

## ABSTRACT

**FITRIYAH RAMADHIYANI. 2019. "Using Graded Readers to Improve Students' Vocabulary Mastery" (A Pre-Experimental Study at Second Grade Students of Karya Budi Junior High School Cileunyi Bandung), UIN Sunan Gunung Djati Bandung 2019.**

Reading activity is the efficient way to improve reading skill especially for EFL learners. Readers usually find new vocabularies through continuous reading activity. There is an interesting way to attract readers' attention to read more, because readers' focus in reading activity is important. In this research, the researcher using graded readers as the learning media to improve students' vocabulary mastery. The text in graded readers has the advantages in the reading material.

Specifically, the purposes of this research are: 1) To find out students' vocabulary mastery before exposed to graded reader. 2) To find out students' vocabulary mastery after exposed to graded reader. 3) To find out significance differences of students' vocabulary mastery before and after using graded reader.

This research uses a quantitative method which is aimed to determine whether the media can improve students' vocabulary mastery or not. This research uses quantitative to show cause and effect in students using graded readers. This research uses pre-experimental study with one class experimental consists of pre-test and post-test. The one class experimental consists of 31 students with the same difficulty of reading process. This research was held in 6 meetings involved one pretest, four meetings for treatments, and one posttest. Students started from low level vocabulary mastery. In analyzing the data, this research used SPSS v.20 and t-test.

Based on the result of data analysis, it can be seen from the average score after using graded readers. The number of N-Gain score is 0,62 and it concluded as the average score. The result of the treatment also can be seen from the mean score of posttest is 75.86. It is higher than the pretest which is 47.73. It means that there is significant in students' vocabulary mastery after reading graded readers stories. The statistical data result shows that t-count is higher than t-table  $14.490 > 2.045$ . It means the null hypothesis is accepted. There is significant effect of students' vocabulary mastery after the students read graded readers stories.

Briefly, it is suggested to use graded readers as a media to improve students' vocabulary mastery. The results of the treatment shows that students improved their vocabulary mastery after reading graded readers stories. It helps teacher in learning language especially EFL learners.