

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to the impacts of extensive reading on students' vocabulary mastery.

2.1. Extensive Reading

2.1.1. Definition & Characteristics of Extensive Reading

Extensive reading is the activity of reading long texts carried out by students to obtain the understanding and information they want. According to Nizma & Kusumawardani, (2023) that extensive reading is an activity that provides students with the opportunity to read as they wish and emphasizes the acquisition of knowledge and amusement. Extensive reading activities are activities that can help students to acquire the language they are studying, especially English. In extensive reading activities, students can choose and read long texts or books that they like, such as magazines, novels, journals, story books, and they can choose books according to their character level.

According to Ramonda (2020) in Selian et al., (2022), in Japan, EFL students experience the joy of reading classes where they not only get to read selected books but they also have the opportunity to share them with their classmates to check their understanding. Thus, extensive reading has a positive impact on students who are learning English. Extensive reading can make students enthusiastic about reading large amounts of text and enjoying the content of the text. According to Iqbal & Komal, (2017) that the key elements of extensive reading are the learner's purpose and enjoyment. So extensive reading can make learners' happy and enjoy in their reading. In EFL (English as a Foreign Language) learning, extensive reading provides many benefits, including improving vocabulary, reading speed, and fluency. In addition, extensive reading also helps to understand grammar intuitively

and increases learning motivation because students can choose books according to their interests.

In language learning, extensive reading is positioned differently from intensive reading in terms of its goals and implementation. Intensive reading focuses on shorter and more linguistically complex texts, which require learners to analyze vocabulary, grammar, and detailed meaning. Meanwhile, extensive reading emphasizes exposure to a large quantity of relatively easy and various reading materials, encouraging learners to obtain general understanding rather than analyze every linguistic detail. According to Ng et al. (2019), extensive reading and intensive reading serve different pedagogical purposes: intensive reading targets close analysis and linguistic accuracy, while extensive reading aims for wide exposure and general comprehension. Celik (2018) also reported that extensive reading tends to foster vocabulary growth and sentence knowledge through repeated exposure across texts, whereas intensive approaches emphasize micro-level linguistic analysis.

The fundamental characteristic of extensive reading lies in the enjoyment and autonomy given to learners. Students are encouraged to choose texts that match their interests, proficiency levels, and reading preferences, enabling them to experience reading naturally and voluntarily. Through this approach, new vocabulary is acquired incidentally in meaningful contexts, while learners develop better reading fluency and positive reading attitudes as they repeatedly engage with texts that they find enjoyable and comprehensible. Canh (2021) found that structured extensive reading practices (e.g., book reports) can significantly enhance learner autonomy and sustained engagement by giving students ownership over reading choices and reflection activities. Moreover, experimental evidence from Xenia (2022) demonstrated that enhanced extensive reading led to incidental acquisition of targeted grammatical/vocabulary items after

repeated exposure, supporting the claim that ER facilitates incidental vocabulary learning through enjoyable, autonomous reading.

2.1.2. The Importance of Extensive Reading

Extensive reading is an essential activity for students because reading large amounts of material is generally easy to comprehend and can be enjoyable. By engaging with a variety of texts across different genres and topics, students can improve vocabulary acquisition, comprehension skills, critical thinking, cultural awareness, and language proficiency. The key characteristics of extensive reading include reading a large volume of material, having the freedom to choose texts, exposure to diverse genres, and teacher involvement as reading models (Renandya, 2016). In this study, extensive reading is considered important because it aligns with the research objective of examining how large-scale reading enriches students' vocabulary in authentic contexts. Unlike intensive reading, which mostly focuses on short passages and detailed language analysis, extensive reading supports natural vocabulary growth by allowing learners to encounter new words repeatedly in meaningful situations.

The importance of extensive reading can be described through the following key points:

1. Students Read Large Amounts of Material

This is one of the main characteristics that differentiates extensive and intensive reading programs. In extensive reading, teachers try to build a reading culture where students read a lot. The program will not get optimal benefits if students are not 'addicted' to reading and read a lot.

2. Students Usually Choose What They Want to Read With Highly Easy

Motivated students, this feature is easy to achieve. However, with students lacking motivation, the availability of material they enjoy reading can make all the difference. These students usually don't read

much. To get them hooked on reading, they need access to a collection of books and other materials they want to read. Unfortunately, the types of material that students are more likely to study, such as ghost stories, comics, and the like, may be difficult to find, or even non-existent, in the school library.

3. Reading Materials Vary in Terms of Topic and Genre

Students should be exposed to different types of material so that they become familiar with different types of genres and get used to reading for different purposes and in different ways. Although younger students may prefer fiction, they should gradually be introduced to nonfiction. While a good selection of fiction can often be found, there is a dearth of nonfiction material for less advanced readers. Even harder to find are materials for adult students who want to read simple material on topics such as law, business, technology, and medicine.

4. The Material Students Read Is within their Level of Comprehension

In contrast to intensive reading where the material is usually above the student's linguistic level, in extensive reading the material must be close to or even below their current level of ability. To use SLA jargon, students must read texts at level $i+1$, i , or $i-1$, with i being their current level of proficiency, and 1 referring to language features that are slightly above the student's competency. The rule of thumb here is that for students to start the program, it is better to read easier texts than more challenging texts. For students who have minimal exposure to contextual language and lack confidence in reading, even $i-2$ materials may be suitable, at least in the early stages of a reading program.

5. Students Usually Take Part in Post-Reading Activities

Unfortunately, the most frequently reported post-reading task teachers undertake is writing summaries or book reviews. This assignment is not without value, but because writing summaries is time

consuming and often dreaded by students, it should be used less frequently. Other post-reading tasks that are less tiring and potentially more interesting can be put to good use. These include asking students to:

- a. design a book mark to suit the book
 - b. role play the story
 - c. design a poster to advertise the book
 - d. read interesting/exciting/well-written parts aloud
 - e. copy interesting words and useful expressions into a note book
 - f. write a letter to the author
6. Teachers Read with their Students, thus Modelling Enthusiasm for Reading

We can not make our students read if we do not read ourselves. This advice is especially important when first starting an extensive reading program. We can show students books or other materials we have recently read or are currently reading, let them see us reading silently, and read passages of our favorites material aloud. This sends a strong message to our students that we value reading and our students should do the same.

7. Teachers and Students Keep Track of Student Progress

Ideally, students read on their own without needing to monitor their reading. However, regular monitoring is recommended especially when working with reluctant readers. Simple book notes can be designed to check student progress. In addition to using book notes, monthly student-teacher conferences can be scheduled to see if students are having trouble reading. These conferences can be as short as five minutes or less. It should be noted here that monitoring should be seen as a way to display student progress and motivate students, not as a way for teachers to assess them.

2.2. Vocabulary Overview

2.2.1. Definition of Vocabulary

Vocabulary is considered a fundamental aspect in the acquisition and development of a language. Mastery of vocabulary enables learners to understand, use, and respond to language in both spoken and written forms. According to Susanto (2017), vocabulary learning plays a vital role in foreign language education, as the meaning of new words is frequently emphasized in both textbooks and verbal communication. Before learners can master a second language, they must first possess an adequate vocabulary base. Vocabulary is not merely a list of words but a key component in constructing meaning, expressing ideas, and understanding context.

Pradina and Listyani (2021) explain that vocabulary refers to a list or collection of words in a particular language that speakers use to convey ideas, thoughts, and emotions. In the context of English as a Foreign Language (EFL), vocabulary mastery includes both receptive (understanding words in reading and listening) and productive (using words in speaking and writing) dimensions. Both components are essential to support meaningful communication and active language use. Without sufficient vocabulary, students may experience difficulties in decoding texts or articulating ideas clearly.

Moreover, Alqahtani (2015) emphasizes that vocabulary knowledge is a critical tool for second language learners, as limited vocabulary can hinder communication success. Secondary learners, in particular, need to develop a large and functional vocabulary to engage in effective interaction and comprehension. Vocabulary gaps can lead to breakdowns in communication, limited reading fluency, and a lack of confidence in both written and spoken English. On the other hand, students with strong vocabulary knowledge are better prepared to understand academic

materials, participate in conversations, and express themselves with precision.

In essence, vocabulary mastery encompasses several components, including word meaning, pronunciation, usage, collocation, and grammatical function. Effective vocabulary instruction should aim not only to introduce new words but also to help students understand how words behave in different contexts. Extensive reading is one method that can facilitate vocabulary growth by exposing learners to rich, repeated, and meaningful language input. In an EFL context, where exposure to English is often limited, activities like extensive reading become crucial in building learners' vocabulary mastery systematically and naturally.

2.2.2. Types of Vocabulary

Effective communication relies on an individual's ability to recognise and use appropriate vocabulary. In recent literature, vocabulary knowledge is commonly categorized into receptive (passive) and productive (active) vocabulary types, which correspond to different language skills (listening, reading vs. speaking, writing). According to Ha (2021), receptive vocabulary encompasses the words learners can recognise and understand during listening or reading, while productive vocabulary refers to the words that learners can actively produce correctly in speaking or writing.

Moreover, a study by Chorena and Pupung (2022) found that in higher-education contexts receptive vocabulary size tends to be larger than productive vocabulary size, indicating that many words remain passive unless learners are provided with opportunities to use them in production tasks. Based on this division, vocabulary can be subdivided according to language modalities into: listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. This categorization helps educators to target appropriate teaching and learning strategies for different skills.

2.3. Extensive Reading on Students Vocabulary Mastery

Extensive reading is an approach in which students read large quantities of materials that are appropriate to their level and interest, such as short stories, novels, or articles, with the primary goal of enjoyment and overall comprehension. This strategy contrasts with intensive reading, which focuses on language form and close analysis. In the context of language learning, extensive reading provides rich exposure to vocabulary in meaningful contexts, thereby enhancing vocabulary acquisition.

Theoretically, Nation (2001) states that extensive reading supports incidental vocabulary learning because learners repeatedly encounter words in various contexts, which helps retention and understanding. Krashen's Input Hypothesis (1989) also emphasizes that comprehensible input language that is slightly above the current level of the learner facilitates acquisition. Extensive reading provides this input naturally through engaging texts.

Empirical studies support this connection. Day & Bamford (1998) found that learners involved in extensive reading programs significantly improved their vocabulary knowledge. Iqbal (2017) demonstrated that extensive reading positively influenced vocabulary acquisition among elementary students. Similarly, Arrasul & Halim (2021) showed that junior high school students improved their vocabulary mastery through regular exposure to English reading materials. At the senior high school level, Sariayu (2019) found that extensive reading activities helped learners better understand and retain new vocabulary. These studies affirm that extensive reading fosters vocabulary development through repeated exposure and contextual learning.

The impact of extensive reading on vocabulary mastery is not only reflected in the number of new words acquired but also in the long-term retention of vocabulary. This occurs because learners are repeatedly exposed to words in varied and meaningful contexts, making them easier to comprehend and remember. Krashen (2004) describes this process as *incidental vocabulary learning*, in which vocabulary is acquired naturally

through engaging reading activities rather than through direct instruction. Therefore, extensive reading contributes both to expanding students' vocabulary repertoire and to strengthening their ability to retain the words over time.

Despite these positive findings, most of the previous research has been conducted at the elementary and secondary education levels. Few studies have focused on university students, especially in the Indonesian context. Therefore, this research seeks to fill that gap by examining the impact of extensive reading on vocabulary mastery among university students in Tasikmalaya.

2.4. Study of the relevant research

In a study conducted by Arrasul and Halim (2021) entitled "Improving Students' Vocabulary Mastery by Using Extensive Reading at SMP Muhammadiyah Luwuk", the researchers aimed to investigate the improvement of students' vocabulary mastery through the implementation of extensive reading activities. The study employed a pre-experimental design using a one-group pretest and posttest model, in which the entire population of twenty-two ninth-grade students from SMP Muhammadiyah Luwuk participated as the sample. The data were collected through vocabulary tests administered before and after treatment, and analyzed statistically using t-test computation. The findings revealed a significant improvement in students' vocabulary mastery after the extensive reading treatment, as indicated by a t-count value of 12.215, which exceeded the t-table value of 1.721 at the 0.05 significance level. This result confirmed that extensive reading effectively enhanced students' vocabulary mastery. The discussion further suggested that students' engagement in reading various English texts allowed them to encounter and comprehend new words naturally, which contributed to better retention and understanding. However, the study was limited by its small sample size and lack of a control group, which may affect the generalizability of the findings. Future research is recommended to involve a larger population and include comparative groups for stronger empirical evidence.

The second study was from Syafinaz, Wulyani, and Karmina (2024) conducted research entitled “Exploring the Link Between the L2 Motivational Self-System and Extensive Reading: Why Do Learners Continue to Engage?” which aimed to investigate the relationship between the components of the L2 Motivational Self-System (L2MSS)—namely the ideal L2 self, ought-to L2 self, and L2 learning experience—and students’ sustained motivation to continue engaging in extensive reading (ER). The study applied an explanatory sequential mixed-method design, collecting quantitative data through questionnaires from 64 English department students at a university in Malang, followed by qualitative interviews with nine selected participants. The quantitative data were analyzed using multiple regression analysis, while the qualitative data were examined through thematic analysis to gain deeper insights. The findings revealed that the ideal L2 self was the strongest predictor of students’ willingness to continue ER, accounting for 32.9% of the variance in sustained motivation, while the ought-to L2 self and L2 learning experience had lesser influence. The qualitative results supported these findings, showing that students’ intrinsic motivation, positive teacher and peer support, and conducive learning environments encouraged consistent engagement in ER. However, the study acknowledged several limitations, including a small and homogeneous sample size, self-reported data prone to bias, and a limited scope confined to English Department students, which restrict the generalizability of the results. The authors recommended future longitudinal research involving more diverse participants to further explore motivational dynamics in extensive reading across various educational contexts.

The third study was conducted by Sariayu (2019) under the title “The Effect of Extensive Reading on Students’ Vocabulary Mastery at the Eleventh Grade of SMA Negeri 1 Maros.” The aim of this study was to determine whether extensive reading activities significantly improved students’ vocabulary mastery. The researcher employed a quasi-experimental design using two groups, namely an experimental group that received extensive

reading treatment and a control group that followed conventional reading instruction. The participants consisted of forty students randomly divided between the two groups. Data were gathered through pre-test and post-test vocabulary assessments, and the results were analyzed using statistical t-test procedures to measure the significance of differences between the groups. The findings revealed that the students in the experimental group who engaged in extensive reading showed a significant improvement in vocabulary mastery compared to those in the control group, as demonstrated by a higher post-test mean score and a calculated t-value exceeding the t-table value at the 0.05 level of significance. The study concluded that extensive reading could effectively enrich students' vocabulary and enhance their motivation to learn English through reading. However, the research had certain limitations, particularly the short duration of treatment and the limited sample size, which might not fully capture long-term vocabulary development. Therefore, the researcher suggested conducting further studies with a longer intervention period and larger participant groups to validate the positive effects of extensive reading on vocabulary acquisition.

The fourth was from Liu and Zhang (2018) entitled "The Effects of Extensive Reading on EFL Learners' Vocabulary Knowledge and Reading Proficiency." The objective of this research was to examine the impact of extensive reading on English as a Foreign Language (EFL) learners' vocabulary development and overall reading proficiency. The researchers adopted a quasi-experimental design involving sixty Chinese university students, who were divided into an experimental group receiving extensive reading instruction and a control group taught through traditional intensive reading. The data were collected through pre-tests and post-tests focusing on vocabulary and reading comprehension, while questionnaires were used to explore students' attitudes toward reading. The quantitative data were analyzed using paired-sample and independent-sample t-tests, whereas the qualitative responses were summarized descriptively. The findings indicated that extensive reading had a significant positive effect on both vocabulary

breadth and depth, as well as on reading fluency and comprehension. Moreover, students in the experimental group reported increased motivation and more positive attitudes toward English reading. The study concluded that incorporating extensive reading into EFL instruction could effectively enhance learners' lexical knowledge and reading ability. Nonetheless, the research acknowledged several limitations, including the relatively short experimental period and lack of long-term follow-up, which might limit the understanding of the sustained impact of extensive reading on learners' language proficiency.

In summary, from the four previous studies reviewed above, it can be concluded that extensive reading has been consistently proven to contribute positively to students' English learning outcomes, particularly in enhancing vocabulary mastery, reading fluency, and learning motivation. Arrasul and Halim (2021) demonstrated that implementing extensive reading could significantly improve junior high school students' vocabulary achievement. Syafinaz, Wulyani, and Karmina (2024) further emphasized the psychological dimension of reading engagement, showing that the ideal L2 self was the strongest predictor sustaining learners' motivation in extensive reading contexts. Meanwhile, Sariayu (2019) confirmed the effectiveness of extensive reading in improving senior high school students' vocabulary mastery through experimental comparison, and Liu and Zhang (2018) extended these findings by proving that extensive reading enhances both vocabulary knowledge and reading proficiency among university learners. These studies collectively highlight the benefits of extensive reading in language acquisition; however, most of them focused either on the quantitative measurement of improvement or on motivation-related factors without deeply exploring how students perceive and experience the role of extensive reading in their vocabulary development, particularly within the Indonesian EFL context. Therefore, the present study aims to fill this gap by investigating students' perceptions of how extensive reading activities contribute to their vocabulary mastery, providing a more comprehensive

understanding of the connection between extensive reading practices and vocabulary learning from the learners' point of view.