

**ANALYSIS OF EXTENSIVE READING IMPLEMENTATION IN
TEACHING ENGLISH VOCABULARY AT SECOND SECOND-
GRADE STUDENTS OF MAN DOMPU ACADEMIC YEAR OF
2023/2024**



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
MATARAM STATE ISLAMIC UNIVERSITY**

2024

**ANALYSIS OF EXTENSIVE READING IMPLEMENTATION IN
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GRADE STUDENTS OF MAN DOMPU ACADEMIC YEAR OF
2023/2024**

**Thesis of Sarjana
Submitted to State Islamic University of Mataram
As a partial Fulfillment of the Requirement of Bachelor's Degree at
Study Program of English Language Education**



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2024



ADVISORS' APPROVAL

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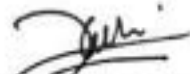
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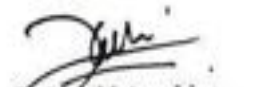
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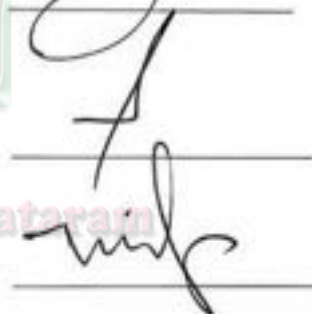
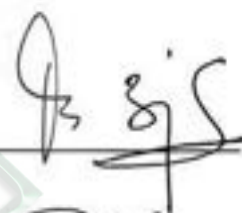
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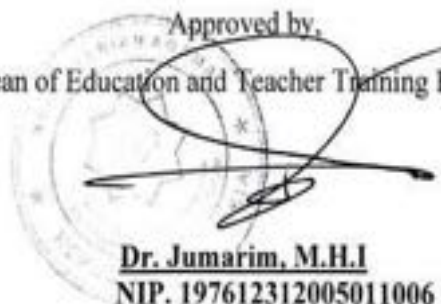
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MOTTOS

**“Indeed, Allah will never change one’s destiny. Leave the bad things
in the past to get a bright future”**

{QS. Ar-Ra’a}

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DEDICATION

My beloved Parents, my father (Mayor, S.P) who always love, pray, guide, support, motivate, and always give me some advice to keep my spirit to study hard, and big thanks for the effort in making my education run smoothly and successfully. I will always love them. My brother (Muhammad Ardiansyah) who always guides, motivates, and supports me, as well as gives me counsel while I'm in the red zone. I will always love them. In addition, I adore mu adore big family in my hometown, which is always praying for and encouraging me to complete my thesis

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Bismillahirrahmanirrahim.

Firstly, I would like to express my deepest gratitude to God for the blessing and kindness that given to me in completing this thesis. Secondly, the peace is upon our prophet Muhammad SAW, as well as his families and followers.

Therefore, this thesis is presented to the English Language Program Faculty of Education and Teacher Training State Islamic University of Mataram. The aim of writing, this thesis is not to obtain S1-degree.

Furthermore, this thesis could not completed without the support, guidance, and help of others, because there were, many helpful researchers during the process of writing this final project. Therefore, I would like to express special thanks to:

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7. All my friends in the English Department (TBI D Class 2019)

I hope that the good deeds of these various parties will receive multiple rewards from Allah SWT and I hope this scientific work will benefit the universe, Amen.

Mataram, Kamis 11 Januari 2024

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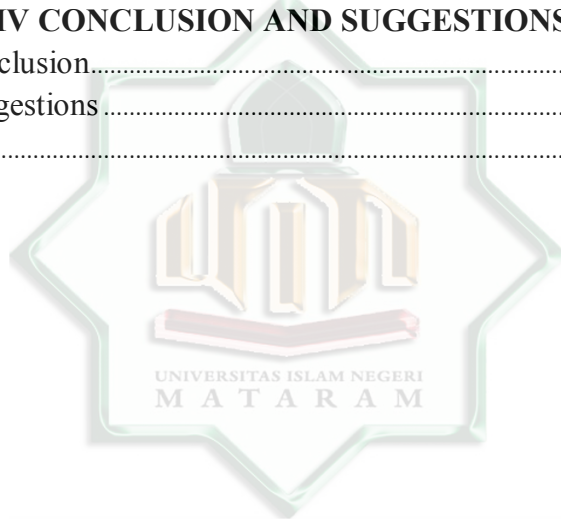
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ABSTRACT

THE ANALYSIS OF IMPLEMENTATION OF EXTENSIVE READING IN TEACHING ENGLISH VOCABULARY AT SECOND SECOND-GRADE STUDENTS OF MAN DOMPU ACADEMIC YEAR OF 2022/2023

By:

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ABSTRACT

The purpose of this study was to investigate the analysis of implementation extensive reading in teaching English vocabulary at second grade students of Man Dompou academic year of 2023/2024 There are two problems that going to be discussed in this thesis those are : (1) How is the extensive reading technique implementing by second grade students of Man Dompou academic year 2023/2024, and (2) What are the effects of the implementation of the extensive reading techniques for Second grade students of MAN Dompou english vocabulary. In this study, the writer used a qualitative approach with descriptive research design to address these problems. In collecting the data, the writer used some techniques, namely (1) observation, (2) interview, and (3) documentation. In analyzing the data, the writer used some techniques namely: (1) data collecting, (2) data reduction, (3) data display, and (4) conclusion/verification. Data were obtained using observation in Class Agama I and Class Agama II. The subject in this study was an English teacher and students. Based on the analysis of an interview. The writer found the technique of implementing extensive reading carried out by English teachers in the second grade of Madrasah Aliyah Negeri Dompou, a. Explanation of the material by the teachers, b. the teacher prepares reading material, c. students carry out extensive reading activities, d. discussion are conducted with group friends, e. evaluation is done by students and teachers.

Keywords: *Extensive Reading, Teaching English Vocabulary.*

ABSTRACT

THE ANALYSIS OF IMPLEMENTATION OF EXTENSIVE READING IN TEACHING ENGLISH VOCABULARY AT SECOND SECOND-GRADE STUDENTS OF MAN DOMPU ACADEMIC YEAR OF 2022/2023

By:

**VINA PUTRI FARADILLAH
NIM: 190107130**

Tujuan dari penelitian ini adalah untuk menyelidiki analisis implementasi membaca ekstensif dalam pengajaran kosakata bahasa Inggris pada siswa kelas dua Man Dompnu tahun ajaran 2023/2024. Ada dua masalah yang akan dibahas dalam tesis ini yaitu : (1) Bagaimana adalah teknik membaca ekstensif yang diterapkan oleh siswa kelas dua Man Dompnu tahun ajaran 2023/2024, dan (2) apa dampak penerapan membaca extensive pada siswa kelas dua kosa kata bahasa inggris Man Dompnu Tahun Ajaran 2023/2024. Dalam penelitian ini, penulis menggunakan pendekatan kualitatif dengan desain penelitian deskriptif untuk mengatasi masalah tersebut. Dalam pengumpulan data, penulis menggunakan beberapa teknik, yaitu (1) observasi, (2) wawancara, dan (3) dokumentasi. Dalam menganalisis data, penulis menggunakan beberapa teknik yaitu: (1) pengumpulan data, (2) reduksi data, (3) penyajian data, dan (4) penarikan kesimpulan/verifikasi. Data diperoleh dengan menggunakan observasi di Kelas Agama I dan Kelas Agama II. Subjek dalam penelitian ini adalah guru bahasa Inggris dan siswa. Berdasarkan analisis wawancara. Penulis menemukan teknik penerapan membaca ekstensif yang dilakukan oleh guru bahasa Inggris di kelas dua Madrasah Aliyah Negeri Dompnu, a. penjelasan materi oleh guru, b. guru menyiapkan bahan bacaan, c. siswa melakukan kegiatan membaca ekstensif, d. diskusi dilakukan dengan teman kelompok, e. evaluasi dilakukan oleh siswa dan guru.

Kata Kunci: Membaca Ekstensif, Pengajaran Kosakata Bahasa Inggris

CHAPTER I

INTRODUCTION

A. Background of the Research

The acquisition of a new language has remained a prominent concern spanning decades, given language's pivotal role as a medium for expressing ideas, rationale, and emotions, both in oral and written forms. It is not merely a tool for communication but also an instrument that intertwines cultures. English, being an international lingua franca, holds paramount importance in the contemporary world, where competitiveness permeates various facets of life, including education, technology, society, and culture. Proficiency in English opens the door to a world of knowledge, facilitating engagement with education, technology, societal dynamics, and cultural exchanges conducted in the English language.¹

As globalization accelerates, mastering foreign language competence becomes imperative, particularly in fostering international cooperation across domains such as communication, politics, diplomacy, international trade, and the ever-evolving realms of science and technology education. Preparing young students, the next

¹ Geoffrey Broughton et al., *Teaching English as a Foreign Language* (Routledge, 2002).

generation, to face the impacts of the globalization era is essential. Proficiency in English equips them with the necessary skills and knowledge to navigate the complexities of this interconnected world.

The significance of English proficiency is underscored by the observations of Urquhart, Weir, and Grabe², who emphasize the importance of reading as a means of receiving and interpreting information. Reading not only conveys meaning but also creates it. Consequently, the ability to comprehend and extract meaning from texts is vital. Reading is not a passive act; rather, it is an active process where readers engage with the content to gain knowledge and vocabulary. Indeed, vocabulary acquisition through reading is instrumental in language mastery, particularly when aiming to increase one's English vocabulary; vocabulary can be defined as knowledge of word and word meanings in both oral and written language and in productive and receptive forms³.

Teaching English vocabulary necessitates a range of strategies, one of which involves the application of extensive reading. Extensive reading involves reading widely and voluminously and represents an

² William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (Cambridge university press, 2008); Alexander H Urquhart and Cyril J Weir, *Reading in a Second Language: Process, Product and Practice* (Routledge, 2014).

³ Elfrieda H Hiebert and Michael L Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Routledge, 2005).

innovative approach to teaching reading skills and language acquisition. It offers students the opportunity to derive pleasure from reading, resulting in the acquisition of new vocabulary. Moreover, it cultivates a reading habit, fostering a genuine interest in the English language and ultimately enhancing English proficiency.

In the pursuit of language mastery, students are tasked with developing four essential skills: listening, speaking, reading, and writing. These skills are complemented by the understanding of language elements, including vocabulary, grammar, and pronunciation. Vocabulary, a fundamental component, encompasses knowledge of words and their meanings in both oral and written forms, encompassing both receptive (understood) and productive (used) vocabulary. The acquisition of vocabulary is an indispensable aspect of language learning and communication.

The importance of extensive reading in improving English vocabulary and language skills is evident in the findings of previous research conducted by Juliastari⁴, which revealed the challenges students face in reading English texts and the subsequent impact on their motivation and proficiency. It is imperative to address these

⁴ Resti Juliastari, "The Implementation of Extensive Reading Task to Improve Reading Motivation of the Seventh Grade Students at the Mts Miftahul Ulum Pelangan," 2021.

challenges and enhance students' vocabulary and reading skills through effective strategies such as extensive reading.

Considering the context of Madrasah Aliyah Negeri (MAN) Dompu, where students exhibit varying levels of interest and motivation in reading and face obstacles related to vocabulary and confidence in using English, the need for a strategic approach to teaching vocabulary is evident. Extensive reading emerges as a promising solution to engage students actively in vocabulary acquisition and enhance their overall English language skills.

The benefits of extensive reading in fostering vocabulary growth have been well-documented in academic studies. Extensive reading plays a pivotal role in vocabulary development and language proficiency. In light of these considerations, this research proposal seeks to delve into the "Analysis Implementation of Extensive Reading in Teaching English Vocabulary to Second-Grade Students at MAN Dompu for the Academic Year 2023/2024." Through this investigation, we aim to provide valuable insights into the strategies for effectively implementing extensive reading as a means of improving vocabulary skills in English language learners, ultimately equipping them for success in the globalized world.

B. The Statement of Problem

1. How is the extensive reading technique implemented by the second-grade students of MAN Dompu?
2. What are the effects of the implementation of the Extensive Reading techniques for Second Grade Students of MAN Dompu's English Vocabulary?

C. Objective and Significance of Research

1. Objective of Research

Related to the statement of the problem, the objective of this research is to investigate and analyze the implementation of the extensive reading technique by second-grade students at MAN Dompu during the academic year 2022/2023, with a focus on their approaches, engagement, and utilization of this method as part of their English language learning process, and also to assess the effects of the implementation of extensive reading techniques on the English vocabulary development and overall language proficiency of second-grade students at MAN Dompu during the academic year 2022/2023.

2. Significance of Research

a. Theoretical

The researcher hoped the result of this research could be used for other researchers' references with related research.

b. Practically

1) Teacher

The researcher hoped that the results of this study could help the teacher's technique more easily apply the extensive reading to improve the vocabulary skills of second-grade students of MAN Dompu.

2) Students

It may help students in learning vocabulary by making extensive reading easier, more fun, and more enjoyable.

3) Other researchers

The researcher hoped this research could be useful for other researchers as recent data to conduct further research on the same aspects of research.

D. Scope and Research Setting

In line with the primary focus of this research, the scope and research setting are designed to concentrate on the application of the

extensive reading technique by teachers to enhance students' vocabulary knowledge. This targeted approach ensures the collection of precise, valid, and analyzable data.

The research primarily centers on investigating how teachers at MAN Dompus, Kandai Village, 1 Dompus District, Dompus Regency, apply the extensive reading technique to improve students' vocabulary knowledge during the academic year 2022/2023. The study delves into the strategies and techniques employed by teachers, the materials used, and the students' active engagement in extensive reading activities.

The research is conducted at MAN Dompus, located in Kandai Village, 1 Dompus District, Dompus Regency. This specific location is chosen due to its suitability and strategic nature for obtaining relevant and valid data related to the research's central inquiry – the application of the extensive reading technique to enhance students' vocabulary knowledge. MAN Dompus serves as an ideal research setting given its relevance to the study's objectives and the cooperation of both teachers and students in facilitating data collection and analysis.

E. Review of Previous Research

The literature review serves as a critical juncture in the research process, encompassing the systematic analysis, evaluation, and meticulous synthesis of pertinent literature. It holds a pivotal role in

research endeavors, as it furnishes the inquiry with a robust theoretical foundation and ensures the adoption of fitting methodologies. Within the framework of this research, the literature review is centered around an examination of a study conducted by Thahirah⁵, titled "Improving Student Vocabulary Mastery in Reading by Using Extensive Reading." Thahirah's investigation is primarily concerned with the efficacy of extensive reading strategies in enhancing learners' vocabulary proficiency.

Thahirah's research is characterized by its quantitative approach, which was conducted with first-grade students at SMA Islam Al-Mujahidin. The study adopted a comparative design, with participants divided into control and experimental groups, facilitating a comprehensive analysis of the impact of extensive reading strategies. Students were tasked with reading and translating assigned materials, and their performance was meticulously scored. Subsequently, both groups underwent a post-test evaluation, revealing that extensive reading had a demonstrable positive effect on students' vocabulary mastery. The study findings indicated that students found translation

⁵ Anis Thahirah, "Improving Students Vocabulary Matery in Reading by Using Extensive Reading," 2021.

tasks more manageable, exhibited greater enthusiasm for the materials, and were empowered to select topics that resonated with their interests.

However, it is noteworthy that Thahirah's study did not delve into the nuances of extensive reading methods or techniques, nor did it elucidate the various pedagogical devices employed to sustain student engagement. This distinction serves as a key differentiator between Thahirah's research and the current investigation. The focal point of the present research pertains to the precise implementation of extensive reading methods and techniques by second-grade students at MAN Dompu. To achieve this, the study adopts a qualitative research methodology, which enables a more in-depth exploration of the extensive reading process. Furthermore, the research endeavors to present an array of diverse learning devices and strategies, emphasizing the paramount importance of versatility in instructional methods to enhance English vocabulary proficiency effectively. Thus, the current research seeks to contribute a nuanced perspective, shedding light on the intricate facets of extensive reading within the specific context of MAN Dompu, ultimately striving to ascertain the pivotal role of extensive reading in advancing English vocabulary acquisition.

Another pertinent study worth mentioning in the context of extensive reading and vocabulary enhancement is conducted by

Zuraida⁶, titled "The Effectiveness of Extensive Reading in Increasing the Vocabulary of Eleventh-Grade Students of MAN 2 Pulang Pisau." Zuraida's research, akin to the current research, underscores the significance of extensive reading in bolstering vocabulary skills among students. The primary objective of Zuraida's study was to assess the effectiveness of extensive reading techniques in fostering English vocabulary growth.

While there are certain parallels between Zuraida's research and the impending investigation, a crucial distinction exists in the focal points of the two studies. Zuraida's research primarily concentrated on the evaluation of techniques employed within extensive reading, aiming to ascertain their efficacy in vocabulary improvement. In contrast, the current researcher's inquiry centers on the precise implementation of the extensive reading technique by second-grade students at MAN Dompu. This divergence in research focus is instrumental in illuminating the nuanced aspects of the instructional process. By dissecting the methods and strategies utilized in extensive reading, the present research endeavors to provide a comprehensive

⁶ Widya Zuraida, "The Effectiveness of Extensive Reading in Improving Students' Vocabulary at Eleventh Grade Students in MAN 2 Pulang Pisau," 2019.

understanding of how second-grade students at MAN Dompu effectively employ these techniques.

Ultimately, both studies share the common goal of investigating the relationship between extensive reading and vocabulary enhancement. While Zuraida's research lays the groundwork for understanding the efficacy of techniques, the current research at MAN Dompu seeks to contribute by elucidating how the extensive reading technique is employed within this specific context. This differentiation in research focus highlights the dynamic nature of extensive reading as an instructional approach, accommodating various perspectives and contexts to advance our understanding of its impact on vocabulary development.

The third research, conducted by Ferdila⁷ under the title "The Use of Extensive Reading in Teaching Reading," delves into the advantages of employing extensive reading as a pedagogical tool for teaching reading, along with an exploration of students' attitudes towards this method. Ferdila's study utilizes a case study design within the qualitative research framework to gain insights into these aspects.

⁷ Raihani Ferdila, "The Use of Extensive Reading in Teaching Reading," *Journal of English and Education* 2, no. 2 (2014): 68–80.

The findings of Ferdila's research reveal several noteworthy benefits associated with the use of extensive reading in teaching reading. First, it fosters a perspective among students that reading is an inherently captivating activity, thus instilling a sense of fascination for the written word. Second, it contributes to the creation of an enjoyable and engaging learning atmosphere, which is conducive to effective learning. Third, extensive reading aids students in the development of a broad and robust vocabulary, an essential component of proficient reading. Fourth, it enhances students' reading comprehension skills, thereby facilitating a deeper understanding of texts. Lastly, the research demonstrates that extensive reading increases students' motivation to engage in reading, which is a pivotal factor in nurturing a lifelong love for reading.

Furthermore, Ferdila's research reveals that a majority of students exhibit positive attitudes toward the utilization of extensive reading in their reading classes. This positivity suggests that the method is well-received among students, further highlighting its potential as an effective teaching approach. Building upon these insights, the current study at MAN Dompu seeks to incorporate diverse methods and techniques to capture students' attention and facilitate their comprehension of the extensive reading concept. The incorporation of

engaging learning media, such as visuals like pictures and videos, is a strategic move to differentiate and enhance the learning experience. These innovations aim to make a significant difference in the current research, contributing to the overall understanding of how extensive reading can be effectively implemented to improve English vocabulary among second-grade students.

F. Theoretical Bases

1. Extensive reading

Reading is a multifaceted cognitive activity, encompassing a combination of lexical skills and textual comprehension. It is widely acknowledged as an interactive process, making it a complex endeavor. In the context of learning a foreign language, reading presents unique challenges, necessitating the exploration of effective techniques to stimulate student interest and bolster their confidence in this skill. One such technique that holds promise is extensive reading, an approach that has garnered support from various researchers in the field of English as a foreign language education.

At its core, reading can be construed as a cognitive process aimed at extracting meaning from written texts. In the act of reading, the reader dynamically engages with the text, drawing upon various forms of knowledge to comprehend its content. In foreign language instruction, there is a particular emphasis on developing reading skills due to its significance. This emphasis extends beyond classroom hours, encouraging students not only to tackle longer texts during class but also to engage in independent reading at home, ideally with materials of their choosing⁸. Extensive reading emerges as a valuable tool in this context, as it facilitates comprehension of textual content and optimizes the use of time.

Extensive reading has long been advocated and considered an effective and stimulating instructional approach to improving language proficiency. The best way to improve one's knowledge of a foreign language is to live in that environment. Another best way is by reading extensively or Extensive Reading (ER). There are many different terms for Extensive Reading (ER) including reading for pleasure, self-selected reading, voluntary reading, and

⁸ Tricia Hedge, *Teaching and Learning in the Language Classroom*, vol. 106 (Oxford university press Oxford, UK, 2001).

wide reading. In some studies, Extensive Reading has many benefits, namely improving abilities in Reading Skills, Reading Comprehension, language skills, descriptive text, reading level, and Writing Skills. Furthermore, with ER reading becomes fun, provides motivation, and reduces anxiety.⁹

Extensive reading can be delineated as the practice of reading a substantial volume of text with the primary goal of gaining a broad understanding of the material or deriving enjoyment from the reading experience. It may also involve reading widely and deeply to extract detailed information from a text. The underlying theoretical premise of extensive reading is rooted in the concept that individuals acquire reading skills through the act of reading itself. In essence, extensive reading serves as a pedagogical technique that not only encourages and motivates students but also empowers them to select books aligned with their proficiency levels and personal interests.

In the realm of extensive reading, the existing literature identifies three primary types of strategies. First, Survey Reading involves a preliminary examination of the text, where readers

⁹ Anis Komariah, Implementasi Extensive Reading Activity Dalam Pengajaran Mata Kuliah Reading Pada Mahasiswa IAIN Manado, *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, Vol. 8, No. 3, Nov, 2021, Hlm. 128.

peruse titles, charts, and outlines of related materials to gain a broad understanding of the content before in-depth reading. Second, Skim Reading entails a swift scan of the text to extract the main ideas and key information, emphasizing speed and efficiency. Finally, Shallow Reading describes a surface-level engagement with the material, often used when a comprehensive understanding is unnecessary.¹⁰

Additionally, there is a comprehensive set of techniques and procedures for the effective implementation of extensive reading programs.¹¹ To begin, teachers can encourage students to maintain Reading Records, a brief form where students document essential details about the books they read, including the book's title, difficulty level, time spent reading, and brief comments on its quality. Another crucial element is Oral Book Reports, where students are prompted to share their thoughts on each book they read, either in front of the entire class or within smaller reading groups. These reports typically encompass aspects such as the

¹⁰ Julian Bamford and Richard R Day, *Extensive Reading Activities for Teaching Language* (Cambridge University Press, 2004).

¹¹ Dian Ayuningtyas, "Improving Students' Vocabulary Mastery through Extensive Reading Activities at Grade Xi IPA 2 of SMAN 1 Pleret Bantul in the Academic Year of 2011/2012," *Universitas Negeri Yogyakarta*, 2011; Urquhart and Weir, *Reading in a Second Language: Process, Product and Practice*.

book's title, genre, setting, and the student's evaluation of its enjoyability and quality. This exercise not only enhances students' speaking skills but also fosters meaningful discussions about the books.

Group Discussions provide an opportunity for students who have read the same book to engage in collective dialogue. Following these discussions, students may prepare oral book reports or written reviews to present to the class. These activities contribute to the development of speaking and writing abilities while deepening comprehension of the material. Moreover, Individual Counseling serves as a valuable component of the extensive reading program. Teachers can engage in one-on-one conversations with students to inquire about their reading experiences, track their progress, and identify specific challenges they may encounter. This personalized approach allows teachers to offer tailored solutions to address individual reading difficulties.

Lastly, a Rewards System is employed to motivate students to participate actively in extensive reading. Students receive rewards based on the quantity of reading they undertake, providing an incentive for continued engagement and encouraging students to read more regularly. These techniques and procedures

collectively contribute to the success of extensive reading programs, fostering a supportive and engaging environment that enhances reading skills, encourages active discussion, and nurtures a lifelong love for reading among students.

Extensive reading offers a host of substantial benefits, as articulated by Steiner¹², underscoring its significant role in language acquisition and cognitive development. These advantages span various dimensions of education and personal growth: Firstly, extensive reading enhances world knowledge by exposing readers to diverse subjects, cultures, and perspectives, broadening their understanding of the world. Secondly, it plays a pivotal role in vocabulary acquisition, accounting for one-third of vocabulary growth. The exposure to a wide range of words in context facilitates vocabulary expansion.

Extensive reading promotes reading as a lifelong activity, instilling a love for reading that extends beyond academic settings into adulthood. Additionally, it builds vocabulary comprehensively, enriching the reader's lexical repertoire. Extensive reading fosters structural awareness, helping readers

¹² Karl Edward Steiner, *Representation and Interaction with Symbolic Structures in Individual and Shared Learning Environments* (University of Illinois at Chicago, 1995).

grasp the organization and structure of written language. Moreover, it significantly improves comprehension skills, enabling readers to understand and interpret texts more effectively. Extensive reading serves as a potent source of motivation, encouraging students to engage with texts and pursue further reading. It also encourages pupils to read fluently and employ various reading strategies, enhancing their overall reading proficiency.¹³

Furthermore, extensive reading encourages students to progress through different levels of text and monitor their growth, promoting autonomy in learning. Above all, extensive reading offers an enjoyable reading experience, making the act of reading a pleasurable endeavor rather than a chore. While some benefits of extensive reading may manifest in the short term, the significant and enduring advantages it provides more than justify the commitment required.

Numerous studies have attested to its positive impact on reading speed, comprehension, and vocabulary mastery. One of the most compelling reasons supporting extensive reading is the belief

¹³ Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching* (Cambridge university press, 2020).

held by many teachers that intensive reading alone is insufficient to cultivate proficient and fluent readers. Extensive reading emerges as a vital complement, equipping learners with the breadth and depth of reading experience needed to excel in their language journey.

According to Day and Bamford, 10 basic principles can make ER activities successful and can also encourage educators to use them: 1. The reading material is easy 2. Various reading materials on various topics are available. 3. Learners choose what they want to read. 4. Learners read as much as possible. 5. Reading for pleasure, and for information and understanding. 6. Reading is a reward. 7. Learners generally read quickly and not slowly. 8. Silent and individual reading. 9. Educators guide students. 10. Educator models being a reader.¹⁴

2. Vocabulary

Vocabulary is undeniably a pivotal component in the mastery of any language. It is a fundamental building block that must be acquired, practiced, and comprehended to become proficient in a language. In essence, learning and understanding a

¹⁴ Anis Komariah, Implementasi Extensive Reading Activity Dalam Pengajaran Mata Kuliah Reading Pada Mahasiswa IAIN Manado, *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, Vol. 8, No. 3, Nov, 2021, Hlm. 129.

certain number of words within a language is indispensable for effective communication and language mastery. With a robust vocabulary, individuals can successfully convey their thoughts, ideas, and feelings to others. In a broader sense, vocabulary encompasses the entirety of a language's lexicon—the total of words and expressions that are employed, comprehended, or readily available for use by a particular individual or group. It manifests as a rich tapestry of words, phrases, and linguistic elements that form the linguistic toolbox of a language user. This linguistic repertoire is typically organized in dictionaries, lexicons, or glossaries, often arranged alphabetically, and supplemented with definitions or translations for reference.

Furthermore, vocabulary assumes a personal dimension, defined by the specific words that an individual possesses knowledge of and employs in their communication. This personalized vocabulary is a reflection of an individual's linguistic competence and their ability to navigate the linguistic landscape of their language. Historically, vocabulary was regarded as an essential element in language learning, providing learners with a foundation upon which to build their understanding of language structure. However, it was often treated as a means to an end rather

than a central focus of learning itself. Vocabulary, in this context, served as the anchor that facilitated the comprehension of language structures.

Manser, in his exploration of vocabulary, offers various definitions that underscore its multifaceted nature¹⁵. These definitions range from the totality of words within a language to the words known to an individual. Vocabulary can be viewed as a list of words and their meanings, often found at the back of books designed for teaching foreign languages. It is a dynamic entity, comprising interconnected words, creating a network of meanings and associations. From a pedagogical standpoint, the introduction of vocabulary to students serves as a crucial step in their language acquisition journey. Educators aim to equip students with a foundational understanding of words that are relevant to their environment and daily experiences. Whether it involves categorizing animals or describing people, places, or objects, vocabulary forms the bedrock upon which language learning and communication are built.

¹⁵ Martin H Manser and Fergus McGauran, "Oxford Learner's Pocket Dictionary," (*No Title*), 1991.

Vocabulary, an essential component of language, can be divided into two primary categories: passive vocabulary and active vocabulary. These categories help us understand how individuals engage with and employ words in their linguistic skill set, shedding light on the distinct roles vocabulary plays in language proficiency. Passive vocabulary encompasses all the words that individuals comprehend when reading or listening but typically do not use in their own spoken or written communication. It represents the depth of their understanding and recognition of words within a language. Thus, passive vocabulary constitutes a reservoir of words that individuals can grasp but may not easily recall or incorporate into their language production.

In contrast, active vocabulary comprises words that individuals not only understand but can confidently and effectively use in their spoken and written language. These words are part of their practical linguistic toolbox, readily accessible for integration into their language production. Active vocabulary reflects the words that individuals can employ with ease in their everyday communication. Within the broader categories of passive and active vocabulary, there exist additional nuances: Active Speaking Vocabulary pertains to words that individuals can confidently use

in verbal communication. These words are readily accessible and constitute a vital component of their spoken language repertoire. Passive Listening Vocabulary refers to words that individuals can recognize and comprehend when listening to others but may not actively employ in their speech. It demonstrates their ability to understand spoken language effectively. Passive Reading Vocabulary encompasses words that readers can recognize and understand when encountering written texts. However, these words might not be readily incorporated into their own spoken or written communication, highlighting their depth of comprehension when engaging with written material. Active Writing Vocabulary includes words that individuals can proficiently use in their written communication. These words are integral to their writing skills and are readily integrated into written compositions.¹⁶

These distinctions underscore the multifaceted nature of vocabulary acquisition and usage. While passive vocabulary represents the extent of comprehension and recognition, active vocabulary signifies the practical and hands-on utilization of words in both spoken and written language. It is not uncommon for

¹⁶ S Kathleen Kitao and Kenji Kitao, "Testing Vocabulary.," 1996.

individuals to possess a more extensive passive vocabulary than an active one, as language comprehension often precedes language production. Recognizing these subtleties of vocabulary is essential for language learners and educators, guiding language development strategies and goals.

3. Teaching Vocabulary

Vocabulary, at its core, refers to one's knowledge of words and their meanings. As articulated by Stahl and Fairbanks,¹⁷ vocabulary knowledge extends beyond mere definitions; it encompasses understanding how words function within the context of language. Importantly, vocabulary is a domain of knowledge that is continually expanding and deepening throughout one's lifetime. This perspective underscores that vocabulary is not a static entity to be fully mastered but rather an ever-evolving facet of language competence.

In the realm of education, Harmer emphasizes that teaching vocabulary goes beyond the simple act of introducing new words.¹⁸ It is an integral component of language instruction, intricately woven into the fabric of language teaching. Effective vocabulary

¹⁷ Steven A Stahl and Marilyn M Fairbanks, "The Effects of Vocabulary Instruction: A Model-Based Meta-Analysis," *Review of Educational Research* 56, no. 1 (1986): 72–110.

¹⁸ Jeremy Harmer, *How to Teach English*, vol. 62 (Oxford University Press, 2008).

instruction necessitates a nuanced understanding of students' characteristics, enabling educators to employ suitable techniques and methods that foster student engagement and active participation in the vocabulary learning process¹⁹. The ultimate goal is to enhance students' specific vocabulary mastery and their overall proficiency in English.

Kamil and Hiebert,²⁰ contribute to this understanding by asserting that vocabulary pertains to knowledge of word meanings, encompassing both oral and written forms. Oral vocabulary encompasses words commonly used in listening and speaking, while written vocabulary focuses on words prevalent in reading and writing. This distinction underscores the importance of tailoring vocabulary instruction to encompass all facets of language acquisition, from spoken to written language.

Teaching vocabulary, as elucidated by these theories, is a multifaceted endeavor. Its primary aim is to equip students with the ability to recall words readily and recognize them in both spoken and written contexts. Summarily, teaching vocabulary

¹⁹ Fatma Zulita Fetria, "Teachers Strategies in Teaching English Vocabulary (A Study of the English Teachers of State Junior High Schools Kecamatan Lima Kaum,," 2016.

²⁰ Elfrieda H Hiebert and Michael L Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Routledge, 2005).

entails providing a comprehensive list of words within a language, along with their meanings. This endeavor plays a pivotal role in nurturing students' language skills, including speaking, listening, reading, and writing, as it empowers them to apply language knowledge meaningfully in their lives.²¹

Teaching is a multifaceted endeavor that extends beyond the mere application of instructional methods. As articulated by Crawford and colleagues, effective teaching involves addressing specific objectives tailored to a particular group of students within a specific school context and timeframe²². It requires a delicate balance between direct instruction and the orchestration of both individual and group learning activities. Effective teaching goes beyond imparting knowledge; it also involves nurturing students' learning skills and strategies alongside the curriculum content.

Brown's perspective on teaching emphasizes the role of the educator as a guide and facilitator of learning.²³ Teaching involves enabling learners to acquire knowledge while creating conducive

²¹ Ronald Carter and Michael McCarthy, *Vocabulary and Language Teaching* (Routledge, 2014).

²² Alan Crawford, *Teaching and Learning Strategies for the Thinking Classroom* (IDEA, 2005).

²³ H Douglas Brown, *Principles of Language Learning and Teaching*, vol. 4 (longman New York, 2000).

conditions for effective learning. Understanding how learners acquire knowledge informs one's educational philosophy, teaching style, approaches, methods, and classroom techniques.

Harmer's view of teaching underscores its role in imparting knowledge, instructing, training, and guiding individuals to expand their understanding or transform their ideas²⁴. The question arises: Is teaching primarily about transmitting knowledge from teacher to student, or is it about creating an environment in which students can autonomously and meaningfully engage in the learning process? Vocabulary, as an integral component of language, underscores the importance of teaching English vocabulary effectively. Language acquisition and mastery are closely tied to vocabulary development. In English language instruction, the selection of vocabulary to be taught is pivotal, ranging from beginner to intermediate levels. While various methods exist to teach vocabulary, no one-size-fits-all approach is universally superior. Instead, educators must consider key factors, such as the needs of their students, the nature of the words to be taught, their

²⁴ Harmer, *How to Teach English*.

instructional objectives, and the strategies employed to impart vocabulary.²⁵

Encouraging students to use dictionaries in their vocabulary learning is a valuable practice. Dictionaries not only provide accurate word meanings but also engage learners in conscious decision-making about when and how to look up words. This process aids in vocabulary retention, as the cognitive effort involved in deciding whether to consult a dictionary contributes to meaningful learning. Additionally, providing students with a glossary, when available, offers another avenue for vocabulary comprehension within the context of the material being studied. Unlike dictionary lookup, a glossary streamlines the process by presenting the appropriate meaning directly, reducing the cognitive load and making vocabulary acquisition more accessible.²⁶

Teaching vocabulary is a multifaceted process that goes beyond simply presenting new words to students. It involves guiding and facilitating learning, enabling learners to grasp the

²⁵ William P Bintz, "Teaching Vocabulary across the Curriculum," *Middle School Journal* 42, no. 4 (2011): 44–53.

²⁶ William Grabe and Fredricka L Stoller, "Reading and Vocabulary Development in a Second Language," *Second Language Vocabulary Acquisition*, 1997, 98–122.

intricacies of words and their contexts²⁷. Understanding how students learn is central to developing effective teaching philosophies, styles, approaches, methods, and classroom techniques. Moreover, teaching vocabulary is a crucial aspect of language instruction that demands tailored techniques to engage students actively and enhance their language skills.

The importance of vocabulary cannot be overstated. It serves as the bedrock of language acquisition, enabling effective communication and comprehension. A rich vocabulary grants students access to a wider array of reading materials and enhances their ability to communicate fluently through speaking, listening, and writing. While there's no one-size-fits-all method for teaching vocabulary, several strategies have proven effective. These include strategies like identifying synonyms and antonyms, providing examples and non-examples, and connecting words to students' daily lives.

Vocabulary A-Z, for instance, has developed a teaching plan that prioritizes teaching words based on context and meaning

²⁷ Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge university press, 2001).

rather than memorization²⁸. Key principles guide effective vocabulary instruction, including focusing on the most useful vocabulary first, distinguishing between high-frequency and low-frequency words, incorporating high-frequency vocabulary across all language strands, and promoting learner responsibility²⁹. Encouraging students to take ownership of their vocabulary learning process is essential, involving choosing effective learning methods and monitoring and evaluating their progress. In the realm of language instruction, teaching vocabulary is indispensable. It requires teachers to not only introduce new words but also to foster an environment where learners actively engage with language, understand its nuances, and build a robust vocabulary.³⁰

Learning is a multifaceted process that involves acquiring knowledge or skills through study, experience, or instruction, as articulated by Brown³¹. This process encompasses several elements, including acquisition, retention, cognitive organization, active engagement with external or internal events, relatively

²⁸ Isabel L Beck, Margaret G McKeown, and Linda Kucan, *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*, vol. 10 (Guilford Press, 2008).

²⁹ David Nunan, *Practical English Language Teaching*, 2003.

³⁰ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (unsw Press, 2005).

³¹ Brown, *Principles of Language Learning and Teaching*.

permanent changes in behavior, and the potential for forgetting. Learning is not confined to a singular moment but is an ongoing and dynamic phenomenon.

Crawford emphasizes the importance of learning that is fully and usefully assimilated by students³². This form of learning extends beyond the mere acquisition of information; it involves the ability to apply knowledge in practical situations and continue learning independently. Binzt underscores that learning vocabulary is fundamentally about understanding word definitions.³³ While some teachers believe in defining words before reading a text, research suggests that vocabulary acquisition is an ongoing, natural, and lifelong process.

Vocabulary learning is a continuous journey that involves encountering new words in meaningful contexts and comprehending their usage. In the realm of language learning, vocabulary assumes a pivotal role in the development of the four language skills: listening, speaking, reading, and writing. Choosing which words to learn is only the initial step; determining how to learn them is equally crucial. Various methods can be

³² Crawford, *Teaching and Learning Strategies for the Thinking Classroom*.

³³ Binzt, "Teaching Vocabulary across the Curriculum."

employed, such as recording words and their translations, creating flashcards, repeated verbal practice, testing, and using the words in speaking and writing.

Knowing a word goes beyond its meaning and translation. It involves aspects such as spelling, pronunciation, inflection (for verbs, nouns, or adjectives), grammatical information, collocations (common word combinations), and stylistic considerations. Cameron offers general principles to facilitate vocabulary learning, including providing models of technique implementation, teaching sub-skills necessary for technique use, and creating structured opportunities for technique application.³⁴ These strategies contribute to a comprehensive approach to vocabulary acquisition that encompasses not only word definitions but also the practical skills and insights required for effective language usage.

4. Teaching Vocabulary by Using Extensive reading

Extensive reading activities aimed at increasing vocabulary are mainly used in foreign language teaching, but this genre is also used is not at all as widespread in EFL classrooms as it is in everyday life. English teachers, especially teachers in EFL classes,

³⁴ Cameron, *Teaching Languages to Young Learners*.

must comply the challenge of teaching well to be successful. For this purpose, activities are conducted in English classrooms have played an important role³⁵. In this study, researchers would like to discuss one activity that could develop skills, especially skills to increase vocabulary. In terms of improving cognitive learning skills that help them in interpret actions. At the same time, he also initiated students in various matters motivation and creativity to improve critical thinking skills. This activity is related to the application of 'extensive reading' in English class. As part of 'persuasive discourse', this has great significance impact factors that can affect students in more than one way.

Using example short story (snow white) through involving well-known about short story it and especially know vocabulary new form the story short who them read. Can motivate and engage English learners in active discussion in a collaborative learning environment. By providing visual context, extensive reading make it easier for students to understand the language. Short story through

³⁵ Mardali, J., & Siyyari, M. (2016). *Cogent Education English teachers' beliefs and practices in teaching Vocabulary: The case of teaching experience English teachers' beliefs and practices in teaching Vocabulary: The case of teaching experience*. Cogent Education, 19. <https://doi.org/10.1080/2331186X.2019.1686812>

extensive reading in teaching vocabulary can be easier for students to choose of the materials and reading books.

G. Research Method

1. Approach and Type Research

The research conducted in this study adopts a descriptive qualitative research approach with a specific focus on the technique of teaching vocabulary through the implementation of extensive reading. The primary objective of this research is to provide a comprehensive description and analysis of the technique and the challenges associated with implementing extensive reading to enhance vocabulary acquisition among second-grade students at MAN Dompu during the academic year 2023/2024. Qualitative research is employed to into the nuances, forms, unique aspects, variations, and effectiveness of the vocabulary teaching technique being investigated.

Creswell defines qualitative research as an approach aimed at gaining an understanding of the meanings attributed to a particular phenomenon by individuals or groups, and it involves the exploration of social or human issues³⁶. Additionally, Sutopo

³⁶ John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (Sage publications, 2016).

and Arief assert that qualitative research involves a comprehensive examination and analysis of a phenomenon, event, social context, activities, attitudes, and perceptions within specific groups³⁷. This type of research takes an inductive approach, meaning that data collected from the research site serves as the primary source for understanding the observed phenomenon and addressing the research questions.

Thus, descriptive qualitative research endeavors to provide a detailed portrayal of a social phenomenon using words and descriptions. Its fundamental goal is to present an accurate depiction of the current state of affairs. In other words, descriptive research is akin to a fact-finding investigation. While it may lead to valuable insights and conclusions, it primarily aims to describe the existing conditions rather than establish causal relationships.

2. The Presence of the Researcher

In this research, the researcher played a central role as a key instrument throughout the various phases of the study, encompassing planning, data collection, data analysis, and

³⁷ Hernawan Sulistyanto et al., "Education Application Testing Perspective to Empower Students' Higher Order Thinking Skills Related to the Concept of Adaptive Learning Media," *Indonesian Journal on Learning and Advanced Education (IJOLAE)* 4, no. 3 (2022): 257–71.

reporting. The researcher's involvement was pivotal in ensuring the research's successful execution and the generation of meaningful insights. During the planning phase, the researcher was responsible for developing a comprehensive research plan. This included outlining the research objectives, identifying the research questions, and designing the overall methodology to investigate the technique and challenges in the implementation of extensive reading for enhancing vocabulary among second-grade students at MAN Dompu in the academic year 2023/2024.

In the data collection stage, the researcher actively engaged in the process of gathering information related to the strategies and problems associated with the implementation of extensive reading to improve vocabulary. This involved direct observation of the teaching technique in action, as well as interaction with students and educators to gain a holistic understanding of the phenomenon under investigation. Following data collection, the researcher assumed the role of data analyst. This crucial step involved organizing, processing, and interpreting the collected data to draw meaningful conclusions regarding the strategies employed in extensive reading to enhance vocabulary. Various analytical tools

and techniques were likely employed to extract valuable insights from the data.

Finally, the researcher transitioned to the reporting phase, wherein the findings and insights derived from the research were documented and presented. This phase involved the preparation of a comprehensive research report that communicated the research outcomes, including the strategies, challenges, and recommendations related to the implementation of extensive reading for vocabulary improvement. Throughout these stages, the researcher's active involvement and methodological rigor were essential in ensuring the research's credibility and the validity of its findings.

3. Research Setting

The research was carried out at MAN Dompu during the academic year 2023/2024. This particular educational institution allocated a relatively short duration of 30 minutes for each subject. This choice of school setting was intentional and well-suited for the researcher's objectives in conducting this study. The suitability of MAN Dompu as the research setting can be attributed to several factors. Firstly, the limited timeframe of 30 minutes per subject provided a unique context for investigating the strategies and

challenges associated with implementing extensive reading to enhance vocabulary. This constrained schedule allowed the researcher to explore how educators managed their teaching strategies within these time constraints and how students engaged with the material. Additionally, the researcher's specific interest in understanding the technique and problems related to extensive reading for vocabulary improvement made MAN Dompu an ideal location. By conducting the research at this school, the researcher could gain valuable insights into the practical aspects of implementing extensive reading techniques in a constrained time frame.

In this study, researchers will conduct observations and experiments on two classes, namely class B and class C, consisting of 20 students each. observations were carried out for one month or four meetings. by applying extensive reading learning materials, it is hoped that the student's vocabulary mastery ability will become better.

4. Source of the data

In qualitative research, data sources play a crucial role in providing the information needed for the study. According to Meleong, primary data sources in qualitative research primarily

involve words and actions, although additional data sources, such as documents and other materials, can also be utilized³⁸. For this specific research conducted at MAN Dompu during the academic year 2023/2024, the primary data source was the educational institution itself. MAN Dompu is a single educational institution located at Imam Bonjol Road number 40, Woja Regency, Dompu Districts, in West Nusa Tenggara. Within this institution, there was a total of 93 teachers. However, the researcher focused on selecting one English teacher from the second grade for this study. The selection of the second-grade English teacher was intentional and strategic. This teacher served as a key source of information regarding the effectiveness of implementing extensive reading as a technique to improve the vocabulary of second-grade students at MAN Dompu. By engaging with this specific teacher, the researcher could gather valuable insights into the practical aspects of teaching vocabulary through extensive reading in the academic year 2022/2023.

³⁸ Lexy J Moleong, “*Metodologi Penelitian Kualitatif Edisi Revisi*,” 2007.

5. The procedure of data collection

In this research, the data was collected using observation and interviews.

a. Observation

Observation is a valuable data collection technique in qualitative research, involving the systematic and attentive examination of a particular phenomenon. According to Narbuko and Achmad in Imam Septiono³⁹, observations can be categorized into two primary types: participant and nonparticipant. For this research, the researcher opted for participant observation. This means that the researcher actively engaged in the classroom environment and directly observed the ongoing learning process. By being physically present in the classroom, the researcher was able to closely monitor the strategies employed by the teachers during the implementation of extensive reading. The main objective of the observation was to investigate and gain insights into the teaching strategies used by the teachers when integrating extensive reading into their lessons. To facilitate the data

³⁹ Imam Septianto, "Strategy of Teaching Speaking Skill in E-Fun English Course, Klaten," 2018.

collection process, the researcher employed a combination of methods.

To make observations, the researcher observed class B consisting of 20 students, and class C consisting of 20 students. Furthermore, this observation is related to the application of extensive reading carried out by the teachers for four weeks. This means four meetings to be able to observe the results of the use of extensive reading.

Video recording was utilized to capture the classroom activities, providing a comprehensive and detailed record of the teaching strategies employed by the teachers. This recording served as a valuable resource for reviewing and analyzing the data at a later stage. In addition to video recording, the researcher maintained a notebook to document key points and observations during the classroom sessions. This written record supplemented the video recordings and allowed for the organization of relevant information.

b. Interview

Interviews represent a valuable method for acquiring in-depth information and insights from individuals. Essentially, an interview is a purposeful conversation designed to collect

information and gain a comprehensive understanding of a specific subject, often involving an exploration of the interviewee's experiences and perspectives related to the phenomena under investigation⁴⁰.

Schostak's perspective further underscores the significance of interviews as extended conversations aimed at delving deeply into a particular topic or subject matter⁴¹. These conversations serve as a means to elucidate and interpret phenomena within the context of the interviewee's personal experiences and the meaning they attach to these phenomena. In the context of this research, face-to-face interviews were conducted with teachers who had scheduled availability at the MAN Dompu during the academic year 2022/2023. Various interview formats exist, with three common types being structured, semi-structured, and unstructured interviews. For this research, a semi-structured interview approach was employed when engaging with teachers at MAN Dompu.

⁴⁰ Donald Ary et al., *Introduction to Research in Education* (Cengage Learning, 2018).

⁴¹ John Schostak, *Interviewing and Representation in Qualitative Research* (McGraw-Hill Education (UK), 2005).

The semi-structured interview format was chosen to facilitate meaningful and informative discussions with the teachers. This method allowed the researcher to pose specific questions and prompts while still providing room for the interviewees to elaborate and share their insights. The primary objective of these interviews was to gather accurate and detailed responses regarding the strategies and challenges encountered in the implementation of extensive reading as a means to enhance vocabulary among second-grade students at MAN Dompu during the academic year 2023/2024.

6. The Technique of Data Analysis

This research used qualitative data analysis techniques. Data analysis is an integral part of the research process which is poured either in writing or not. Studying with a qualitative approach, the focus of the research problems demanded researcher conduct a systematic, deep, and meaningful, assessment as confirmed by Burges below." In qualitative research, all investigators or researchers focus on the problem studied, guided by the conceptual or theoretical framework."⁴² Data analysis in qualitative research

⁴² Mc Millan, J. H., & Schumacher, S. (2018).

is often carried out simultaneously or together with data collection. Then, Sirajuddin stated that the data analysis in this study included several steps or stages; data reduction, data display, and making conclusions or interpretations.⁴³ For more clearly, it can be described as follows:

a. Data Condensation

According to Miles and Huberman, the process relates to data condensation selecting, focusing, and converting the data. In the case of condensation data, the author must choose which aspect of the data appeared in the interview transcript.⁴⁴

In this study, the data were collected by conducting observation and interviews to identify the strategies for the implementation of extensive reading. After getting the result of the observation and the research to be consistent with the research questions and objectives of the study.

⁴³ Sirajuddin, *Metode Penelitian Kualitatif*, (Bandung: Alfabeta, 2010), p. 283

⁴⁴ Hashimov, E. (2015). *Qualitative Data Analysis: A Methods Sourcebook and The Coding Manual for Qualitative Researchers*: Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña. Thousand Oaks, CA: SAGE, 2014. 381 pp. Johnny Saldaña. Thousand Oaks, CA: SAGE, 2013. 303 pp. Ball State university. <https://doi.org/10.1080/10572252.2015.975966>
<https://www.tandfonline.com>

b. Data Display

After the data is reduced, the next step is presenting data. According to Miles and Huberman, the most frequently used to present data in qualitative research is with narrative text.⁴⁵ The presentation of data will make it easier to understand what is happening and plan the next work based on what has been done. In this study, the researcher displayed data using an essay, this is the most common display in qualitative research.⁴⁶

c. Drawing conclusion

The conclusion is the final stage in data analysis. The conclusion in qualitative research is new findings that have never before existed. Findings can be in the form of a description or description of an object before still dim or even dark, so after being investigated clear. This conclusion can be either a casual relationship or an interactive one, as well as a hypothesis or theory. In the conclusion stage, the researcher began to see and examine all data and then tell the story by

⁴⁵ *Ibid.*

⁴⁶ Lexy, J. M. (2002). Metode penelitian kualitatif. *Bandung: Rosda Karya*, 50336-71.

making a relationship between the story so that the researcher got the result and conclusion from the study.

7. Trustworthiness

The validity of the data was necessary to prove the research whether scientific research as well as to test the data obtained. This research was carried out through triangulation. Triangulation is a technique to check the validity of data by using or utilizing something else.⁴⁷ Furthermore, the quality criteria or trustworthiness in qualitative research include credibility, transferability, dependability, and confirmability. Credibility means confidence in the truth value of the findings of the study. While transferability means the applicability of the research findings.

Then, dependability means the degree of consistency of the findings. Meanwhile, confirmability means the neutrality of the findings.⁴⁸ Moreover, there are some types of triangulation, including source triangulation, time triangulation, theory

⁴⁷ Moleong, L. J. (2018). *Metode Penelitian Kualitatif*, Edisi Revisi, Bandung: PT. Remaja Rosda Karya.

⁴⁸ Syarifudin, S. (2016). Developing Efl Learners'achievement Communication Strategies In A Speaking Class. *Jurnal Tatsqif*, 14(1), 66-89.

triangulation, and instrument triangulation.⁴⁹ In this research, the researcher used theory triangulation. Thus, the researcher would re-check all information that has been gained from different theories. By reviewing all data obtained, it would be seen whether the data is valid or not. Discuss and ask for opinions from lecturers and ask for views from the principal about the data obtained.

H. Organization of Discussion

Chapter 1, this chapter is the introduction. In this chapter, the researcher will explain the research background, the statement of the problem, the objective and significance of the research, the scope of research, a review of previous research, theoretical bases, research method, and lastly an organization of discussion.

Chapter 2, in this part, the researcher will describe the results obtained at the location by describing the data as it is based on the results of observations and interviews based on the data collection method used without interfering with existing facts first.

Chapter 3, at this stage the researcher discusses and analyzes the research findings described in section 2 based on the research

⁴⁹ Bachri, B. S. (2010). Meyakinkan validitas data melalui triangulasi pada penelitian kualitatif. *Jurnal teknologi pendidikan*, 10(1), 46-62.

perspective or theoretical framework described in the introductory section.

Chapter 4, this section will conclude from what has been inductively discussed in Section 3 so that it is easy to understand. Furthermore, suggestions are given to all parties related to this research to make it even better in the future.



Perpustakaan UIN Mataram

CHAPTER II

FINDINGS

The main objectives of this research are to find out the extensive reading techniques applied to the second-grade students of MAN Dompu and to find out the impact of the application of these techniques on the second-graded students of MAN Dompu in the Academic Year of 2023/2024 for English subject. For this purpose, the researcher conducted observations and interviews with the students and teachers to obtain the data needed to answer the question above.

A. Implementing Extensive Reading by Using Popular Topics

Extensive reading in second grade is part of the teaching materials compiled in the lesson plan prepared by the English teacher. Based on the interview results with the English teacher, Teacher/Miss.A,⁵⁰ to achieve learning outcomes, strategies and methods of implementing extensive reading are needed, including:

1. Pre-Session

During the preliminary phase, the teacher elucidates the concept of extensive reading to students, imparting essential insights into effective reading techniques and strategies for

⁵⁰ Miss K, *English Teacher, Interviewed on Oktober 7, 2023.*

discerning the central themes within texts. In assuming this role, the teacher not only serves as an elucidative guide but also functions as a paradigmatic embodiment, offering a practical model for students to emulate. Furthermore, the teacher assumes the pivotal function of a motivational catalyst, fostering an environment conducive to heightened student engagement and a proactive attitude toward the learning process.

2. During-Session: Preparation of reading materials

The educator meticulously curates compelling reading materials encompassing diverse subjects, ranging from K-pop and music to the latest cinematic releases, environmental issues, climate change, warfare, and global social media trends. These materials are thoughtfully selected and distributed to students, allowing them to engage in independent or group reading endeavors. By incorporating content that resonates with contemporary interests and concerns, the teacher broadens the scope of students' knowledge and cultivates a dynamic and relevant learning environment. This approach encourages students to explore multifaceted topics, fostering a nuanced understanding of the world's cultural, social, and environmental complexities.

3. Extensive reading practice

Students adeptly apply the reading techniques elucidated by the instructor, adhering to the guidelines articulated earlier. Specifically, learners exercise autonomy in selecting readings aligned with their interests, thereby fostering an intrinsic motivation for the task at hand. The teacher strategically allocates ample time constraints, facilitating an environment conducive to extensive reading and encouraging students to delve into their chosen materials comprehensively. The reading process is conducted individually, with students engaging in silent reading, thus promoting a focused and introspective approach to the assimilation of information. This methodology not only enhances individual comprehension skills but also cultivates a sense of personal responsibility and ownership over the learning experience.

4. Discussion Phase

Subsequently, students articulate the primary content gleaned from their respective readings, engaging in thoughtful discussions about the material's substance and elucidating newfound vocabulary encountered during the reading process. This collaborative exchange of ideas fosters a dynamic learning environment, where students actively participate in peer-to-peer

dialogue to enhance their understanding of the subject matter. The opportunity to share and discuss reading outcomes with peers contributes to a collective comprehension of diverse perspectives and interpretations. Additionally, students are encouraged to consolidate their insights by presenting their findings to the entire class, thereby honing their communication skills and reinforcing their grasp of the reading's central themes. This multi-layered approach not only consolidates individual understanding but also nurtures a collaborative learning community within the classroom.

5. Evaluation Phase

During the evaluation phase, the instructor employs a targeted approach by posing inquiries to students, focusing on discerning their comprehension of the primary discourse within the reading. These questions delve into the identification of newly acquired vocabulary and seek reflections on aspects of the reading that captured the students' interest. Through this interactive process, the teacher assesses both the oral communication and reading proficiency of each student. Subsequently, a comprehensive evaluation is conducted, culminating in the assignment of individual scores. This evaluative framework not only gauges the student's grasp of the material but also provides valuable insights

into their linguistic and analytical capabilities, contributing to a nuanced and personalized assessment of their overall performance.

B. The Impact of Implementing the Extensive Reading Techniques

After the students finished the extensive reading activities, it turns out that it had a good impact on students, this is known from the results of observations and interviews conducted by researchers with second-grade students of MAN Dompnu, including:

1. Pre-implementation

a. Students become motivated to read.

The heightened level of student engagement can be directly attributed to the motivational impetus and comprehensive explanations provided by the teacher regarding the significance and appeal of employing extensive reading techniques. Through a compelling articulation of the importance and inherent interest embedded in these methods, the teacher successfully instills a sense of curiosity and challenge among students. As a result, students find themselves genuinely intrigued and motivated by the teacher's guidance. This underscores the pivotal role of effective communication and motivation in fostering an environment where students are not only receptive to learning but also

actively seek out challenges inherent in the application of extensive reading techniques. This is according to the confessions of the students interviewed:

Student 1:

*“I became curious about the extensive reading technique after my teacher explained what extensive reading is and what it does. So I was happy and motivated to try it and it turned out to be true that reading that way made it easier for me to understand the content of the reading”.*⁵¹

2. During the Implementation of Extensive Reading

a. Students can find the main point of the reading quickly.

The increased efficiency and swiftness with which students identify the main idea or key sentence in the reading material serve as tangible evidence of the effectiveness of the implemented teaching methodology. This observation is substantiated by the researcher's systematic observations, wherein students, when prompted by the teacher to articulate the main idea of the reading, consistently demonstrate rapid and adept comprehension. The proficiency exhibited by students in promptly providing accurate explanations underscores the positive impact of the instructional approach

⁵¹ Studen 1, *Interviewed on Oktober 14, 2023.*

on their analytical and cognitive skills. This outcome suggests that the method of instruction, which emphasizes extensive reading techniques, has facilitated a notable improvement in students' ability to discern and articulate the central themes of the assigned readings.

b. It is easier for students to understand the content of the reading.

The efficacy of extensive reading techniques is particularly evident in alleviating the perceived difficulty students experience in comprehending reading content. The approach has proven instrumental in enabling students to grasp the intricacies of the material swiftly, a task previously deemed challenging. Students, as noted in the feedback from participants 1 and 2, have articulated a notable improvement in their ability to swiftly comprehend reading content. This stands in stark contrast to their previous struggles, where understanding required repeated readings. The recognition of this improvement underscores the positive impact of extensive reading techniques in enhancing students' capacity to efficiently and effectively comprehend reading materials,

reflecting a tangible advancement in their overall reading proficiency.

*“All this time I did not know how to quickly understand the contents of a reading, it turns out that after I was explained how to read extensively, I was finally able to easily find out what the content or main idea of a reading”.*⁵²

3. Past-Implementation of the Extensive Reading

a. Many new vocabulary words found by students

The integration of a collaborative vocabulary-building exercise adds a dynamic dimension to the learning process. Students actively identify and compile new vocabulary encountered in the reading passage, fostering a sense of ownership over language acquisition. Subsequently, these newly discovered terms become subjects of discussion within student groups, creating an interactive platform for shared understanding and interpretation. The culmination of this process involves the presentation of the compiled vocabulary in front of the class, providing students with an opportunity to express their opinions and insights. This multifaceted approach not only enriches their language skills but also encourages a more expressive and inquisitive engagement

⁵² Student 1 and 2, *Interviewed on Oktober 14, 2023.*

with the reading material, as students actively question and explore novel concepts, thereby enhancing their critical thinking and analytical abilities.



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CHAPTER III

DISCUSSION

In this section, the researcher will discuss the results of the research described previously in Chapter II because the problem formulation of this research is: 1. How is the extensive reading technique implemented by the second-grade students of MAN Dompu? 2. What are the effects of implementing the extensive reading technique on the second-grade students of MAN Dompu's English Vocabulary? To answer these questions, the results of the research are explained based on the theories used in this research, including the following:

A. Technique for Implementing Extensive Reading

Several research findings and expert perspectives focused on comprehensive techniques and procedures in the implementation of extensive reading, typically delineating four key stages. The initial stage revolves around the pivotal role of the teacher in motivating students. Teachers encourage students to take notes on the title, content, and purpose of the reading, while also emphasizing the importance of allocating adequate time for the reading process. In the second stage, students are prompted by the teacher to craft a report detailing their comprehension, feelings, and impressions gleaned from the reading.

The third stage involves group discussions and subsequent presentations in front of the class, fostering collaborative learning and effective communication. Finally, in the fourth stage, students are acknowledged and motivated through the presentation of awards for their exemplary work, further reinforcing a positive and encouraging learning environment. This structured approach aims to not only enhance reading skills but also nurture motivation, critical thinking, and effective communication among students.⁵³

The application of extensive reading in second-grade students at MAN Dompu follows a distinct set of techniques and procedures:

1. Explanation of the Material by the Teacher

The process commences with the teacher providing a thorough explanation of the material, ensuring students have a foundational understanding of the reading objectives, techniques, and expectations.

2. Teacher Preparation of Reading Material

The teacher takes the initiative to curate and prepare reading materials that align with the student's proficiency level and cater to

⁵³ Dian Ayunningtyas, Peningkatan Kosa Kata.....*Op. Cit.*

their interests. This step is crucial in fostering engagement and relevance.

3. Student Engagement in Extensive Reading Activities

With the prepared materials at hand, students engage in extensive reading activities. During this phase, they are encouraged to choose readings based on personal preferences, promoting autonomy and interest-driven learning.

4. Discussion

Following the extensive reading activities, a structured discussion ensues. Students share their insights, discuss key points, and exchange thoughts with peers. This collaborative exchange promotes a deeper understanding of the material and encourages effective communication skills.

5. Evaluation by Students and Teachers

The evaluation process is dual-pronged, involving both students and teachers. Students reflect on their performance, assessing their comprehension and learning experience. Simultaneously, teachers evaluate student progress, allowing for a comprehensive overview of individual and collective achievements in the extensive reading initiative.

These procedures and techniques for extensive reading are the result of interviews and observations conducted by researchers with English teachers at MAN Dompu and second-year students of MAN Dompu, which can be explained as follows:

1. Explanation of material

In the preliminary phase, the teacher assumes the role of an instructive guide by delivering a comprehensive explanation of extensive reading to students. This elucidation encompasses not only the fundamental concept of extensive reading but also imparts essential techniques on how to approach reading and extract the main ideas from the text. The teacher, in this context, serves as both an exemplar and a source of motivation, inspiring students to embark on their learning journey. Furthermore, this instructional session introduces students to the various types of extensive reading, categorizing them into three distinct modes: survey reading, skimming, and shallow reading. Each type is elucidated to provide students with a nuanced understanding of the diverse strategies employed in extensive reading practices. This

foundational knowledge equips students with the tools needed to navigate and engage with a variety of texts effectively.⁵⁴

The teacher explains the definition of survey reading and how it is as described by Day and Bamford (2004), that survey reading is reading that includes an initial examination of the reading, where the reader only looks at the title, chart, scheme, and outline of the material in the reading to get a broad understanding of the content before reading in depth. The teacher explains that simply by looking at the title of the reading we can already estimate what the content of the reading is, and as a support is to see the things that stand out in the writing such as charts or schemes that explain the content of the reading. The teacher gives examples of this such as reading news headlines in newspapers, television, or social media.

The teacher proceeds to expound upon skimming as a strategic reading technique characterized by a focus on rapid eye movement and time efficiency. This approach aims to swiftly identify the main idea and key information within the reading, without delving into an in-depth analysis of each word. The

⁵⁴Julian Bamford and Richard R Day, *Extensive Reading Activities for Teaching Language* (Cambridge University Press, 2004).

emphasis lies on extracting essential content efficiently, making skimming a valuable tool for obtaining a quick overview of the material. Additionally, the teacher introduces the concept of shallow reading, underscoring its role as a technique employed for attaining a profound understanding of a reading. In contrast to skimming, shallow reading encourages a more meticulous examination of the text, fostering an in-depth comprehension that goes beyond surface-level details. This technique involves a thorough exploration of the material, ensuring a comprehensive grasp of its nuances and complexities. By distinguishing between skimming and shallow reading, the teacher equips students with versatile tools for navigating different types of texts based on their specific reading goals. This nuanced understanding enables students to adapt their reading strategies to varying contexts, promoting both efficiency and depth in their overall reading comprehension skills.

2. Preparation of reading materials

The teacher takes a proactive role in cultivating student interest and engagement by curating a diverse and captivating selection of reading materials. These materials, thoughtfully

chosen, span an array of contemporary subjects including K-Pop, Music, the Latest Movies, environmental issues, climate change, war, infestation, and trending topics on social media. The eclectic mix ensures relevance and resonance with the students' diverse interests and concerns, fostering a dynamic and interactive learning environment. To compile these materials, the teacher harnesses the expansive reach of social media, stays abreast of current news through various sources, and conducts internet searches. This dynamic approach allows for the integration of the latest developments and trending topics both in Indonesia and globally.

Additionally, the teacher taps into existing books that align with the student's interests, leveraging conventional and digital resources to enrich the reading experience. By integrating a wide range of sources and topics, the teacher not only provides students with a platform to explore their passions but also encourages a holistic understanding of the interconnectedness of various subjects. This multifaceted approach to material preparation fosters a vibrant and inclusive learning environment, where

students can engage with relevant and stimulating content, promoting both literacy and critical thinking skills.

The teachers at MAN Dompu have implemented a strategic approach by sourcing reading materials from newspapers and prominent social media platforms such as Facebook and X. These materials are curated around pertinent and globally relevant themes, including climate change, the conflict between Palestine and Israel, and the release of the highly anticipated movie, Captain Marvel. By aligning the reading selections with topics that are currently popular and widely discussed, the teachers aim to capture the attention and interest of the students. This approach recognizes the significance of connecting the reading materials to real-world events and trending discussions, leveraging the appeal of popular themes to stimulate students' curiosity and willingness to engage with the content. By integrating such contemporary and compelling subjects, the teachers foster a learning environment that encourages active participation and thoughtful exploration of diverse perspectives.

3. Implementation of extensive reading

The students at MAN Dompu adeptly applied the reading techniques elucidated by the teacher, demonstrating a personalized and engaging approach to their reading endeavors. Following the teacher's guidance, students were empowered to choose readings aligned with their interests, fostering a sense of autonomy and personal connection to the material. With ample time limits set to encourage thorough exploration, students engaged in independent and silent reading, creating an environment conducive to focused comprehension. Subsequently, the students actively participated in elucidating the main content of their chosen readings. This process extended into lively discussions where students exchanged insights and explored the nuances of the content. Furthermore, the incorporation of discussions encompassed an exploration of new vocabulary encountered during the reading, enriching students' language skills and enhancing their overall understanding of the material.

This comprehensive approach not only nurtured individual comprehension skills but also fostered a collaborative learning environment. By encouraging students to share their findings and

engage in meaningful discussions, the teacher's guidance facilitated a multifaceted learning experience that extended beyond individual reading practices. The procedures and techniques that are carried out have at least similarities with what Day and Bamford said:⁵⁵

1. Easy reading material
2. A variety of reading materials on various topics are available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Read for pleasure, and information and comprehension.
6. Reading is a reward.
7. Learners generally read quickly and not slowly.
8. Silent and individual reading.
9. Educators guide students.
10. Educator models being the reader.

Furthermore, The teacher, as part of the assessment strategy, allocates a specific timeframe of one minute for students to read a minimum of 200 words. This time-constrained activity serves as

⁵⁵ Anis Komariah, Implementasi Extensive Reading Activity Dalam Pengajaran Mata Kuliah Reading Pada Mahasiswa IAIN Manado, *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, Vol. 8, No. 3, Nov, 2021, Hlm. 129.

an evaluative measure to assess the student's proficiency in skimming and reading quickly. By setting this targeted reading task, the teacher aims to gauge the student's ability to efficiently extract key information within a limited timeframe, emphasizing the importance of both speed and comprehension in their reading skills. This assessment approach aligns with the skimming technique, where the objective is to swiftly identify the main ideas and essential information without delving into an in-depth examination of each word. The one-minute timeframe adds an element of urgency, encouraging students to apply their skimming skills effectively. By integrating this focused assessment, the teacher gains valuable insights into the students' capacity to quickly process information, a skill that is particularly relevant in real-world scenarios where time is often a critical factor in information assimilation and decision-making.

4. Discussion

Following the survey reading technique, the teacher engages students in a reflective and participatory discussion. Initially, students are prompted to articulate the main content of the reading passage, encouraging them to synthesize and express their

understanding of the material. This exercise not only assesses their comprehension but also fosters independent thinking. Subsequently, the teacher creates an open forum for students to share aspects of the reading that they find challenging or unclear. By addressing what remains ambiguous, the teacher facilitates a collaborative learning environment where students feel encouraged to seek clarification and support from their peers.

Moreover, the teacher encourages students to identify and share interesting new vocabulary encountered during the reading. This not only enhances their language skills but also catalyzes further discussion. The classroom dynamic is enriched through the generation of questions by students, prompting a dynamic exchange of ideas and insights. In a culminating step, the teacher selects students to explain the main content of the reading in front of the class. This not only reinforces individual accountability but also provides an opportunity for students to enhance their public speaking and communication skills. Overall, this multifaceted approach encourages active participation, critical thinking, and effective communication within the classroom setting.

5. Evaluation

The evaluation process after the implementation of speed-reading techniques involves a comprehensive assessment that encompasses various dimensions of student engagement and understanding. The teacher employs a multifaceted approach, including retelling, answering questions, and presentations to gauge the effectiveness of the learning experience. Firstly, students are tasked with retelling the story, a task that requires them to recall and articulate the subject matter comprehensively. This exercise assesses their ability to distill and communicate the main ideas from the reading material. Secondly, students respond to specific questions aimed at probing their understanding. Questions such as identifying the main sentence, recognizing new vocabulary, and summarizing key elements serve as checkpoints for their comprehension and retention.

Additionally, presentations in front of the class provide a platform for students to demonstrate their mastery of the material. This not only reinforces their understanding but also enhances their communication and public speaking skills. The teacher then concludes the speed-reading material, emphasizing key takeaways

and insights gained during the session. Appreciation is extended to students, acknowledging their efforts and encouraging continued learning and understanding of speed-reading techniques. Finally, the teacher conducts individual assessments, specifically focusing on students' speaking and reading skills. This personalized evaluation ensures a nuanced understanding of each student's progress and areas for potential improvement, allowing for tailored feedback and support.

B. The Effect of Implementing Extensive Reading Techniques

After students do extensive reading activities, it turns out that it has a good impact on students, this is known from the results of observations and interviews conducted by researchers on second-grade students of MAN Dompu, the impact of extensive reading is following what has been explained by experts as a reference to the theory in this study, so it can be explained, including:

1. Pre-Implementation of the Extensive Reading

a. Students become motivated to read.

The heightened motivation and engagement observed among students in adopting extensive reading techniques can be attributed to the compelling guidance and explanations

provided by the teacher regarding the significance and appeal of this approach. Drawing on Schmitt and Diane's (2014:26,1-28) insights, extensive reading emerges as a potent motivational tool, instilling a sense of curiosity and fostering a proactive attitude towards reading within the student body.

The teacher's articulation of the importance and interest inherent in extensive reading serves as a catalyst, inspiring students to actively immerse themselves in the text and, subsequently, to pursue additional reading opportunities. This aligns with Diane Schmitt's (2014:26-1) notion that extensive reading not only enhances language skills but also functions as a motivational force, prompting students to independently explore and engage with a variety of texts. By emphasizing the intrinsic value of extensive reading, the teacher effectively taps into students' natural curiosity and instills a sense of challenge, transforming the learning process into a dynamic and personally meaningful endeavor. This approach not only aligns with current pedagogical theories but also contributes to a positive and self-directed learning environment.

2. During the Implementation of the Extensive Reading

a. Students can find the main point of the reading quickly

The observable improvement in students' efficiency and speed in identifying the main idea or main sentence in reading is evident through their performance in responding to teacher-initiated questions after a one-minute reading exercise. The teacher's strategic approach of allocating a brief time frame for reading has contributed to honing students' ability to swiftly discern the central themes.

An insightful student has articulated a successful strategy, noting the significance of the title and the content of the initial and concluding paragraphs. This observation aligns with effective reading strategies, recognizing that the main thoughts of reading often find expression in these pivotal sections. The student's ability to extract key information efficiently demonstrates a nuanced understanding of how to navigate and comprehend written material in a time-sensitive manner. The success of this approach reflects not only the effectiveness of the teaching methodology but also the development of students' analytical skills. By incorporating

focused reading exercises and encouraging strategic reading habits, the teacher has fostered a learning environment that enhances both speed and accuracy in students' comprehension of textual content.

b. It is easier for students to understand the content of the reading

The observed improvement in students' ability to understand the content of reading through the application of extensive reading techniques aligns with the challenges many students face in comprehending textual material. The utilization of extensive reading has proven effective in addressing these difficulties, as students can now grasp the content more readily compared to previous experiences where repeated readings were necessary.

This positive outcome is in line with Schmitt's explanation, which emphasizes how extensive reading significantly enhances comprehension skills and facilitates a more effective interpretation of text. The approach encourages students to engage with a variety of materials, fostering familiarity with different writing styles, structures, and

vocabulary. As a result, students not only enhance their overall reading proficiency but also develop the ability to extract meaning from texts more efficiently. The shift from struggling with repeated readings to an improved understanding highlights the transformative impact of extensive reading techniques on students' comprehension abilities. This pedagogical approach not only aids in overcoming challenges but also instills confidence and encourages a more positive and proactive attitude toward reading and learning.⁵⁶

3. Past-Implementation of the Extensive Reading

a. Many new vocabulary words found by students

The increased expressiveness of students in expressing their opinions, coupled with their propensity to question new concepts encountered in the readings, aligns with Steiner's assertion regarding the pivotal role of extensive reading in vocabulary acquisition. The process unfolds as students engage in discussions, document their findings from the reading, and subsequently elucidate these discoveries in front of their peers.

⁵⁶ *Ibid.*

The interactive nature of these discussions not only encourages students to articulate their viewpoints but also provides a platform for them to actively participate in the exploration of new vocabulary. As students explain their findings, they contribute to a collaborative learning environment, reinforcing their understanding of the language and promoting effective communication skills. Moreover, the inclination of students to seek clarification from the teacher by posing questions about the meanings of unfamiliar words reflects a proactive approach to learning. This aligns with Steiner's perspective on how extensive reading serves as a catalyst for vocabulary development, where students actively engage with and inquire about new words to deepen their comprehension.

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CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

After exploring the extensive reading approach in the second grade of Madrasah Aliya Negeri Dompu, several key findings have emerged:

1. Implementation Techniques
 - a. Teachers begin by explaining the material, ensuring students understand what they are going to read.
 - b. The teachers carefully choose and prepare reading materials that students will find interesting.
 - c. Students actively participate in extensive reading activities, exploring a variety of texts.
 - d. Group discussions provide students with the opportunity to talk about what they've read with their friends.
 - e. Both students and teachers evaluate the learning process, ensuring a comprehensive understanding.
2. Effects of Extensive Reading Techniques
 - a. Students are motivated to read, finding enjoyment in the process.

- b. The technique helps students quickly identify the main points of what they read.
- c. Understanding the content of the reading becomes easier for students.
- d. Students encounter and learn many new vocabulary words during the extensive reading sessions.

The systematic implementation of extensive reading techniques at MAN Dompu has resulted in positive outcomes, including heightened motivation, improved reading skills, enhanced comprehension, and increased vocabulary acquisition. These findings underscore the effectiveness of the approach in cultivating a dynamic and engaging learning environment for second-grade students.

B. Suggestions

Building on the insights gained from the study, the following recommendations are proposed

1. Enhancing Creativity in Teaching

Encourage English teachers to explore and employ creative strategies, including the use of technology, in implementing extensive reading. Incorporating engaging and interactive digital tools can further enhance students' interest and comprehension.

2. Promoting Independent Learning

Encourage students to take the initiative in familiarizing themselves with English independently. This includes practicing extensive reading techniques at home. Providing resources and guidance for independent learning can empower students to develop a sustained interest in reading.

These suggestions aim to foster a dynamic and effective learning environment, leveraging creativity in teaching practices and instilling a sense of autonomy and enthusiasm for independent language exploration among students.



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APPENDIX I

Biography of English Teacher of the MAN Dompu in academic year 2023/2024

Name : Miss. A
Tempat Tanggal Lahir : Dompu, 4 Februari 1977
Jenis Kelamin : Perempuan
Status : Sudah Kawin
Jabatan di MAN Dompu : English Teacher
Alumni : Muhammadiyah Mataram
Mulai Mengajar di MAN Dompu : 2 Oktober 2015- Sekarang
Pernah Bekerja : Sebagai member of Parlement di
Ikatan Mahasiswa Muhammadiyah

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APPENDIX II

INTERVIEW GUIDENCE

Date :

Time :

Place : Madrasah Aliyah Negeri Dompu

Interviewer : Vina Putri Faradillah (Researcher)

Interviewee :

Researcher : Assalamualaikum Wr Wb.

Researcher : Maaf mengganggu waktu bapak

Researcher : Saya Mahasiswa UIN Mataram jurusan Pendidikan Bahasa Inggris ingin mewawancarai Bapak guru selaku pengampu mata pelajaran Bahasa Inggris di kelas 2 di MAN Dompu, sesuai dengan judul Thesis saya yang berkaitan dengan keefektivan mengajar bahasa Inggris melalui penerapan extensive reading.

Researcher : Metode dan teknik apa saja yang Bapak gunakan dalam pembelajaran Bahasa Inggris khususnya dalam meningkatkan vocabulary siswa ?

Researcher : Bagaimana pengaplikasian dari cara yang bapak berikan kepada peserta didik di dalam pertemuan kelas langsung?

Researcher : Setelah saya observasi sendiri dikelas sebelumnya Bapak biasanya menggunakan tehnik apa dalam mengajar kosa kata?

Researcher : Apakah bapak sudah mengimplementasikan cara itu dalam pembelajaran teaching vocabulary seperti yang Bapak jelaskan tadi?

Researcher : Apakah bapak selalu memberikan tugas kepada peserta didik sehingga mudah di evaluasi cara apa yang sekiranya cocok dalam meningkatkan vocabulary siswa

Researcher : Apakah Bapak memiliki target untuk peserta didik setelah mempelajari bahasa inggris dalam hal meningkatkan vocabulary vocabulary ?

Researcher : Apa permasalahan dalam mengajar vocabulary bahasa Inggris ?

Researcher : Sekian interview yang saya lakukan dengan Bapak bahasa Inggris..... selaku guru Bahasa Inggris di MAN Dompu. Terimakasih banyak atas informasinya dan sambutan yang di berikan pihak sekolah kepada saya selaku mahasiswa.



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APPENDIX III INTERVIEW TRANSCRIPT

Date : December 7th 2023

Time : 12. 00 p. m Place : Madrasah Aliyah Negeri Dompu

Interviewer : Letisia (Researcher)

Interviewee : Miss. A

Researcher : Assalamualaikum Wr Wb.

Researcher : Maaf mengganggu waktu bapak

Researcher : Saya Mahasiswa UIN Mataram jurusan Pendidikan Bahasa Inggris ingin mewawancarai Bapak guru selaku pengampu mata pelajaran Bahasa Inggris di kelas 2 di MAN Dompu, sesuai dengan judul Thesis saya yang berkaitan dengan keefektivan mengajar kosa kata bahasa Inggris melalui penerapan extensive reading.

Pertanyaan : Metode dan teknik apa saja yang Bapak gunakan dalam pembelajaran bahasa Inggris khususnya dalam meningkatkan vocabulary siswa ?

Miss.A : Dalam pelajaran Bahasa Inggris, khususnya dalam pembelajaran kosa kata saya biasanya saya menulis di 107 depan papan tulis satu persatu dari kosa kata yang biasa digunakan setiap hari dan meminta mereka untuk mengikuti cara bacaan saya. Tapi untuk mengetahui keefektifan pengajaran kosakata melalui penerapan extensive reading, sekarang saya menggunakan 3 cara yaitu yang pertama melaksanakan pre-session dimana menjelaskan terlebih dahulu kepada siswa yaitu tentang apa itu extensive reading dan bagaimana cara penerapannya dalam kelas agar siswa mengerti dalam proses pembelajaran. Yang

kedua, menyiapkan material extensive reading yang ketiga, melakukan Pratik extensive reading dalam kelas yang dimana siswa melakukannya secara individu. Yang ke empat siswa melakukan discussion bersama teman-teman dalam kelas hasil apa yang telah di baca. Yang terakhir guru melakukan evaluasi antara siswa dan guru. Kegiatan ini guru menanyakan kembali apa yang telah di baca khususnya kosa kata yang mereka dapat dalam teks bacaan sehingga saya bisa menyimpulkan bahwa tehnik penerapan extensive reading dalam pembelajaran kosa kata mampu membuat kosa kata bahasa inggris siswa meningkat. Ini adalah cara yang sangat memudahkan saya dalam proses pembelajaran kosa kata siswa ini memang agak sedikit sulit namun karena hal inilah yang membuat siswa mau berpikir kritis. Itulah 5 cara dalam mengajar kosakata siswa. Cara ini, bertujuan untuk meningkatkan penguasaan kosakata. Siswa sangat mudah bosan ketika menerima pelajaran makanya harus menggunakan berbagai cara dalam meningkatkan vocabulary siswa melalui extensive reading

Pertanyaan : Bagaimana pengaplikasian dari 5 cara yang ibu berikan kepada peserta didik di setiap pembelajaran?

Miss. A : Seperti yang sudah saya sebutkan tadi yang pertama saya melakukan pre-session yaitu saya menjelaskan materi yang akan di berikan yaitu extensive reading, menjelaskan apa itu extensive reading bagaimana cara penerapan dalam kelas. Yang kedua saya menyiapkan materi text bacaan seperti short story tentang (Snow White). Yang ketiga kita melakukan

praktik langsung extensive reading dalam kelas dan biasanya saya memberi keterbatasan waktu kepada siswa dan mereka melakukan secara individu. Yang ke empat siswa melakukan discussion kepada teman dalam kelas tentang hasil apa yang mereka baca dalam teks bacaan. Dan terakhir saya melakukan evaluasi terhadap siswa sebagaimana mampu siswa dalam memahami dan mendapatkan sesuatu yang baru dalam teks yaitu kosa kata baru sehingga bisa di simpulkan bahwa dengan pembelajaran kosa kata melalui extensive reading sangat efektif bagi siswa dalam meningkatkan kosa kata.

Pertanyaan : Apakah Bapak sudah mengimplementasikan cara ini dalam pembelajaran kosa kata seperti yang Bapak jelaskan tadi?

Miss. A : Tentu saja semua cara yang sudah saya jelaskan tadi sudah saya implementasikan dalam kegiatan belajar mengajar dan saya tipe guru yang suka menggunakan tehnik yang baru dan mencari sumber belajar untuk siswa karena itu sangat memudahkan saya.

Pertanyaan : Apakah Bapak selalu memberikan tugas kepada peserta didik sehingga mudah di evaluasi cara apa yang sekiranya 109 efektif dalam pembelajaran vocabulary untuk meningkatkan kosakata siswa?

Miss. A : Ketika dalam kelas di cara yang kedua dan ketiga tadi saya akan membagi siswa menjadi 5 kelompok dan di akhir pembelajaran biasanya saya memberikan tugas. Setelah pembelajaran berikutnya siswa akan memberikan tugasnya dan salah satu dari setiap group akan mempersentasikanya dan akan saya evaluasi.

Pertanyaan : Apakah Bapak memiliki target untuk peserta didik dalam hal meningkatkan kosakata ?

Miss. A : Untuk target sih ada, saya menargetkan siswa agar bisa mengerti materi pembelajaran yang saya berikan dan saya memastikan mereka sudah menghafal 5-10 vocabulary setiap pertemuan.



Perpustakaan UIN Mataram

APPENDIX IV

OBSERVATION SHEETS

Date : December 7th 2021

Teacher : Miss. A

Class : XI Agama 2

In the first directly observation, researcher saw teacher came in the class, then greeted the students and he asked them to take praying together before starting the subject and then teacher told to the student related the material ,and then explained about the vocabularies and extensive reading, example, types of it and function and purpose. After that teacher showed short story of snow white and then student conducted implementation extensive reading practice in the class to the students and explained it then he read the vocabulary one by one next students follow him.

In the second directly observation, researcher found that teacher use implementation extensive in teaching vocabularies to the students, and he explained that using through extensive reading really easier for him in searching the source of learning .teacher came in the class he never forgot to greet the students and asked students to take praying together, before starting

it teacher divide student in 5 groups and then he search the example of extensive reading.



Perpustakaan UIN Mataram

APPENDIX VI
DOCUMENTATION



A. . Students did implementation extensive reading practice in the class Agama I



B. research observed students conducted extensive reading practice in class Agama I



A. . Students did implementation extensive reading practice in the class Agama II



B. research observed students conducted extensive reading practice in class Agama II



C. Research do interview with English teacher Man Dompu

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APPENDIX V

EXAMPLE THE READING MATERIALS OF EXTENSIVE READING

SHORT STORY (SNOW WHITE)

Snow White

One day, there was a queen sitting near a very beautiful window while tailoring and seeing the snow. Accidentally, her finger was pierced by a sewing needle so that three drops of blood dripped out. The drops of blood fell down on the snow. The red color of the blood which was stuck in the white of the snow looked very pretty. Suddenly the queen thought, "If only I had a child whose skin was as white as snow and whose lips were as red as blood!"

As the time went by, finally a queen gave birth to a very pretty princess whose skin was as white as snow and whose lips were as red as blood. The queen grew up as a very pretty and kind-hearted girl. She was called Snow White. However, when Snow White was a teenager, the queen died because of an illness. After the queen's death, the king married again. This new queen was wicked and hated Snow White. The queen gave orders that Snow White was to be treated as a servant.

Every day the queen stood in front of her magic mirror while asking "Who is the most beautiful woman in the land?" and the mirror always answered, "You are the most beautiful one of all." The new queen asked the same question everyday and the mirror always answered the same thing. But one day the mirror answered that the queen was so beautiful but Snow White was much more beautiful than the queen. It made the queen so angry that she gave an order to one of her henchmen to take Snow White into the woods and kill her.

The henchmen had such a kind heart that they couldn't do the deed. He told her to run away. While fleeing into the woods, she found a place in which seven dwarfs lived. Their house was small and strange. Snow White entered the little house and found it very messy. Then, she started to clean up the entire house. In the upstairs she found seven little beds. She was so exhausted that she stretched out on one of the beds. Not long after that, she was asleep on the bed.

When the Dwarf came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. She lived there together happily.

Unfortunately, The Queen discovered the place where Snow White was living and disguising herself as a witch, she then took a poisoned apple and set out for the Dwarf's cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she fell into unconsciousness.

Thinking she was dead, the Dwarf built a glass coffin and put her in it. Ten days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He knelt over and kissed her. She opened her eyes and sat up with a smile. Ever since that time, the Prince took Snow White to his palace where they were married and lived happily ever after.

Putri Salju

Pada suatu hari, ada seorang Ratu yang sedang duduk di balik jendela yang sangat indah sambil menjahit dan melihat salju yang turun. Seenta tidak sengaja, jarinya tertusuk oleh jarum jahit hingga mengeluarkan tiga tetes darah dari jarinya. Darah tersebut jatuh di atas salju, dan warna merah pun menempel di atas salju yang putih, sehingga terlihat sangat cantik. Ratu pun berpikir "Aniini siapa anak puyuh anak dengan kulit seputih salju dan bibir merah darah".

Seberapa waktu kemudian, akhirnya Ratu pun melahirkan seorang Putri yang sangat cantik, jelita yang memiliki kulit seputih salju dan bibir merah semerah darah. Sang Putri pun tumbuh menjadi gadis yang sangat cantik dan juga baik hati. Ia kemudian dipanggil dengan nama Putri Salju. Namun, ketika Putri



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Jln. Gajah Mada No. 100, Jempang Baru, Mataram, 83116
Website: www.uinmataram.ac.id email: ftk@uinmataram.ac.id

Nomor : 945/Un.12/FTK/SRIP/PP.00.9/10/2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal : Permohonan Rekomendasi Penelitian

Mataram, 25 Oktober 2023

Kepada:

Yth.

Kepala Bakesbangpoldagri Provinsi NTB

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Vina Putri Faradillah
NIM : 190107130
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris
Tujuan : Penelitian
Lokasi Penelitian : Madrasah Aliyah Negeri (MAN) DOMPU
Judul Skripsi : THE ANALYSIS OF IMPLEMENTATION EXTENSIVE READING IN TEACHING ENGLISH VOCABULARY AT SECOND GRADE STUDENT OF MAN DOMPU ACADEMIC YEAR OF 2022/2023

Waktu Penelitian : 28 Oktober - 17 Desember


Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan

Wakil Dekan Bidang Akademik,


Dr. Saparudin, M.Ag

NIP.197810152007011022



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANWIL KEMENTERIAN AGAMA PROVINSI NTB
MADRASAH ALIYAH NEGERI DOMPU
Jalan Imam Bonjol No. 40 Telp. (0373) 21546

Nomor: B.427 /Ma 18.11/046/PP.00.6/ 11 /2023
Tempat: -
Perihal: Telah Melaksanakan Penelitian.

Dompu, 11 November 2023

Kepada
Yth. Ketua UIN Mataram
di-
Mataram.-

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Berdasarkan Surat dari Kepala Kantor Badan Kesatuan Bangsa dan Politik Dalam Negeri Nomor 070/3126/X/R/BKBPDN/2023 tanggal, 31 Oktober 2023-Perihal : Rekomendasi Penelitian Atas Nama

Nama : VINA PUTRI FARADIELAH
NIM : 190107130 ISLAM NEGERI
Jurusan / Program Study : Tadris Bahasa Inggris M
Judul Skripsi : THE ANALYSIS OF IMPLEMENTATION EXTENSIVE READING TEACHING ENGLISH VOCABULARY AT SECOND GRA STUDENT OF MAN DOMPU ACADEMIC YEAR OF 2022/2023.

Dengan ini diberikan keterangan dengan sebenar-benarnya bahwa yang bersangkutan di atas telah melaksanakan Penelitian sejak bulan Oktober 2023 s/d bulan Desember 2023 pada MAN Dompus /Wojak ab. Dompus.

Demikian surat Keterangan Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.-



Hj. Siti Hafisah, S. Pd
NIP: 197005111999032002



P E M E R I N T A H P R O V I N S I N U S A T E N G G A R A B A R A T
BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI

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MATARAM

Kode pos 81125

REKOMENDASI PENELITIAN
 NOMOR : 070 / 3105 / X / R / BKBDN / 2023

1. **Dasar :**
 - a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
 - b. Surat Dari Dekan Fakultas Tarbiyah Dan Keguruan (FTK) Universitas Islam Negeri Mataram
 Nomor : 945/Un.12/FTK/SRIP/PP.00.9/10/2023
 Tanggal : 25 Oktober 2023
 Perihal : Permohonan Rekomendasi Penelitian
 2. **Menimbang :**
 Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :

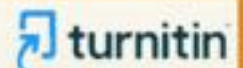
Nama	: VINA PUTRI FARADILLA
Alamat	: Dusun Legara RT/RW 003/002 Kel./Desa: Katuk Kec. Dompu Kab. Dompu No Identitas 5205014704010007 No Tlpn.081558096759
Pekerjaan	: Mahasiswa Jurusan Pendidikan Bahasa Inggris
Bidang/Judul	: THE ANALYSIS OF IMPELATION EXTENSIVE READING IN TEACHING ENGLISH VOCABULARY AT SECOND GRADE STUDENT OF MAN DOMPI ACADEMIC YEAR OF 2022/2023
Lokasi	: MAN Dompu
Jumlah Peserta	: 1 (Satu) Orang
Lamanya	: Oktober - Desember 2023
Status Penelitian	: Baru
 3. **Hal-hal yang harus ditaati oleh Peneliti :**
 - a. Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
 - b. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
 - c. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
 - d. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.
- Dengan Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 27 Oktober 2023
 An. KEPALA BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NTB



Tembusan disampaikan Kepada Yth:

1. Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat
2. Bupati Dompu Cq. Ka. Kesbangpol Kab. Dompu di Tempat
3. Kepala Kantor Kementerian Agama Kab. Dompu di Tempat
4. Kepala Sekolah Man Dompu di Tempat
5. Yang bersangkutan



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VINA PUTRI FARADILLA

190107130

FTK/TBI

Dengan Judul SKRIPSI

THE ANALYSIS OF IMPLEMENTATION EXTENSIVE READING IN TEACHING ENGLISH
VOCABULARY AT SECOND GRADE STUDENT OF MAN DOMPU ACADEMIC YEAR OF

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2022/2023

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Perpustakaan UIN M



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Sertifikat ini diberikan sebagai syarat **UJIAN SKRIPSI**.

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Pembimbing 2 : Jaelani, M, App.Ling.
Judul Skripsi : The Analysis Implementation of Extensive reading In Teaching English Vocabulary The Second Grade Students Of MAN Dompus Academic year Of 2022/2023.

No	Tanggal	Materi Konsultasi	Paraf
	11/11/24	Thesis	Revise
	20/11/24	Thesis	Revise
	1/12/24	Thesis	Revise
	20/12/24	Thesis	Revise
	10/1/24	Thesis	Revise
	01/1/24	All	

Mataram, 9 Januari 2024

Pembimbing ■

Prof. Dr. Hj Nurul Lailatul Khusniyah, M.Pd
NIP. 196910172005012001



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Pembimbing 2 : Jaclani, M, App.Ling.
Judul Skripsi : The Analysis Implementation of Extensive reading In Teaching English Vocabulary The Second Grade Students Of MAN Dongmu Academic year Of 2022/2023.

No	Tanggal	Materi Konsultasi	Paraf
1	26/12/2022	series for data	f
2	05/1/2023	Collect the data	f
3	20/1/2023	After dip	f
4	27/1/2023	Research findings	f
5	01/12/2023	Research findings & discussion	f
6	05/12/2023	This tomorrow	f
7	12/01/2024	Go on to thesis examination	f

Perpustakaan UIN Mataram

Mataram, 29 Desember 2024

Pembimbing II


Jaclani, M, App.Ling.

NIP. 1989055252020121021

CURRICULUM VITAE



The writer Vina Putri Faradillah, S.Pd was born on April 7th 2001 in Jakarta. She is the last child of five children from the marriage of her parents Mayor S.P and Siti Rahmah, S.Pd. She started to school at SDN 28 Dompu in 2012 and continued her Junior High School at SMPN 2 Dompu in 2017, she registered herself in SMAN 1 Dompu in 2017. In 2019, she graduated from Senior High School. She became the student at the State Islamic University of Mataram in 2019 and took English Department there, and she graduated from UIN Mataram first year in 2024