The Effect of Reading Corner in Improving Students' Vocabulary Grade XI MAN Binjai

By

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Abstrak

Penelitian ini bertujuan untuk mengetahui bukti empiris prestasi siswa dengan menggunakan media membaca sudut dalam meningkatkan nilai kosakata siswa XI MAN Binjai. Penelitian ini merupakan penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa kelas XI MAN Binjai. Sampel penelitian ini diambil dari 25 siswa kelompok eksperimen (XI-MIA 1) dan 25 siswa kelompok kontrol (XI-MIA 2). Instrumen untuk mengumpulkan data adalah tes. Setelah menganalisis data, penulis mendapat; (1) Peningkatan siswa dalam kosakata dengan menggunakan media sudut baca mendapatkan rata-rata 91,80 dan standar deviasi adalah 6,60. (2) Peningkatan kemampuan siswa dalam kosakata tanpa menggunakan media sudut baca memperoleh rerata 76,20 dan standar deviasi sebesar 8,33. Nilai ttest adalah 7,344 dan ttabel adalah 2,011. Jadi, ttest lebih tinggi dari ttabel. Ini berarti bahwa ada pengaruh signifikan menggunakan Reading Corner Media pada peningkatan kosa kata siswa.

Kata kunci: Sudut Baca, Kosakata Siswa

Abstract

This research was intended to find out the empirical evidence of the students' achievement by using reading corner media in improving students vocabulary grade XI MAN Binjai. This research was quantitative research. The population of this research was the students in grade XI MAN Binjai. The sample of this research were taken from 25 students of experimental group (XI-MIA 1) and 25 students of control group (XI-MIA 2). The instrument for collecting data was a test. After analyzed the data, the writer got; (1) The students improvement in vocabulary by using reading corner media got the mean 91.80 and standard deviation was 6.60. (2) The students improvement in vocabulary without using reading corner media got the mean 76,20 and standard deviation was 8.33. The value of t_{test} was 7.344 and t_{table} was 2.011. So, the t_{test} was higher than t_{table}. It means that there was significant effect of using Reading Corner Media on students' improvement in vocabulary.
Keywords: *Reading Corner, Students Vocabulary*

Introduction

To be able to use English well, speaking is one of the important skills. English speaking becomes a more and more important in international communication. However, teachers of English often ignore the importance of speaking in the classroom. Whereas, students need speaking skill to explore their opinion, comment, idea, and everything need to speak. Therefore, the need for speaking seems to be extremely important.

Actually there are some problems in delivering speak such as; first, they are getting nervous when try to speak. Actually it is an internal factor for everyone who try to speak, they will be felt down when see people around them. It is influenced for their speak, suddenly they forget what they will say and the information that will be delivered is unclearly or ambiguity to the listener. Second, the students don't have a great number of vocabulary. It is the most seriously problem for the students who want to deliver their idea, opinion, comment, etc. it is a night mare for the students who want to be a speaker but they don't have great number of vocabulary.

This situation is seemed unimportant but it will bring bad effects for the students. They will be passive in following English class, they don't know what they want to speak because they have less number of vocabulary. Third, there are no more motivation not only from parents but also from the English teacher. Because language is practice, so for the everyone who want master languages especially English must practice that language more and more. But sometimes the teachers still thinking that everything will be oke, they don't care about it, they just teach the students, give many homework to them, do the evaluation, and go home. Whereas the main object in the school are the students themselves, so they need to improve all competences of students especially to help them in improving their vocabularies. However they will speak fluently and clearly.

Based on the researcher's pre-observation at MAN Binjai, it was found that the students were still hard in giving opinion, comment, idea and answering the question that given by the teacher orally. From the teacher's information in that school, it was reported that the most students still had problem in their less vocabulary. Many students got under score of speaking and they had difficulties in improving their vocabulary. By this information, the researcher can concludes that the students in MAN Binjai have less vocabulary, it will be a serious problem for them when they try to speak such as answering teacher's question orally, giving opinion, idea and comment when they follow the learning activity that given by the teacher.

Based on the explanation above, the researcher estimates that the problems may be that the students feel bored because the teacher can not survive them about how to improve their

vocabulary creatively. There are many students dissatisfied when the teacher asks them to memorize 30 words/ day without giving a creative way how to memorize 30 words/ day as soon as possible. Then, the teacher doesn't care about the progress of students' vocabulary, he or she just asks them to memorize the words, the teacher doesn't make a test like practicing them vocabulary minimally once a week. By doing this test, may be that the teacher will see the progress of students' vocabulary and he/she knows what kinds of vocabulary that will be a target for the next. It is necessary for English teacher to make the ways more interesting, funny, and motivating, and caring the progressing of students' vocabulary sustainably so that the students can progress in improving their vocabulary.

Based on the statement above, the researcher will create something unique as a media to help the students in improving their vocabulary that's called by *reading corner*. Generally, reading corner is a media or place that consists of some text such as story, article, wise words, etc. In this research, the researcher wants to make a situation where the students feel enjoy and motivate to read the text in order their vocabulary will be improved.

In accordance with the explanation above, the writer interest to conduct a research on the title: The Effect of *Reading Corner* in Improving Students Vocabulary Grade XI MAN Binjai.

Research Methodology

This research took place at MAN Binjai, Pekan Baru Street, West Binjai Subdistrict, Binjai City and the research will start on March 2017. The subject of this research is grade Elevent students of MAN Binjai. Specifically at XI-MIA 1. Ari Kunto said that if the populations are less that 100, so the sample will be the all of them. Therefore the sample of this research is XI-MIA 1 that totally 25 students.

The writer use quantitative research in this study. Quantitative data analysis is a powerful research form, emanating in part from the positivist tradition. It is often associated with large scale research, but can also serve smaller scale investigations, with case studies, action research, correlational research and experiments.

The writer uses quasi experimental study and use Pre-test and post-test design. In this research, the writer does two observations, before experiment and after experiment. The observation before experiment is called Pre-test (O1), and the observation after experiment is called Post-test (O2). In the middle of Pre–test and Post-test, the writer gives the treatment to the class that is use reading corner as a media in the class. Then, at the end of the treatment

the writer administered the result of pretest and post test score to find out whether the reading corner is effective media or not in improving students' vocabulary.

The instrument that the writer used for collecting data is the test. The test divided into two tests, pre-test and post-test. The pre-test will give to the students before the treatment and the post-test after the treatment. There are 20 items of multiple choices in each of the test. The score per item is 5 for correct answer. Students will get 100 point if they can answer correctly to all of the questions.

The techniques of collecting data used in this research are:

1. Pre-test

The writer will give a pre-test to the class. There are 20 items of multiple choices. Pre test is aimed to know the basic knowledge of students how far they mastering vocabulary, are they have good knowledge about vocabulary or not. It will be proved by pre test.

2. Treatment

The writer will give a media that called by reading corner. it consists of some kinds of vocabulary, then the writer pin the reading corner media on the wall of the class, then students will memorize that vocabularies by seeing reading corner media for 3 meetings. It will be proved that the reading corner media has good function for them in improving their vocabulary or not.

3. Post-test

The last step is post-test. It will be given after the treatment will finish. The post-test is purposed to know the result of students' achievement in vocabulary after they use reading corner as a media for improving their vocabulary. The result of post test will compare with the result of pre test, is it the result of pre test more high than post test and on the contrary, or the result both pre test and post test is same.

To find out the differences of students' score in using reading corner media, the writer used pre-test and post-test. After getting the data from pre-test and post-test, they analyzed and processed by using statistic calculation of the t-test formula. The formula is:

Research Finding

The data were collected by giving students a multiple choice test. In this research, the sample was divided into experimental and control group. Each group were given pre-test and post-test. The students at experimental group were taught by using Reading Corner Media while students at control group without Reading Corner Media. The population of this

research was the students of the grade XI of MAN Binjai. The experimental group was XI MIA-1 and the control group was XI MIA-II.

The research was conducted during in one month, within two treatments which includes four meeting altogether. Both experimental and control group were given multiple choice test form on the pre-test and post-test. The data of this research were the score of the pre-test and post-test score.

The students improvement in vocabulary by using Reading Corner media showed the lowest score of pre-test was 60, and the highest score of pre-test was 95 and the average of pre-test was 78,80. On the other hand the lowest score of post-test was 75, and the highest score of post-test was 100 and the average of post-test was 91.80.

The students improvement in vocabulary without using Reading Corner media showed the lowest score of pre-test was 55, and the highest score of pre-test was 95 and the average of pre-test was 83.20. On the other hand the lowest score of post-test was 55, and the highest score of post-test was 90 and the average of post-test was 76.20.

Based on the explanation above, it shows that the students score in experimental group was higher than student's score in control group, where in the experimental group the post test score was (91.80) while in the control group the post test score was (76.20). The total score of the mean score in experimental and control group will be showed that there was significant effect in improvement of students score between pre-test and post-test.

The testing hypothesis is conducted in order to find out whether that hypothesis id acceptable or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{observed}$ > t_{table}. In this study the calculation of the scores uses t-test for the degree of freedom 48 (df = N-2) at the level of significant 0.05 that the critical value is 2.011.

After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t_{table}. From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. It means that improving student's vocabulary by using reading corner media affect student's improvement in vocabulary.

Based on the data analysis by using t-test formula, it was found that using reading corner media significantly affect in improving student's vocabulary. The result of the t-test calculation showed that $t_{observed}$ (7.344) is higher than t_{table} value (2.011).

The analysis also shows that using reading corner media is one of media which can be applied by teacher to improve student's achievement in vocabulary. Based on the study which

was conducted by the writer, it was found that the students who used reading corner media got higher score than they who taught without reading corner media.

The students of experimental group were easy in mastering vocabulary. The result showed in their post-test, most of the students could easy to memorize the word by using reading corner media.

Therefore, it can be concluded that improving student's vocabulary by using reading corner media helped students to improve their vocabulary.

Conclusion And Suggestion

Based on the data analysis, it can be concluded that teaching vocabulary by using reading corner media significantly effects on the student's achievement in mastering vocabulary. It can be seen from the data which had obtained in the post-test of experimental group were the total score was 2295 and the mean was 91.80, while the data in control group were the total score was 1905 and the mean was 76.20. Thus, the student's score in experimental group was higher than the student's score in control group. The calculation of the data in the testing hypothesis showed that $t_{observed}$ 7.344 was higher than t_{table} 2.011, it means that the alternative hypothesis (H_a) is accepted.

This study showed that mastering vocabulary by using reading corner media could improve student's achievement in vocabulary. In relation above, some points are suggested.

1. For the principle of MAN Binjai should give more attention and guide the teachers in order they can follow modern technology that can help them in creating interesting learning media that will be used in the teaching learning process.

2. For the teachers of English at Senior High School should be creative to use interesting media in teaching learning process. In addition, reading corner media can be used as an alternative media of teaching English vocabulary.

3. For the students, they should be more practice to make reading corner media when they want to easy in memorizing or mastering vocabulary, although the teacher didn't use this media.

Finally, the writer considers that this study still needs validity from the next researcher that has the similar topic with this study.

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