

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING
EXTENSIVE READING AT EIGHTH GRADE OF
SMP IMMANUEL BANDAR LAMPUNG**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING EXTENSIVE READING AT EIGHTH GRADE OF SMP IMMANUEL BANDAR LAMPUNG

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This study aimed to investigate the effectiveness of Extensive Reading in improving students' vocabulary mastery at the eighth grade of SMP Immanuel Bandar Lampung. A quantitative research design employing a one-group pre-test and post-test approach was applied. The sample consisted of 24 students from class VIII-A. The research instrument was a vocabulary test focusing on content words, including nouns, verbs, adjectives, and adverbs commonly found in descriptive texts. The data were collected through a pre-test and a post-test and analyzed using SPSS 25. The results showed that the mean score of the students' vocabulary mastery in the pre-test was 71, while the mean score in the post-test increased to 85.6, indicating an improvement of 14.57 points after the implementation of Extensive Reading. To determine whether the improvement was statistically significant, a paired sample t-test was conducted. The analysis revealed a t-value of 6.09 with 23 degrees of freedom and a Sig. (2-tailed) value of 0.000, which is lower than the significance level of 0.05. These results indicate that there was a statistically significant difference between students' vocabulary mastery before and after the treatment. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. It can be concluded that Extensive Reading is an effective strategy for improving students' vocabulary mastery in reading at the junior high school level.

Keywords: *Extensive reading, vocabulary mastery, descriptive text, junior high school students.*

ABSTRAK

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING EXTENSIVE READING AT EIGHTH GRADE OF SMP IMMANUEL BANDAR LAMPUNG

Oleh

Stevani Elizabeth

Penelitian ini bertujuan untuk mengetahui efektivitas Extensive Reading dalam meningkatkan penguasaan kosakata siswa kelas VIII di SMP Immanuel Bandar Lampung. Penelitian ini menggunakan desain penelitian kuantitatif dengan pendekatan one-group pre-test dan post-test. Sampel penelitian terdiri dari 24 siswa kelas VIII-A. Instrumen penelitian berupa tes kosakata yang berfokus pada content words, meliputi noun, verb, adjective, dan adverb yang umum ditemukan dalam teks deskriptif. Data dikumpulkan melalui pre-test dan post-test, kemudian dianalisis menggunakan SPSS 25. Hasil penelitian menunjukkan bahwa nilai rata-rata penguasaan kosakata siswa pada pre-test adalah 71, sedangkan nilai rata-rata pada post-test meningkat menjadi 85,6, yang menunjukkan adanya peningkatan sebesar 14,57 poin setelah penerapan Extensive Reading. Untuk mengetahui apakah peningkatan tersebut signifikan secara statistik, dilakukan uji paired sample t-test. Hasil analisis menunjukkan nilai t sebesar 6,09 dengan derajat kebebasan 23 dan nilai Sig. (2-tailed) sebesar 0,000, yang lebih rendah dari taraf signifikansi 0,05. Hasil tersebut menunjukkan bahwa terdapat perbedaan yang signifikan antara penguasaan kosakata siswa sebelum dan sesudah perlakuan. Oleh karena itu, hipotesis nol ditolak dan hipotesis alternatif diterima. Dengan demikian, dapat disimpulkan bahwa Extensive Reading merupakan strategi yang efektif untuk meningkatkan penguasaan kosakata siswa dalam membaca pada tingkat sekolah menengah pertama.

Kata kunci: *Extensive reading, vocabulary mastery, descriptive text, junior high school students.*

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Submitted in a Partial Fulfillment of The Requirements for S-1 Degree

In

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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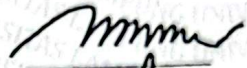

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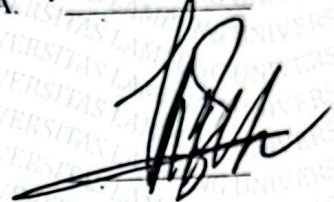
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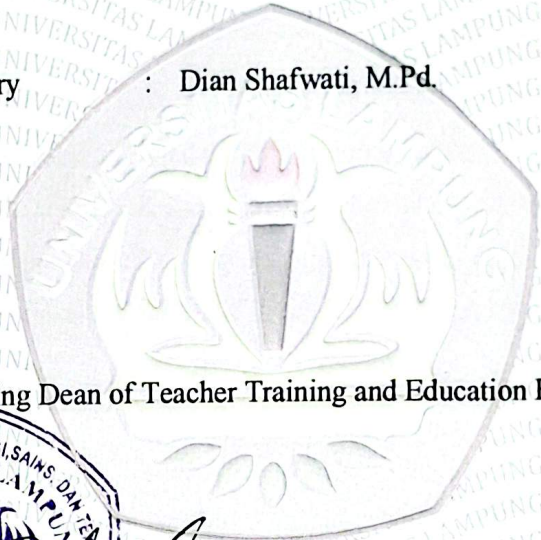
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 22 April 2026

Yang membuat pernyataan,

A 1000 Rupiah postage stamp from Indonesia, featuring the Garuda Pancasila emblem and the text 'REPUBLIK INDONESIA', '1000', and 'METRISAL TEMPEL'. The stamp is cancelled with a signature.

Stevani Elizabeth

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CURRICULUM VITAE

The author, Stevani Elizabeth was born on August 9, 2002 , in Palembang. She is the first child of three siblings. She is the daughter of Mr. Agus Sismanto and Ms. Sutarmi. She has two younger brothers, Yahya Christian Sismanto and Briyan Natanael Sismanto. She began her education at Hang Tuah Kindergarten in 2007, where she completed her early childhood education. She then continued her studies at SDN 4 Banjaran and graduated in 2014. After that, she pursued her education at SMP Immanuel Bandar Lampung in 2017 and SMKN 1 Padang Cermin where she completed her secondary education in 2020.

After finishing high school, she continued her higher education at University of Lampung. She was admitted through the SBMPTN (*Seleksi Bersama Masuk Perguruan Tinggi Negeri*), a national selection system for public universities in Indonesia. She chose English Education as her field of study. During her time at university, she was actively involved in student organizations. In 2023, she joined SEEDS (Society of English Education Department Students) as a member of the Education Division. In the following year, 2024, she became part of POMK (*Persekutuan Oikumene Mahasiswa Kristen*), where she served in the Prayer and Care Division. Through these experiences, she developed her sense of responsibility, teamwork, and interpersonal skills.

MOTTO

“I can do all things through Christ who strengthens me.”

- Philippians 4:13 -

DEDICATION

I dedicate this thesis to:

My beloved parents

Mr. Agus Sismanto and Ms. Sutarmi, thank you for all your love, prayers, and endless support you have given me. Thank you for everything you have given me, both morally and materially.

My beloved brothers

Yahya Christian Sismanto and Briyan Natanael, thank you for always making my days more fun and for your support.

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The author

Stevani Elizabeth

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I.INTRODUCTION

This chapter will be divided into six parts of the discussion which deals with several points; background, research questions, objective of the research, uses of the research, scope of the research and also the definition of term in order to provide explanation of this research.

1.1.Background

Vocabulary is an essential part of learning English, especially in helping students improve their reading comprehension skills. Hatch and Brown (1995: 1) say that vocabulary is a list or set of words for a particular language or a list of word that individual speakers of language might use. Many learners in English as a Foreign Language (EFL) contexts, such as Indonesia, face challenges in reading due to their limited vocabulary knowledge. When students do not recognize enough words, they often struggle to understand texts, which decreases both comprehension and motivation to read. Traditional vocabulary instruction often focused on rote memorization and isolated word lists fails to provide students with meaningful, lasting understanding of words in context.

Extensive reading is a good alternative that helps with natural vocabulary growth. This approach encourages learners to read large quantities of interesting and level appropriate materials for general understanding, by doing so, students encounter vocabulary repeatedly within various contexts, which helps reinforce word meaning, build fluency, and increase reading confidence, compared to conventional methods, extensive reading allows for more enjoyable, self-directed learning experiences.

On the other hand, Intensive Reading focuses on short and difficult texts. It requires students to analyze grammar and vocabulary in detail. While intensive reading helps

students understand text structure, it can feel boring, stressful, and less engaging, especially for junior high school students. It also does not give enough chance for students to meet new words in different contexts. That is why extensive reading is more suitable for helping students build vocabulary in a fun and relaxed way. The positive effects of extensive reading on vocabulary development have been supported by various studies. Anis Thahirah (2021) conducted a study at the senior high school level and showed that the use of extensive reading significantly improved students' vocabulary skills and increased classroom participation. Similarly, Zakrah et al. (2024) in their research at SMA Islam Raudatul Ulum Batu Jangkih reported a notable improvement in students' vocabulary test scores from an average of 56.81 on the pre-test to 78.33 on the post-test after applying extensive reading techniques.

According to Purba and Gaol (2021), working with vocational high school students, also found that applying extensive reading in two learning cycles increased the number of students meeting the minimum criteria from 27% to 84%. In a higher education context, Deshpande (2022) studied rural engineering students and concluded that repeated reading of familiar materials supported better vocabulary retention and overall reading comprehension.

Additionally, Elvriza and Nurcholis (2025) examined the use of novel reading in senior high school settings and found a 30% increase in vocabulary knowledge. Their findings also highlighted the importance of student motivation and autonomy in the learning process, as well as the support from theories like Krashen's Input Hypothesis and Self-Determination Theory, which advocate for engaging and meaningful input in language learning.

However, it is important to note that most of these studies were conducted in high school or university contexts. During the *Pengenalan Lingkungan Persekolahan (PLP)* activity conducted in January 2025 at SMPN 2 Rawajitu Selatan, the researcher observed a significant phenomenon: many eighth-grade students struggled with reading comprehension due to their very limited vocabulary

knowledge. In classroom interactions and during reading assignments, students often encountered difficulties understanding texts because they did not know the meanings of key words. Even basic-level texts required frequent translation and explanation, indicating that students lacked sufficient vocabulary foundation to support independent reading.

This finding suggests an urgent need to explore teaching strategies that can help improve vocabulary mastery in junior high school settings. Students at this level are at a critical stage in developing literacy skills, and without strong vocabulary knowledge, their ability to succeed in other language skills, especially reading will be hindered.

All of these studies show that intensive reading is a good way to improve vocabulary, but it is crucial to note that most of the people they studied were high school or college students. There isn't enough study on younger pupils, especially eighth graders in junior high school, because they are at a distinct stage of development and may need different ways of teaching.

Therefore, this study aims to fill that gap by investigating how extensive reading can improve vocabulary mastery among eighth-grade students at SMP Immanuel Bandar Lampung. By focusing on this specific age group, the research seeks to explore whether extensive reading is equally effective for junior high school learners, and to offer practical insights for vocabulary instruction at this educational level.

In this research, the term “improvement” refers to the measurable and meaningful progress that students make in their vocabulary mastery as a result of the learning treatment, which is Extensive Reading. Improvement in this context does not only mean knowing more English words, but also being able to understand the meaning of those words, recognize their forms, identify their functions (such as noun, verb, adjective, or adverb), and use them properly in the context of reading.

In addition, improvement also includes increased confidence and independence when reading English texts, since students are expected to become more familiar with words through repeated exposure in interesting and meaningful reading materials. Therefore, what this research seeks to improve is not just the number of words students can memorize, but their overall mastery of vocabulary in real reading situations. This includes their ability to guess meanings from context, apply new words in understanding texts, and read with better fluency. This kind of improvement is important because vocabulary is the foundation for other language skills. By focusing on vocabulary mastery, this research aims to support students' reading comprehension and help them become more confident English learners, especially at the junior high school level.

1.2. Research Questions

Based on the background of the study, the research question is :

1. Is there any significant difference in students' vocabulary mastery in reading after being taught using extensive reading?

1.3. Objectives of the research

The objectives of the research :

1. To find out there is a significant difference in students' vocabulary mastery after being taught through extensive reading at the eighth grade of SMP Immanuel Bandar Lampung.

1.4. Uses of the Research

The uses of this research are both theoretical and practical:

1. Theoretical use : The findings of this study are expected to enrich the literature on vocabulary acquisition and reading instruction in EFL contexts, particularly regarding the application of extensive reading among junior high school students. It may also serve as a reference for future studies in similar fields.
2. Practical use : The results of this study can offer insights for English teachers, especially at the junior high school level, in selecting effective teaching methods to improve students' vocabulary mastery. It can also guide

curriculum designers in incorporating extensive reading into language learning programs to foster better vocabulary development and reading comprehension.

1.5.Scope of the Research

This research is limited to investigating the effectiveness of extensive reading in improving vocabulary mastery among eighth-grade students at SMP Immanuel Bandar Lampung. The study focuses on how students' vocabulary knowledge develops through repeated and contextual exposure to words while engaging in extensive reading activities.

The reading materials used in this research are descriptive texts, which are selected based on the students' language level and interest. Descriptive text is chosen because it contains a wide variety of vocabulary, especially adjectives, nouns, verbs, and adverbs, which are useful for helping students enrich their word knowledge. These texts are also relatable and easier to understand, making them suitable for junior high school learners.

The vocabulary studied includes common word types such as nouns, verbs, adjectives, and adverbs that frequently appear in reading texts appropriate for junior high school students. The research does not examine other aspects of language learning such as grammar, listening, or speaking skills.

This study uses a quantitative approach with a one-group pre-test and post-test design. The sample consists of one class of eighth-grade students. The research measures students' vocabulary mastery before and after the application of extensive reading to determine whether there is a significant improvement in their performance.

1.6.Definition of Terms

To avoid misunderstanding, some important terms in this research are explained as follows:

1. Vocabulary mastery, this refers to the students' ability to understand and use English words correctly. It includes knowing the meaning of words, their pronunciation, spelling, and appropriate usage in context. According to Nation (2001), vocabulary mastery involves both receptive knowledge (understanding when listening and reading) and productive knowledge (using vocabulary correctly in speaking and writing).
2. Extensive Reading, This is a reading activity where students read a large quantity of easy and interesting texts for general understanding and enjoyment. Day and Bamford (2004) emphasize that extensive reading helps learners acquire language naturally by providing repeated exposure to vocabulary in meaningful contexts.
3. Improvement, In this research, improvement means the increase in students' vocabulary test scores after learning through extensive reading. It shows progress in their vocabulary skills. Hughes (2003) explains that improvement in language learning is generally measured by comparing learners' performance before and after a treatment or intervention.
4. Reading is the activity of looking at written words and understanding their meaning. Grabe and Stoller (2011) define reading as an interactive process that involves decoding written text and constructing meaning, which is influenced by both linguistic knowledge and background knowledge.

This chapter already discuss introduction of the research,including the explanation about background,research question,objective of the research,uses of the research and also the definition of terms in order to provide an inisght to the research.

II. LITERATURE REVIEW

This chapter discusses the theoretical background that supports the present study. It provides an overview of key concepts related to vocabulary mastery, reading, and extensive reading. It also presents previous studies, theoretical assumptions, and the hypothesis of the study.

2.1. Vocabulary

Vocabulary is a crucial element in English teaching and learning. Without understanding words, learners will struggle to comprehend what they read and learn. The more words they learn, the easier it will be for them to communicate and express what they want to say. Therefore, enriching vocabulary is essential for success in language skills such as listening, speaking, reading, and writing. According to Schmitt (2000), vocabulary acquisition involves understanding both broadly (the number of words known) and deeply (the extent of understanding of those words). Nation (2001) also emphasizes the importance of effective vocabulary teaching strategies, such as contextual learning, active engagement, repetition, and explicit instruction. All these strategies play a crucial role in enhancing learners' language skills.

According to the researcher, vocabulary is the collection of words that a person knows and uses to communicate. It is not only about memorizing word lists, but more importantly, about understanding how and when to use those words in different situations. Vocabulary enables learners to comprehend reading materials and express thoughts clearly, both in oral and written communication. Mastery of vocabulary helps students gain confidence and perform better in all language skills.

2.1.1. Definition of Vocubular Mastery

Vocabulary mastery refers to a learner's ability to understand, remember, and use words correctly and appropriately in both oral and written communication. Mastery implies not just knowing the meaning of a word but also understanding its form, usage, and context. According to Sutarsyah (2021), vocabulary refers to the words in a language that are used by speakers or writers. According to Nation (2001), vocabulary knowledge is divided into receptive knowledge and productive knowledge. Receptive vocabulary includes the words a learner can recognize and understand when reading or listening

Cameron (2001) explains that vocabulay mastery is a gradual and continuous process where learners move from recognition to production. Learners may begin by understanding the word in context and eventually use it correctly in communication.

In the context of this research, vocabulary mastery focuses on how well students can understand and recognize vocabulary found in reading texts. It is measured by their ability to define words, choose correct meanings, and comprehend vocabulary in context-based questions.

2.1.2. Components of Vocabulary

Vocabulary knowledge involves more than just knowing what a word means. Nation (2001) outlines several essential components that learners need to master in order to fully understand and use vocabulary. These components are:

1. Form

- Spoken form : how the word is pronounced.
- Written form: how the word is spelled.

Learners should be able to recognize the word when they hear or see it and produce it correctly when speaking or writing.

2. Meaning

- Form and meaning connection: knowing what the word refers to.
- Concepts and referents: understanding the idea or object the word represents.

- Associations: recognizing synonyms, antonyms, or related words. Mastery includes knowing multiple meanings of a word, if applicable.

3. Use

- *Grammatical functions*: how the word functions in a sentence (noun, verb, adjective, etc.).
- *Collocations*: common word pairings (e.g., “make a decision,” “heavy rain”).
- *Register and frequency*: whether the word is formal/informal and how often it is used in everyday communication.

4. Contextual Use

Understanding how a word’s meaning may change depending on the context. For example, the word “light” can refer to brightness or weight, depending on the situation.

Thornbury (2002) emphasizes that learners who master these components are more likely to retain and correctly use vocabulary in real communication.

In summary, vocabulary mastery involves knowing how a word looks and sounds, what it means, how it behaves grammatically, and how it is used appropriately in various contexts.

2.1.3. Content Words

Vocabulary in English is generally classified into two main categories, namely content words and function words. Function words include articles, prepositions, conjunctions, pronouns, and auxiliary verbs, which serve to establish grammatical relationships within sentences. In contrast, content words contain the core meaning of language and play a central role in supporting readers’ comprehension of a text. Therefore, this study specifically focuses on content words, including nouns, verbs, adjectives, and adverbs.

This focus is based on the dominant presence of content words in reading texts and their potential to be acquired through repeated exposure in meaningful contexts, particularly through Extensive Reading activities. Accordingly, function words are excluded from the scope of vocabulary measurement in this research.

In learning vocabulary, it is important to understand the types of words that carry meaning in a sentence. These are called content words. Content words are words that have clear meanings and are essential in helping readers understand the message of a sentence. They include:

- Nouns : names of people, places, things, or ideas (e.g., *book*)
- Verbs : actions or states (e.g., *run, read, is*)
- Adjectives : words that describe nouns (e.g., *beautiful, happy, tall*)
- Adverb : words that describe verbs, adjectives, or other adverbs (e.g., *quickly, very, always*)

According to Thornbury (2002), content words are important in vocabulary development because they carry the main meaning of a sentence and are usually the focus in vocabulary instruction. Learners need to know a wide range of content words to understand reading texts, express their ideas clearly, and build their language proficiency.

Nation (2001) also explains that content words are high in communicative value because they allow learners to guess meaning from context. When reading, students often rely on content words to make sense of the text even if they do not understand every word. That's why most vocabulary tests and reading activities focus on identifying and understanding content words.

In the context of this research, the vocabulary items taught and tested through Extensive Reading include content words, especially those commonly found in descriptive texts such as nouns (e.g., *animal, beach*), verbs (e.g., *describe, sleep*), adjectives (e.g., *soft, peaceful*), and adverbs (e.g., *silently, brightly*). By focusing on these word types, students can improve their reading comprehension and learn to use new vocabulary in meaningful contexts.

2.2. Teaching Vocabulary

Vocabulary is one of the most important components in language learning. It plays a crucial role in helping learners understand and communicate ideas effectively. According to Nation (2001), vocabulary knowledge includes knowing the form, meaning, and use of words, as well as how words behave in different grammatical and contextual settings. Therefore, mastering vocabulary is essential for developing all four language skills, especially reading.

In teaching vocabulary, many teachers still rely on traditional methods such as memorization of word lists or translation. While these methods can be useful in some situations, they are often less effective in helping students retain and apply vocabulary in real contexts. Vocabulary should not be taught in isolation; instead, it should be integrated into meaningful activities that allow learners to experience the word in context. Thornbury (2002) emphasizes that learners need multiple exposures to a word in different contexts to fully understand and remember it.

Extensive reading is one method that can support vocabulary teaching by providing students with repeated exposure to new words through interesting and level-appropriate texts. Through reading a variety of texts, students encounter new vocabulary naturally and learn how words are used in different situations. Research has shown that this method is effective in improving vocabulary mastery. For example, a study by Anis Thahirah (2021) revealed that students improved their vocabulary scores after participating in extensive reading activities. Similarly, Zakrah et al. (2024) and Purba & Gaol (2021) also reported significant gains in vocabulary learning through extensive reading. These findings support the idea that vocabulary is best taught not only through direct explanation but also through regular and meaningful exposure in reading.

From the discussion in this section, it can be inferred that vocabulary mastery is a fundamental element in learning English, particularly in supporting students' reading ability. Vocabulary mastery involves more than knowing individual word meanings, it also includes understanding how words function, how they are used in

context, and how they contribute to meaning in a text. Students with limited vocabulary knowledge tend to experience difficulties in comprehending reading materials and interpreting information accurately.

Extensive Reading offers a practical solution to these challenges by allowing students to learn vocabulary through continuous exposure to words in meaningful reading contexts. When students read a large number of texts that are suitable for their level, they encounter vocabulary repeatedly and in varied situations. This repeated exposure helps strengthen word recognition, deepen understanding of meaning, and improve students' ability to infer vocabulary from context without relying heavily on memorization.

In addition, Extensive Reading promotes a more relaxed and engaging learning atmosphere, which supports vocabulary development naturally. Students are encouraged to read independently and develop positive reading habits, making vocabulary learning more effective and sustainable. Therefore, Extensive Reading can be applied as an effective approach to teaching vocabulary and can assist teachers in improving students' vocabulary mastery, particularly at the junior high school level.

2.3. Reading

Reading is a crucial language skill that enables students to understand written information and expand their vocabulary. It is a receptive skill where learners decode written text and construct meaning based on both linguistic knowledge and background information.

Grabe and Stoller (2011) define reading as an interactive process that involves automatic word recognition, comprehension, and interpretation. For learners, reading is one of the most accessible ways to gain exposure to vocabulary and structures that may not occur in everyday speech.

According to Sutarsyah (2015), reading is a process of understanding written texts by involving the interaction between the reader's prior knowledge and the information presented in the text. This process requires not only the ability to recognize words but also the ability to interpret meaning from the context.

Furthermore, Sutarsyah explains that reading is not merely a passive activity, but an active cognitive process in which readers construct meaning by connecting ideas in the text with their background knowledge. In this sense, comprehension becomes the main goal of reading, as readers are expected to grasp both explicit and implicit information from the text.

In conclusion, reading is the process of understanding written language by interpreting and connecting the ideas in a text with the reader's prior knowledge. It is not just about pronouncing words but making sense of the text and drawing conclusions. For students, reading plays a vital role in learning new vocabulary and improving overall language proficiency. Through reading, students can also develop critical thinking and broaden their knowledge.

Reading can be classified into two types:

1. Intensive reading refers to reading short texts in detail with a focus on language form and meaning. It is usually done in the classroom under the teacher's guidance. This approach emphasizes accuracy, helping students analyze grammar, vocabulary, and sentence structure. Activities often include answering comprehension questions and vocabulary exercises. According to Harmer (2007), intensive reading develops critical reading skills but may not promote reading fluency or enjoyment.
2. Extensive reading involves reading longer texts for general understanding and pleasure. Students choose their own reading materials, which are easy and interesting, and they read in large quantity without pressure to analyze every detail. Day and Bamford (2004) state that extensive reading helps students build vocabulary, improve reading fluency, and develop a positive attitude toward reading. It also supports natural language acquisition through repeated exposure to words in context.

2.4. Extensive Reading

Extensive reading is a method where students read a lot of texts that are easy and interesting. The purpose is to help students enjoy reading and improve their language skills, especially vocabulary. According to Day and Bamford (2002), in extensive reading, students can choose their own reading materials based on what they like and what they can understand. This makes reading more fun and relaxing, so students do not feel stressed. Bamford and Day (1997) also explain that when students read texts that are easy for them, they can focus more on the meaning and learn new words naturally. Hafiz and Tudor (1989) say that extensive reading can help students improve their overall language skills and make them more motivated to read. Richards and Schmidt (2002) state that this kind of reading is usually done outside the classroom and is chosen by the students themselves. Renandya and Jacobs (2002) add that by reading a lot, students can learn new vocabulary in context and become more fluent readers. In this research, extensive reading is used to improve students' vocabulary mastery by giving them many interesting texts to read, so they can learn new words in a fun and natural way.

Day and Bamford (2004) propose ten principles of extensive reading, among which the most important are:

- Reading material should be easy.
- Students should choose what they want to read.
- A variety of reading materials should be available.
- The purpose of reading is usually related to pleasure and general understanding.
- Reading is its own reward.

2.5. Teaching Vocabulary through Extensive Reading

Teaching vocabulary through extensive reading is a method that allows students to acquire new words naturally through repeated exposure to texts. Instead of relying on memorization and isolated word lists, extensive reading helps learners build their vocabulary in context, making it easier to understand meaning, usage, and nuances. According to Day and Bamford (2004), extensive reading involves reading large amounts of material that is easy, interesting, and appropriate to the learner's level.

When learners are engaged in this kind of reading, they encounter vocabulary frequently and in varied situations, which supports deeper understanding and long-term retention.

Krashen (1982), through his Input Hypothesis, argues that language acquisition occurs most effectively when learners are exposed to meaningful and understandable input. Extensive reading provides such input by allowing students to read materials that are slightly above their current level of proficiency but still comprehensible. As they read, students naturally encounter words multiple times, and this repeated exposure strengthens their ability to recognize and eventually use those words in communication.

Several studies have shown the effectiveness of teaching vocabulary through extensive reading. Thahirah (2021) found that students' vocabulary scores improved significantly after participating in extensive reading sessions. Her research also indicated that students were more motivated and actively engaged in reading. Similarly, Zakrah et al. (2024) reported that students who were taught using extensive reading strategies showed notable improvement in vocabulary mastery. The results of their study support the idea that vocabulary is better learned through meaningful exposure than through direct memorization.

Purba and Gaol (2021) also emphasized that extensive reading not only improved vocabulary scores but also helped students become more autonomous in their learning. The students developed stronger reading habits and were able to understand new words without having to rely on translation. Deshpande (2022), in her study among rural engineering students, pointed out that reading familiar and culturally relevant texts helped learners acquire vocabulary more effectively. She highlighted that extensive reading offered a stress-free way to learn vocabulary and improved overall reading comprehension.

Furthermore, Elvriza and Nurcholis (2025) showed that students who engaged in novel-based extensive reading experienced a 30% increase in vocabulary

acquisition. Their study found that students were more interested and confident in reading when they were given the freedom to choose reading materials according to their preferences.

These findings demonstrate that extensive reading is not only an effective approach to teaching vocabulary, but it also promotes learner independence, increases reading motivation, and creates a more enjoyable language learning experience. Therefore, extensive reading can serve as a practical and impactful strategy for teaching vocabulary, especially in EFL classrooms.

2.6. Procedures of Extensive Reading in the Classroom

The implementation of extensive reading in the classroom involves a series of structured procedures designed to support students in reading large amounts of material independently and for pleasure. Although extensive reading is largely student-centered, the teacher plays an important role in facilitating and guiding the process to ensure that learning goals are achieved.

According to Day and Bamford (2004), effective extensive reading programs share several core features, including learner choice, ease of reading materials, and reading for general understanding rather than detailed analysis. In a classroom setting, these principles can be applied through the following procedures:

1. Pre-activity

Purpose: To prepare students for independent and enjoyable reading.

Activities:

- **Selection of reading materials:** Teacher prepares various descriptive texts that match students' language level and interests (e.g., graded readers, short stories, or digital texts). Texts should be easy enough with 95–98% known vocabulary.
- **Student autonomy:** Students are allowed to choose texts based on their interests. This freedom increases their motivation and engagement.

- Introduction and motivation: Teacher may introduce the topic briefly using pictures or keywords, ask warm-up questions, and set the purpose of reading without giving too many details.
- Vocabulary preview (optional): Teacher highlights a few key words from the text that may help students understand the content better.

2. While-Reading Stage

Purpose: To allow students to enjoy the reading process and acquire vocabulary naturally.

Activities:

- Silent reading (in-class or at home): Students read the chosen texts independently and silently, either during class or as homework. The goal is fluent and uninterrupted reading.
- Noticing new vocabulary: Students underline or highlight unfamiliar words and try to guess the meanings from context. They may write down 5–10 new words in their reading journal.
- Teacher support: While students read, the teacher monitors and provides help when needed. The teacher can encourage students and check their engagement without interrupting the flow of reading.

3. Post-Reading Stage

Purpose: To reinforce vocabulary learning and encourage language use.

Activities:

- Vocabulary sharing: Students share new words they found, discuss their meaning, and use them in new sentences.
- Simple activities : Students may summarize the story, retell it to a partner, or answer open-ended questions related to the text.
- Reading log or journal: Students complete their log with the title, number of pages read, and new vocabulary.
- Teacher feedback and motivation :Teacher gives encouragement, praises students' reading progress, and may celebrate small achievements to maintain motivation.

- Optional games or projects: Word games (like matching or word search) or creative tasks (like drawing a scene or writing a short description using new words) can be included to make learning fun.

The classroom procedures of extensive reading should create a flexible and enjoyable environment where students read regularly, engage with texts of their choice, and develop vocabulary and reading fluency naturally. When implemented effectively, these procedures help transform reading from a classroom obligation into a meaningful and enriching activity.

2.7. Advantages and Disadvantages of Extensive Reading

Extensive reading has been widely recognized as an effective method in second and foreign language learning. It offers numerous advantages for vocabulary development and overall language improvement. However, like any instructional method, it also has certain limitations when applied in classroom settings.

2.7.1. Advantages

One of the primary advantages of extensive reading is that it provides repeated exposure to vocabulary in meaningful contexts. Students learn new words not by memorizing definitions, but by seeing how words are used in real sentences. This enhances long-term retention and helps them understand not only the meaning of the words but also their usage. Extensive reading also improves reading fluency, comprehension, and fosters a positive reading habit. It encourages learner autonomy, as students are allowed to choose reading materials based on their interests. This, in turn, increases motivation and engagement in the reading process. Additionally, extensive reading provides a low-anxiety learning environment, where students can enjoy reading without fear of being tested on every detail.

2.7.2. Disadvantages

Despite its many benefits, extensive reading also presents challenges. One common issue is the availability of suitable reading materials. Schools may lack a sufficient supply of level-appropriate and interesting texts, especially for younger learners. Moreover, some students may not be motivated to read independently, especially if

they are not accustomed to reading for pleasure. Monitoring students' reading progress can also be difficult, particularly in large classes. Teachers may find it challenging to ensure that all students are reading seriously and making progress. Lastly, vocabulary improvement through extensive reading tends to be gradual and may not produce immediate results, which can be discouraging for students or teachers seeking quick gains.

2.8. Theoretical Assumption

This study is based on the assumption that vocabulary is best learned through frequent and meaningful exposure in context. Extensive reading provides learners with opportunities to encounter vocabulary repeatedly in different situations, which strengthens their understanding and memory of words.

According to Krashen's Input Hypothesis (1982), language acquisition occurs when learners are exposed to comprehensible input, language that is slightly above their current level but still understandable. Extensive reading offers this kind of input by allowing students to read at their own level while being exposed to new vocabulary in meaningful texts. Nation (2001) also supports this idea, stating that repeated encounters with vocabulary in varied contexts are essential for deep learning.

Therefore, the theoretical assumption of this research is that extensive reading can significantly improve students' vocabulary mastery, especially when implemented consistently and with appropriate reading materials.

2.9. Hypothesis

Based on the theoretical foundation and previous studies discussed, the hypothesis of this study can be stated as follows:

1. Alternative Hypothesis (H_1):

There is a significant difference in students' vocabulary mastery after being taught using extensive reading.

This chapter already discussed the theoretical background that supports the present study. It provides an overview of key concepts related to vocabulary mastery,

reading, and extensive reading. It also presents previous studies, theoretical assumptions, and the hypothesis of the study.

III. METHODS

This chapter explained the research design, variables, population and sample, instruments, data collection techniques, data analysis, data treatment, and hypothesis testing.

3.1. Research Design

This research used a quantitative approach and applied a pre-experimental design using a one-group pre-test and post-test design. The purpose of this design was to determine whether there was a significant improvement in students' vocabulary mastery after they were taught using extensive reading.

In this design, the students were given a vocabulary pre-test before the treatment and a post-test after the treatment. The scores of both tests were compared to determine whether the treatment had a positive effect on students' vocabulary mastery.

The sequence of the research activities was as follows:

$$T_1 \quad X \quad T_2$$

The symbols are explained as follows:

- **T₁ (Pre-test):** The vocabulary test administered before the treatment to measure students' initial vocabulary mastery.
- **X (Treatment):** The implementation of extensive reading activities, where students read selected English texts over several sessions.
- **T₂ (Post-test):** The same vocabulary test administered after the treatment to evaluate whether there is an improvement in students' vocabulary mastery.

3.2. Research Variable

The variables in this research consisted of:

- Dependent variable (Y): Students' vocabulary mastery, which referred to their ability to understand and use vocabulary correctly in reading texts.

3.3. Population and Sample

Population according to Sugiyono (2008) is a generalization area made up of items or subjects that meet the researcher's predetermined standards for features and attributes. The sample is representative of the population's size and makeup (Sugiyono, 2013:81).

1. Population

The population of this research was the eighth-grade students of SMP Immanuel Bandar Lampung in the academic year of 2025/2026. There were four classes in the eighth grade, and each class consisted of 24 students. Therefore, the total number of the population was 96 students.

2. Sample

In this research, the researcher took one class as the sample using cluster random sampling. The sample was class VIII-A (selected randomly), which consisted of 24 students. They were active eighth-grade students of SMP Immanuel Bandar Lampung.

3.4. Research Instrument

The instrument used in this research was a vocabulary test. The test was designed to assess students' vocabulary mastery before and after the treatment. It consisted of 60 multiple-choice questions focusing on word meaning, the use of words in context, as well as synonyms and antonyms.

The vocabulary test was administered in two phases. The pre-test was conducted prior to the implementation of extensive reading, while the post-test was given after the treatment had been completed. The same set of test items was used in both tests to ensure consistency in terms of difficulty level and content coverage.

The test instrument was developed based on the eighth-grade English syllabus and adapted from reading materials that were suitable for the students' proficiency

level. Before being administered, the test was examined and validated by an English teacher and a language expert to confirm its clarity, relevance, and suitability for the students. The criteria used to interpret the results of the pre-test and post-test were as follows:

Tabel 3. 1 Criteria for pre-test and post-test score

Score Range	Criteria
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Very less

3.4.1. Validity

Validity is the extent to which an instrument really contains the objective to be included suitable with the criteria (Hatch and Farhady, 1982). Additionally, Setiadi (2013) states that validity generally means that the data can be trusted. To ensure the validity of this research, the researcher sees content validity and construct validity.

- Content Validity: This means the test questions are reviewed to make sure they match the curriculum and educational standards for high school vocabulary learning. Experts in language education check the test items to ensure they accurately reflect the vocabulary content being taught.
- Construct Validity: Construct validity in vocabulary testing means that the test really measures vocabulary knowledge, not something else like grammar or general reading skills. According to Nation (2001) and Schmitt (2000), vocabulary knowledge includes three parts: form (how the word looks and sounds), meaning (what the word means), and use (how the word is used in context). A vocabulary test with good construct validity should include different types of questions, such as finding word meanings from context, choosing synonyms or antonyms, completing sentences, and identifying the correct word form. This helps make sure the test truly measures the students' vocabulary skills in a complete and accurate way.

Tabel 3. 2 Specification Vocabulary

NO	Kind of Test	Kinds of Vocabulary	Number of Questions	Percentage
1	Multiple Choice	Nouns	1, 7, 11, 15, 19, 23, 35,38,41,44,47,50,53,56,59	25%
		Adverbs	4, 8, 12, 16, 20, 24, 36,39,42,45,48,51,54,57,60	25%
		Verb	2, 5, 9, 21, 25, 28, 29, 33,40,43,46,49,52,55,58	25%
		Adjective	3, 6, 10, 13, 14, 17, 18, 22, 26,27,30,31,32,34,37	25%

3.4.2. Reliability

According to Hatch and Farhady (1982:224), reliability refers to the consistency of a test, indicating the extent to which the measurement produces stable and consistent results when administered to similar subjects at different times. In this research, the reliability of the vocabulary test was measured to ensure that the instrument provided consistent and dependable results.

Before the actual study was conducted, a try-out test was administered to examine the reliability of the test instrument. The reliability analysis was carried out using the Pearson product-moment correlation by correlating the scores obtained from the test. Through the use of this technique, the researcher ensured that the vocabulary test was reliable and appropriate for use in this study. All reliability calculations were carried out using the SPSS 25 program.

To measure the reliability coefficient, the researcher used the Pearson product-moment formula as follows:

$$r_{xy} = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{[n\sum X_i^2 - (\sum X_i)^2][n\sum Y_i^2 - (\sum Y_i)^2]}}$$

R_{xy} : coefficient of reliability between odd and even numbers item

x : odd number

y : even number

$\sum x^2$: total score of odd number items

$\sum y^2$: total score of even number items
 $\sum xy$: total score of odd and even number

The test consisted of 60 items which were divided into two halves: odd-numbered items and even-numbered items. After calculating the scores of each student for both halves, the correlation coefficient (r_{xy}) was found to be 0.93. Based on the reliability criteria, this value indicates a very high level of reliability. Therefore, it can be concluded that the instrument is reliable and appropriate to be used in this research.

3.4.3. Level of Difficulty

The level of difficulty was used to classify the test items into easy, moderate, or difficult categories. This classification helped ensure that the test items were suitable for the students' ability level. In this research, the following formula was used:

$$LD = \frac{U+L}{N}$$

Where:

- LD = Level of Difficulty
- U = The number of upper group students who answer correctly
- L = The number of lower group students who answer correctly
- N = The total number of students in both groups

Classification:

- 0.00 – 0.30 = Difficult
 - 0.31 – 0.70 = Moderate
 - 0.71 – 1.00 = Easy
- (Shohamy,1985)*

Items within the moderate range were selected to ensure that the questions were neither too difficult nor too easy for the students.

Tabel 3. 3 Level of Difficulty of Items test

No	Number of Items	Computation	Criteria
1	3, 7,33	0.00 – 0.30	Difficult

2	1,2,4,5,6,8,9,10,11,12,13,14,14,15,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,69	0.31 – 0.70	Moderate
3	-	0.71 – 1.00	Easy

The level of difficulty was categorized into three sections. The first section was categorized as “Difficult”, with an index computation of less than 0.30, and there were only 3 difficult questions. In the second category, “Moderate”, there were 57 questions whose computation varied between 0.30 and 0.70. Finally, for the “Easy” category, there were 0 questions that fell into the computation above 0.70. This result indicates that most of the items were in the moderate and easy categories, which means the test was appropriate for the students’ vocabulary level.

3.4.4. Discrimination Power

Discrimination power was used to determine the extent to which each test item differentiated between students with high ability and those with low ability. In this research, the following formula was used:

$$DP = \frac{U-L}{\frac{1}{2} N}$$

Where:

- DP = Discrimination Power
- U = The number of students in the upper group who answer correctly
- L = The number of students in the lower group who answer correctly
- N = Total number of students in both groups

Criteria:

- 0.00 – 0.20 = Poor item
- 0.21 – 0.40 = Satisfactory item
- 0.41 – 0.70 = Good item
- 0.71 – 1.00 = Excellent item
- Negative value = Bad item (should be revised or removed)

(Heaton, 1991)

Before being used to collect the data, all test items were analyzed in terms of their level of difficulty and discrimination power to ensure the quality of the test. The discrimination power of the test items was calculated using the SPSS 25 program.

Tabel 3. 4 Discrimination Power of item test

Number Of Items	Computation	Criteria	Decision
-	Negative	Bad	Dropped
1, 3, 7, 11, 13, 16, 21, 23, 24, 26, 33, 34, 35, 39, 42, 44, 46, 48, 53, 59	<0.20	Poor	Dropped
2, 5, 6, 9, 10, 14, 19, 27, 30, 31, 36, 40, 41, 45, 47, 51, 52, 54, 55, 57, 58, 60	0.21-0.40	Satisfactory	Administered
4, 8, 12, 17, 25, 32, 56	0.41-0.70	Good	Administered
15, 18, 20, 22, 28, 29, 37, 38, 43, 49, 50	>0.70	Excellent	Administered

3.5. Technique of Collecting Data

In collecting data, the researcher used the following procedures:

1. Pre-test

The pre-test was administered to identify the students' vocabulary performance prior to the treatment. The test was in the form of multiple-choice questions, in which the students were required to select one correct answer from four options (a, b, c, or d). The pre-test consisted of 60 items and was completed within 90 minutes.

2. Post-test

After the treatment had been implemented, the post-test was conducted to measure the students' vocabulary performance after the use of extensive reading. Similar to the pre-test, the post-test consisted of 60 multiple-choice items and was administered within 90 minutes. An increase in the post-test scores compared to the pre-test scores indicated improvement in students' vocabulary mastery. Conversely, similar or lower post-test scores suggested that the treatment did not result in significant improvement.

3.6. Data Analysis

In data analysis, the researcher first administered a try-out test to examine the feasibility and quality of the test items. After that, the data were collected by administering the pre-test and post-test to the students. The results of the pre-test and post-test were then analyzed using Microsoft Excel and SPSS (Statistical Package for the Social Sciences), particularly for conducting the normality and homogeneity tests.

Data analysis in this research was carried out to process and interpret the collected data in accordance with the research objectives. Based on the formulation of the problem, the data required in this study were the results reflecting the improvement of students' vocabulary mastery before and after being taught through extensive reading at the junior high school level. The following formula was used by the researcher to calculate the students' scores:

$$\text{Mean (X)} : x = Xn/N$$

Description:

X : Mean

Xn : Data value

N : The number of sample

3.7. Data Treatment

According to Setiyadi (2006), the use of a paired sample t-test to test the research hypothesis is based on several fundamental assumptions. First, the data were measured on an interval scale. Second, the data were obtained from a randomly selected sample within the population. Third, the data were normally distributed.

In this research, a normality test was conducted to determine whether the data followed a normal distribution. The Shapiro–Wilk normality test was applied using SPSS, as it is considered appropriate for studies with a relatively small sample size.

The hypotheses for the normality test were formulated as follows:

H0: The data were normally distributed.

H1: The data were not normally distributed.

3.8. Hypothesis Testing

To examine whether there was a significant difference in students' vocabulary mastery before and after the treatment, the researcher analyzed the difference between the pre-test and post-test mean scores by comparing the obtained t-value with the t-table. The t-value was calculated using SPSS to ensure accurate computation of the data. This analysis was conducted because the data were taken from the same group of students. The level of significance used in this research was 0.05

Based on the result of the data analysis, the obtained t-value was higher than the t-table value at the 0.05 level of significance (chapter IV). Therefore, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. This result indicates that there was a significant difference in students' vocabulary mastery after being taught using extensive reading.

The hypotheses of this research were formulated as follows:

1. Null Hypothesis (H_0):

There is no significant difference in students' vocabulary mastery after being taught using extensive reading.

2. Alternative Hypothesis (H_1):

There is a significant difference in students' vocabulary mastery after being taught using extensive reading.

This chapter already discussed design, research variable, data sample, instrument, data collection, data analysis, data treatment, and hypothesis testing in order to provide an insight to this research.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research findings and discussion, along with suggestions for English teachers and future researchers interested in applying Extensive Reading as a teaching strategy to improve students' vocabulary mastery.

5.1. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the implementation of Extensive Reading was effective in improving students' vocabulary mastery at SMP Immanuel Bandar Lampung. This conclusion is drawn from the comparison between students' achievement before and after the treatment, which shows a noticeable improvement in their post-test results.

The result of the statistical analysis using a paired sample t-test supports this conclusion. The analysis revealed that the mean score of the post-test is higher than that of the pre-test, and the significance value obtained was lower than the significance level of 0.05. This indicates that the improvement in students' vocabulary mastery was statistically significant. Therefore, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_1) is accepted.

Furthermore, the findings indicate that Extensive Reading helps students enhance their vocabulary mastery through continuous exposure to words in meaningful reading contexts. By engaging in regular reading activities, students were able to understand and acquire new vocabulary more effectively without relying heavily on word-by-word translation. This process contributed positively to their overall vocabulary development.

In conclusion, the results of this study confirm that Extensive Reading is an effective strategy to improve students' vocabulary mastery, particularly for eighth-grade students at SMP Immanuel Bandar Lampung. The use of Extensive Reading not only improves students' vocabulary achievement but also supports a more effective and meaningful English learning process.

5.2. Suggestions

Based on the conclusion of the research, the researcher would like to propose several suggestions as follows:

1. For English teachers, it is recommended to incorporate Extensive Reading into their teaching strategies. This approach is relatively easy to implement and allows students to learn vocabulary through meaningful reading activities. Teachers may provide various reading texts, such as descriptive texts, that are appropriate to students' levels in order to help them understand vocabulary in context. Through Extensive Reading, students can be encouraged to focus on general understanding rather than translating every word. The reading materials can also be selected based on students' interests to support learning objectives and meet students' needs.

It is also important for teachers to be prepared for possible challenges during the implementation of Extensive Reading, such as limited availability of reading materials or students' low motivation to read. In such situations, teachers may provide alternative reading texts or use printed materials to ensure that all students can participate in the reading activities. Teachers are also encouraged to guide students who are not accustomed to reading English texts independently so that they feel more confident and comfortable during the learning process.

2. For future researchers, there are many opportunities to further explore the use of Extensive Reading in English language teaching. One suggestion is to investigate its impact on other aspects of English learning, such as reading comprehension, writing skills, speaking ability, or grammatical knowledge. This

may provide a more comprehensive understanding of how Extensive Reading supports overall language development.

Another suggestion for future research is to examine students' long-term retention of vocabulary learned through Extensive Reading. This could help researchers determine whether the improvement in vocabulary mastery is sustained over time.

In addition, future researchers may explore the implementation of Extensive Reading for students at different proficiency levels, ranging from beginners to advanced learners. Researchers may also examine its effectiveness in various educational contexts to gain broader insights into the applicability of Extensive Reading in diverse learning environments.

In summary, Extensive Reading has proven to be an effective strategy for improving students' vocabulary mastery. Through regular exposure to meaningful reading texts, students were able to understand and acquire new vocabulary more effectively. This strategy also helped create a more positive and engaging learning process, encouraging students to develop better reading habits. By implementing Extensive Reading and addressing possible challenges during the learning process, teachers can support a more effective English learning environment. Furthermore, future research may build on these findings to further develop the use of Extensive Reading in English language teaching and to maximize its benefits for students' vocabulary development.

This chapter has presented the conclusions drawn from the research findings and discussion, as well as suggestions for English teachers and future researchers who are interested in applying Extensive Reading as a teaching strategy to improve students' vocabulary mastery.

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