



The Effect of Using Reading Narrative Text as the Vocabulary Learning Strategy on the 11th Grade Students' Vocabulary Acquisition

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Abstract

Vocabulary is a fundamental aspect for language learners, including English as a foreign language in Indonesia. To master the four language skills (speaking, reading, listening, and writing), the main thing is to fulfil vocabulary. This quantitative research, with a pre-experimental one group pre-test and post-test design, will explore the theory and application of the strategy proposed by Brown and Payne 1994. The research aims to see the extent to which reading narrative texts as a vocabulary learning strategy (VLS) can affect the 11th grade students' vocabulary acquisition. Data collection will be done through a 22-item multiple-choice vocabulary test as the target vocabulary and given at the beginning of the research (pre-test), as well as at the end after the treatment (post-test). The sample of this research were 28 students of the 11th grade class B SMA Muhammadiyah 2 Wuluhan. The data obtained is analysed using statistical analysis with tests using SPSS version 27.0.1. The results of this study showed a significant effect after implementing reading narrative text as the vocabulary learning strategy on the 11th grade students' vocabulary acquisition. It is hoped that the results of this research can make a meaningful contribution to the existing literature on the effects of using reading narrative texts as a vocabulary learning strategy on students' vocabulary acquisition, and implement the concept in their teaching practice.

Keywords: vocabulary learning strategy, vocabulary acquisition, reading narrative text, Brown and Payne 1994

INTRODUCTION

Vocabulary Acquisition refers to the learning and acquiring of new words by students. Vocabulary acquisition is a fundamental and important phase for students; without good vocabulary acquisition one will have difficulty in understanding and using the language effectively. Students also need a large amount of vocabulary to be able to communicate well (Pellicer Sánchez, 2016). By having a large vocabulary, students are able to convey their ideas in a simple way that is easily understood by others. One of the problems that may occur if a student lacks vocabulary or does not have enough vocabulary is that they will not be confident in speaking English (Dewi, 2021). English skills also cannot be practiced without learning vocabulary (Alhebshi & Gamlo, 2022). Therefore, as a student, it is very important to have adequate vocabulary. Besides, Vocabulary Learning Strategies (VLS) also play a role in the process of the 11th grade students' vocabulary acquisition.

VLS are important for students. Through appropriate strategies, students will acquire their vocabulary effectively. VLS have a positive relationship with extensive vocabulary knowledge (Ghalebi et al., 2020). This means that the use of VLS supports students' extensive vocabulary acquisition. The strategies also play a role in increasing students' motivation and this makes students able to face challenges in the process of learning new vocabulary. In addition to motivation, the use of VLS can also build students' vocabulary independently (Chiew & Hanim Ismail, 2021). Strategies make the vocabulary acquisition process more meaningful. Students can acquire new vocabulary by reading and understanding some words.

Reading is an activity that involves the pronunciation of words as well as the comprehension of words from printed materials (Fikri et al., 2025). Reading plays an important role in every student's language proficiency (Ramirez-Avila & Barreiro, 2021). Through reading, students will be exposed to a variety of vocabulary contained in the text. Through reading, the student will also get the meaning of new vocabulary (Bi, 2020). Students will find new vocabulary in reading texts that they do not encounter in everyday English (Amin & Wahyudin, 2022). The process of acquiring words by reading, strengthens their memory of new words. Reading is a large part of the learning process (Fikri, Sintania, et al., 2025). Not only that, reading also makes someone more innovative and

creative (Santi et al., 2021). The more students read, the more they are exposed to new vocabulary and the more vocabulary they learn. The more reading someone has, especially with a wide variety of texts, the more their vocabulary will be. If students have good reading skills, they also have a better chance of succeeding in their studies (Dhillon et al., 2020). Reading narrative texts as the vocabulary learning strategy can be an alternative to increase students' vocabulary.

Narrative text provides a natural context that helps students understand and internalize new vocabulary through the storyline. Narrative texts also often use word repetition, which makes it easier for students to focus on the new word (Webb et al., 2023). By repeating the words, the reader's memory of the words will be stronger. In addition, narrative text also presents dialog between characters which allows students to observe how the word is used. By learning context through the dialog in the narrative text, students can see how the word is used in the sentence. This process makes learning new vocabulary more contextual, not just through memorization. In addition, narrative texts contain culture that can enrich students' knowledge.

Various studies have examined the effect of VLS on vocabulary acquisition. One of the studies by (Ali & Anwar, 2021) proved that there is a positive correlation between the use of strategies on vocabulary acquisition with a focus on private schools. The results of this study show that strategies such as memory, cognitive, metacognitive, and social improve vocabulary proficiency. And it shows, by using VLS learning is more focused. Further study by (Le & Trinh, 2024) which investigated vocabulary learning strategies in ESP students. This study showed that metacognitive strategies were used by participants from 3 majors (business administration, accounting, and tourism), and positive attitudes in technology were used as a tool to support vocabulary acquisition. The last study from (Ebrahimi et al., 2015) with the main focus on the effects of vocabulary learning strategies on Iranian EFL Learners' Vocabulary Development. The conclusion of this study shows that contextualized guessing helps students retain vocabulary for a longer time. The stories used in this study helped them acquire the vocabulary.

Although there are many challenges in learning vocabulary, various vocabulary learning strategy have been proven to beneficial in helping students facing these challenges. However, research on the effect of reading narrative text as the vocabulary learning strategies on high school students' vocabulary acquisition is still very limited. This study aims to fill this gap, to examine the extent to reading narrative text as the vocabulary learning strategies to be able to improve 11th grade students' vocabulary acquisition. Moreover, it provided new insights in enriching vocabulary learning strategies.

Based on the background of the research, the writer formulates the research problem as follows "Is there any significant effect of using reading narrative text as the vocabulary learning strategy on the 11th grade students' vocabulary acquisition?". Then the objective of the research is to investigate whether there is a significant effect of using reading narrative text as the vocabulary learning strategy on the 11th grade students' vocabulary acquisition or not.

METHODOLOGY

This study uses a quantitative research type. This type of research is effective to investigate the relationship between the effect of using reading narrative text as the VLS on the 11th grade students' vocabulary acquisition. This study used a Pre Experimental design with One-Group Pre-Test Post-test. Research with this design is research conducted in one group without using a control group (Wahyu Purnomo et al., 2024). The design model used in the study is as follows:

Pre - Test	Independent	Post - Test
Y1	X	Y2

Sources : (Ary et al., 2014)

Data collection in this study is vocabulary test. Researcher conducted two vocabulary tests with the same test design at the beginning of the meeting or before treatment (pre-test) and after the treatment (post-test).

To analyze the data the writer used SPSS version 2.7.1 and how to analyze the data includes three stages. The first stage is scoring the test results, the second is the normality test, and the last is the t-test. An explanation of the three stages is presented as follows:

1. Scoring Test: conducted to determine the results of student's correct and incorrect answers before and after the treatment. After knowing the students' final scores in the pre-test and post-test, the scores are processed to find out whether there is an increase in vocabulary acquisition after the treatment is given.
2. Normality Test: The normality test is used to determine whether the pre-test and post-test scores are normally distributed or not. In this research, the normality test used was Shapiro - Wilk because the number of samples was less than 50. And the normality results showed that the data was nor normally distributed, so the researcher continued to non-parametric test that is Wilcoxon Signed-Ranks Test.
3. Wilcoxon Signed-Rank Test: This test is used to measure an intervention before (pre-test) and after (post-test) in the same group, the Wilcoxon Signed-Rank Test is an appropriate statistical test. This test is a non-parametric alternative test to the Paired - Samples T-test. The Wilcoxon Signed-Rank Test is needed to analysed whether there is a significant difference in the pre-test and post-test results after treatment in the experimental class or not

RESULTS AND DISCUSSIONS

The results are organized by the research questions, with the aim to provide thicker and more in-depth insights about the issues addressed in the earlier studies.

1) Pre-test and Post-test Results

Table 4. Group Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	28	2	19	7.50	4.325
Post-test	28	5	21	12.50	5.440
Valid N (listwise)	28				

The table 4, showed that the mean score of the pre-test is 7.50 and the mean score of the post-test is 12.50. It means that there is an increasing point of 5.00 after the treatment was given.

2) Normality Test Results

The next step is to test normality to determine whether the data is normally distributed or not. Because the respondents of this research were only 28 students, which means it is < 50, therefore, the normality test used is Shapiro – Wilk. The following is the result of the normality test in this research.

Table 5. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.225	28	<.001	.891	28	.007
Post-test	.153	28	.091	.896	28	.009

From the table 5, it served that significance of the pre-test is 0.007, and the significance of the post-test is 0.009. Both pre-test and post-test results were not normally distributed, because the significant is < 0.05, therefore the statistical test is continued is the non-parametric test.

3) Wilcoxon Signed-Rank Test Results

The results of the normality test showed that this research was not normally distributed, so non-parametric statistics were used to determine whether there were significant differences before and after treatment.

Table 6. Result of Ranks

Ranks				
		N	Mean Rank	Sum of Ranks
Posttes-Pretest	Negative Ranks	4	4.75	19.00
	Positive Ranks	23	15.61	359.00
	Ties	1		
	Total	28		

From the table 6, in the Negative Ranks column showed that the number of students who experienced a decrease in pre-test to post-test scores were 4 students. While in the Positive Ranks column showed that the number of students who experienced an increase in pre-test to post-test scores were 23 students. In the Ties column, it showed that 1 student got the same score in two vocabulary tests. It means that one student got the same score both on the pre-test and on the post-test or these students did not experience an increase or decrease after being given treatment.

Table 7. Wilcoxon Signed-Rank test

Test Statistics	
	Posttest-Pretest
Z	-4.091
Asymp. Sig. (2-tailed)	<.001

From the table 7, showed that the significance or p value is < 0.001 , means it is lower than the significance level of 0.05 (< 0.05). It can be concluded that there is a significant difference between the pre-test and post-test scores. It shows that the use of reading narrative text as the vocabulary learning strategy has an effect on the 11th grade students' vocabulary acquisition.

According to the research at SMA Muhammadiyah 2 Wuluhan in the 11th grade students class B, it was found that there is a significant difference in vocabulary acquisition on pre-test and post-test results. From the pre-test it is known that the mean score is 7.50, while the mean score in the post-test is increased to 12.50. It means it has increase 5 points. In addition, the results of the Wilcoxon Signed-Rank Test have a significant difference of < 0.001 , which means it is lower than significance level of 0.05. With these two test results, it can be concluded that the use of reading narrative text as the vocabulary learning strategy in this study has a significant effect on the 11th grade students' vocabulary acquisition. It is supported by study conducted by (Shinta, 2023), which also used narrative text to improve students' vocabulary mastery. In her study, it was found that students' vocabulary has increased after implementing illustrated narrative text.

This study is also relevant in solving the problem in regard to vocabulary learning strategy, that is the lack of students' vocabulary acquisition. The use of reading narrative text as the VLS can be an alternative to increase the 11th grade students' vocabulary acquisition. A study also states that one of the factors that cause EFL students' difficulties in understanding narrative texts is their lack of vocabulary (Khoirunnisa, 2019). This research resolves the problem by using the most suitable strategy to know it has an effect on students' vocabulary acquisition. By using the right strategy, students will be easier in learning new vocabulary and they will easily get information from a text through reading. The use of appropriate VLS also can improve language skills (Balci & Uguten, 2018).

The 11th grade students, especially class B, were taught using the theory proposed by Brown and Payne (1994) with 5 processes in the theory: a) having a source for finding new words. Where the narrative text given to students is used as a source to find new vocabulary through reading activities. In this process, students are also asked to take notes on the new vocabulary they encounter in the text. Vocabulary notes help students remember what vocabulary they have acquired in the activity of reading narrative texts. When associated with Schmitt's (1997) strategy, this process is in line with the cognitive strategy, where students make a note of new vocabulary

on their notebook (Maghfiroh et al., 2025). This is proven by the research conducted by (SYIFA, 2020), and the results show that personal vocabulary notes are effective to enrich students' vocabulary in narrative texts.

Second process by Brown and Payne 1994 is b) getting a clear picture of the words. After getting new vocabulary from reading, students are invited to compile the meaning by looking at pictures related to the new vocabulary. The third is c) learning the meaning of the new words. The glossary found at the end of narrative reading text acts as a reference for learning the meaning of the new vocabulary they have encountered. Glossary is similar to dictionary, when this is revisited in the strategy proposed by Schmitt (1997), this strategy is aligned with the determination strategy in the discovery. In the determination strategy, students are asked to look up words in dictionaries (Almosa, 2024).

The fourth is d) making a strong memory connection between the form and meaning of the word. This fourth process is filled with activities related to the vocabularies that have been learned, for example, identifying definitions, and guessing vocabulary from several clues or characteristics of vocabulary found in the narrative text. The last process is e) using the word. After the students' memory has been strong on the vocabulary, the students are asked to create the sentences from the vocabularies that already learned in the class. This process can be classified into consolidation strategy by Schmitt (1997) precisely in cognitive strategy. Cognitive strategies can be referred to as techniques that allow students to connect information to find the word meanings, this can occur when students produce writing from the new words (Al-Bidawi, 2018).

With this strategy, the writer found that the five processes of Brown and Payne (1994) were systematic and consistent. The process that students used most often was finding the meaning from the dictionary or glossary. This process refers to the determination strategy proposed by Schmitt (1997), where students find their own word meanings. A study proves that the determination strategy is one of the most favoured strategies that was chosen by students (Asyiah, 2017). Furthermore, the last step, that is using vocabulary, was rarely applied, indicating the need for further training to help students' retention and comprehension of vocabulary more optimally.

The effect of reading as the VLS for students' vocabulary acquisition is supported by some writers and showed results that were not different from this study. The results of the research conducted by (Haddag, 2015), concluded that it is proven that reading can improve EFL learners' vocabulary knowledge, especially reading short stories. In addition, a study proved a positive correlation between students' vocabulary acquisition and their reading comprehension of narrative texts (Ismi et al., 2025). The study focused on junior high school students, with the conclusion that the more frequently students acquired vocabulary, the better their vocabulary acquisition and reading comprehension in narrative texts. Research by (Kamal, 2019) also reveals that reading comprehension is an effective way for lexical development.

CONCLUSION

From the research conducted, it can be concluded that there is a significant effect of using reading narrative text as the Vocabulary Learning Strategy on the 11th grade students' vocabulary acquisition of SMA Muhammadiyah 2 Wuluhan. It can be said that the use of the strategy of reading narrative text is effective in supporting students' vocabulary acquisition. The limitation of this study is the limited participants. So, that this research can only be done with a pre-experimental research design. This design is the design that has the lowest strength or low internal validity. From this the researcher hopes, future researchers can conduct quasi experimental research or true experimental research.

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