

Improving Students' Vocabulary Acquisition and Reading Comprehension by Using the Extensive Reading Approach

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ABSTRACT

This study investigates the effectiveness of the Extensive Reading approach in improving vocabulary acquisition and reading comprehension among eighth-grade students at SMP Negeri 2 Silima Punggapungga. Employing Classroom Action Research (CAR), the research was conducted in two cycles, each comprising planning, action, observation, and reflection stages. Data were collected through pretests, posttests, student observations, and teacher reflections. The findings indicate a significant improvement in students' vocabulary acquisition and reading comprehension. The mean vocabulary acquisition score increased from 50.78 in the pretest to 66.09 in Cycle 1 and 79.84 in Cycle 2. Similarly, reading comprehension scores rose from 51.25 in the pretest to 69.53 in Cycle 1 and 80.78 in Cycle 2. The results highlight the positive impact of Extensive Reading, particularly in enhancing students' motivation, confidence, and independent learning habits. Students became more engaged in reading activities, demonstrated greater autonomy in learning, and exhibited a reduced reliance on translation. Despite these positive outcomes, challenges such as students' varying reading abilities and limited access to reading materials remain. Therefore, providing diverse and engaging reading resources and integrating technology-based reading platforms are recommended to support the sustainability of this approach. This study contributes to the growing body of research on language learning strategies, emphasizing the role of Extensive Reading in fostering literacy skills. Future research should explore its long-term impact and application in different educational settings to validate its effectiveness.

Keywords: *Extensive Reading Approach, Vocabulary Acquisition, Reading Comprehension.*

Introduction

Reading is a crucial skill for learning English. It helps students improve their vocabulary, grammar, and language understanding. Saville-Troike (2006) explains that reading is crucial for learning a foreign language. It is the primary way students get exposed to the language, its literature, and culture. When teachers cannot provide an authentic environment where the foreign language is spoken, they can still give students a similar experience. Teachers do this by surrounding them with many materials in the language they are learning. These materials can be books, and other things to read, watch, or listen to. These materials help students feel more connected to the language, even if they are not in a country where it is spoken.

However, many students, especially junior high school students, struggle with reading in English. They often find it difficult and tedious, making them lose interest in learning the language. In Indonesia, reading interest is still a serious problem. According to a recent report from UNESCO (2021), Indonesia ranks low in terms of reading and writing habits in the ASEAN region,

on par with Laos and Cambodia. Although there have been many programs to encourage reading, the results still need to be made clear (Universitas Negeri Jakarta, 2022). The development of technology has made this problem even more complicated. Many people, especially students, would instead use the internet or watch TV than read books (Pido & Sujitno, 2022). As a result, reading is no longer a daily habit.

In Indonesian schools, English has been taught from an early age. However, the focus of teaching is more on grammar and translation rather than reading comprehension. This situation makes students less interested and unmotivated to read in English Nur Fitria (2023). In English class, students needed help understanding the text because students needed to learn more words. They thought English texts were too complex, so they wanted to avoid reading them. Students could have been more excited about learning English. Also, the teacher would talk about a topic from the textbook and tell students to read quietly or out loud. Then, students had to answer questions about what they read. Because of this, reading lessons

were always the same and not fun.

Notably, students of grade 8 at SMP Negeri 2 Silima Punggapungga often emphasize intensive reading of short texts, focusing on grammar and translation. While this approach has its merits, it may not adequately address the need for extensive exposure to the language or foster a genuine interest in reading English materials. As a result, students often view reading in English as a challenging and unenjoyable task, leading to decreased motivation and stunted vocabulary growth.

Based on the pre-observation conducted at SMP Negeri 2 Silima Punggapungga, several factors contribute to the low vocabulary acquisition among Grade 8 students. During classroom observations, it was noted that students often struggled with understanding texts appropriate for their grade level, frequently encountering unfamiliar words that hindered their comprehension. Interviews with English teachers revealed that the current curriculum provides limited opportunities for extensive vocabulary practice, focusing more on grammar and exam preparation. This approach leaves students with a narrow range of vocabulary, inadequate for effective communication and reading comprehension.

Furthermore, discussions with students uncovered a need for more engagement with English outside the classroom. Many students admitted to rarely reading English materials beyond their textbooks, citing difficulty understanding and a shortage of interesting, level-appropriate reading resources in the school library. This limited exposure to diverse English texts significantly reduces their chances of encountering and learning new words in various contexts. Additionally, students expressed frustration and low confidence when faced with unfamiliar vocabulary, leading to a decreased motivation to engage with English texts voluntarily. The teaching methods observed also played a role in the students' low vocabulary acquisition. Lessons often relied on traditional methods, such as memorization of word lists and translations, with limited context-based learning or interactive vocabulary activities. This approach fails to provide students meaningful encounters with new words or opportunities to use them in realistic situations.

Moreover, the large class sizes at SMP Negeri 2 Silima Punggapungga make it challenging for teachers to provide individual attention or tailor vocabulary instruction to meet diverse student needs. These factors and a general lack of awareness about effective vocabulary

learning strategies among students, contribute significantly to the low vocabulary acquisition observed in Grade 8 at this school. During classroom observations and interviews with students, it became apparent that many found reading in English challenging and often discouraging experiences. Students frequently expressed frustration with their inability to understand texts fully, citing a lack of vocabulary knowledge as a significant obstacle. This constant struggle with comprehension has decreased their confidence and willingness to engage with English reading materials.

The limited availability of interesting and level-appropriate reading materials in the school library further compounds the issue. Many students reported that the English books available were either too complex or unrelated to their interests, making reading feel like a chore rather than an enjoyable activity. Additionally, the current teaching methods observed in the classroom tend to focus more on intensive reading for exam preparation, with little emphasis on reading for pleasure or personal interest. This approach has inadvertently reinforced the notion among students that reading in English is primarily an academic task rather than a source of enjoyment or a means of learning about the world. Based on the pre-observation data from SMP Negeri 2 Silima Pungga-Pungga, the reading comprehension abilities of 8th-grade students showed concerning patterns when engaging with their text or materials. The English teachers reported that students frequently struggled to grasp the main ideas and supporting details from the texts they read. When given reading assignments, many students demonstrated difficulty in identifying key information, making inferences, and connecting ideas within the text. This was evidenced by their poor performance on reading comprehension exercises and their inability to answer basic questions about the text content.

Furthermore, classroom observations revealed that students often exhibited passive reading behaviors, merely decoding words without actively engaging with the meaning of the text. Many students were observed to have limited vocabulary knowledge, which significantly impacted their ability to understand grade-level texts. The teachers also noted that students showed signs of low motivation when faced with reading tasks, possibly due to their difficulties in comprehending the material. This situation was particularly noticeable during English lessons where students needed to read and understand passages from their textbooks.

Moreover, discussions with teachers and

students revealed a need for a reading culture within the school community. There are few opportunities for students to share their reading experiences or engage in book-related activities that might spark interest in reading. Low reading comprehension is also contributed by the absence of role models who demonstrate enthusiasm for reading in English, whether teachers or peers. Lastly, many students expressed disconnect between the English texts they encounter in school and their daily lives or future aspirations, leading to a perception that reading in English lacks relevance or practical value. These combined factors have resulted in a generally low reading comprehension among Grade 8 students at SMP Negeri 2 Silima Punggapungga, highlighting the need for innovative approaches to inspire a love for reading in English. To overcome this problem, a special effort must be made to increase students' vocabulary acquisition and reading comprehension. One way that can be done is by introducing extensive reading approach in English learning.

Extensive reading approach means reading many easy, interesting books for fun, not for study. This reading approach is different from the usual reading method in class, where students read short, complex texts and answer questions about them. This approach invites students to read many reading materials that are interesting and according to their ability level. The extensive reading approach is a straightforward language training method involving students reading easy material for enjoyment and broad comprehension.

Research has indicated that extensive reading approaches can significantly benefits for language learners. For instance, Liu & Zhang (2018) analyze "The effects of extensive reading approach on English vocabulary learning: a meta-analysis." This study examines the effectiveness of extensive reading as a teaching approach for improving language skills, particularly in reading, vocabulary, and grammar. A meta-analysis of 21 studies found that extensive reading approach significantly improves English vocabulary learning. The most effective instruction period is one semester or less. Graded Readers, comprehension questions, and vocabulary exercises are particularly beneficial for EFL learners' vocabulary acquisition.

Furthermore, Monalisa (2021) explores extensive reading approach practices among English as foreign language learners. Using questionnaires and follow-up interviews, the research found that learners are attracted to various reading genres, with fiction novels being the most popular, followed by factual texts like popular and

scientific articles. The study also found a positive shift in learners' attitudes, with reading now perceived as enjoyable. The study noted a positive change in attitudes towards reading motivation.

In addition, Ateek (2021), in his study "Extensive reading approach in an EFL classroom: Impact and learners' perceptions", examines the impact of a 12-week extensive reading program on ten low-intermediate Jordanian English learners. The program, conducted outside the typical East Asian context, involved regular group sessions and access to graded readers. Using mixed-methods research, the study assessed reading fluency, vocabulary knowledge, and learner perceptions. Results showed positive effects on fluency and vocabulary, with improvements correlating to reading volume. The study also explored participants' views on extensive reading and its implications.

However, improving students' vocabulary acquisition and reading comprehension by using an extensive reading approach specifically for grade 8 students in SMP Negeri 2 Silima Punggapungga contexts still needs to be explored. Based on the statement above, the researcher decided to know how the extensive reading approach improve students' vocabulary acquisition and reading comprehension at class 8C in SMP Negeri 2 Silima Punggapungga.

Method

This study uses the Classroom Action Research (CAR) method based on the Kemmis and McTaggart (1988) model, which consists of four stages: planning, acting, observing, and reflecting. The purpose of this method is to improve the learning process in the classroom directly by applying the Extensive Reading approach to improve students' vocabulary acquisition and reading comprehension. The research was conducted in two cycles, where each cycle consisted of a series of activities that included the application of the Extensive Reading approach in English language learning. After each cycle, the test results, classroom observation, and teacher reflection were analysed to determine the success of the action and improvement in the next cycle if needed. The research population was all students of class VIII of SMP Negeri 2 Silima Punggapungga, Dairi. The sample used was class VIII-C consisting of 32 students (14 boys and 18 girls). This class was chosen because it represents a common problem found in schools and this method has never been applied before.

Observation - Conducted to observe student and teacher activities during the learning process; Tests - Tests were conducted before the action (pre-test), after the first cycle (post-test 1), and after the second cycle (post-test 2) to measure the improvement of vocabulary acquisition and comprehension; Documentation - Used to record supporting data during the implementation of the action; Interview - Conducted to teachers and students to find out their responses and perceptions towards the implementation of Extensive Reading. Quantitative data (from test results) were analysed using descriptive statistics to see the increase in students' average scores. While qualitative data (from observations and interviews) were analysed narratively to identify changes in learning behaviour, motivation, and student engagement in reading.

Findings and Discussion

The data collected from observation and test were analyzed to address the research questions. The primary objective of the analysis was to uncover patterns, trends, and relationships within the data that could provide insights into the research problem. Various statistical methods and tools were employed to ensure a thorough and

accurate interpretation of the data. The findings from the analysis will be presented and discussed in detail, helping to draw conclusions and guide further research or decision-making processes.

Teacher's Observation Result in Vocabulary Acquisition

The observations of the teaching and learning activities in these two cycles aimed to evaluate the effectiveness of the applied instructional strategies and the level of student engagement in the learning process. The collected data provided insights into improving teaching quality from the first to the second cycle. Although most teaching aspects were implemented well in the first cycle, certain areas still required enhancement, particularly in fostering active student participation. However, in the second cycle, the observation results indicated positive progress in lesson planning, student involvement, and instructional effectiveness. The increase in average scores across each session suggests that the applied teaching methods became more effective in supporting the learning process. The following data present a detailed overview of the observation results for each cycle.

Table 1

Observation Results of Teacher Activities in Cycle I of Vocabulary Acquisition												
Observation Aspects	First Meeting				Second Meeting				Third Meeting			
	1	2	3	4	1	2	3	4	1	2	3	4
Amount			11	3			8	6			5	9
Total Score			45				48				51	
Average			3,21				3,42				3,64	
Category			Good				Good				Good	

This table presents a detailed assessment of the teacher's activities across three meetings in Cycle I. Each observation aspect is evaluated according to the teacher's performance, using a scale where 4 represents 'Very Good,' 3 represents 'Good,' 2 represents 'Not Good,' and 1 represents 'Very Unfavorable.' The data reveals an overall

'Good' performance across all meetings, with a slight improvement in the average score from 3.21 (First Meeting) to 3.64 (Third Meeting). This upward trend indicates that the teacher progressively became more effective in managing the classroom and executing instructional tasks.

Table 2

Observation Result of Teacher Activities in Cycle II of Vocabulary Acquisition												
Observation Aspects	First Meeting				Second Meeting				Third Meeting			
	1	2	3	4	1	2	3	4	1	2	3	4
Amount			9	5			5	9			4	10
Total Score			47				51				52	
Average			3,35				3,64				3,71	
Category			Good				Good				Good	

This table documents the teacher's performance in the second cycle, illustrating improvements compared to Cycle I. The data showed an upward trend, with the total score rising from 47 in the first meeting to 52 in the third. The average score increased from 3.35 to 3.71, demonstrating consistent enhancement in

instructional delivery. The "Good" category was sustained, signifying an overall refinement in teaching strategies.

The results indicated that the teachers demonstrated a progressive enhancement in their instructional approaches from Cycle I to Cycle II. The total scores and average scores in each

meeting consistently increased, reflecting better lesson planning, student engagement strategies, and classroom management. Despite maintaining a "Good" category throughout, the scores showed an upward trajectory, indicating an ongoing refinement in teaching methodologies. The implementation of structured lesson delivery and student-centered learning strategies, such as the extensive reading approach and collaborative group activities, contributed to these improvements.

Student's Observation Result in Vocabulary Acquisition

The collaborator observed the teaching method that was found during the teaching-learning process in every meeting. The collaborator filled the observation sheet in order to know the students' activities during teaching-learning process which Extensive reading approach was applied to improve the students' ability in Vocabulary Acquisition. It also was done to know how the interaction between the teacher and the students.

Table 3

Observation Results of Students Activities in Cycle I in Vocabulary Acquisition												
Observation Aspects	First Meeting				Second Meeting				Third Meeting			
	1	2	3	4	1	2	3	4	1	2	3	4
Amount		3	7				8	2			3	7
Total Score	27				32				37			
Average	2,7				3,2				3,7			
Category	Not Good				Good				Good			

This table records students' engagement and participation throughout Cycle I. It examined aspects such as readiness, attentiveness, active involvement, collaboration, and responses to evaluation. The results showed an upward progression, with the total score increasing from

27 to 37. The average score improved from 2.7 (categorized as "Not Good") in the first meeting to 3.7 (categorized as "Good") in the third, indicating notable growth in student participation and responsiveness.

Table 4

Observation Results of Students' Activities in Cycle II in Vocabulary Acquisition												
Observation Aspects	First Meeting				Second Meeting				Third Meeting			
	1	2	3	4	1	2	3	4	1	2	3	4
Amount			10				7	3			2	8
Total Score	30				33				38			
Average	3,0				3,3				3,8			
Category	Good				Good				Good			

This table assessed students' engagement in Cycle II, revealing a further increase in participation and learning effectiveness. The total score advanced from 30 in the first meeting to 38 in the third, while the average score improved from 3.0 to 3.8, consistently falling within the "Good" category. These results suggested that students exhibited higher levels of involvement and positive interactions compared to Cycle I.

The students' participation and engagement also showed significant progress across both cycles. Initially, in Cycle I, students' activity scores were relatively low, with some aspects categorized as "Not Good." However, as the learning process advanced, students became more involved, leading to a noticeable increase in attentiveness, collaboration, and active participation. By Cycle II, students consistently achieved higher scores, reflecting improved learning enthusiasm, responsibility

The research data comprises students'

scores in three stages: the *Pretest*, *Cycle 1*, and *Cycle 2* for both *reading comprehension* and *vocabulary acquisition*. The Classroom Action Research methodology was used, involving iterative cycles of implementation and reflection. The following tables and charts illustrate students' progress.

Teacher's Observation Result in Reading Comprehension

While implementing the Extensive Reading approach, teachers showed noticeable changes in their reading comprehension activities. Initially, many students struggled to understand the main ideas of texts and had difficulty identifying key details. During the teaching and learning process, the observer noticed a better development of the researcher in applying the extensive reading approach from each meeting, and the results can be seen in the table below.

Table 5
Observation Results of Teachers' Activities in Cycle I in Reading Comprehension

Observation Aspects	First Meeting				Second Meeting				Third Meeting			
	1	2	3	4	1	2	3	4	1	2	3	4
Amount			12	2			10	4			7	7
Total Score			44				46				49	
Average			3,14				3,28				3,50	

During the first cycle, the teachers' activities were observed across three meetings. They consistently ensured classroom readiness, checked students' preparedness, and provided motivation. They also conveyed learning objectives and used appropriate media to facilitate the extensive reading approach. While the first meeting recorded a total score of 44 (average 3.14, categorized as "Good"), there was a steady improvement across meetings, reaching 49 in the third meeting (average 3.50, still categorized as "Good"). This indicates an increasing consistency in the teacher's engagement and effectiveness in guiding students through the reading comprehension process.

Student's Observation Result in Reading Comprehension

Students' reading comprehension activities improved significantly after applying the

Extensive Reading approach. Initially, many students struggled to grasp the main ideas of texts and recognize crucial details. Teachers noted that students were hesitant to engage with English reading materials at the start of the study. Some lacked confidence, while others struggled to maintain focus. However, as the reading sessions progressed, students felt more comfortable with longer material. They began using context cues to guess the meaning of unknown terms and showed progress in summarizing passages. By the end of the research, students displayed greater enthusiasm for reading. They participated more actively in discussions and could comprehend texts more effectively. Teachers also noticed increased students' willingness to read independently, indicating a positive change in their reading habits.

Table 6
Observation Results of Teacher's Activities in Cycle II in Reading Comprehension

Observation Aspects	First Meeting				Second Meeting				Third Meeting			
	1	2	3	4	1	2	3	4	1	2	3	4
Amount			10	4			9	5			4	10
Total Score			46				47				52	
Average			3,28				3,35				3,71	
Category			Good				Good				Good	

In the second cycle, teachers demonstrated greater consistency in implementing the reading comprehension strategies. The total score increased from 46 in the first meeting to 52 in the third meeting, with an average rising from 3.28 to 3.71, all categorized as "Good." The

teachers continued ensuring classroom readiness, motivating students, and guiding them effectively in group activities. Compared to Cycle I, teachers were more systematic in engaging students, providing feedback, and evaluating learning outcomes.

Table 7
Observation Results of Students' Activities in Cycle I in Reading Comprehension

Observation Aspects	First Meeting				Second Meeting				Third Meeting			
	1	2	3	4	1	2	3	4	1	2	3	4
Amount	4	5	1		1	7	2			6	4	
Total Score		27				31				34		
Average		2,7				3,1				3,4		
Category		Not Good				Good				Good		

Students' activities in reading comprehension were also monitored in Cycle I. Initially, students showed limited engagement, with an average score of 2.7 in the first meeting, categorized as "Not Good." However, their participation and attentiveness improved over

subsequent meetings, with scores rising to 3.1 in the second meeting and 3.4 in the third meeting, both categorized as "Good." Students showed progress in their readiness, active listening, collaboration in group work, and ability to summarize and respond to evaluations.

Table 8
Observation Results of *Students'* Activities in Cycle II in Reading Comprehension

Observation Aspects	First Meeting				Second Meeting				Third Meeting			
	1	2	3	4	1	2	3	4	1	2	3	4

Amount	1	8	1	8	2	4	6
Total Score	30		32		36		
Average	3,0		3,2		3,6		
Category	Good		Good		Good		

Students' engagement continued to improve in the second cycle. Their participation became more active, and they showed better comprehension and collaboration in group activities. The first meeting recorded an average score of 3.0, increasing to 3.6 in the third meeting, consistently categorized as "Good." Compared to Cycle 1, students demonstrated enhanced attentiveness, responsiveness, and ability to summarize key points.

Across both cycles, there was a clear improvement in both teachers' instructional methods and students' engagement. The second cycle showed more stability and effectiveness in teaching strategies, while students became more active participants in the learning process. These findings indicate that the applied reading comprehension strategies positively impacted both teaching and learning experiences.

The Improvement of Students' Vocabulary Acquisition Result by Using the Extensive Reading Approach

The pretest for the vocabulary acquisition test revealed an average score of 50.78, which served as the baseline for student performance before any intervention. This initial score reflects the student's starting point, showing their varying vocabulary knowledge levels. However, the average score of students has not reached the minimum completeness criteria (KKM).

In Cycle 1, after introducing the extensive reading approach, the student's average vocabulary score increased to 69.06. This significant improvement from the pretest score indicates that the initial intervention positively affected vocabulary acquisition. While the average score in Cycle 1 did not yet meet the KKM, the increase demonstrates that the students benefited from the reading activities designed to enhance their vocabulary knowledge.

The most notable improvement occurred in Cycle 2, where the average vocabulary score rose to 79.84. This score surpassed the KKM threshold, indicating that the teaching strategies, including the extensive reading approach, were highly effective in improving the students' vocabulary. The average score of the students in Cycle 2 exceeded the minimum completeness criteria (KKM) of 75, highlighting the success of the interventions. The progressive increase in scores across both cycles shows the positive impact of continuous engagement with reading

materials and the iterative nature of the Classroom Action Research approach, which allows for reflection and adjustments after each cycle to optimize student learning outcomes.

In conclusion, the data show a steady and substantial improvement in student performance, which demonstrates the teaching strategies' effectiveness and confirms that the cycle-based intervention approach can lead to measurable gains in students' vocabulary acquisition, culminating in the achievement of the KKM in Cycle 2.

The Improvement of Students' Reading Comprehension Result by Using the Extensive Reading Approach

The student's reading comprehension scores showed significant improvement across the two cycles of the study. In the pretest phase, students faced considerable challenges in understanding English texts, as evidenced by an average score of 51.25. This score reflected the students' limited comprehension skills, with many struggling to fully grasp the content and meaning of the texts they encountered. The low average score indicated the need for an effective intervention to improve reading comprehension.

In Cycle 1, after implementing the extensive reading approach, the student's average score increased to 69.53. This marked improvement suggests that the intervention successfully enhanced the students' ability to understand and engage with English texts. The increase in scores indicates that the extensive reading approach helped the students develop better reading strategies, increased their vocabulary exposure, and contributed to overall comprehension skills. However, the score fell short of the minimum completeness criteria (KKM).

The most notable improvement was in Cycle 2, where the average reading comprehension score increased to 80.78. This significant leap reflects the positive impact of the extensive reading approach and indicates that the students had reached a higher level of proficiency in understanding English texts. By Cycle 2, students had developed more effective reading strategies, and their increased exposure to reading materials appeared to pay off, as evidenced by their improved performance. With the average score surpassing the KKM threshold of 75, cycle 2 demonstrated the success of the intervention in

improving reading comprehension.

In conclusion, the data illustrate a steady and substantial improvement in the students' reading comprehension abilities throughout the two cycles. The significant increase in scores underscores the effectiveness of the extensive reading approach and highlights the power of repeated engagement with reading materials in improving students' comprehension skills.

Discussion

The analysis of data reveals a significant positive impact of the Extensive Reading Approach on students' learning outcomes. Several key factors contributed to these improvements:

The results indicate that the students expanded their vocabulary range through frequent exposure to words in different contexts. This supports the Involvement Load Hypothesis (Laufer & Hulstijn, 2001), which suggests that active engagement with words in meaningful reading activities facilitates vocabulary retention.

Moreover, Harmer (2007) emphasizes that vocabulary is better learned in context rather than in isolation. The improvement in students' scores suggests that the exposure to graded reading materials helped them internalize new vocabulary, leading to a stronger ability to recognize and use words accurately.

The increase in reading comprehension scores aligns with the theories of Krashen's Input Hypothesis, which states that language acquisition is enhanced through exposure to comprehensible input. The shift from passive reading exercises to engaging and meaningful reading through ERA provided students with better context clues, improved fluency, and increased motivation.

Furthermore, Nation's (2013) theory of reading development highlights that reading fluency grows when students engage in extensive, self-selected reading. This is reflected in the students' increasing ability to understand main ideas, make inferences, and process texts more efficiently. While Cycle 1 showed substantial improvements, Cycle 2 reinforced and solidified the gains. The transition from Cycle 1 to Cycle 2 was marked by increased confidence in reading, reduced reliance on translation, and a more autonomous approach to learning. Notably, the students who started with lower pretest scores exhibited the most significant growth, suggesting that the extensive reading approach is especially beneficial for struggling readers.

Conclusion

Based on the results of this research, it can be concluded that the Extensive Reading approach significantly improves vocabulary acquisition and reading comprehension among eighth-grade

students at SMP Negeri 2 Silima Punggapungga. The analysis showed a consistent increase in pretest and posttest scores in each research cycle. Initially, only a small percentage of students met the minimum competency standard (KKM). However, after implementing the Extensive Reading method, almost all students improved text comprehension and vocabulary acquisition significantly.

Several key factors support this improvement: (1) Exposure to various engaging texts appropriate to students' proficiency levels, (2) Learning strategies that actively involve students in reading and understanding texts, (3) Group discussions and reflections on readings that help students deepen their comprehension, and (4) Teacher guidance that continuously provides direction and feedback throughout the learning process.

Additionally, the implementation of Extensive Reading also contributed to increasing students' motivation for independent reading. Students became more enthusiastic in selecting and reading materials that matched their interests, ultimately positively impacting their overall reading skills. However, despite the effectiveness of this method, several challenges remain, such as differences in students' reading abilities and limited reading resources available at school. Therefore, a more flexible strategy in selecting reading materials and efforts to enrich the school's reading collection are needed.

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