] Sudaryono, Metode Penelitian Pendidikan

[3] Ahmed Vian, et. Al, Validity and Reliability in Built Environment Research. A Selection of Case Research.

[4] Ahmed Vian, et. Al, Validity and Reliability in Built Environment Research. A Selection of Case Research

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 18, 20, 21, 22, 23, 24, 25,26, 27, 28,29,30,31,32,33,34,35,6,37,38,39,40,41,42,43,44,45,46,47,48,49,50	-

Based on Table III.5, the results of the validity test for the pre-test and post-test instruments show that all 50 items were categorized as valid. This means that every item in the test can properly measure what it is intended to measure. Since there were no items categorized as invalid, all 50 questions were used as research instruments in both the pre-test and post-test.

2. Reability

The reability means the result of the test has similarity. The research instrument say to have a high reability value, if the test make to have consistent result in a measure the world be measurre. The researcher use a multiple choice to asses students vocabulary mastery. To do this research conclude that the instrument that applied in this research was reliable and can be used to test the students at SMAN 1 Batang Onag[5].

Table III. 6 Reliability Test Results of Questions

Variable	coefficient Reliability	r-table	Explanation
Questions	0.87	0.70	Reliable

F. Research Procedure Test

In collecting the data, researcher use multiple choice. Which pre-test and post-test. It was include to the procedure.

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[5] Litwin S. Mark, How to Measure Survey Reliability and Validity.

In collecting the data, researcher use multiple choice. Which pre-test and post-test. It included to the procedure.

a. Pre-Test

The pre-test is given before starting research. Some steps that researcher done in pre-test are:

1. The researcher prepare 50 items for pre-test.
2. The researcher distributes the test to students' in experimental and control class.

3. The researcher explains what the students must do
4. Giving time to the students to answer the questions.
5. The researcher collect the students task
6. The researcher checks the test result and make the score.
7. Then, the researcher finds the mean score both of experimental and control class

b. Treatment

Treatment is where the researcher did the model. The researcher gave material to students about vocabulary. In experimental class, the researcher used Extensive Reading in teaching vocabulary. In conducting the treatment, researcher have some steps to do, they are:

1. For the beginning, the researcher open the class with greeting. Ask students' to pray. Then starts the class with short explanation.

2. The researcher explains the topic and the goals of the learning Then the researcher divide the students into groups and directs the students to pay attention and analyze the pictures that pasted on the board. The students have to write the summary of what they have analyze from the pictures on their paper.

3. The researcher asks the groups alternately to present the findings in their summary of the pictures. Students carry out the discussion(.

4. The researcher closes the lesson and provides reinforcement on the result of the discussion.

c. Post-Test

Post-test is given after doing the treatment in experimental class. The type of test same as the pre-test but different questions.

1) The researcher did some steps in post-test, those are:
2) The researcher prepares 50 items for post-test
3) The researcher distributes the test to students in experimental and control class
4) The researcher explains what the students have to do.
5) Giving time to the students to answer the questions.
6) The researcher collects the students' task.
7) Checked the test result and made the score
8) Then, the researcher finds the mean score both of experimental and control class for post-test.

G. Technique of Data Analysis

Data obtain from the pre-test and post-test analyz using the t-test to see whether there significant differences between the experimental group and the control group in terms of increasing students' vocabulary. The t-test carried out to compare the average post-test scores of the two groups

1. Requirement Test

a. Normality Test

Normality tests are used to know whether the data of research is normal or not. The normality tests are supplementary to the graphical assessment of

normality. It compares scores in a distributed sample with the same mean and deviation, whether normal or not. The main test for assessing normality is Shapiro Wilk and Kolmogorov-Smirnov, which has a significance level of $a = 0.05$. Data will be considered normally distributed if the results show more than 0.05. Therefore, data that shows results less than 0.05 is considered not normally distributed.

b. **Homogeneity Test**

The homogeneity test is the largest variance test compared to the smallest variance Using table F. Homogeneity testing is an analytical technique for determining whether data from two variances for each sample group is homogeneous. This test used Levene Statistics on IBM SPSS 26 with alpha (a=0.05). If the data shows a result of more than 0.05, then it can be considered homogeneous. On the other hand, if the data shows a result of less than 0.05, it can be said to be not homogeneous[6].

Table III. 5: Classification quality of students` score

No	Percentage	Criteria
1.	0% - 20%	Very low
2.	21% - 40%	Low
3.	41% - 60%	Enough
4.	61% - 80%	Good
5.	81% - 100%	Very Good

Following the calculation of the average score for all students, the following criteria were consulted:

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[6] Sutisna, I. (2020). Statistika penelitian. Universitas Negeri Gorontalo, 1(1), 1-15.

a. If the mean score is between 81 and 100 percent, it might be classified as very high.

b. If the mean score is between 61 and 80 percent, it might be classifie as high

c. The value can be classified into enough d if the mean score is 41- 60%.

d. If the value's mean score is between 21 and 40 percent, it can be considered low

e. If the value's average score is 0% to 20%, it might be classified as very low.

c. Hypothesis

The data was collected by pre-test and post-test is analyzed by applying t-test formula. The purpose of using this formula was to determine the differences of the result of the data conduct the pre-test and post-test in both experimental and control class, before and after treatment. The researcher used independent sample with SPSS Statistics v.26. The result can be seen from the mean of score. The mean score would show whether there is the difference between mean score control group and mean score experimental group.

3. Alternative hypothesis (Ha): There is a significant effect of extensive on vocabulary mastery using extensive reading at Grade X SMAN N 1 Batangonang.

4. Null hypothesis (Ho): There is no a significant effect of extensive reading on vocabulary mastery using extensive reading at Grade X SMAN N 1 Batangonang

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This is chapter present the result of the research. It talks about the effect of extensive reading on vocabulary mastery at grade X SMA N 1 Batang Onang Padang Lawas Utara.. Then, the test devided into two aspect, they were pre-test and post-test. Pre-test was done before giving treatment wheares post-test was done after giving treatment. This study applied quantitative research by using the formulation of t-test to test the hypothesis. Next, the researcher the data as follow.

A. Description of Data

1. Data Description Before Using Extensive Reading

a. Score of Pre-Test in Experimental Class

The researcher took class X MIA 1 as experimental class. Based on the students` performance in the pre-test, the researcher has calculated the students` score by using SPSS v.26 to get the final result such as mean, score, median, modus, range, interval, variants, and standard deviation.

Table IV.1:The Score of pre-test in Experimental class

No	Description	Statistics
1	Mean	43.35
2	Median	40.00
3	Mode	35
4	Std. Deviation	14.516
5	Variance	210.715
6	Range	55
7	Minimum	20
8	Maximum	70
9	Total score	1127
10	Interval	10

The average score of the students 43,35 indicating of the general level of the studentsvocabulary mastery before the treatment. The median score is 40.00 meaning that galf of the studentsscore below and half score above this value. The most frequency is 35 suggesting that several students had this score. the standard deviation is 14.516, indicating a moderate to high variability. the variance confirms the wide thedistribution of score among students. the difference between the high lowest score is 55 showing significant variation in students performance. the low score is 20 which reflects that some students had very low initial vocabulary mastery. the highest score is 75 indicating that so students already had realitively good vocabulary knowledge. the total score of students if the mean is 43.35 the approximate number of students is 1127: 43.35= 26students. The score are group into interval of 10(20-29,30-39)making data distribution clearer in a frequency table or histogram.

Table   **IV.2:**

The

No	Interval	Mid Point	Frequency	Percentages
1	20-29	25.5	2	8%
2	30-39	35.5	3	12%
3	40-49	45.5	5	19%
4	50-59	55.5	7	27%
5	60-69	65.5	5	19%
6	70-79	75.5	4	15%
i=10			26	100%

Frequency Distribution of Experimental Class in Pre Test

The frequency distribution of students' vocabulary mastery by using Extensive Reading nearly half of the students (27%) have scores concentrated in the 50-59, indicating that most students have a moderate

level of vocabulary mastery, centered around this score. A smaller percentage of students is within the slightly higher interval of 20-29, showing that some students have stronger in understanding vocabulary in depth and understanding more. This distribution shows the majority of students performing at a moderate level, while fewer students exhibit either very low or very high.

In order to get description of the data clearly and completely, the data researcher presents them in histogram on the following figure:

Frequency

Figure IV. 1: Pre-Test Histogram of Experimental Class

The histogram above shows a normal distribution of students pre test scires in the experimental class. It is characterized by a symmetrical bell shaooed curve, where most of the data is concentrated in the middle

intervals(45.5-65.5), indicating that the majority of students achieved average scores.

The highest frequency appears in the 55.5 interval, suggeseting that most students scored within this range. The frequency gradually decrease toward both ends (25.5-75.5), reflecting fewer students who scored very low or very high. This petterns significant a balanced performance and suggest that the students score are spread around the average in a typical way.

b. Score of pre-test in Control Class

In pre-test of control class, the researcher took class X MIA 2 as control class. Based on the students' performance in pre-test, the researcher has calculated the students' score by using SPSS v.26 to get the final result such as mean, score, median, modus, range, interval, variants, and standard deviation. The score of the students' can be seen in the table below:

Table IV.3:The Score of pre-test in Control Class

No	Description	Statistics
1	Mean	37.80
2	Median	35.00
3	Mode	30
4	Std. Deviation	16.013
5	Variance	256.417
6	Range	55
7	Minimum	10
8	Maximum	60
9	Sum	945
10	interval	10

The descriptive statistics of the students' vocabulary mastery in the control class of Grade X at SMAN 1 Batang Onang show that the mean score of the pre-test was 37.80, indicating the average performance of the students. The median score was 35.00, which suggests that half of the students scored below and half scored above this value. The mode score, or the most frequently occurring score, was 30.

The standard deviation was 16.013, showing a relatively high dispersion of scores around the mean. The variance was 256.417, further indicating a wide range of scores among the students. The range between the highest and lowest scores was 55, with the minimum score being 10 and the maximum score being 65.

The total (sum) of all student scores was 945, and the data was grouped using an interval of 10. These findings provide a general overview of the vocabulary mastery level of students in the control class before the treatment or intervention.. The calculation of the frequency distribution of the students' scores is as follows:

Table IV. 4:

No	Interval	Mid Point	Frequency	Percentages
1	10-19	15.5	3	12%
2	20-29	25.5	4	16%
3	30-39	35.5	5	20%
4	40-49	45.5	6	14%
5	50-59	55.5	4	16%
6	60-69	65.5	3	12%
	i=10		25	100%

Frequency Distrtibution of Control Class In Pre Test

The frequency distribution of students' vocabulary mastery by using teacher technique nearly half of the students (20%) have scores concentrated in the 35.5 indicating that most students have a moderate level of vocabulary mastery, centered around this score. A smaller percentage of students is within the slightly higher interval of 15.5-65.5. This distribution shows the majority of students performing at a moderate level, while fewer students exhibit either very low or very high.

In order to get description of the data clearly and completely, the data researcher presents them in histogram on the following figure:
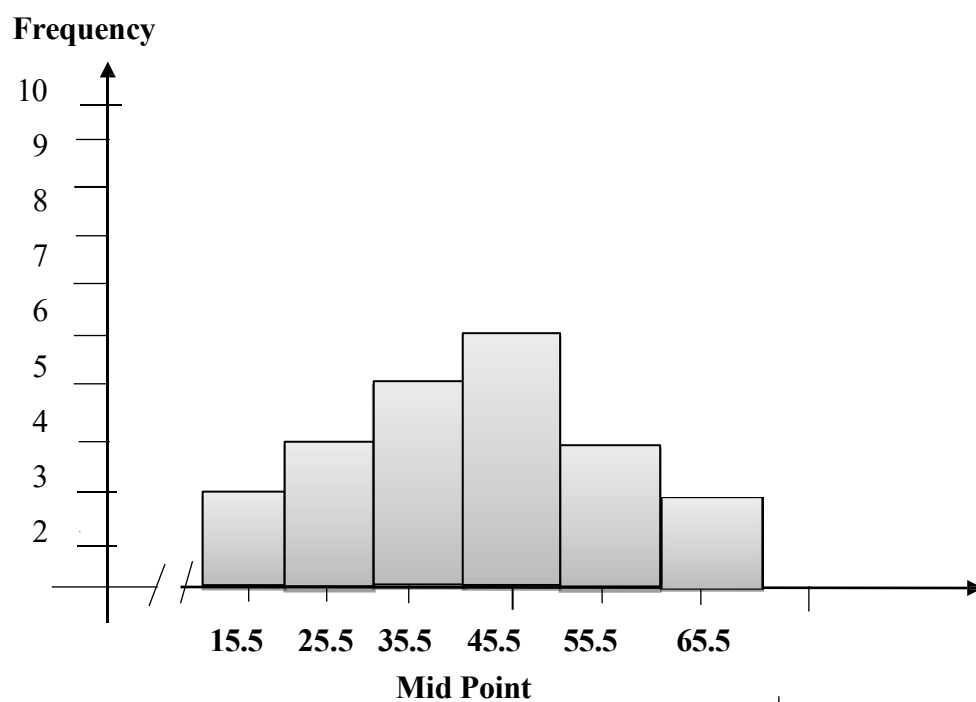
Figure IV. 2: Pre Test Histogram of Experimental Class

The histogram above shows a normal distribution of students pre test scires in the experimental class. It is characterized by a symmetrical

bell shaooed curve, where most of the data is concentrated in the middle intervals(45.5), where the highest frequencyis observed.

2. Data Description After Using Extensive Reading

a. Score of Post-Test in Experimental Class

The calculation of the result that had been gotten by the students' answering in question (test) after the researcher did the treatment by using Extensive Reading. The researcher took class X MIA 1 as experimental class. Based on the students' performance in post-test, the researcher has calculated the students' score by using SPSS v.26 to get the final result such as mean, score, median, modus, range, interval, variants, and standard deviation. The total score of experiment class in post-test was 2014. The score of the students' can be seen in the table below:

Table IV. 5 : The Score of Post Test in Experimental Class

No	Description	Statistics
1	Mean	77.46
2	Median	77.00
3	Mode	75
4	Std. Deviation	13.204
5	Variance	174.338
6	Range	50
7	Minimum	50
8	Maximum	100
9	Sum	2014
10	Interval	9

The descriptive statistics of the students' vocabulary mastery in the experimental class of Grade X at SMAN 1 Batang Onang after

receiving the treatment through Extensive Reading show significant results. The mean score was 77.46, indicating a high average performance among the students. The median score was 77.00, meaning half of the students scored below and half scored above this value. The mode score, or the most frequent score, was 75.

The standard deviation was 13.204, suggesting a moderate spread of scores around the mean, while the variance was 174.338. The range between the highest and lowest scores was 50, with the minimum score being 50 and the maximum score being 100.

The total score (sum) of all students in the experimental class was 2014, and the data were grouped using an interval of 9. These results reflect the students' improved vocabulary mastery after being taught using the Extensive Reading method. The calculation of the frequency distribution of the students' scores is as follows:

Table IV. 6: Frequency Distribution of Experimental class in Post test

No	Interval	Mid Point	Frequency	Percentages
1	50-58	54.6	2	7%
2	59-67	63.5	6	20%
3	68-76	73.5	7	24%
4	77-85	80.5	5	18%
5	86-94	91.5	4	14%
6	95-103	98.5	2	7%
i=9			26	100%

The frequency distribution of students' vocabulary mastery by using Extensive Reading nearly the students (24%) have scores

concentrated in the 68-76, indicating that most students have a moderate level of vocabulary mastery, centered around this score. A smaller percentage of students is within the slightly higher interval of 59-58 and 95-103, showing that some students have stronger in understanding vocabulary in depth and understanding more. This distribution shows the majority of students performing at a moderate level, while fewer students exhibit either very low or very high.
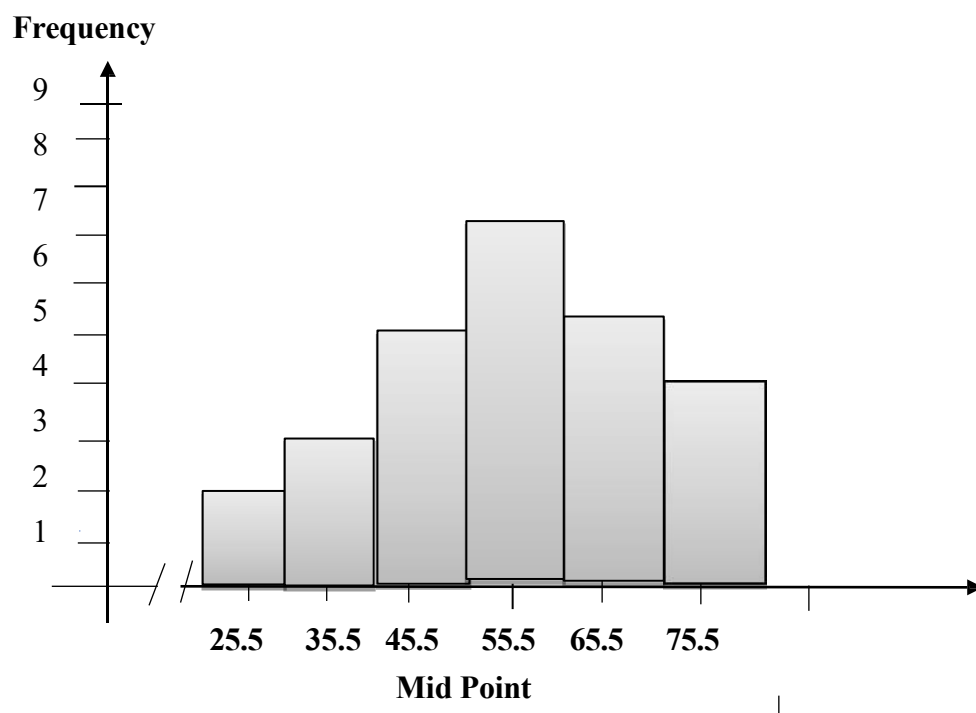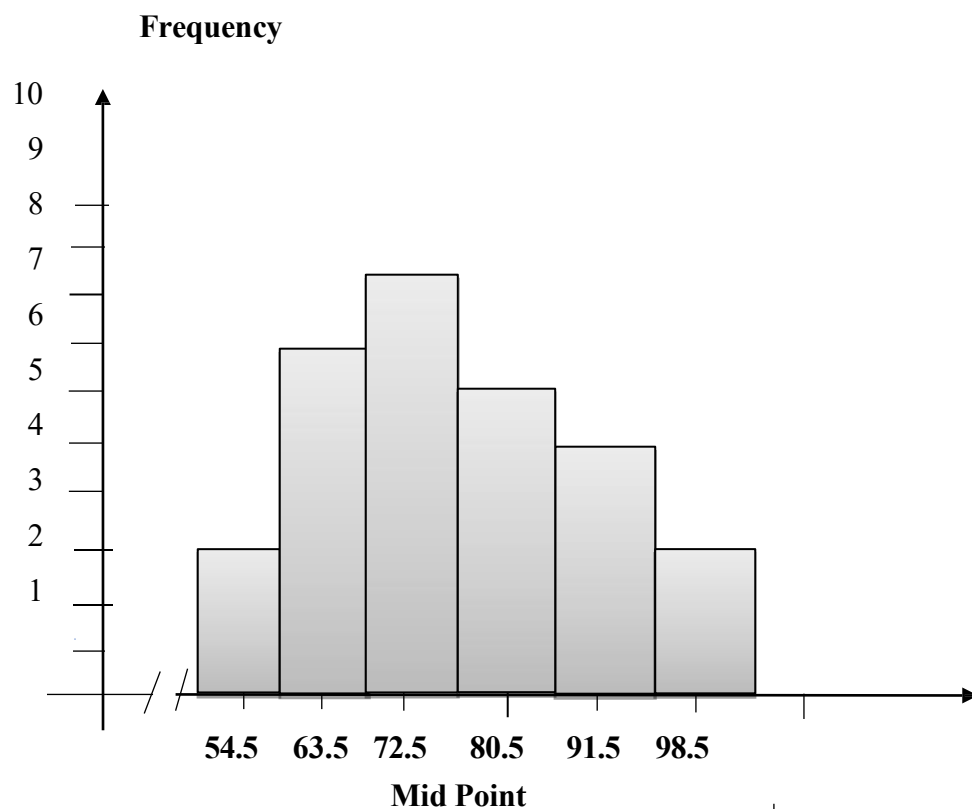
Frequency

Figure IV. *3*: Post-Test Histogram of Experimental Class

The histogram above display a normal distribution of the students post test score in experimental class. The data is symmetrically distributed, with the highest frequency of students scoring within the 68-76 interval, wich is the midpoint of the distribution. The frequency gradually decrease towards both

end the distribution (50-58 and 95-103), showing fewer students scored extremely low or extremely high.

b. **Score of Post-Test in Control Class**

Table IV. 7: The score of Post-Test in Control class

No	Description	Statistics
1	Mean	53.20
2	Median	55.00
3	Mode	55
4	Std. Deviation	17.493
5	Variance	306.000
6	Range	50
7	Minimum	20
8	Maximum	70
9	Sum	1330
10	Interval	9

The descriptive statistics of the students' vocabulary mastery in the control class of Grade X at SMAN 1 Batang Onang Padang Lawas Utara, based on the post-test results, indicate a moderate improvement. The mean score was 53.20, which reflects the average student performance. The median and mode scores were both 55.00, showing that this score was both the middle value and the most frequently occurring one.

The standard deviation was 17.493, indicating a high level of score dispersion, and the variance was 306.000, further supporting the spread in students' scores. The range was 50, with a minimum score of 25 and a maximum score of 75.

The total score (sum) achieved by all students in the control class was 1330, and the scores were grouped using an interval of 9. These statistics suggest a lower average performance and greater variability in vocabulary mastery compared to the experimental class. The calculation of the frequency distribution of the students' scores is as follows:

Table IV. 8: Frequency Distribution of Control Class In Post Test

No	Interval	Mid Point	Frequency	Percentages
1	25-34	29.5	2	8%
2	35-43	39.5	4	15%
3	44-52	48.5	5	24%
4	53-61	57.5	8	29%
5	62-70	66.5	4	15%
6	71-80	75.5	2	8%
	i= 9		25	100%

The frequency distribution of students' vocabulary mastery by using Extensive Reading nearly the students (29%) have scores concentrated in the 68-76, indicating that most students have a moderate level of vocabulary mastery, centered around this score. A smaller percentage of students is within the slightly higher interval of 25-34,71-80, showing that some students have stronger in understanding vocabulary in depth and understanding more. This distribution shows the majority of students performing at a moderate level, while fewer students exhibit either very low or very high
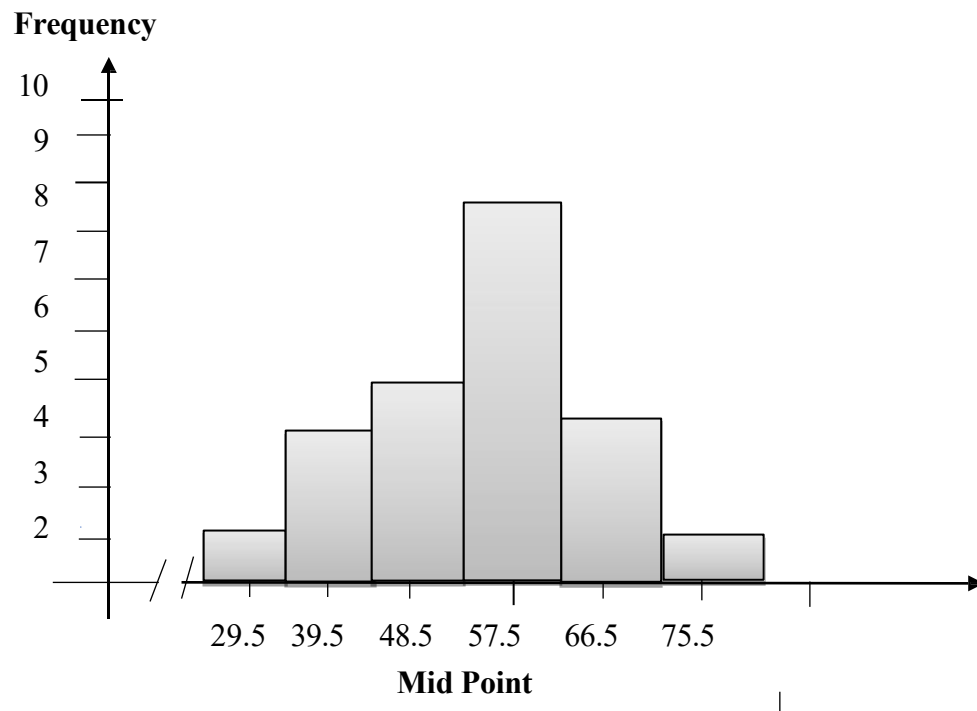
Frequency

Figure IV. 4: Post Test Histogram of Control Class

The histogram above display a normal distribution of the students post test score in experimental class. The data is symmetrically distributed, with the highest frequency of students scoring within the 53-61 interval, wich is the midpoint of the distribution. The frequency gradually decrease towards both end the distribution (25-34,71-80), showing fewer students scored extremely low or extremely high.

B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normal and homogenous or not.

a. Pre-Test

1) Normality Test

Data normality of the two group was calculated using SPSS statistic 26 the significant level of the test was 5% or 0.05.

Table IV. 9: Normality Test in Pre-Test

Tests of Normality						
	KolmogorovSmirnov[a]					
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental class	.130	26	.200	.950	26	.231
	.137	26	.200*	.955	26	.323
a. Lilliefors Significance Correction						

Based on the calculation it was found that Shapiro wilk > 0.05. It was obtained that the experimental class was 0.231 and the control class was 0.010. In other word 0.231>0.05 in experimental class and .0.010<.0.05 in control class. Thus, the hypothesis that will be tested in normality test with the Kolmogorov-Smirnov test as follows:

Based on the calculation it was found that Shapiro wilk> 0.05. It was obtained that the experimental class was 0.323 and the control class was 0.019. In other word, 0.323>0.05 in experimental class and 0.019<0.05 in control class. Thus, the hypothesis that will be tested in normality test with the Kolmogorov-Smirnov test as follows:

H0: The students are distributed normally.

H1:The students are not distributed normally.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

Table IV. 10: Homogeneity Test in Pre-Test

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Result From Students Study	Based on Mean	768	1	50	.385
	Based on Median	533	1	50	.469
	Based on Median and with adjusted df	533	1	49.91	.469
	Based on trimmed mean	737	1	50	.395

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS Statistics 26 calculation, it was obtained that a sinificance value (sig) was 0.395. Based on criteria for testing data homogeneity using SPSS Statistics 26, it was obtained that a value significance (sig) based on mean>0.05 or 0.395>0.05 it means the pre-test value of the sample has a homogeneous variance.

Table IV.11: Homogeneity Test in Pre-Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result From Students Study	Based on Mean	292	1	48	.592
	Based on Median	157	1	48	.694
	Based on Median and with adjusted df	157	1	47.55	.694
	Based on trimmed mean	255	1	48	.616

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS Statistics 26 calculation, it was obtained that a sinificance value (sig) was 0.592. Based on criteria for testing data homogeneity using SPSS v.26, it was obtained that a value significance (sig) based on mean>0.05 or

0.592>0.05 it means the pre-test value of the sample has a homogeneous variance.

2. **Hypothesis Test**

After calculating the data of post-test, researcher has found that the post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was „there is a significant effect of Extensive Reading on vocabulary mastery at X grade students' of SMAN 1 Batang Onang Padang Lawas Utara.

Table IV.12: T-test of Both Averages in Post-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	.768	.385	-8.865	50	.000	-34.115	3.848	-41.845	-26.386
	Equal variances not assumed			-8.865	49.558	.000	-34.115	3.848	-41.847	-26.384

The results of calculation using independent sampet t-test, it was found that t*count* > t*table* or 8.865 > 2.060 Based on the test criteria, H0 is rejected and Ha (alternative hypothesis) is accepted because t*count* > t*table*. Thus, there was significant effect of extensive raeding on vocabulary mastery at X grade students' of SMAN X Batang Onang Padang Lawas

Utara. In this case, the mean score of experimental class by using Extensive Reading was 77.46. and the mean score of control class by using conventional technique was 53.20. the gain score can be seen on the table below.

Table IV. 13: Gain Score Experimental Class and Control class

Class	Pre-Test	Post-Test	Enhancement	Gain Score
Experiment	43.35	77.46	34.11	18.71
Control	37.80	53.20	15.4	

From the results above on the gain score shows that the value in the experimental class is better and much improved compared to the control class. In the experimental class the increase was 1.78%, meaning that this extensive reading is very good for use in English learning, especially in the section on student vocabulary mastery, while in the control class section 1.40%, it can be said that there is only a slight increase in student vocabulary mastery. So, the conclusion is that this kahoot application is very good and has a significant effect on learning and is very good for improving student abilities. Extensive raeding are also able to make learning more interactive and not make students feel bored and also enjoy learning.

C. Discussion

The findings of this research indicate that extensive reading has a significant effect on students' vocabulary mastery [1] . The results of the independent sample t-test showed that the mean score of the experimental

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[1] J Bamford., & Day, R. R.. Extensive Reading in the Second Language Classroom. Cambridge: Cambridge University Press(2020).

class increased from 43.35 in the pre-test to 77.46 in the post-test, while the control class only improved slightly, from 37.80 to 53.20 . This demonstrates that extensive reading can be considered an effective strategy to enhance students' vocabulary knowledge.

The improvement in vocabulary mastery among the experimental group aligns with previous studies. Rashidi and Piran found that extensive reading contributes to vocabulary development in terms of synonym, antonym, and collocation[2]. Similarly, Ayuningtyas reported that extensive reading activities such as book flood and sustained reading successfully improved vocabulary mastery and increased students' enthusiasm for learning[3]. Chen et al. (2013) also concluded that extensive reading through digital media improved vocabulary, comprehension, and reading attitudes[4]. These findings confirm that extensive reading provides repeated exposure to words in meaningful contexts, which fosters both comprehension and retention of vocabulary .

The results of this study also highlight the importance of motivation in language learning. When students were given the opportunity to choose interesting reading materials, they were more engaged and developed a positive attitude toward reading. This supports

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[2] Rashidi, N., & Piran, M. The Effect of Extensive and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth. Journal of Language Teaching and Research, 2, 2((2011), 471–482.
[3] Ayuningtyas, R. The Implementation of Extensive Reading Activities to Improve Vocabulary Mastery. [Thesis]. (2018)
[4] Chen, H. J. H., Chen, S. H. E., Chen, P. C., & Wey, S. C. The Effects of Extensive Reading via E-books on Tertiary Level EFL Students' Reading Attitude, Reading Comprehension, and Vocabulary. TOJET: The Turkish Online Journal of Educational Technology, 12, 2 . (2013) 303–312.

Day and Bamford's theory that motivation is a key principle in the success of extensive reading programs. Furthermore, the enjoyable nature of extensive reading contributed to reducing students' boredom and anxiety in vocabulary learning, creating a more conducive learning environment.

Nevertheless, some challenges were observed during the implementation of extensive reading. Several students were not motivated to read unfamiliar words, and some expressed difficulties in memorizing new vocabulary. These findings suggest that while extensive reading is beneficial, teachers should provide additional scaffolding, such as pre-reading activities, vocabulary guessing strategies, or post-reading discussions to maximize its effectiveness.

In conclusion, the discussion confirms that extensive reading is an effective and recommended approach for vocabulary instruction. It not only improves students' vocabulary mastery but also enhances motivation, confidence, and attitudes toward English learning.

D. Threats of the Research

There were some aspect that could threat for this research as follow:

1. When responding to the pre- and post-tests, the students lacked seriousness. A few of them continued to be dishonest. Because they didn't complete the test on their own, the result was a tainted answer. The students needed more time for working pre-test and post-test.

2. Because the students were noisy and annoyed with each other, they were not focused when answering the test.

3. Some of them were not interested in learning English and give the impact to their answer.

4. The students were too enthusiastic in doing the game. It made the students not followed the rule of the treatment, the students feel confused to understand the rules that teacher was explained.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the result of the research, the conclusion of this research are:

1. The vocabulary mastery at the X grade of SMAN 1 Batang Onang Padang Lawas Utara before using Extensive Reading was low. It can be seen from the students mean score of pre-test was 43.35 in experimental class which means it is included in low category.

2. The vocabulary mastery at X grade of SMAN 1 Batang Onang Padang Lawas Utara after using Extensive Reading had higher score. It can be seen from the students' score of post-test, the highest score of Post-Test by using Extensive Reading in experimental class is 100 and the lowest score is 50 and the mean score rised became 77.46 which means it is included in the high category.

3. The result of the research showed that Extensive Reading give good effect to students' vocabulary mastery. The researcher found that the result of T-test where tcount was higher than t*table (*8.865 > 2.060). It means that Ha was accepted and Ho was rejected, the increase was (17.07). In other word, there was significant effect of Extensive reading to the vocabulary mastery at grade X SMAN 1 Batang Onang.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion:

1) From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using English Extensive Reading in teaching, because this method can achieve the students vocabulary mastery.

2) The English teacher, the researcher suggests to use the appropriate technique to teach or explain English subject to the students so the students will not be bored in learning English, interested, can enjoy and increase their skill in learning English.

3) Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these technique deeply.

C. Implication

It is expected that the theachers highly recommended to utilize Extensive Reading on the teaching of vocabulary mastery in order to improve students' vocabulary mastery. Students are motivated ,enjoyed and can easier to memorized in learning process when they are taught using Extensive Reading. Therefore, it implies that the use of Extensive Reading can improve students' motivation in following the learning process in classroom.

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APPENDIX 1

MODUL AJAR

KURIKULUM MERDEKA
Oleh : Wannurolan Hasibuan

Sekolah   : SMA N 1 Batang Onang
Kelas/Semester   : X MIA 1
Mata Pelajaran   : Bahasa Inggris
Materi Pembelajaran : Vocabulary (Extensive Reading(ER))
Alokasi Waktu   : 3x Pertemuan (3 x 45 Menit)

I. Tujuan Pembelajaran
Setelah mengikuti kegiatan pembelajaran ini, peserta didik diharapkan mampu:
   1. Memahami konsep extensive reading dan manfaatnya.
   2. Meningkatkan penguasaan kosakata (vocabulary mastery) melalui kegiatan membaca teks otentik dalam jumlah banyak.
   3. Mengidentifikasi makna kosakata baru dalam konteks.
   4. Menggunakan kosakata baru dalam kalimat atau situasi yang tepat.

II. Capaian Pembelajaran (CP)
Capaian Pembelajaran Fase E (Kelas X):

      -Peserta didik mampu memahami makna dan pesan teks tulis dalam bentuk naratif, deskriptif, dan recount dengan kosakata yang sesuai dan struktur kebahasaan yang tepat dalam konteks kehidupan sehari-hari.

IV. Kegiatan Pembelajaran

Tahapan	Aktivitas Guru	Prosedur	Aktivitas Murid
Pre Teaching	1. Guru masuk ke kelas dan membuka pelajaran, lalu mengajak siswa berdoa sesuai keyakinan masing-masing. 2. Menjelaskan tujuan dan	1. Memilih bahan bacaan sesuai dengan minat dan tingkat kemampuan bahasa siswa.	1. Siswa mendengarkan guru. 2. Siswa berdoa bersama. 3. Siswa menyimak penjelasan guru dengan baik. 4. Mendengarkan penjelasan tentang extensive reading.

	manfaat dari extensive reading. 3. Menyediakan berbagai bahan bacaan yang sesuai dengan tingkat kemampuan dan minat siswa.		
While Teaching	1. Memberikan waktu dan ruang untuk membaca secara mandiri. 2. Mendorong siswa membaca dalam jumlah besar tanpa fokus pada tiap detail. 3. Memantau keterlibatan siswa saat membaca.	2. Guru memonitor aktivitas membaca siswa di dalam kelas.	1. Siswa membaca teks pilihan secara mandiri (di kelas atau sebagai tugas). 2. Siswa fokus pada pemahaman umum, bukan menerjemahkan kata per kata.
Post Teaching	1. Memfasilitasi diskusi ringan atau sesi refleksi (lisan atau tulisan). 2. Memberikan umpan balik informal (tanpa tes pemahaman yang ketat). 3. Guru menutup kelas dengan doa dan salam. 4. Memberikan penjelasan tambahan jika diperlukan.	3. Guru memberikan umpan balik ringan. 4. Menjelaskan kembali materi jika ada yang belum dipahami. 5. Mengajak siswa berdoa bersama	1. Siswa berpartisipasi dalam diskusi kelompok atau presentasi singkat. 2. Siswa merekomendasikan buku kepada teman. 3. Siswa berdoa. 4. Siswa memberi salam.

V. Penilaian

Aspek yang Dinilai:

Keterlibatan dalam membaca
Pencatatan kosakata baru
Penggunaan kosakata dalam kalimat
Presentasi hasil bacaan

a. Penilaian Pembelajaran
Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/projek dengan rubrik penilaian.

<div style="text-align:center;">Batang Onang 18 November 2024</div>

Mengetahui   Peneliti
Guru Mata Pelajaran

Miss Ika Harahap   **Wannurolan Hasibuan**

PENILAIAN

Penilaian terhadap proses dan hasil pembelajaran dilakukan oleh guru untuk mengukur. Tingkat pencapaian kompetensi peserta didik. Hasil penilaian dilakukan sebagai bahan penyusunan laporan kemajuan hasil belajar dan memperbaiki proses pembelajaran. Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu pengamatan sikap, tes pengetahuan, presentasi/keterampilan untuk kerja dengan rubrik penilaian sebagai berikut :

Rubrik penilaian

Aspect	Baik sekali	Baik	Cukup	Perlu Bimbingan
	4	**3**	**2**	**1**
Pemahaman arti kata	Siswa mampu memahami arti kosakata yang diberikan dengan sangat baik.	Siswa memahami sebagian besar arti kosakata yang diberikan dengan baik	Siswa memahami sebagian kosakata, namun masih ada beberapa kesalahan	Siswa tidak mampu/kesulitan memahami arti sebagian besar kosakata yang diberikan
Penggunaan dalam kalimat	Siswa dapat menggunakan kosakata baru dalam kalimat yang lengkap dan juga tepat	Siswa dapat menggunakan kosakata baru dalam kalima yang cukup baik	Siswa mencoba menggunakan kosakata baru dalam kalimat, tetapi banyak kesalahan.	Siswa Siswa kesulitan dalam kalimat dengan benar.
Keberagaman kosakata	Siswa menggugunakan kosakata beragam sesuai konteks dan menunjukkan pemahaman mendalam.	Siswa menggunakan beberapa kosakata beragam dan sesuai konteks	Siswa menggunakan kosakata secara terbatas dan beberapa kurang sesuai konteks	Siswa sangat terbatas dalam menggunakan kosakata dan kurang sesuai konteks.
Pengucapan (Lisan)	Siswa mengucapkan kosakata dengan sangan baik dan jelas tanpa kesalahan	Siswa mengucapkan sebagian besar kosakata dengan baik dan jelas	Siswa mengalami beberapa kesalahan pengucapan namun tetap	Siswa kesulitan mengucapkan kosakata dengan benar dan sering tidak jelas

	pengucapan		dapat dipahami	
Kreativitas berbahasa	Siswa mampu mengembangkan kalimat dengan kosakata baru secara kreatif dan bervariasi	Siswa mencoba mengembangkan kalimat dengan kosakat baru secara cukup baik	Siswa menggunakan kalimat sederhana dan kurang bervariasi	Siswa hanya menggunkan kalimat yang sangat sederhana dan tidak kreatif.

Nilai = (jumlah perolehan skor : skor maksimal) x 100

C. Remedial dan Pengayaan

1. Remedial
   a. Meminta siswa untuk mencari kata yang berada di sekitarnya
   b. Membimbing siswa yang belum bisa memahami dan mengucapkan dengan baik kosakata tersebut.
2. Pengayaan
   a. Siswa diarahkan untuk menyebutkan mengenai kosakata yang diketahuinya terkait materi yang sudah di pelajari sebelumnya

APPENDIX 2

<div align="center">

PRE-TEST

</div>

Read the following text and then answer the questions based on the text, will answer the question from 1-10

Instruction: Choose the correct answer by crossing(X) a,b,c,d!

Short Story: "A Clean and Green Village"

In a small village surrounded by lush forests, people lived a peaceful and happy life. The air was fresh, and the river water was clear. The villagers were kind, hardworking, and friendly. One day, a group of curious children found a dirty spot near the river. They saw smelly trash and ugly plastic bottles floating in the water. The children were upset and told their wise teacher. The teacher, a smart and caring woman, organized a big cleanup event. Everyone in the village joined. Even the elderly people helped. After a few days, the area looked beautiful and clean again.The villagers learned that keeping the environment clean is a good habit for a better future.

Multiple Choice Questions

1. What word describes the size of the village?

a. Lush

b. Small

c. Dirty

d. Beautiful

2. Which word describes the forests?

a. Fresh

b. Curious

c. Lush

d. Ugly

3. How was the air in the village?

a. Clear

b. Smelly

c. Fresh

d. Dirty

4. How did the villagers feel living there?

a. Upset

b. Curious

c. Happy

d. Ugly

5. What kind of spot did the children find?

a. Clear

b. Dirty

c. Beautiful

d. Hardworking

6. What word describes the teacher?

a. Big and Elderly

b. Fresh and Friendly

c. Smart and Caring

d. Clear and Curious

7. What was floating in the river?

a. Beautiful fish

b. Ugly plastic bottles

c. Friendly ducks

d. Small stones

8. How did the children feel after seeing the trash?

a. Upset

b. Peaceful

c. Wise

d. Elderly

9. What word describes the result after cleaning?

a. Dirty

b. Smelly

c. Clean

d. Curious

10. Why did the villagers clean the area?

a. For a bad future

b. For fun only

d. To protect the elderly

d. For a better future

"A Clean Village"

Read the following text and then answer the questions based on the text,

will answer the question from 11-20

Instruction: Choose the correct answer by crossing(X) a,b,c,d!

One sunny morning, the students of Green Valley School visited a small village near the forest. The village was peaceful and the air was fresh. However, they noticed that the river was dirty and filled with plastic. The students decided to help. They organized a clean-up event. With their hardworking attitude, they picked up trash and sorted it into different bins. The villagers were grateful and offered them delicious local food. At the end of the day, the village looked beautiful, and everyone felt proud of their efforts.

11. Apa arti kata sifat *sunny* dalam kalimat "One sunny morning"?

a. Hujan deras

b. Banyak awan

c. Cerah dan penuh sinar matahari

d. Malam yang dingin

12. Kata *peaceful* pada kalimat "The village was peaceful" memiliki arti...

a. Bising dan ramai

b. Tenang dan damai

c. Penuh konflik

d. Padat dan sempit

13. Apa arti kata *fresh* dalam "the air was fresh"?

a. Kotor dan bau

b. Segar dan bersih

c. Hangat dan pengap

d. Dingin dan berdebu

14. Makna kata *dirty* dalam "the river was dirty" adalah...

a. Bersih dan mengalir

c. Tersumbat oleh batu

c. Kotor dan tercemar

d. Tenang dan jernih

15. Arti dari kata *plastic* dalam konteks —filled with plastic‖ adalah...

a. Barang dari logam

b. Benda alami

c. Sampah buatan manusia

d. Air mengalir

16. Dalam kalimat —With their hardworking attitude...‖, kata *hardworking* berarti...

a. Malas dan lamban

b. Sering bermain

c. Rajin dan tekun

d. Ceroboh dan pelupa

17. Kata *grateful* dalam "The villagers were grateful" berarti...

a. Marah

b. Sedih

c. Terima kasih dan menghargai

d. Cuek

18. Arti dari kata *delicious* dalam "delicious local food" adalah...

a. Hambar

b. Lezat dan enak

c. Pahit

d. Asin berlebihan

19. Dalam kalimat —the village looked beautiful‖, makna *beautiful* adalah...

a. Menakutkan

b. Indah dan menyenangkan dilihat

c. Kusam

d. Sepi

20. Kata *proud* dalam —everyone felt proud of their efforts‖ memiliki arti...

a. Menyesal

b. Malu

c. Bangga dan puas

d. Biasa

The Green Village

Read the following text and then answer the questions based on the text, will answer the question from 21-30

Instruction: Choose the correct answer by crossing(X) a,b,c,d!

Once upon a time, there was a small village called Green Valley. The people in the village loved nature and took care of their environment. Every morning, children helped their parents plant flowers and water the trees. The villagers also collected trash and recycled plastic bottles. Because of their efforts, the air in Green Valley was always fresh, and the river was clean. Birds, butterflies, and fish lived happily in the village. Everyone was proud of their beautiful environment.

21. What is the name of the village in the story?

A. Green Valley

B. Blue River

C. Sunny Hill

D. Happy Garden

22. Who helped their parents in the morning?

A. Teachers

B. Children

C. Farmers

D. Birds

23. What did the children plant?

A. Rice

B. Flowers

C. Grass

D. Corn

24. What did the villagers do with plastic bottles?

A. Burned them

B. Recycled them

C. Threw them away

D. Sold them

25. How was the air in Green Valley?

A. Dirty

B. Hot

C. Fresh

D. Polluted

26. What animal lived in the river?

A. Cows

B. Fish

C. Horses

D. Dogs

27. What did the villagers collect?

A. Books

B. Toys

C. Trash

D. Clothes

28. How did the villagers feel about their environment?

A. Angry

B. Sad

C. Proud

D. Bored

29. Which insects lived in the village?

A. Ants

B. Butterflies

C. Bees

D. Spiders

30. What is the main idea of the story?

A. The villagers loved and cared for their environment.

B. The villagers wanted to move to another place.

C. The villagers had a problem with the river.

D. The villagers built a big city

.

The Park Clean-Up Day

Read the following text and then answer the questions based on the text,

will answer the question from 31-50

Instruction: Choose the correct answer by crossing(X) a,b,c,d!

One Saturday morning, the students of Green Valley School gathered in the town park. The park was full of plastic bottles, food wrappers, and dry leaves. The air smelled bad, and many plants looked unhealthy.

The teacher, Mr. Adam, divided the students into groups. Some collected plastic waste, others swept the leaves, and a few watered the plants. Everyone worked together happily.

After three hours, the park looked clean and fresh. The trees seemed greener, and the air felt lighter. The students realized that taking care of the environment is not difficult if people work together. They promised to protect the park every month.

31. The students of Green Valley School gathered in the town __.

a) market

b) park

c) house

d) shop

32. The park was full of plastic bottles and food __.

a) clothes

b) wrappers

c) trees

d) shoes

33. The air in the park smelled __.

a) sweet

b) fresh

c) bad

d) delicious

34. Many plants looked ___.

a) unhealthy

b) beautiful

c) tall

d) strong

35. Mr. Adam is the students' ___.

a) driver

b) teacher

c) farmer

d) leader

36. The teacher divided the students into ___.

a) games

b) classes

c) groups

d) families

37. Some students collected plastic ___.

a) bottles

b) shoes

c) toys

d) books

38. Others swept the ___.

a) floor

b) leaves

c) windows

d) roofs

39. A few students watered the __.

a) chairs

b) tables

c) plants

d) bags

40. Everyone worked together __.

a) sadly

b) angrily

c) happily

d) slowly

41. After three hours, the park looked __.

a) dirty

b) clean

c) broken

d) crowded

42. The trees seemed __.

a) greener

b) smaller

c) weaker

d) taller

43. The air felt __.

a) lighter

b) darker

c) heavier

d) colder

44. The students ___ that taking care of the environment is not difficult.

a) forgot

b) realized

c) ignored

d) played

45. People must work ___ to protect the environment.

a) alone

b) together

c) slowly

d) fast

46. The students promised to protect the park every ___.

a) day

b) week

c) month

d) year

47. The opposite of —clean‖ is ___.

a) dirty

b) clear

c) fresh

d) neat

48. The synonym of —unhealthy‖ is ___.

a) sick

b) green

c) tall

d) fresh

49. The word ―wrappers‖ in the story refers to __.

a) animals

b) covers

c) games

d) flowers

50. The word ―divided‖ can be replaced by __.

a) separated

b) joined

c) united

d) mixed

Appendix 3

Key Answer Pre Test

1.B	11.C	21.A	31.B	41.B
2.C	12.B	22.B	32.B	42.A
3.C	33. B	23.B	33.C	43.A
4.C	14. C	24.B	34.A	44.B
5.B	15.C	25.C	35.B	45.B
6.C	16. C	26.B	36.C	46.B
7.B	17.C	27.C	37.A	47.C
8.A	18.B	28.C	38.B	48.A
9.C	19.B	29.B	39.C	49.B
10.D	20.C	30.A	40.C	50.A

Appendix 4

Result of Vocabulary of experimental class

No	Name	Pre Test	Post test
1	Ra	20	50
2	Ro	24	50
3	Ma	40	70
4	Wi	50	60
5	Pu	40	82
6	Sa	30	60
7	Sa	32	60
8	Ai	44	62
9	Ke	40	66
10	In	50	70
11	Wi	50	60
12	Wa	60	88
13	De	30	100
14	Ra	40	70
15	Sa	50	70
16	Si	62	78
17	Ab	64	70
18	Is	54	90
19	Ru	56	90
20	Se	60	90
21	Fi	60	80
22	Mu	70	85
23	Il	52	90
24	Al	70	100
25	Pi	50	70
26	So	70	80
	total	1700	1960

Result of Vocabulary of Control class

No	Name	Pre Test	Post test
1	Ah	20	50
2	Bu	10	50
3	Ca	14	80
4	Hy	24	60
5	Kl	64	40
6	Sa	26	52
7	Sa	28	58
8	Ai	40	26
9	Ke	42	46
10	ER	44	54
11	YU	48	60
12	TR	60	76
13	De	18	70
14	Ra	40	100
15	WA	50	68
16	Si	32	70
17	Ab	34	80
18	Is	30	78
19	Ru	30	62
20	NA	36	66
21	Fi	42	60
22	Mu	50	74
23	SS	50	90
24	PR	60	100
25	UT	58	78
	total	1350	1600

APPENDIX 6. Result of Descriptive Statistics Using SPSS v26

Statistics

pretestcontrol

N	Valid	25
	Missing	0
Mean		37.80
Std. Error of Mean		3.203
Median		35.00
Mode		30
Std. Deviation		16.013
Variance		256.417
Range		55
Minimum		10
Maximum		65
Sum		945
Percentiles	25	25.00
	50	35.00
	75	52.50

Posttest eksperiment

Statistics

posttest

N	Valid	26
	Missing	0
Mean		77.46
Median		77.00
Mode		75
Std. Deviation		13.204
Variance		174.338
Range		50
Minimum		50
Maximum		100
Sum		2014
Percentiles	25	75.00
	50	77.00
	75	86.25

APPENDIX 7. RESULT OF NORMALITY AND HOMOGENEITY USING SPSS v26

NORMALITAS

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.130	26	.200[*]	.950	26	.231
Posttest	.272	26	.000	.891	26	.010

[*]. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.768	1	50	.385
	Based on Median	.533	1	50	.469
	Based on Median and with adjusted df	.533	1	49.911	.469
	Based on trimmed mean	.737	1	50	.395

Homogenenitas

Tests of Normality

	Hasil kelas Kontrol	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	PRETEST	.137	25	.200[*]	.955	25	.323
	POSTTEST	.150	25	.150	.901	25	.019

[*]. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PRETEST	Based on Mean	.292	1	48	.592
	Based on Median	.157	1	48	.694
	Based on Median and with adjusted df	.157	1	47.554	.694
	Based on trimmed mean	.255	1	48	.616

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
									Std. Error Differen ce	95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Differen ce			Lower	Upper
Has il	Equal variances assumed	.768	.385	-8.865	50	.000	-34.115	3.848		-41.845	-26.386
	Equal variances not assumed			-8.865	49.55 8	.000	-34.115	3.848		-41.847	-26.384

APPENDIX 9. List of Tabel Distribution

Tabel "r" yang digunakan pada Uji Instrumen

(UJI VALIDITAS)

Df	5 %	1 %		df	5 %	1 %
1	0,997	1,000		24	0,388	0,496
2	0,950	0,990		25	0,381	0,487
3	0,878	0,959		26	0,374	0,478
4	0,811	0,917		27	0,367	0,470
5	0,754	0,874		28	0,361	0,463
6	0,707	0,834		29	0,355	0,456
7	0,666	0,798		30	0,349	0,449
8	0,632	0,765		35	0,325	0,418
9	0,602	0,735		40	0,304	0,393
10	0,576	0,708		45	0,288	0,372
11	0,553	0,684		50	0,278	0,354
12	0,532	0,661		60	0,250	0,325
13	0,514	0,641		70	0,232	0,302
14	0,497	0,623		80	0,217	0,283
15	0,482	0,606		90	0,205	0,267
16	0,468	0,590		100	0,195	0,254
17	0,456	0,575		125	0,174	0,223
18	0,444	0,561		150	0,159	0,208
19	0,433	0,549		200	0,138	0,181
20	0,423	0,537		300	0,113	0,148
21	0,413	0,526		400	0,098	0,128
22	0,404	0,515		500	0,088	0,115
23	0,396	0,505		1000	0,062	0,081

Appendix 11

VALIDITAS VOCABULARY

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25
X1																									
X2																									
X3																									
X4																									
X5																									
X6																									
X7																									
X8																									
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X21																									
X22																									
X23																									
X24																									
X25																									
X26																									
	21	18	21	22	21	18	18	20	17	21	20	18	18	21	22	18	21	16	23	23	21	18	21	22	
	0,161538	0,221538	0,161538	0,135385	0,161538	0,221538	0,221538	0,184615	0,235385	0,161538	0,184615	0,221538	0,221538	0,161538	0,135385	0,221538	0,161538	0,246154	0,106154	0,106154	0,161538	0,221538	0,161538	0,135385	0,161538
Validitas																									
Corelation	0.398	0.3899	0.4321	0,3998	0.3901	0,38943	0,4353	0.4732	0,432323	0,543432	0.4532	0.3977	0.3901	0.4772	0.4332	0.3903	0.4332	0.4676	0.6313	0,434693	0.398	0.43212	0.4321	0,3998	
R Tabel	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388
Keputusan	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid

S26	S27	S28	S29	S30	S31	S32	S33	S34	S35	S36	S37	S38	S39	S40	S41	S42	S43	S44	S45	S46	S47	S48	S49	S50	
																										45
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																										38
																										48
																										45
																										35
																										30
18	18	20	17	21	20	18	18	21	23	18	21	11	23	23	20	11	18	21	21	11	21	18	21	23	99
0,221538	0,221538	0,184615	0,235385	0,161538	0,184615	0,221538	0,221538	0,161538	0,106154	0,221538	0,161538	0,246154	0,106154	0,106154	0.1846		0,221538	0,221538	0,135385	0,073846	0,204615	0,161538	0,246154	0,106154	0,106154	0,87324 Reabilitas
0.3901	0,38943	0,4353	0.4732	0,432323	0,543432	0.4532	0.3977	0.3901	0.4772	0.4332	0.3903	0.4332	0.4676	0.6313	0,434693	0.4532	0.3977	0.3901	0.4772	0.4332	0.3903	0.4332	0.4676	0.6313	0,434693
0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388	0,388
valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid

SURAT VALIDASI

Menerangkan bahwasanya yang bertanda tangan di bawah ini:

Nama   :Masniari Harahap M.Pd

Ahli Bidang   : *Pretest* dan *Postest*

Telah memberikan pengamatan dan masukan terhadap lembar soal *Pretest* dan *Posttest* yang berjudul:

"The Effect of Extensive Reading on Vocabulary Mastery at Grade X SMAN 1 Batang Onang Padang Lawas Utara"

Yang disusun oleh:

Nama   : Wannurolan Hasibuan

Nim   : 2120200031

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Adapun masukan yang telah saya berikan adalah sebagai berikut:

1.

2.

3.

Dengan harapan, masukan dan penilaian yang diberikan dapat digunakan untuk menyempurnakan dalam memperoleh kualitas instrument tes yang baik.

Batang Onang , **24** September 2025

Masniari Harahap M.Pd
NIP. 19830414 200903 1 010

Nomor : B8 641/Un.28/E.1/PP.00.9/12/2024   31 Desember 2024
Lamp   : -
Perihal : Pengesahan Judul dan Penunjukan
         Pembimbing Skripsi

Yth.
1. Fitri Rayani, M.Hum.   (Pembimbing I)
2. Zainuddin, S.S,M.Hum.   (Pembimbing II)

    Assalamu'alaikum Wr. Wb.
    Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Wannurolan Hasibuan
NIM   : 2120300031
Program Studi : Tadris Bahasa Inggris
Judul Skripsi   : The Effect of Extensive Reading (ER) on
                Vocabulary Mastery at Grade X SMAN 1 Batang
                Onang Padang Lawas Utara

    Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220 Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.
    Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik   Ketua Program Studi
                                   Tadris Bahasa Inggris

Dr. Lis Yulianti Syafrida Siregar, S.Psi.,M.A   Fitri Rayani Siregar, M.Hum.
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Nomor   : 1842 /Un.28/E.1/TL.00.9/05/2025   15 Mei 2025
Lampiran : -
Hal   : **Izin Riset**
           Penyelesaian Skripsi

Yth. Kepala SMAN 1 Batang Onang Padang Lawas Utara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Wannurolan Hasibuan	
NIM	: 2120300031	
Fakultas	: FTIK	
Program Studi	: Tadris Bahasa Inggris	
Alamat	: Padangarugur	

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect Extensive Reading (ER) On Vocabulari Masteri At Grade x SMAN 1 Batangonang padang lawas Utara ".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan
Wakil Dekan Bidang akademik dan
Kelembagaan

Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
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PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
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NPSN : 10207066   Kode Pos : 22762

SURAT KETERANGAN
Nomor : 421.3/95/SMA/BTO/V/2025

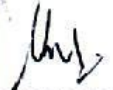Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Batang Onang menerangkan bahwa :

Nama	: Wannurolan Hasibuan
NIM	: 2120300031
Fakultas	: FTIK
Program Studi	: Tadris Bahasa Inggris
Alamat	: Padanggarugur, Kec. Batang Onang, Kab. Padang Lawas Utara

Berdasarkan surat yang diterima dengan nomor surat : 1842/Un.28/E.1/TL.00.9/05/2025 perihal izin riset penyelesaian skripsi. Bahwa nama tersebut di atas kami berikan izin tempat untuk pelaksanaan penelitian di SMA Negeri 1 Batang Onang.

Demikianlah surat keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Pasarmatanggor, 19 Mei 2025
Kepala SMAN 1 Batang Onang

H. ALI SUTAN LUBIS, S.Pd, M.M.
NIP. 19701016 199412 1 002

DOCUMENTATION

Pre Test in Experimental Class and control class

Post Test in experimental class and control class

Treatment