

EXTENSIVE AND INTENSIVE READING APPROACHES IN TEACHING ENGLISH READING

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Abstrak

Artikel ini menjelaskan dasar konseptual dari pendekatan membaca ekstensif dan intensif dalam pengajaran membaca bahasa Inggris. Uraian dan ilustrasi tersebut berasal dari berbagai sumber, pengalaman, dan referensi. Pembahasan topik didasarkan pada hasil interpretasi dan kajian teoritis, yang kemudian dipadukan dengan hasil penelitian dan observasi sebelumnya dalam pengajaran membaca bahasa Inggris. Kajian ini diharapkan dapat menjadi salah satu informasi yang berguna tentang studi perbandingan antara pendekatan membaca ekstensif dan intensif untuk para guru, khususnya untuk guru bahasa Inggris dan sebagai salah satu referensi bagi peneliti selanjutnya yang ingin melakukan penelitian tentang pendekatan membaca ekstensif dan intensif. Membaca ekstensif dan intensif dapat meningkatkan pengetahuan arti kata dan menghasilkan perolehan dalam pengetahuan dan kosakata. Walaupun memiliki prosedur atau tahapan pengajaran yang sama, kedua pendekatan tersebut memiliki motivasi yang berbeda dengan strategi atau teknik yang berbeda. Pendekatan tersebut memiliki pengaruh yang signifikan terhadap perkembangan kompetensi bahasa Inggris siswa. Namun, pendekatan membaca ekstensif dipandang lebih efektif dalam meningkatkan kemampuan bahasa Inggris siswa daripada pendekatan membaca intensif. Pendekatan membaca intensif mengacu pada membaca atau menerjemahkan teks bahasa asing yang lebih pendek dan lebih sulit yang dilakukan dengan cermat, sementara membaca ekstensif umumnya dikaitkan dengan membaca dalam jumlah besar dengan tujuan untuk mendapatkan pemahaman materi secara keseluruhan.

Kata Kunci: membaca ekstensive; membaca intensif; pengajaran membaca; kompetensi bahasa Inggris

Abstract

This paper describes the conceptual base of extensive and intensive reading approaches in teaching English reading. The description and illustration come from various sources, experiences, and references. Discussion of the topic is based on the results of interpretation and theoretical studies, which are then combined with the results of previous research and observation in teaching English reading. It hopes become as one of useful information about a comparative study between extensive and intensive reading approaches for the teachers, particularly for the English teachers and as one of the reference for the further researchers who want to conduct a research about extensive and intensive reading approaches. Both extensive and intensive reading can increases word meaning knowledge and produce gain in topical and word knowledge. The approaches have different motivation in reading and same phases with different strategies or techniques. They have a significant effect to students' English competence growth. However, extensive reading seems to be more effective in improving students' English competence than intensive reading. Intensive reading offers refer to the careful reading or translation of shorter, more difficult foreign language text, while extensive reading is generally associated with reading large amounts with the aim of getting an overall understanding of the material.

Keywords: extensive reading; intensive reading; teaching reading; English competence

INTRODUCTION

In general, there are four skills that should be developed in the learning of English. They are listening, speaking, reading, and writing skills. The mastering of vocabulary has a very significance role in applying the four skills of language. Unfortunately, most of learners do not have the high

quality for those skills in learning English. One of the reasons is poor students' vocabulary. Some researchers are interested to investigate the effect of extensive reading approach towards students' vocabulary growth since they believe that extensive reading is appropriate approach in expanding the students' vocabulary. While others are interested to investigate the effect intensive reading approach towards students' vocabulary growth because they also believe that intensive reading is appropriate approach in expanding the students' vocabulary. In this case, the students' vocabulary has closed relation to their reading comprehension.

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 our area, South East Sulawesi. 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.

Bell (2001) stated that extensive reading achieved significantly higher scores on measuring of reading comprehension than intensive reading. The finding of his study shown that there is a significant difference of students' reading comprehension after exposure both of extensive and intensive reading approaches that is extensive reading is more effective than intensive reading to reading comprehension achievement. Although this study only measured the reading comprehension, vocabulary knowledge has closed relation with reading comprehension. In this case, extensive reading seems to be more effective in improving students' English competence than intensive reading. Therefore, this paper tries to explain the conceptual base of extensive and intensive reading approaches in English language teaching. The statement is supported by several studies, experiences, and theories which discussed in this paper. It hopes become as one of useful information about a comparative study between extensive and intensive reading approaches for the teachers, particularly for the English teachers and as one of the reference for the further researchers who want to conduct a research about extensive and intensive reading approaches.

In brief, this paper describes the theory, 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.

THEORY OF EXTENSIVE READING

In this section, it is presented some theories about extensive reading. According to Palmer (1968) in Bamford and Day (1997: 5) stated that extensive reading as an approach to teaching reading might be of in terms of purpose or outcome. Mikulecky (1990) in Bamford and Day (1997:6) called extensive reading as pleasure reading. Likewise, Karshen (1993) in Bamford and Day (1997:6) called extensive reading as free voluntary reading or when teacher gives students time for in-class sustained silent reading (SSR) in a period of 20 minutes. Those theories shown that extensive reading is one approach in teaching reading with the main purposes is creating the enjoyable reading class. In which, students are free in reading and pleasurable.

However, Waring (1998:15) called extensive reading as primarily an out of class activity. This activity encourages students to read individually, and to administer the program. The students are not reading simply for the sake reading, but they are improving their fluency, learning new words, collocations, patterns, and so on.

On the other hand, 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. 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 P. 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.

The above theories of extensive reading emphasizes on as the approach to teaching reading in particular and the approach to teaching foreign language in general. They also emphasize on the reading activities as free activities without any force in order to get pleasure from reading and the students read independently.

Bell (1998:13) in Basrun (2008: 10) mentioned some thoughts of extensive reading. First, extensive reading can use specifically prepared materials or self selected materials. Second, extensive reading requires fluent reading. Third, the goal of extensive reading is to increase motivation. It means that, in extensive reading approach, students read fluently based on their preference. It therefore can increase students' motivation. Besides that, 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.

Based on the above theories of extensive reading, some ideas about extensive reading can be generated. Firstly, that extensive reading is basically reading for pleasure. It means that the students do reading activities because they like reading and there is not any force to do reading. Secondly, the outcome of the reading activity is the ideas about the reading material understanding in general. It

means that, the main purpose of extensive reading is the readers are only needed understand the reading text in general. Thirdly, extensive reading is both in and outside classroom activity. So, the teacher can ask the students to read either in class or at home. Fourthly, the materials to be read can be self selected or prepared by the teacher. In which, the students are given free to choose any kinds of book that they are interested to read. Fifthly, the emphasis of the extensive reading activity is idea expansion about what is being read. That's why in extensive reading, the students are encouraged to read largely and based on their preference. The main purpose is in order they have wide knowledge and idea about what they are reading.

THE CHARACTERISTIC OF EXTENSIVE READING

The characteristic of extensive reading are as follows:

1. Students read as much as possible

This means that the students are encouraged to read a lot. They devote the time in reading process. It can be done in and out of the classroom.

2. A variety of materials on a wide range of topics is available

It means that the teacher must provide some or various topics of reading materials.

3. Students select what they want to read

The students can choose the material based on their need and interest.

4. The purpose are usually related to pleasure, information, and general understanding

Mostly students read the books to get pleasure, information, and general understanding.

5. Reading is its own reward

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

6. Students usually take part in post reading activities.

The most commonly reported post reading task that teachers employ is summary writing or book review. These include asking students to copy interesting words and useful expressions into a notebook and share their views about the book with a small group of classmates. According Renandya and Jacobs (1997) in Bamford and Day (1998: 290) stated that post reading tasks, if carefully designed can be used to (1) reinforce what students have learned from their reading; (2) give students a sense of progress; and (3) help students share information about materials to read. It means that, post reading tasks in extensive reading also necessary to help develop students' vocabulary. One important thing is how the tasks do not inhibit the students to read a lot of English books.

THE ROLE OF TEACHER IN EXTENSIVE READING

Extensive reading gives valuable activities in order the students can expand their vocabulary. Therefore, the teacher should manage the class well in order to make the students successfully in increasing their vocabulary. 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. It means that, when the students read the English text books, they will have repeated opportunities to find the wanted vocabulary. It can help them to memorize or remind the meaning of the words well. That's why; Nation here warns that is one important thing in extensive reading program that learners should keep meeting words that they have met before. It therefore, the teacher should provide the vocabulary teaching during extensive reading program.

Furthermore, 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. In which, the teacher asks the students to read largely and based on their interest and preference. The teacher therefore should provide a lot of reading books for students. Besides that, the teacher should give the direct study of vocabulary and control the students during reading class. The purposes are to help students in understanding the content of reading texts and help them to read fluently.

Based on the above statements, the teacher has a big role to make extensive reading class run well and successfully. Therefore, the teacher should manage the class well because the success of the program is much more determined by teacher's management of the extensive reading activities.

THE THEORY OF INTENSIVE READING

Intensive reading or content study reading carefully and it is done in a brief practicing sentence style, practicing vocabulary and general discussion are being intensive reading technique, reading text must be chosen as good to reach better results. Moreover, in intensive reading, students normally work with short texts with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skill-such as identifying main ideas, recognizing text connectors-and to enhance vocabulary and grammar knowledge (Renandya and Jacobs, 1997 in Bamford and Day, 1998: 296). In other words, intensive reading is aimed to success in a full comprehension on logical arguments. Symbolic styles, position, and author's sense. Intensive reading comprehension degree has a high relation with reading speed. It is closely can be seen that reading speed will slow down in a deepest reading comprehension. Other factor that can influence reading speed becomes slows down in reader experience toward reading content.

Furthermore, intensive reading aims to build more language knowledge rather than practice the skill of reading (Dupuy, Tse, and Cook, 1996:10). Therefore, in intensive reading focus on grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning, implications, etc. It means that in intensive reading, the students mostly read accurately, slowly for each word, sentence, or paragraph to get the specific meaning of the text. So, the students should have to the dictionary in the intensive reading class. The students try look up the meaning of unfamiliar words in the dictionary. Since the students read the text based on teacher's choice, do in class and then mostly answer the questions from the text that the teachers provide.

As a reading technique, Baret and Datasment (1992) in Dewi (2003: 9) said that intensive reading has general purpose of developing and improving reading ability to read well. They defined intensive reading is as a kind of reading which is done carefully by looking up any familiar words to extract specific information. Reading carefully here means that how the students get much information they read by reading each sentence carefully. When they read, they can get main ideas versus details from reading text and learn new vocabulary from reading text. Hence, intensive reading focuses on getting students to concentrate on exact meaning.

According to Lewis and Jimiie (1992:109), intensive reading means students are expected to understand everything what they read and be able to answer the detailed vocabulary and comprehension questions. As a reading program, intensive reading is a reading approach in which students read one or very few selections. It therefore can sharpen their critical reading ability.

Furthermore, 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.

THE CHARACTERISTICS OF INTENSIVE READING

The characteristics of intensive reading are (1) readers have a purpose of gaining information and knowledge, (2) comprehension deeper the scope of material is narrow and the manner for the reading is slow and careful, and (3) the result is reading quality

Firstly, readers have a purpose of gaining information and knowledge. It means that, in intensive reading, the readers are planning to gather the information in the text and then the primary object is general comprehension. The readers must identify exactly what they are trying to retrieve from the text and can learn lot of attention to the vocabulary, grammar, and discourse of the text.

Secondly, comprehension deeper the scope of material is narrow and the manner of the reading is slow and careful. It means that the most important part in intensive reading is comprehension. In this case, the reader can build up comprehension by reading carefully in order to get much information. Moreover, Williams, (1994) cited in Diem (1992:2) states that, intensive reading is reading which refers to extremely careful reading where the aim is to complete comprehension of the text.

The last is reading quality. The end activity in intensive reading is the reader can develop and improves reading quality. It means that, the reader can understand everything they read and to be able to answer the comprehension questions.

THE ROLE OF THE TEACHER IN INTENSIVE READING

In order to get students to read enthusiastically in class, we need work to create interest in the topic and tasks. 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.

As an organizer the teacher tells the students exactly what their reading purpose and gives them clear instruction about how to achieve it, and how long they have to do this. While, as observer the teacher asks the students to read in their own and need to give them space to do so. It means that restraining ourselves from interrupting that reading, even though the temptation maybe to add more information or instructions. When the students are reading, the teacher can observe their progress since this will give us valuable information about how well they are doing individually and collectively and will tell us whether to give them some extra time or instead move to organizing feedback more quickly than we had anticipated.

In feedback organizer, when the students have completed the task successfully. Teacher may star by having them compare their answer in pairs and then ask them for answering from the class in general pr forms pairs in particular. Students often appreciate giving paired answer like this since by sharing their knowledge; they are also sharing their responsibility for the answer. When we ask the students to give answer, we should ask them to say where in the text they found the information for they answer. This provokes a detailed study of the text which will help in the next time when they come to a similar reading passage. It also tells us exactly what comprehension problems they have and when they get answers wrong.

As prompter, teacher may also as controllers, direct them to certain features of the text instruction, clarifying ambiguities, and making them aware of issues of text structure which they had not come across previously.

TEACHING INTENSIVE READING

According to 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.

The first phase is intended to make learners aware of the reason why they have to read the text. In which, it activates their relevant background knowledge which they can bring to encounter the text more easily. In other words, at the first stage, the presentation of reading material involves group work activities, discussion and writing, but is usually done by asking the questions related to the text given. In theoretical terms, such as activities constituted attempts to activate the students' schemata. They may also provide language preparation, motivation, and variety in the classroom. The activation their prior knowledge tends to improve the reader comprehension and also can remind the students' vocabulary. The goal of pre reading activity is to prepare the students for reading activity. Nuttal (1982:27) points out that the goal of pre reading is the skill anticipation forming prediction about what is to be read. It is important part for effective reading since it can motivate the students to read.

The above statements indicate that the objective of pre-reading is to emergence students' motivation and interesting in reading. While, in reading stage involves exercises guessing word meaning, recovering pronoun reference, inference, and prediction. The goal of reading activity is to give students a successful experience with fast and fluent reading. In other words, it explains clearly that the goal of while reading activity is to help the students to expand reading strategy or reading skill. So, the students will be effective and independent readers. From those activities, the learner can enrich their vocabulary.

Last, post reading stage, the reader makes a conclusion about what they have studied. Nuttal (1982:31) point out that in the post reading exercises students do exercise in the understanding reading. This stage, the teacher checks the students' comprehension by giving question and also checks their unfamiliar words that they found before. In other words, the teacher will probably organize some kind of follow-up task related to task.

DISTINGUISHING EXTENSIVE AND INTENSIVE READING APPROACH

According to Palmer (1968) in Bamford and Day (1997: 10), intensive reading offers refer to the careful reading or translation of shorter, more difficult foreign language text. Its goal is to complete of detailed understanding. Texts are studied intensively in order to introduce and practice reading skills such as distinguishing the main idea of a text from detail, finding pronoun referents, or guessing the meaning of unknown words.

Extensive reading in contrast, is generally associated with reading large amounts with the aim of getting an overall understanding of the material. Readers are more concerned with the meaning of the text than the meaning of individual words or sentences. Therefore, in extensive reading, the students focus on getting the info and reading pleasure.

In addition, Waring (1998:15) called extensive reading as primarily an out of class activity. In which, extensive reading is often applied out of class activity. However, extensive reading program can be done in class activity. While, intensive reading program is primarily done in class activity.

Furthermore, West (1955) in Bamford and Day (1997:11) states that intensive reading is that the students do not read very much with “bottom- up” (word recognition) processes. In contrast, the students read a lot of books with “top down” process in extensive reading class. Moreover, extensive reading program can be the main focus of a reading course, an add-on to ongoing reading course, or an extra-curricular activity. While, intensive reading activity only refers to the main focus of a reading course.

Based on the above theories, the writer concludes the differences between extensive and intensive reading approaches in detail as they are shown in the table below:

Table 1 The Differences between Extensive and Intensive Reading Approaches

Intensive Reading	Aspects	Extensive Reading
Language study or answering questions	Reading Purpose (1)	General understanding
Mostly difficult (material for native speakers), sometime irrelevant, and teacher’s choice	Level/ Material (2)	Easy (graded readers), interesting, and students’ choice
Small or a few pages	Amount (3)	Much or a lot
Slowly	Speed (4)	Fast and fluently
Word or sentence	Focus (5)	Meaning
In class	Method (6)	Both in and out class
Read accurately	Class goal (7)	Read for info, and pleasure/ enjoyment

CONCLUSION

Extensive reading emphasizes on as the approach to teaching reading as free activities without any force in order to get pleasure from reading and the students read independently. In extensive reading the readers are only needed understand the reading text in general. The students are encouraged to read largely and based on their preference. The teacher should manage the class well because the success of the extensive reading is much more determined by teacher’s management of the extensive reading activities.

In intensive reading, focus on grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning and implications. The students try look up the meaning of unfamiliar words in the dictionary. Hence, intensive reading focuses on getting students to concentrate on exact meaning. As an organizer and observer, the teacher tells the students exactly what their reading purpose and gives them clear instruction about how to achieve it, and how long they have to do this, and asks the students to read in their own and need to give them space to do so.

When the students are reading in both extensive and intensive reading, the teacher can observe their progress since this will give us valuable information about how well they are doing individually and collectively and students do exercises to show their understanding of reading books that they have read. In other words, in this stage, the teacher checks the students’ comprehension by giving question.

Extensive reading made the students more enthusiastic in attending the lesson than intensive. However, both extensive and intensive reading can increase word meaning knowledge and produce gain in topical and word knowledge. The approaches have different motivation in reading and same phases with different strategies or techniques. The students found many times the words in their reading; it makes the words automatically saved in their memory. Moreover, both approaches have a significant effect to students' English competence growth since both approaches can build prior students' knowledge, recognize the vocabulary by reading and the students are completed with vocabulary exercises.

Based on the above conclusion, extensive reading seems to be more effective in improving students' English competence than intensive reading. However, further studies about comparative study of extensive reading and intensive reading either in improving general language competence and performance or in specific competence is very needed and important. It may conduct a study to measure the students' vocabulary growth or reading comprehension under extensive reading and intensive reading approaches. The factors that affect the differences of students' vocabulary achievement and reading comprehension more deeply under extensive reading and intensive reading approaches are next interesting topics, including the students' perception under extensive reading and intensive reading approaches.

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