

# **UNCOVERING STUDENTS' EXTENSIVE READING EXPERIENCES FOR VOCABULARY MASTERY**

## **THESIS**

**Submitted in Partial Fulfillment of Requirements for the Degree of *Sarjana Pendidikan* in English Education**



**By:**

**Assya Nurul Latifah**

**2521005**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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## **SURAT PERNYATAAN KEASLIAN SKRIPSI**

Dengan ini saya

Nama : Assya Nurul Latifah

NIM : 2521005

Program Studi : Tadris Bahasa Inggris

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Yang membuat pernyataan,



**Assya Nurul Latifah**

**2521005**

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Kepada,

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN K.H. Abdurrahman Wahid Pekalongan

c/q. ketua Program Studi Tadris Bahasa Inggris

di Pekalongan

*Assalamu'alaikum, Wr. Wb.*

Setelah melakukan penelitian, bimbingan, dan koreksi naskah skripsi saudara:

Nama : **ASSYA NURUL LATIFAH**

NIM : **2521005**

Program Studi : **TADRIS BAHASA INGGRIS**

Judul : **UNCOVERING STUDENTS' EXTENSIVE READING  
EXPERIENCES FOR VOCABULARY MASTERY**

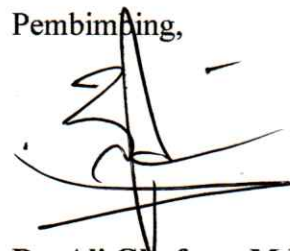
Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

*Wassalamu'alaikum, Wr. Wb.*

Pekalongan, 8 Mei 2025

Pembimbing,



**Dr. Ali Ghufon, M.Pd.**

**NIP. 198707232020121004**





The Dean of Faculty of Education and Teacher Training Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirm that the undergraduate thesis by:

Nama : ASSYA NURUL LATIFAH  
NIM : 2521005  
Judul : UNCOVERING STUDENTS' EXTENSIVE READING EXPERIENCES FOR VOCABULARY MASTERY

Has been examined and approved by the panel of examiners on Monday, 26<sup>th</sup> May 2025 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.


The Examiners,

## Examiner I



**Ahmad Burhanuddin, M.A.**  
**NIP. 198512152015031004**

### Examiner II



**Fachri Ali, M.Pd.**  
**NIP.198901012020121013**

Pekalongan, 11<sup>th</sup> June 2025

Assigned by

**The Dean of Faculty of Education and Teacher Training**

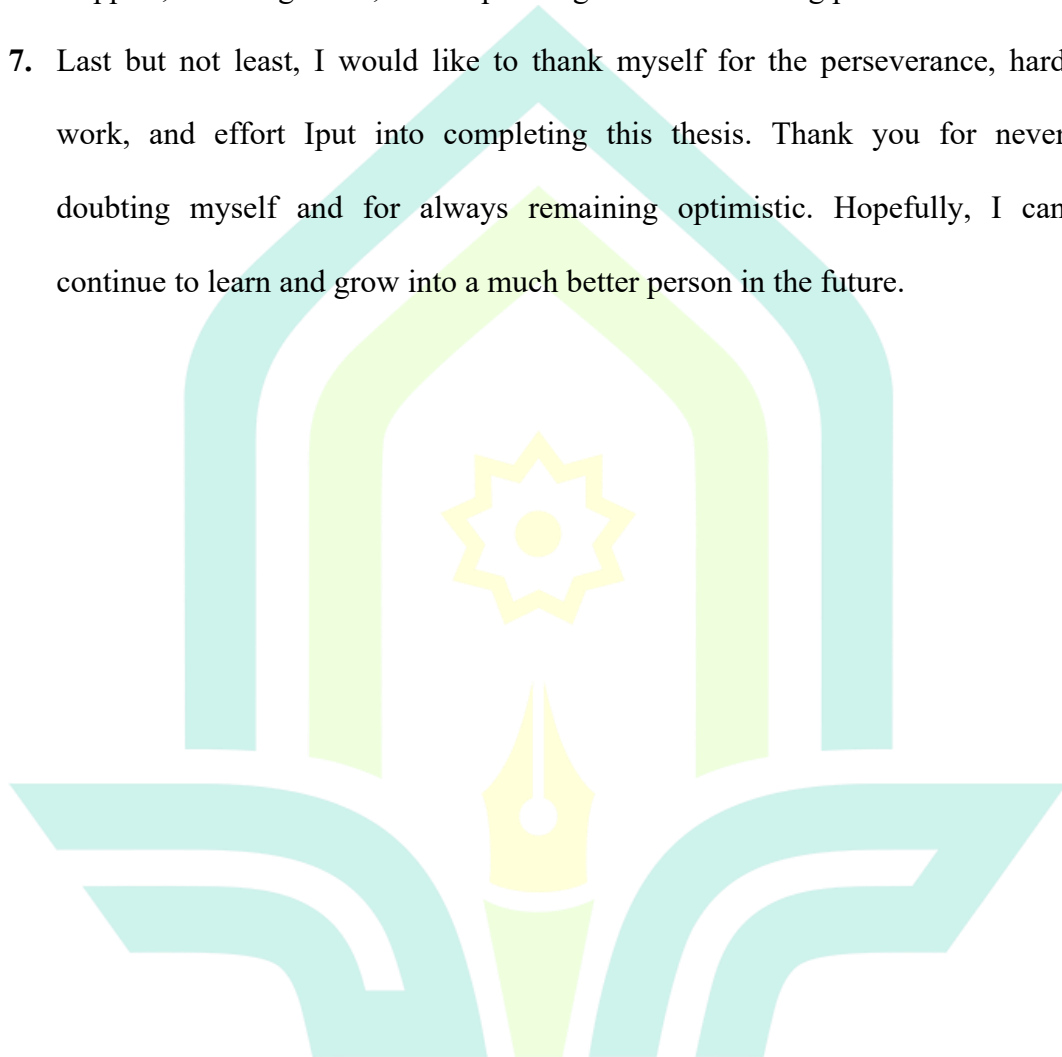
**Prof. Dr. H. Muhlisin,**  
**NIP. 19700706199803**

## ACKNOWLEDGEMENTS

Praise be to Allah, the Almighty, the Creator and Sustainer of the universe, for His immense blessings that have enabled me to complete this thesis. I am deeply grateful for the support, encouragement, and assistance I have received from numerous individuals throughout this process. Without their contributions, this journey would not have been possible. I would like to extend my sincere thanks to all of them:

1. My beloved parents, Mr. M. Arifin and Mrs. Ngamini, who have showered me with endless love, prayers, moral and financial support throughout my life, especially during the process of completing this thesis. Thank you for your patience, sacrifices, and unwavering trust. Your success and happiness are my greatest motivation.
2. My thesis advisor, Mr. Dr. M. Ali Ghufroon, M.Pd., thank you for your patiently guiding, directing, and providing valuable insights, and for dedicating your time and effort to help me improve the shortcomings in this thesis. I am grateful for your knowledge, guidance, and patience.
3. All my lecturers, thank you for imparting valuable knowledge and experiences during my studies. Thank you for all the knowledge and teachings you have shared, which have shaped and enriched my understanding.
4. My dearest sister, Mrs. Iim Imroatus Solihah, who have always provided support and encouragement, and been a shoulder to lean on throughout my thesis writing. Thank you for all your help and prayers.

5. My beloved nephew, M. Haidar Asrofi, who has brought joy and energy into my busy thesis writing process. Thank you for being in my life and always being a source of great encouragement and motivation.
6. My friends, who are too numerous to name individually. Thank you for your support, encouragement, and help during this thesis writing process.
7. Last but not least, I would like to thank myself for the perseverance, hard work, and effort I put into completing this thesis. Thank you for never doubting myself and for always remaining optimistic. Hopefully, I can continue to learn and grow into a much better person in the future.



## MOTTO

*“Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan.”*

**(Q.S. Al-Insyirah: 5-6)**

*“Don’t be afraid to make a mistake, but make sure you don’t make the same mistake twice.”*

**(Akio Morita)**

*“Asal ada dulu, bisa diperbaiki nanti. Your first step is not the entire stairway”*

**(Eva Alicia)**





## **ABSTRAK**

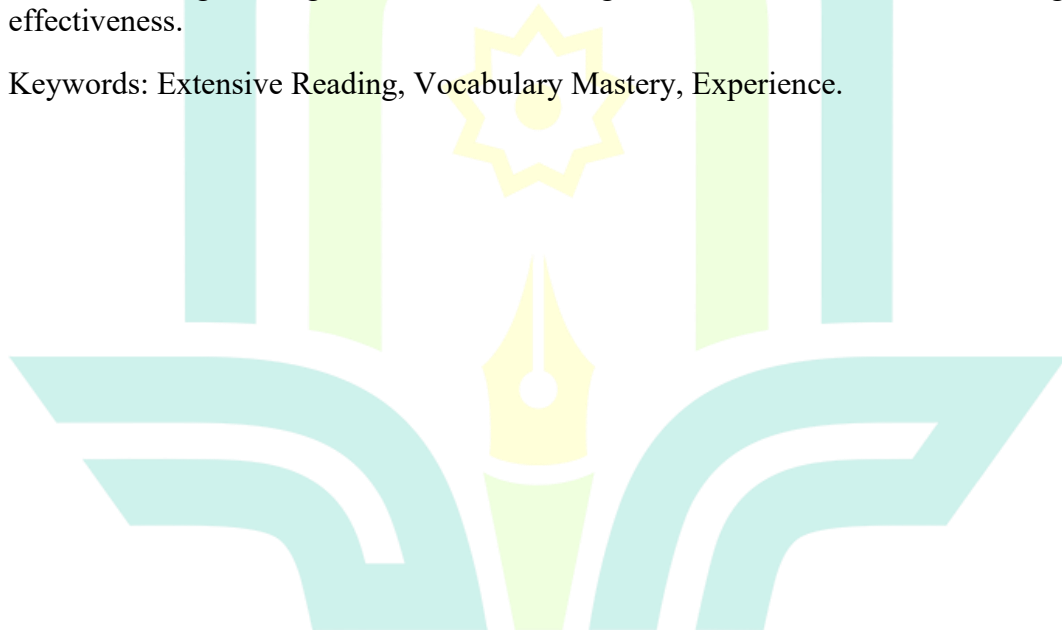
*Kosakata merupakan komponen penting dari komunikasi yang efektif, baik lisan maupun tertulis, khususnya dalam pembelajaran bahasa. Namun, kosakata yang terbatas sering kali menghadirkan tantangan yang signifikan bagi siswa. Membaca ekstensif, metode pembelajaran yang menekankan keluasan pengalaman membaca, muncul sebagai strategi yang menjanjikan untuk peningkatan penguasaan kosakata melalui pemaparan terhadap beragam teks. Penelitian kualitatif deskriptif ini mengeksplorasi pengalaman positif dan negatif enam mahasiswa Pendidikan Bahasa Inggris dalam memanfaatkan membaca ekstensif untuk memperkaya kosakata mereka. Data dikumpulkan melalui wawancara mendalam, analisis catatan bacaan dan refleksi siswa. Hasil penelitian menunjukkan bahwa membaca ekstensif memberikan pengalaman positif dengan adanya kesempatan bagi siswa untuk memperoleh kosakata baru secara insidental (melalui pengulangan dan variasi konteks) dan secara disengaja (melalui penggunaan kamus dan pencatatan). Kendati demikian, pengalaman negatif seperti kurangnya motivasi dan keterbatasan waktu sering kali menghambat proses pembelajaran. Untuk mengatasi hal tersebut, partisipan mengimplementasikan strategi manajemen waktu dan peningkatan motivasi. Temuan ini menekankan pentingnya kombinasi antara pembelajaran insidental dan disengaja dalam penguasaan kosakata melalui extensive reading, serta perlunya upaya untuk menjaga motivasi membaca dan jadwal yang teratur untuk meningkatkan efektivitas pembelajaran.*

*Kata Kunci: Membaca Ekstensif, Penguasaan Kosakata, Pengalaman.*

## ABTRACT

Vocabulary was an essential component of effective communication, both spoken and written, especially in language learning. However, limited vocabulary often posed significant challenges for students. Extensive reading, a learning method that emphasized a wide range of reading experiences, emerged as a promising strategy for improving vocabulary mastery through exposure to various texts. This descriptive qualitative study explored the positive and negative experiences of six English Education students in utilizing extensive reading to enrich their vocabulary. Data were collected through in-depth interviews, analysis of reading logs, and student reflections. The findings showed that extensive reading provided positive experiences by offering opportunities for students to acquire new vocabulary both incidentally (through repetition and contextual variation) and intentionally (through dictionary use and note-taking). Nevertheless, negative experiences such as lack of motivation and time constraints often hindered the learning process. To overcome these issues, participants implemented motivation enhancement and time management strategies. These findings highlighted the importance of combining incidental and intentional learning in vocabulary acquisition through extensive reading, as well as the need for maintaining reading motivation and a regular schedule to enhance learning effectiveness.

Keywords: Extensive Reading, Vocabulary Mastery, Experience.



## PREFACE

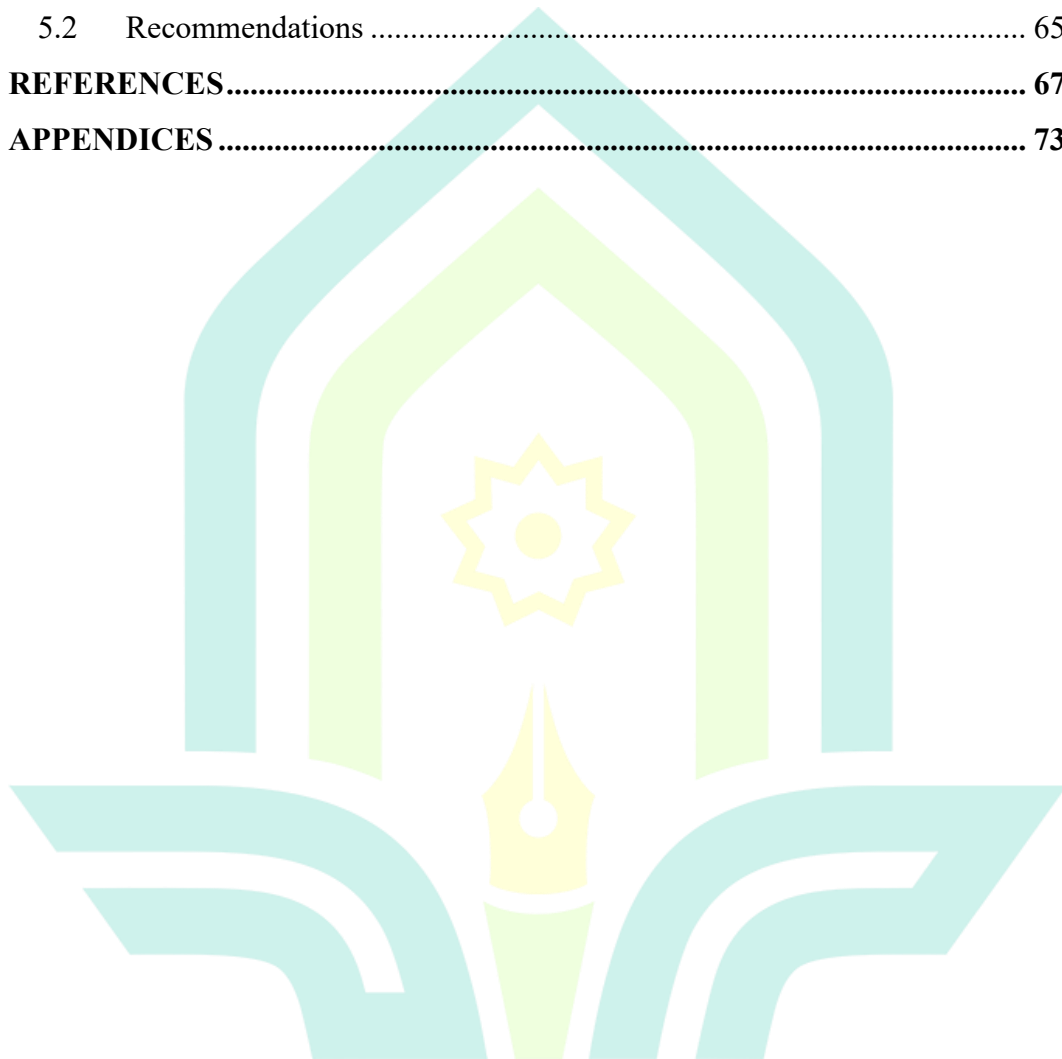
All praise and thanks be to Allah SWT, the Most Merciful and the Most Gracious, for His endless blessings, guidance, and strength, which have enabled me to complete this thesis entitled **"Uncovering Students' Extensive Reading Experiences for Vocabulary Mastery."** This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as a requirement for obtaining a bachelor's degree. This research was completed well because of the support and contributions of many individuals. Therefore, I would like to take this opportunity to express my deepest gratitude to:

1. The chancellor of UIN K.H. Abdurrahman Wahid Pekalongan, Prof. Dr. H. Zaenal Mustakim, M.Ag.
2. The dean of the Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan, Prof. Dr. H. Muhlisin, M.Ag.
3. The head of English Education Department, Mr. Ahmad Burhanuddin, M.A.
4. My supervisor, Mr. M. Ali Ghufro, M.Pd., who has given me insightful guidance, patience, and invaluable feedback throughout the research process.
5. All lectures of English Education Department, who have shared extensive knowledge and motivation throughout my studies.
6. My beloved parents, who have given me endless prayers, love, and support throughout every step of my life, especially the process of writing this thesis.
7. My dear friends, who have given motivation, companionship, understanding, and constant support throughout this journey.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In the scope of education, reading comprehension is a fundamental skill in language mastery and academic achievement. Reading allows individuals to access large amounts of information, expand their knowledge base, and improve their cognitive abilities. Among various reading methods, extensive reading has been proven to be able to improve overall reading comprehension and develop students' love of literacy. It is also termed as “reading for pleasure”, “free voluntary reading”, or “sustained silent reading” (Susser & Robb, 1990). Day and Bamford (1998) define that extensive reading aims to encourage students to read as many diverse texts as possible. Reading programs extensive involves students reading lots of books or graded material that is appropriate to their level of ability (Nation & Waring, 2013). Furthermore, reading material must be interesting for readers to build their reading habits, enrich vocabulary and recognize sentence structures, and encourage a love of reading (Richard & Schmidt, 2002). From these various definitions, it can be concluded that extensive reading is a language learning approach that encourages learners to read a significant amount of material with varying degrees of difficulty to enjoy and understand the content of the reading rather than focusing on detailed analysis of certain texts.

Extensive reading offers significant benefits for EFL learners, particularly in vocabulary acquisition. Research consistently demonstrates that extensive reading fosters natural vocabulary growth (Swanborn & de Glopper, 1999; Teng, 2015), facilitating incidental learning through repeated contextual exposure (Day & Bamford, 1998). This repeated exposure leads to deeper understanding and appropriate usage of vocabulary, making extensive reading a highly effective vocabulary-building strategy (Lin, 2016). Beyond vocabulary, extensive reading enhances reading fluency and familiarity with diverse text structures and genres (Nation, 2009), while simultaneously boosting motivation and engagement through pleasurable reading experiences (Yamashita, 2008). Furthermore, the benefits extend beyond reading comprehension, positively impacting overall linguistic proficiency, including listening and speaking skills (Waring & McLean, 2015). In conclusion, extensive reading, as highlighted by Krashen (2004), proves to be a highly effective method for improving both reading comprehension and overall language skills.

In addition, Nuttall (2005) assert that extensive reading is effective to enhance vocabulary mastery. ER exposes learners to diverse vocabulary and grammatical structures in context, which aids deeper linguistic understanding and retention (Horst, 2005). Through reading large amounts of text, students have numerous chances to encounter words multiple times by reading large amounts of material and gaining familiarity with them. This situation helps them learn vocabularies or recognized words naturally.

This is in accordance with Cameron's (2001) opinion that vocabulary learning is a process of repeated exposure to new words where students first encounter new words and learn them, then strengthen their understanding each time they encounter the words again. Each encounter helps students in expanding their understanding about the meaning and use of words in the foreign language. Thus, the habit of reading a variety of texts encourages students to recognize sentence structures and the use of vocabulary in various situations.

However, mastering vocabulary in a foreign language is not that simple. Andriani and Sriwahyuningsih (2019) stated that internal and external factors play a role in influencing students' ability to master English vocabulary. Internal factors include students' motivation, interest, and self-confidence in learning can strengthen or hinder the process of mastering vocabulary. English and Indonesian have many differences, including in pronunciation, writing, collocations, and variations in meaning in different contexts. Rohmatillah (2014) noted that Indonesian students often face difficulties in spelling, pronunciation and use of words in certain contexts. Lutfiyah et al. (2022) in their research show that there are obstacles in the aspects of pronunciation, spelling and understanding words. This factor contributes to a decrease in students' interest in vocabulary development. Apart from that, external factors such as the lack of environmental support and limited opportunities to practice the language are also quite worrying challenges. Ineffective teaching methods and deficiencies in communication

can also hinder vocabulary acquisition (Abuhabil et al., 2021). Therefore, implementing extensive reading can be an effective strategy for increasing students' vocabulary mastery. Through expanding varied reading, students can be exposed to words in diverse contexts. This is not only enriches their vocabulary but also helps them in exploring the meaning of words and their contextual use.

A study about the extensive reading effectiveness on vocabulary mastery was conducted by Endah (2014) at a junior high school in Jakarta. The research showed that students' test results improved after they routinely read extensively. This shows that extensive reading can effectively help students in improving their vocabulary mastery. Apart from that, Ayuningtyas (2011) researched how extensive reading influences students' vocabulary mastery at a senior high school in Yogyakarta. Based on the results, extensive reading activities can effectively improve students' vocabulary mastery.

Nevertheless, while numerous previous studies have examined the role of extensive reading in vocabulary development, research focusing on students' experiences in utilizing extensive reading for mastering vocabularies is still limited. Despite extensive reading is widely known as an efficient strategy for expanding students' vocabulary and improving language fluency, how this extensive reading experience has a direct impact on vocabulary mastery based on their own perspectives still requires further research. Therefore, the researcher feels this is worth researching. This

research focuses on how students utilize extensive reading to master vocabulary, including the obstacles and the strategies. Thus, the researcher hopes for this research to be a valuable reference in improving the English language learning, particularly in students' mastery of vocabulary.

## **1.2 Formulation of the Problem**

The following question can be used to formulate this researcher's problem.

1. How do students experience in extensive reading for vocabulary mastery?

By employing this formula, the Researcher expects to know more about students' experiences in mastering vocabularies during extensive reading.

## **1.3 Operational Definitions**

For the purpose of avoiding ambiguity, the researcher offers the following definitions relevant to this study.

1. **Extensive Reading** : Extensive reading is an approach that emphasizes reading many texts in a variety of genres and styles where the focus is more on general understanding and comfort rather than in-depth analysis of each text (Bamford & Day, 2004).
2. **Vocabulary Mastery** : Vocabulary mastery is the individual's adeptness and command over a high level of



proficiency in processing and utilizing the words of a language (Rivers, 1989).

3. Experience : Experience is anything in the form of contact, meeting, incident or situation that happens to someone and provides knowledge through their actions, visions, or feelings. (Cambridge University Press, 2009)

#### 1.4 Aims of the Study

In response to the research problems previously, the study aims to achieve these following objectives.

1. To explore students' experiences in extensive reading for vocabulary mastery.

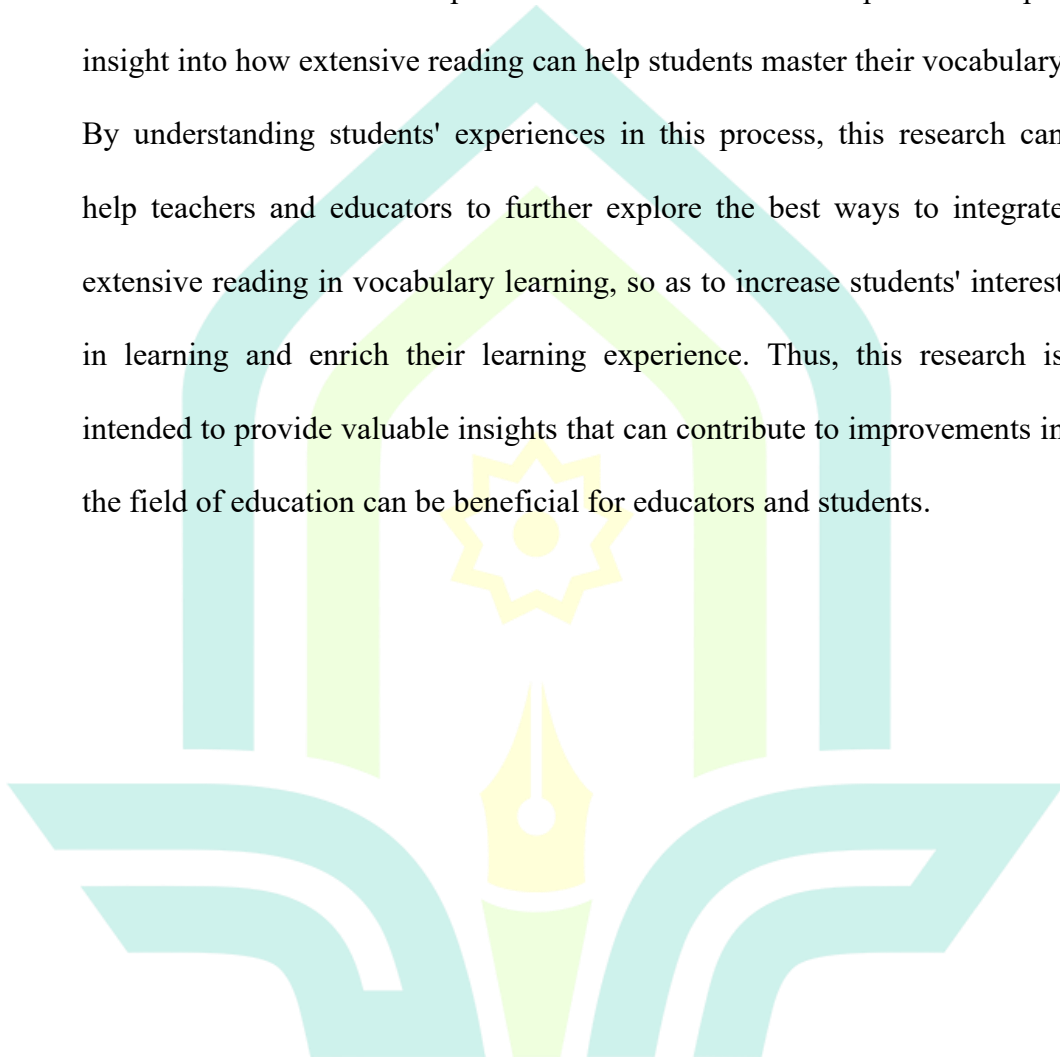
This study seeks to investigate how students' experiences with extensive reading contribute to their vocabulary mastery.

#### 1.5 Significance of the Study

1. Theoretical Use : This research aligns with Paul Nation's theory by examining students' experiences.
2. Empirical Use : This research provides empirical insights regarding experience of students in their process of mastering vocabulary through extensive reading.
3. Practical Use : This research provides a detailed

explanation to the readers regarding students' utilization of extensive reading and its contribution to vocabulary mastery based on their experiences.

This research has important value because it can provide deeper insight into how extensive reading can help students master their vocabulary. By understanding students' experiences in this process, this research can help teachers and educators to further explore the best ways to integrate extensive reading in vocabulary learning, so as to increase students' interest in learning and enrich their learning experience. Thus, this research is intended to provide valuable insights that can contribute to improvements in the field of education can be beneficial for educators and students.



## CHAPTER V

### CONCLUSION

#### 5.1 Summary of the Findings

Based on the results and discussion of this study, the researcher concluded that extensive reading has an important role in students' vocabulary mastery. Based on the positive experiences of the participants, it is seen that they not only acquire new vocabulary incidentally, but also through deliberate efforts. Incidental learning includes guessing meaning based on context and repetition of encounters. While intentional learning includes looking up the meaning of words in a dictionary and recording new vocabulary. This finding is in line with the vocabulary learning theory proposed by Paul Nation, which emphasizes the importance of a combination of incidental and deliberate learning to achieve better vocabulary understanding.

In addition, this study also identified negative experiences of students in the form of challenges they faced during the extensive reading for vocabulary mastery process, such as lack of motivation and time constraints. Therefore, strategies are needed to increase motivation—for example, diversifying reading materials and activities and setting reading goals. Effective reading time management also needs to be considered. With the right approach, extensive reading can be an effective tool to improve students' vocabulary mastery.

This finding indicates that the overall success of extensive reading for vocabulary mastery is significantly shaped by the learners' experiences. Positive experiences, characterized by both incidental and intentional vocabulary acquisition, contribute significantly to vocabulary growth. Conversely, negative experiences stemming from challenges like motivational issues and time constraints can hinder progress. Therefore, fostering positive experiences through supportive strategies, such as diverse reading materials and effective time management techniques, is crucial for maximizing the benefits of extensive reading for vocabulary mastery.

## **5.2 Recommendations**

Based on the findings of this study, several recommendations are proposed to enhance the effectiveness of extensive reading for vocabulary acquisition. These recommendations are designed to guide effective practices for students, instructional approaches for teachers, and future research directions related to extensive reading for vocabulary mastery.

In order to maximize the benefits of extensive reading for vocabulary acquisition, it is important for students to actively combine incidental and intentional learning strategies. This includes actively guessing the meaning of words from context, exploring challenging passages, and utilizing dictionaries and vocabulary notebooks to record new words. Furthermore, students should prioritize consistent reading habits, set realistic reading goals, and select materials that match their interests to maintain motivation.

For teachers, consistent encouragement and support for student engagement in extensive reading are crucial. This can be achieved by

providing a diverse range of engaging reading materials appropriate for various reading levels and interests. Furthermore, integrating activities that promote both intentional and incidental vocabulary acquisition, such as contextual guessing exercises and vocabulary journals, is essential. Finally, addressing motivational and time management challenges through flexible reading schedules and opportunities for peer interaction and collaborative reading is vital.

Finally, the researcher acknowledges that the study has several limitations. The broad scope of the study on students' experiences in extensive reading prevents a more in-depth analysis of the specific factors that influence vocabulary acquisition through extensive reading. Therefore, to obtain more specific and in-depth findings, future researchers are suggested to focus the study on a specific type of reading (e.g. fiction or non-fiction) or a specific vocabulary area (e.g. academic vocabulary or everyday vocabulary). Additionally, focusing specifically on either positive or negative experiences is suggested to allow for a more in-depth analysis of the factors contributing to successful or unsuccessful vocabulary acquisition through extensive reading. Furthermore, methodological refinements, such as employing longitudinal studies or incorporating quantitative measures of vocabulary growth, could strengthen future research designs. This focused scope coupled with methodological enhancements, will facilitate more detailed analysis and yield more substantial findings.



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