

**A COMPARATIVE STUDY BETWEEN EXTENSIVE READING
AND INTENSIVE READING APPROACHES TOWARDS
STUDENTS' VOCABULARY GROWTH TO THE YEAR TWO OF
ONE OF THE JUNIOR HIGH SCHOOLS IN KENDARI**

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Abstract

This study investigated a comparative study between extensive reading and intensive reading approaches to find out the differences and which approach is more effective towards students' vocabulary growth to the year two of one of the junior high schools in Kendari. This study used true experimental design which applied two classes that are given pre-test and post test before and after the exposure to the use of extensive and intensive reading. The populations of this study were the entire second class students of SMP Negeri 10 Kendari. The total students were 190 students. All the data were analyzed by using statistical technique; they are descriptive and inferential statistic. The findings showed that the total of the students' score under extensive reading was 281.89, while the total of the students' score under intensive reading was 250.07. Moreover, based on the computation by using t-Test, it shows that $t_{\text{count}} = 1.96$. It is consulted to the $t_{\text{table}} = 1.66$. It can be seen that t_{count} is higher than t_{table} . It means that there was a significant difference on students' vocabulary growth under extensive reading and intensive reading approaches. Besides, the mean score of students who were taught under extensive reading was higher than the man score of students who were taught under intensive reading approaches ($8.81 > 8.09$). It means that the achievement of students under extensive reading was better than the students' vocabulary achievement under intensive reading approach.

Keywords: Vocabulary; Extensive reading; Intensive reading; Comparative Study; Junior High Schools

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1. Introduction

The mastering of vocabulary has a very significance role in applying the four skills of language. Unfortunately, most of learners do not have high quality for those skills in learning English. One of the reasons is poor students' vocabulary. Related to the issue, many studies have shown that reading has a beneficial effect of foreign language learning, especially in expanding students' vocabulary knowledge. According to Beare (1989), reading can be a great way to improve your vocabulary. Moreover, reading is very important to the students because reading helps to solidify the students' grasp of vocabulary, structure and complements of the other language skills. Those statements show that reading is a good approach to develop students' vocabulary. Moreover, there are two popular reading approaches to expand students' vocabulary in teaching foreign language, namely extensive and intensive reading approaches (Nuttal, 1996). However, both of them have significant effect toward students' vocabulary growth. It is supported by Lado (1979) in Dewi (2003) states that intensive and extensive reading is admittedly one way to increase vocabulary power. Bell (1998:13) in Basrun (2008) mentioned some thoughts of extensive reading. The first, extensive reading can use specifically prepared materials or self selected materials. The second, extensive reading requires fluent reading. The third, the goal of extensive reading is to increase motivation. Besides that, Diem (1999) also stated that extensive reading is a kind of reading for main ideas without trying to understand every word of what is being read. The emphasis is only on what can be understood about the reading materials. While, Baret and Datasment (1992) in Dewi (2003) said that intensive reading has general purpose of developing and improving reading ability to read well. Furthermore, Intensive reading is reading for a high degree of comprehension and retention over a long period time. In other words, intensive reading refers to complete comprehension of the text (Williams, 1994). Similarly, Tarigan (1989:12) stated that 'intensive reading is a kind of silent reading that used to comprehend of the text content'. Here, comprehend refers to analyzing and understanding the meaning of the text content. So, the writer thinks that the teaching of English vocabulary under both extensive and intensive reading activities can develop students' English vocabulary.

Many experts believe that the vocabulary can be learnt well through extensive reading approach. For example, Pitts, White, and Krashen (1989) in Bamford and Day (1998) set up extensive reading program, in ESL, adults, USA. It gains in vocabulary. Similarly, Hafiz and Tudor (1990)

in Bamford and Day (1998), they applied extensive reading program in EFL, in Primary and Pakistan, which the result is gaining in vocabulary base and writing. Another research is Anderson in Essberger (1997) shows their research that extensive reading is the major source of vocabulary acquisition beyond the beginning step of learning to read. Those studies shown that extensive reading is a great way to develop the students' vocabulary. Similarly, intensive reading approach has been practiced in various fields including in the field of English teaching vocabulary. Tukamasi (2002) investigated student's vocabulary growth under intensive reading approach at the second class of SLTPN 2 Sampolawa. Dewi (2003) also investigated student's vocabulary growth under intensive reading approach at the second class of SLTPN 4 Pondidaha. Al-Homoud and Schmitt (1996) stated that gain scores in reading comprehension ability, reading speed, and vocabulary acquisition showed that the extensive reading approach was just as effective as the intensive reading. Likewise, Carrel and Carson (1997) and Nuttal (1996) in Bamford and Day (1998) stated that it is important to note that these two approaches to teaching reading, intensive and extensive reading should not be seen as being in opposition. In contrast, Bell (2001) stated that extensive reading achieved significantly higher scores on measuring of reading comprehension than intensive reading. Although this study only measured the reading comprehension, vocabulary knowledge has closed relation with reading comprehension.

After analyzing those theories and the previous studies about the effects of extensive and intensive reading towards students' vocabulary growth as well as a comparative study between extensive and intensive reading, the writer therefore was interested to conduct a research to know the differences of those approaches towards students' vocabulary growth. The writer then went to the SMP Negeri 10 Kendari at the class two to find out the information about teaching reading and students' vocabulary knowledge in English. The writer found that the teacher use intensive reading approach in teaching reading. The researcher then found that students' vocabulary knowledge is categorized enough by the presentation of their English score. In which, their English average score is about 6, 7.

Taking the above statements of two reading approaches, the writers investigated a comparative study between extensive reading and intensive reading approaches to find out the differences and which approach is more effective towards students' vocabulary growth. Furthermore, this study

did not measure the students' achievement on the reading comprehension. The presented vocabulary was limited on nouns, verbs, and adjectives that wanted the learners can understand the meaning of the words that taught. Besides, the study focused on short story books in order to suit with students' level.

2. Research Method

This study used true experimental design which applied two classes that are given pre-test and post test before and after the exposure to the use of extensive and intensive reading to the year two of SMP Negeri 10 Kendari. This study was chosen to know the comparative study between extensive reading (ER) and intensive reading (IR) on the student's vocabulary growth. The scheme of the design of the study as follows.

Table 1: The scheme of study design

Class	Pre Test	Treatments	Post Test
First Experiment (Group A)	T1	X1	T2
Second Experiment (Group B)	T3	X2	T4

(Isaac and Mirchael, 1971 in Nurdiana, 2007: 22)

Where, T1 is the result of pre-test and T2 is the result of post-test for extensive reading class. While T3 is the result of pre-test and T4 is the result of post test for intensive reading class. Next, X1 is treatment for extensive reading class and X2 is treatment for intensive reading class.

The populations of this study were the entire second class students of SMP Negeri 10 Kendari namely 190 students. These classes consist of 6 parallel classes and each class consists of 32 or 31 students. In taking the sample of this study, the writers applied the purposive random sampling because the English students' ability all the second classes were homogenous. Finally, class VIII₁ is pointed to be the first experimental class that was taught under extensive reading approach and class VIII₂ is pointed to be the first experimental class that was taught under intensive reading approach. The instrument for getting the data of this study was vocabulary test which was made by the writers and some other items are taken from English in focus book for grade VIII.

All the data were analyzed by using statistical technique; they are descriptive and inferential statistic. Descriptive statistic was used to describe the result of the study for both classes and inferential statistic was used to test the hypothesis. The researcher used two tailed test to analyze the data in testing the hypothesis about student's vocabulary growth difference after doing treatment, extensive reading and intensive reading approaches.

3. Results and Analysis

3.1 Results

3.1.1 Comparison of Pre Test and Post Test Score under Extensive Reading (ER) and Intensive Reading (IR) Approaches

The characteristics of students' score of the second year students of SLTP Negeri 10 Kendari before and after applying both extensive reading approach and intensive reading approach in terms of mean score, standard deviation score, mode score, median score, maximum and minimum score can be seen on the table 1.

Table 2: The summary of the descriptive statistics from the students' pre test and post test under extensive and intensive readings approaches

Approaches	Sum	Median	Mean Score	SD Score	Mode Score	Min Score	Max Score
ER (X1) Pre Test	32	6.83	6.46	1.82	5	1.33	8.66
ER (X1) Post Test	32	8.91	8.81	0.87	9.66	6.83	10
IR (X2) Pre Test	32	7	6.5	1.71	5	3.33	8.66
IR (X2) Post Test	32	8.66	8.09	1.48	8.5	4	9.16

Based on the table 2 above, it is concluded that the students' mean score on post test under extensive reading is higher than the students' mean score on post test under intensive reading. In which, the mean score on post test under extensive reading was 8.81, while the mean score on post test under intensive reading was 8.09. It means that the difference of students' average score on post under extensive reading and intensive reading approaches was 0.72. Thus, the students' score on post test under extensive reading is higher than the students' score on post test under intensive reading.

In addition, based on the classification of students' score under extensive reading and intensive reading, it shows that the vocabulary achievement of students who were taught under extensive reading was in *very good* contribution. While, the vocabulary achievement of students who were taught under intensive reading was in *good* contribution. Furthermore, based on the students' average score and students score contribution, it shows that the applying of extensive reading on students' vocabulary growth is better or more effective than the applying of intensive reading on students' vocabulary growth.

However, the vocabulary achievement of students who were taught under extensive reading more varied than the vocabulary achievement of students who were taught under extensive reading because the standard deviation in the extensive reading class was higher than the standard deviation in the intensive reading class ($1.48 > 0.87$)

3.1.2 Hypothesis Testing

The hypothesis testing is used to investigate whether there is a significant differences or not on students' vocabulary growth under extensive reading and intensive reading approaches at the year two of SLTP Negeri 10 Kendari

From the computation of t_{count} , the researcher found that the total of the students' score in the first experimental class was 281.89 and the standard deviation was 0.87, while the total of the students' score under intensive reading was 250.07 and the standard deviation was 1.48.

Based on the computation of the t- Test, it shows that $t_{\text{count}} = 1.96$. It is consulted to the t_{table} at the level of $\alpha = 0,05$ with degree of freedom $32 + 32 - 2 = 62$ found that $t_{\text{table}} 1.66$, it can be seen that t_{count} is higher than t_{table} , so the hypothesis is accepted. It means that there is a significant difference on students' vocabulary growth under extensive reading and intensive reading approaches. The summary of hypothesis testing can be seen on the table 2 below:

Table 3: Summary of hypothesis testing

Df	t_{count}	Symbol	t_{table}	Result
62	1.96	>	1.66	Ho : Rejected Hi : Accepted

Table 3 above shows that t-Test was > t-Value was in the significant level of 0,05. It means that H1 was accepted and H2 was rejected. Therefore, statistically, it can be concluded that there was a significant difference of students' vocabulary growth who were taught under extensive reading and those who were taught under intensive reading approach to the year two of SMP Negeri 10 Kendari.

Furthermore, the mean score of students who were taught under extensive reading was 8.81, while the mean score of students who were taught under intensive reading approaches 8.09. Since the mean of students' score under extensive reading is higher than the students' score under intensive reading ($8.81 > 8.09$), it means that the students vocabulary achievement under extensive reading approach was better than the students' vocabulary achievement under intensive reading approach. The difference of their mean score was 0.72. In other words, the result of applying extensive reading approach on students' vocabulary growth was more effective than intensive reading approach.

3.1.3 Summary of Results

The classification of vocabulary achievement of students who were taught under extensive reading on post-test shows that there was 19 student who got score 8.6 – 10 or categorized as *very good*, 11 students who got 7.0 – 8.5 categorized as *good*, and 2 students who got 5.6 – 6.9 categorized as *Fair*. It means that most students got score with the *very good* level. While, the classification of vocabulary achievement of students who were taught under intensive reading on post-test shows that there was 13 student who got score 8.6 – 10 or categorized as *very good*, 15 students who got 7.0 – 8.5 categorized as *good*, one student who got 5.6 – 6.9 categorized as *Fair*, and 3 students who got 3.6 – 5.5 categorized as *low*. It means that most students got score with the *good* level.

Based on the description of students' score, it shows that the applying of extensive reading on students' vocabulary growth is better or more effective than the applying of intensive reading on students' vocabulary growth.

In addition, the hypothesis testing of the study shows that t_{count} was 1.96. It is consulted to the t_{table} at the level of $\alpha = 0.05$ with degree of freedom $32 + 32 - 2 = 62$ found that $t_{\text{table}} = 1.66$. It shows that t_{count} is higher than t_{table} , so the hypothesis is accepted. It indicates that there is significant difference of students' vocabulary improvement under extensive reading and intensive reading approaches. As well as, the mean score of students taught under extensive reading was higher than the mean score of students taught under intensive reading approaches ($8.81 > 8.09$). It means that the achievement of students under extensive reading was better than the students' vocabulary achievement under intensive reading approach.

3.2 Analysis

Based on the result of pre-test and post test, both extensive reading and intensive reading approaches shows that both approaches have a significant effect on students' vocabulary growth. It can be seen by the difference of students' score on pre-test and post-test, where the students' score increase on post-test for both groups. However, the result of the study showed that there is a significant difference of students' vocabulary growth under extensive reading and intensive reading approaches. It can be proven that $t_{\text{count}} = 1.96$ is higher than $t_{\text{table}} = 1.66$. In which, the mean score of students taught under extensive reading was 8.81, while the mean score of students taught under intensive reading was 8.09.

Based on the result, the use of extensive reading in teaching vocabulary seems to be more effective in establishing the students' vocabulary achievement than intensive reading approach. In other words, the students in the extensive reading group achieved higher score than students in intensive reading group. In order to support this finding, it is necessary to look back at the theories about the relationship between extensive reading and vocabulary growth. Based on the theories, it may be caused by some factors are as follows.

1. Extensive reading made the students enthusiastic in attending the lesson which shown by their attitude with relax and pleasure condition but still be seriously in learning process. According to Krashen (1993) in Bamford and Day (1997:6), simple getting students to spend time on silent reading of interesting books is more effective in promoting vocabulary growth. Therefore, in this study, the students were provided with short story books in order to attract students' interest. We

can see their interest from the result of their book talk and book report. In which, the result of their book talk and book report are increasing from previous meeting to the next meeting. It makes the result of their vocabulary evaluation also increased to the next meetings.

2. Reading large materials influence readers' knowledge. Haris and Sipay (1990:533) in Bamford and Day (1998) state wide reading not only increases word meaning knowledge but can also produce gain in topical and word knowledge. The students read much will influence their knowledge because they input much information from many resources.

3. They expressed their big motivation in attending the lesson which was proved from the result of their task and during the treatment. It is supported by Bell (2001) that with freedom to select material according to their interest is associated with high motivation. Therefore, they always did all those activity well. On the other hand, this approach also made the atmosphere of the class more interactive, means that not only one person involved in the process of teaching and learning, but all students in the classroom. It could be seen when the teacher asks the students to retell what they have read, they were enthusiasm and active to do it. In other words, the activities were not only reading, but also book talk and book report. Book talk was done to retell their reading in front of the class, while book report was an activity to summarize the result of their reading. In which, it may be necessary to offer helping with vocabulary and to check understanding, like repetition words. The use of book report was suggested by Waring (1998: 5) that intermediate students, book reports may be used, with sections for questions, new vocabulary, and for recording the main events. Therefore, it can be confirmed that extensive reading was more effective in expanding readers' vocabulary. It differs with intensive reading approach; the students are focus on comprehending the text in detail by answering the detail questions.

4. There are two major stages which implicate model of memory functioning, namely short-term memory and long term memory. In long term memory system has larger in capacity, the word that saved in long-term memory could be usefully if the students often use it in the way of spoken or written. In which, it was done more to extensive reading program. After reading, the teacher asks the students to retell what students have read and write a book report. It means that, the students practiced the reading tasks either orally or in written. While, the students in intensive reading class mostly practiced the reading tasks in written rather than orally. In other

words, extensive reading approach is a successful program that can bridge students' vocabulary growth.

5. The extensive reading approach provides grade readers. Therefore, the students read the easy story books based on their level. Then, they can move to rather difficult story books to suit with the level of their students' vocabulary growth. It can help them to read fluently and develop their vocabulary knowledge significantly. It is supported by Bell (2001) states that grade readers very beneficial for developing students' reading comprehension and vocabulary acquisition. It is different with intensive reading class that is only provides the difficult short story in parallel not based on students' linguistic competence.

6. The students in extensive reading program read the story books that the teacher applies with pleasure. It can be seen when the students in the first meeting asked to bring the story books at home, they took soon and even some of them took more than one story book. That's why; extensive reading can provide learning activity easier, more enjoyable, more self-directed, more effective, and more transferable to new situation. While, students in intensive reading class sometimes get bored in reading activity since the students read based on teacher choice and sometime it is not relevant with their interest or needs.

7. The students automatically deal with words in the reading text. It is supported by Elley and Mangubai (1983:55) that the importance of extensive reading is in providing learners with practice in automaticity of word recognition. It means that, the students will find a lot of words during reading and they recognize the words in automaticity. Besides that, by reading a story book, there is a great chance for words from previous reading to be reinforced to the next reading. Nation (1998:40) states that vocabulary growth is a gradual process of one meeting with a word adding to or strengthening the small amounts of knowledge gained from previous meeting.

In addition, extensive reading help the students revisit vocabulary. In extensive reading, students can acquire more vocabulary. If the students read more, their vocabulary recognition will develop. In contrast, the students read a little in extensive reading class. Furthermore, since the students found many times the words in their reading, it makes the words automatically saved in their memory.

However, both approaches have a significant effect of students' vocabulary growth since both approaches can build prior students' knowledge, recognize the vocabulary by reading and the students are completed with vocabulary exercises. In other words, the students could build their prior knowledge or schema through both extensive reading and intensive reading activities. In which, they could use their prior knowledge to know and memorize the information that they have learned before. In this case, the teacher can build the students' prior knowledge by vocabulary preview. In other words, this way can be practiced by using both extensive reading and intensive reading approaches which demands the students to practice their vocabulary.

Furthermore, since the students who were taught under intensive reading focus on linguistic knowledge or detail comprehension, they may get input in detail about linguistic knowledge such as structure of words, construction of sentences or other grammatical aspects. In other words, it can be stated that intensive reading has tendency to students' vocabulary knowledge qualitatively, while extensive reading refers to both students' vocabulary knowledge qualitatively and quantitatively. Since the students in extensive reading class read a lot of books, so they also find some grammar aspects frequently in their reading.

4. Conclusion

Based on findings in this research, the researcher found that the total of the students' score under extensive reading was 281.89 and the standard deviation was 0.87, while the total of the students' score under intensive reading was 250.07 and the standard deviation was 1.48. Moreover, based on the computation by using t-Test, it shows that $t_{\text{count}} = 1.96$. It is consulted to the $t_{\text{table}} = 1.66$. It can be seen that t_{count} is higher than t_{table} . It means that there was a significant difference on students' vocabulary growth under extensive reading and intensive reading approaches.

Furthermore, the mean score of students who were taught under extensive reading was higher than the man score of students who were taught under intensive reading approaches ($8.81 > 8.09$). It means that the achievement of students under extensive reading was better than the students' vocabulary achievement under intensive reading approach. The difference of their mean score was 0.72. In short, from some factors above show that extensive reading is more

effective in expanding the students' vocabulary rather than intensive reading. That's why; the students got higher scores in extensive reading class than the students in intensive reading class.

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