

A COMPARATIVE STUDY BETWEEN EXTENSIVE AND INTENSIVE READING IN EXPANDING VOCABULARY MASTERY: THEORETICAL STUDY

Maulid Taembo¹, Wevi Lutfitasari², and Syekhfani Alif Akbar³

^{1,2,3}Department of Indonesian Language and Literature Education, Faculty of Education,
Trunojoyo Madura University, Bangkalan, Indonesia

Email: taembomaulid@gmail.com

Penulis Korespondensi¹

Abstrak

Artikel ini menjelaskan studi perbandingan antara pendekatan membaca ekstensif dan intensif dalam memperluas penguasaan kosa kata. Artikel ini disajikan dalam bentuk kajian teoritis berdasarkan hasil interpretasi dari pengalaman, kajian pustaka, dan berbagai referensi. Dalam pendekatan membaca ekstensif, guru menyediakan banyak buku bacaan untuk siswa; mengajak siswa untuk memilih buku yang ingin dibaca berdasarkan minat dan kebutuhannya. Guru meminta siswa untuk menceritakan kembali isi buku secara umum setelah membaca atau menulis laporan buku berdasarkan kata-kata mereka sendiri dan meminta mereka untuk mengerjakan tugas kosakata seperti mengidentifikasi *part of speech* dan menerjemahkan arti dari kata target, serta mengulas kata-kata asing atau target yang ditemukan siswa sebelumnya. Sebaliknya, membaca intensif berfokus pada kegiatan membuat siswa berkonsentrasi pada makna yang tepat/pasti. Selain itu, membaca intensif menyediakan teks pendek yang digunakan untuk mempelajari kosa kata baru. Dalam membaca intensif, guru mengajukan beberapa pertanyaan terkait topik yang diberikan dan membagikan teks bacaan kepada siswa. Guru juga meminta siswa untuk membaca seluruh teks secara intensif. Berdasarkan kajian ini, membaca ekstensif dapat memperluas penguasaan kosa kata secara lebih signifikan daripada membaca intensif.

Kata Kunci: membaca ekstensif; membaca intensif; penguasaan kosa kata; kajian teoritis

Abstract

This paper describes the comparative study between extensive and intensive reading approaches in expanding vocabulary mastery. It is presented in theoretical study based on experiences, literature review, and references, and followed by interpretation. In extensive reading approach, the teacher provides a lot of reading books for students; calls the students to choose the book that they want to read based on their interest and needs. The teacher asks the students to retell the content of the book in general after reading or write a book report based on their own words and asks them to do vocabulary tasks such as identifying part of speech and translate the meaning of the target words, and the teacher review of unfamiliar or target words that students found before. In contrast, intensive reading focuses on getting students to concentrate on exact meaning. Besides, intensive reading provides short texts are used to learn new vocabulary. In intensive reading, the teacher asked some questions related to the topic given and distributed reading text to the students. The teacher also asked the students to read the whole text intensively. Based on the theoretical study, the extensive reading thus expands more significantly the vocabulary mastery than intensive reading.

Keywords: extensive reading; intensive reading; vocabulary mastery; theoretical study

INTRODUCTION

Intensive reading approach is the one of reading approaches, that the students or the readers read the text carefully for getting the information in comprehending the text contents (Tarigan, 1987:10). Intensive reading allows students to pause the reading and look new words up in the dictionary to get a better understanding of reading text. In contrast, extensive Reading Approach is associated with reading large mounts with aim of getting an overall understanding of the material, but also leads them to enjoy reading (Bamford and Day, 1998: xiii).

There have been a number of studies on the improvement of English vocabulary under extensive reading approach that had been done by some researchers in Indonesia. For example, Sahar (2003), he conducted a study which investigated the students' vocabulary growth under extensive reading at the second semester of English major at FKIP Unhalu. Likewise, Basrun (2008) investigated student's vocabulary growth under extensive reading. Those studies also shown that there is a significant growth of students' vocabulary after exposure of extensive reading approach.

Similarly, intensive reading approach has been practiced in various fields including in the field of English teaching vocabulary. Tukamasi (2002) investigated student's vocabulary growth under intensive reading approach at the second class of SLTPN 2 Sampolawa. Dewi (2003) also investigated student's vocabulary growth under intensive reading approach at the second class of SLTPN 4 Pondidaha. Likewise, Hani (2003) investigated student's vocabulary growth under intensive reading approach at the second class of SLTPN 2 Tongkuno. Those studies shown that there is a significant effect of students' vocabulary growth after exposure of intensive reading approach. Since the aim of intensive reading is not only to help students obtain detailed meaning from the text but also to enhance vocabulary and grammar knowledge. It means that there is not a substantial difference between extensive reading approach and intensive reading approach in teaching foreign language including in vocabulary learning.

In brief, this paper describes the concept of vocabulary, the concept and theory of extensive reading, teaching characteristics of extensive reading, and the role of teacher in extensive reading, and setting up an extensive reading. The theory of intensive reading, the role of teacher in intensive reading, and teaching intensive reading are also described in this paper. In the last discussion, it explains distinguishing extensive and intensive reading approach.

THE CONCEPT OF VOCABULARY

Nation (1990:119) stated that vocabulary knowledge refers to the ability to recognize words and understand their meaning. It is recognized as possibly the factors in being able to use and understand spoken and written language. Vocabulary knowledge is very closely associated with the ability to comprehend what is heard and read, and may be related to general intelligence and reasoning ability. Therefore, the quality of someone language skills depends on the quantity of vocabulary that he/she has. Someone who has enough vocabulary, enable to communicate well. We should ensure that our students are aware of the vocabulary that they need for their level and they can use the words.

In addition, Nation (1990: 147) stated that the beginning learner need around 300 words in order to read simplified English reading text. Then, around 2000 to 3000 words can

be used effectively to express enormous number of ideas. However, the learners need their productive vocabulary of their areas of study and interest.

Based on explanation above, the researcher states that vocabulary is the most part in language learning. In other words, vocabulary is very important in learning a language because if someone want to make sentence or want to speak, she must has enough vocabulary knowledge. Learning the new vocabulary does not only mean s memorizing the form of the word but also understand its meaning and can use it in four aspects of language, namely speaking, writing, reading, and listening.

Furthermore, the researcher would like to give the definition of vocabulary. Ur (1994: 60) states that vocabulary can be defined as roughly as the words we teach in the foreign language. However, a new item of vocabulary may be more than single words. For example, *post office*, and *mother in law* which are made up two words but express a single idea. Furthermore, according to Glorier (1992:250-251), vocabulary are:

1. Stock of word used by people by a particular class of person;
2. A list of collection of words of a language, book, author or branch of the science or the like, usually in alphabetical order or defined;
3. The words of language: work book glossary.

From the definitons above, it concludes that vocabulary is the colllection of words. In which, it is arranged in appropriate way that consist of one or more than single word on an item.

In addition, the target of students' vocabulary mastered in the first semester of the second year students of junior high school based on english curriculum is 750 words. The total of vocabulary which should be preseted is approximately 750 words. Total of meeting for a semeter is 24 meetings. It means that the curriculum's target vocabulary should be matered by on each meeting is 15 words. To know the mastery level of students' vocabulary, the reseracher needs to test through vocabulary testing

Furthermore, there are several asspects which should be pay attention by the teacher in presenting vocabulary. They are pronunciation and spelling, grammar, collocation meaning, word formation, enumeration, and translation aspects Ur (1996:60-62). In which, the vocabularies can be developed through different methods, and techniques such as word games, picture, and more especially by reading. The purpose is to make the material more enjoyable, interesting, and challenging (Napa. 1991:1). It means that, the important thing in teaching vocabulary is how the teacher create the enjoyable and interesting situation during teaching and learning process.

THE CONCEPT AND THEORY OF EXTENSIVE READING

Waring (1998:15) called extensive reading as primarily an out of class activity. Moreover, Djuharie (2008) mentioned that extensive reading also includes previewing, scanning, and skimming. In which, in previewing, the students may read the title, subtitle,

indexes or other illustrations such as the information either on the front or on the back of the book cover before reading the entire or the content of the book (Djuharie, 2008: 73). It means that, in extensive reading, the students can read the books or texts by scanning or skimming. Besides that, the students are free in reading and they read any kinds of books based on their interest and preference.

Nuttal (1982: 169) in Kamaluddin (2008 : 10-11) stated that if the teacher wants to teach a second language, the teacher needs to select the texts based on the students' interest and ask students to skim the reading text. Diem (1999:112) also stated that extensive reading is a kind of reading for main ideas without trying to understand every word of what is being read. The emphasis is only on what can be understood about the reading materials. Williams (1994) in Diem (1999:112) point out that extensive reading is a reading program in which students read widely without restraints, with emphasis on broadening the scope of materials read.

Furthermore, the characteristic of extensive reading are as follows:

1. Reading is its own reward

The main task of student is just reading without doing exercise after reading.

2. Reading is individual and silent

In extensive reading program, reading is not done in group but individual and students are silent while reading.

3. Reading speed is usually faster

The students are suggested to read fast than read slowly so that students can read a lot of book in limited time.

4. The teacher is a role model of a reader for students

In extensive reading program the teacher must be good model of good reader. It means that the teacher should read as well.

5. Teacher oriented students to the goals of the program, explained methodology, kept track, and guided of extensive reading.

The teacher needs to explain about purpose, methodology, and to control students in understanding plot of text.

6. Reading materials are well within linguistic competence of the students.

The vocabulary and grammatical level of reading material is suitable with students' ability or level.

In addition, Nation (1998:3) stated that if the small amount of learning of a word is not soon reinforced by another meeting, then the learning will be lost. Nation (1998:3) then suggests three ways in order to realize his idea (a) by doing large amounts of extensive reading at suitable vocabulary levels so that there are repeated opportunities to meet wanted vocabulary, (b) by completing the extensive reading program with the direct study of vocabulary, and (c) by providing other reading materials, such as novels, stories, or

magazines. So, the teacher should apply the three important things to the students in extensive reading class.

EXTENSIVE READING APPROACH IN EXPANDING VOCABULARY

According Forte (2005: 20) that there are six approaches to vocabulary building. Some of them are read widely and use a dictionary. By reading different kinds of material with large quantities, it increases your exposure to words and your opportunities to meet new words. It will be more successful in reading if as you read, you take notices of words and how they are used.

Concerning the relationship between extensive reading and vocabulary growth, Nation (1998:40) stated, "There is no reason to doubt that learners incidentally gain small amounts of vocabulary knowledge from each meaning focused reading of an appropriate text". It means that, the reader will find the new words for each reading books. Moreover, according to Graves (2000) in Diamond and Gutlon (2006), there are four components of an effective vocabulary program. One of them is wide or extensive independent reading to expand word knowledge. They explain that by reading in large quantities, it can help to expand the students' vocabulary.

In addition, according to Ree, et al. (1978:112) mentioned that wide reading as a vehicle for expanding vocabulary. Likewise, Mcwhorter (1989, P. 315) stated that one of the best ways to improve your vocabulary is by reading widely and diversely. Besides that, Schmitt and Pigada (2006: 5) mentioned that there are a number of extensive reading studies that have found gains in vocabulary using either direct or indirect measures of vocabulary such as Cho and Krashen (1994), Grabe and Stoller (1997), Elley and Mangubai (1983), etc. By those statements and studies, the writer concludes that extensive reading can expand the students' vocabulary. In which, when the students read the English text books in large quantities, they will have repeated opportunities to find the wanted vocabulary on each their reading book. It can help them to memorize or remind the meaning of the words well.

Furthermore, from a cognitive point of view (Renandya and Jacobs in Banford and Day, 1998: 299), extensive reading is particularly crucial in aiding development of three of the most important component of fluent reading: a large sight vocabulary, a sizable general vocabulary, and knowledge of the target language. It means that, from cognitive point of view, extensive reading can help readers to develop their vocabulary stock or knowledge.

Likewise, Nation's statement provides very important implication of extensive reading on the vocabulary growth. In which, through extensive reading, the small number of vocabulary gained in the previous reading can be strengthened or added in the next reading. Therefore, it depends on how well extensive reading activities are managed. It proved that extensive reading is a very effective way in developing students' vocabulary.

EXTENSIVE READING PROCEDURES

According Bamford and Day (1998:121) the procedure of extensive reading are:

1. Self Selection Material

Bamford and Day (1998: 121) stated that students should choose the material that can be read with ease and comfort. They might be told that you will be helping them in the begging to select material that matches their reading abilities but in the end, they are the ones who determine what they want to read. This orientation in order students can choose their own reading text based on their pleasure and ease without pressure to read what they do not like.

2. No Dictionaries

The students should aware that, in terms of reading, it is unnatural to be looking up words constantly in the dictionary. Luppescu and Day (1993:287) in Bamford and Day (1998: 122) stated that students think of dictionaries as a linguistic lifeline. However, looking up words constantly in the dictionary while reading can break the readers' concentration. In addition, constant dictionary means that students read less. So, students should not look up every word in dictionary during reading process.

3. Class Activities

Bamford and Day (1998: 128) stated that various classroom activities in extensive reading can help students begin to see reading as a valuable, exciting, pleasurable, and worthwhile activity. It means that with the variation of classroom activities in extensive reading is to help students in reading with comfort, meaning full, enjoyable, and also it benefits for them to read, so, all the following activities are suitable for any level of linguistic or reading ability. It covers sustained silent reading, browsing and choosing, teachers read aloud to students, repeated times reading, reading laboratory, and free time.

a. Sustained Silent Reading (SSR)

Richard Robinson and Joycelin Hullet (1991: 106) in Bamford and Day (1998: 128) stated that view Sustained Silent Reading as "highly motivational because it encourages reading that is meaningful to the individual as opposed to reading as an academic subject". Bamford and Day (1998: 128) stated that silent reading in class can also give teachers a chance to observe individual students reading. Some students use silent reading period is longer rather than shorter, and if the quiet teacher and students conversations do not disturb the other students who are reading. Besides that, students' silent reading will also improve their motivation in reading for every person without disturbance from others in reading process. It also can give the students change by reading and finally students realize that they need serious time in reading.

b. Browsing and Choosing

Bamford and Day (1998: 130) stated if books are shelved in the classroom, the students can browse and select books to check out. It means that, with shelved in the classroom can help students to look for and choose the books that they like. On the other hand, Soedarso (1988: 85-88) stated that browsing refers to skimming technique in reading

while choosing means the students scan the text that is they read directly to the points they want. This statement shows that both skimming and scanning techniques can be applied in extensive reading approach.

c. Teachers Read Aloud to Students

Catharine Pegolo (1985:323) in Bamford and Day (1998: 130) found evidence to suggest that reading aloud to American university students learning French helped them acquire a “feel” for the rhythm of the target language. Where, Pegolo (1996) in Bamford and Day (1998: 132) believes that this can help the students learn how to read in chunks or meaningful sense group. Smith (1997:30) stated that with the use reading aloud as a way of introducing students to reading. So, with reading aloud can be an initial strategy in promoting extensive reading.

Thus, the writer stated that if the teacher read aloud to students, it helps students to read fluently. By reading aloud to the class and act as role models for their students, it can share their love of reading because reading is important enough to do and share.

d. Repeated Times Reading

Bamford and Day (1998: 132) explained that for this exercise aimed at developing sight vocabulary, each student uses a book she or he is reading. If the students are between books, any books or material at an appropriate level will do. So, repeated time readings can be an ideal way of opening a period of sustained silent reading. The writer stated that the repeated time reading can build vocabulary of students from every book they read.

e. Free Time

Bamford and Day (1998: 135) states that students and teacher are free to do anything they want to do with the activities be connected to extensive reading activities. It gives students the authority and responsibility to do what they think they need to do in the process of learning to read. The students and teachers will free time to read whether it is from the first page, middle, or the last page.

THE CONCEPT AND THEORY OF INTENSIVE READING

Intensive reading aims to build more language knowledge rather than practice the skill of reading (Tse and Cook, 1996:10). Intensive reading is reading for a high degree of comprehension and retention over a long period time. In other words, intensive reading refers to complete comprehension of the text, Williams (1994:68). Similarly, Tarigan (1987:12) stated that ‘intensive reading is a kind of silent reading that used to comprehend of the text content’. Here, comprehend refers to analyzing and understanding the meaning of the text content.

According to Halmer (2001:213) there are 4 roles of the teacher when asking the students to read intensively. They are organizer, observer, feedback organizer, and prompter. Diem (1992:2) and Williams (1994 :370 in Dewi (22003: 11) mentioned the material for

intensive reading often advocate in three phase stages, namely pre reading stage, while reading and post reading stage.

Furthermore, Grellet (1981:117) states that there are three goals of pre-reading activity, they are as follows:

1. To introduce and to raise students' interest about the topic of passage given.
2. To motivate students by giving the reason of reading.
3. To give preparation about language used in the text

Nuttal (1982:31) point out that in the post reading exercises students do exercise in the understanding reading. It indicates that the objective of pre-reading is to emergence students' motivation and interesting in reading.

EXPANDING STUDENTS' VOCABULARY THROUGH INTENSIVE READING

Intensive reading gives valuable activities in order to expand the students' vocabulary growth. In intensive reading activities, teacher has important roles to help the students develop a deeper and more accurate understanding of word meaning. If the students have a habitual in applying of intensive reading, they will improve their comprehension about the reading matter that they have read such as structure of words, construction of sentences (grammatical aspects), arranging of paragraph, and more especially vocabulary one. Therefore, by reading intensively, the students can enrich their English vocabulary because intensive reading needs students' attention or reading carefully in comprehending of a text.

In addition, intensive reading provides short texts are used to learn new vocabulary. The improvement of the students' vocabulary growth under intensive reading involves looking for the meaning unfamiliar words, especially by using a dictionary. In which, Mcwhorter (1989, P. 316) stated that a dictionary is the basic tool for expanding students' vocabulary. It means that, the students' comprehension depends on the word in the text that is recognized by the students. Therefore, they can learn new vocabulary. Furthermore, Lado (1979, 140) states that "intensive reading is admittedly one of the best ways to increase vocabulary power". It showed that intensive reading approach one way to increase the students' English vocabulary because by reading intensively, the students can comprehend the content of reading texts in detail including the meaning of English words in the text.

From the above theories, it concludes that intensive reading focuses on getting students to concentrate on exact meaning. Besides that, the researcher point outs that intensive reading can give contribution in expanding students' vocabulary. In other words, intensive reading is very useful to make the students become a good reader and improve or expand their vocabulary.

In identifying word meaning in intensive reading, there are some vocabulary learning strategies. They are guessing meaning from context and using dictionary. When a word appears in a context that provides a lot of clues to its meaning, it is a good opportunity to know the meaning of unfamiliar words in the text. Guessing meaning from context is one

strategy to learn vocabulary. It helps the reader make a general prediction about meaning. According Halmer (2001:54) "when students learn new words in context, they are more likely to remember the words". The aims of guessing meaning is the reader to be able to make well informed guess at the meaning of unknown word in context without interrupting in reading.

Dictionary use is one of the steps to check if a guess is correct. Good dictionaries provide a wealth of information about words and can help the students to fix its form in memory. According Halmer (2001:174): "Obviously, the dictionary provides one of the best resources for students who want to increase the number words". It has been shown that students who use a bilingual dictionary learn more vocabulary than students who read without vocabulary (Luppescu and Day, 1993: 287-288). It means that, the students must have a dictionary in intensive reading class in order they can look up the meaning of unfamiliar words. As the result, it can increase their vocabulary stock.

Furthermore, the teacher gives the students a chance to ask questions about individual words or gives them a chance to look them up. Moreover, according Halmer (2001: 214), teaching vocabulary in intensive reading, the teacher limit the amount of time spent on vocabulary checking in the following ways such as word limit and meaning consensus. In word limit, the teacher can say that we will only answer questions about five or eight words. And meaning consensus means that teacher asks students to work together (pair work) to search for and find out words meaning.

TEACHING PROCEDURES OF INTENSIVE READING

The teaching procedures under intensive reading approach as follows:

1. The teacher introduces about material that are going to be taught
2. The teacher asked some questions related to the topic given
3. The teacher distributed reading text to the students
4. The teacher asked the students to read the whole text intensively
5. The teacher asked the students to list unfamiliar words in reading text such as nouns, verb, and adjectives
6. The teacher asked the students to write the meaning of unfamiliar words by guessing their meaning from context and, or find it in a dictionary if it is necessary
7. The teacher asked the students to answer the following questions in reading text.
8. The teacher asked the students to make sentences based on unfamiliar words that the students listed
9. The teacher review of unfamiliar words that students found before.
10. The teacher ask students to make conclusions about the topic given

CONCLUSION

Based on the previous discussion, it takes several conclusions as follow. In extensive reading approach, the teacher provides a lot of reading books for students; the teacher calls

the students to choose the book that they want to read based on their interest and needs; and the teacher asks the students to guess the story from the cover and the teacher also gives general picture about the books that the students will read.

In contrast, intensive reading focuses on getting students to concentrate on exact meaning. Besides, intensive reading provides short texts are used to learn new vocabulary. In intensive reading, the teacher asked some questions related to the topic given and distributed reading text to the students. The teacher also asked the students to read the whole text intensively. The teacher also asked the students to read the whole text intensively. The extensive reading thus expands more significantly the vocabulary mastery than intensive reading.

REFERENCES

- Bamford, J. and R.R. Day. (1998). *Extensive Reading in the Second Language Classroom*. The United States of America: Cambridge University Press.
- Basrun, Titin. (2008). *The Effects of Extensive Reading Technique Towards Student's Vocabulary Growth in Teaching Vocabulary at The Second Class of SLTPN 10 Kendari.* Undergraduate Thesis. Kendari: FKIP-Unhalu.
- Dewi, Ida Sutriani. (2003). *Year Students' Vocabulary Development under Intensive Reading at SLTPN 4 Pondidaha*. Undergraduate Thesis. Kendari: FKIP-Unhalu.
- Diamond, Linda and Linda Gutlohn (2006). *Teaching Vocabulary. Teaching Kids to Read and Helping Those Who Struggle*.
Retrieved from: <http://www.readingrockets.org/article/9943>
- Diem, C.D. (1999). Some Techniques for Extensive and Intensive Reading. An Article of Theory and Methodology of Teaching English Language. *Presented for English Lecturers in East Indonesia Territory On July 5, 1999*.
- Djuharie, Otong Setiawan. (2008). *Teknik dan Panduan Membaca Text-Books 2: "Extensive Reading, Top-Down Reading"*. Bandung: CV. Yrama Widya.
- Dupuy, B.,Tse, L., and Cook, T. (1996). Bringing Books into the Classroom: First Steps in Turning College-level ESL Students into Readers. *TESOL Journal*.
- Forte, M. Cecile. 2005. *Breaking the Reading Barrier*. New York.
- Glorier. 1992. *New Webster's Dictionary* Vol. Q-Z. Glorier Incorporated Danbury, Connecticut.
- Grellet, Françoise. 1981. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise*. New York: Regent Publishing Co. Inc.
- Halmer, Jeremy. 2001. *The Practice of English Language Teaching*. England: Cambridge University Press.
- Hani. (2003). *The Students' Vocabulary Achievement under Intensive Reading Activities at the Second Year of SLTPN 2 Tongkuno*. Undergraduate Thesis. Kendari: FKIP-Unhalu.
- Halmer, Jeremy. (2001). *The Practice of English Language Teaching*. England: Cambridge University Press.
- Kamaluddin, Syafitri. (2008). *The Effect of SQ3R Technique on the Reading Achievement of the Year Two Students of SMPN 5 Kendari*. Undergraduate Thesis. Kendari: FKIP-Unhalu.
- Lado, Robert. 1976. *Language Teaching as a Scientific Approach*. New Jersey: Prentice Hall. Inc

- Luppescu, S and Day, R. R. 1993. *Taking a Class Look*. In R. R. Day (Ed), *New Ways in Teaching Reading*. Alexander, VA: TESOL
- Mcwhorter, Kathelen T. 1989. *College Reading and Study Skills*. 4th Edition. America.
- Napa, P.A. 1991. *Vocabulary Development Skill*. Kanisius: Yogyakarta
- Nation, I. S. P. (1990). *Teaching and Learning Vocabulary*. New york: Victoria University of Wellington.
- Nation, I. S. P. (1998). *The Language Learning Benefit of Extensive Reading*. The Internet Test Journal, Vol. 1V, No.12, December 1998.
- Nuttal, C. (1996). *Teachnig Reading Skills in a Foreign Language*. Hong Kong: Macmillan Heinemann.
- Ree, D. Betty, Barbara D. Stoodd, and Paul C. Burn (1978) *Reading Instruction In The Secondary School*. USA: Houghton Mifflin Company.
- Sahar. (2003). *A Study of Students' Vocabulary Growth under Extensive Reading at the Second Semester of English Major at FKIP Unhalu*. Undergraduate Thesis. Kendari: FKIP-Unhalu.
- Schmitt, Norbert and Maria Pigada 2006. *Vocabulary Acquisition from Extensive Reading: A Case Study*. *Reading in a Foreign Language*, Vol. 18, Number 1, April 2006. ISSN 1539-0578.
- Smith, R. 1997. *Transforming A. Non Reading Culture*. Singapore: SEAMOE Regional Language Centre.
- Tarigan, Henry Guntur. (1987). *Pengajaran Kosa Kata*. Bandung: Angkasa.
- Tukamasi. (2002). *A Study of Students' Vocabulary Growth under Intensive Reading at the Second Year of SLTPN 2 Sampolawa*. Undergraduate Thesis. Kendari: FKIP-Unhalu.
- Ur, Penny. 1964. *A Course in Language Teaching: Practice and Theory*. London: Cambridge University Press.
- Waring, R. (1998). *Graded and Extensive Reading. Question and Answer*. The Language Teacher Editor Online. January 29.
- Williams, E. (1994). *Second Language Pedagogy*. Reading. Oxford: Pergamon.