VOCABULARY LEARNING IN EXTENSIVE READING CLASS: STUDENTS’ STRATEGIES

THESIS
Submitted in Partial Fulfillment
of the Requirement for Degree of
Sarjana Pendidikan

Agatha Cintya Dea Smara
112012062

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ART
UNIVERSITAS KRISTEN SATYA WACANA
2016
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : AGATHA CINTYA DEA SMARA
NIM : 112012062 Email : deasmara23@gmail.com
Fakultas : BAHASA DAN SENI Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul tugas akhir : VOCABULARY LEARNING IN EXTENSIVE READING CLASS: STUDENTS’ STRATEGIES
Pembimbing : 1. Anitia Kumiaawati H. M.Hum
2. Yustina Priska K., M.Hum

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah diajukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan saduran/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan nansumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah diajukan yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyebutkan nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini buat dengan sesunggulnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 13 September 2006

F-LIB-080
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : AGATHA CINTYA DEA SMARA
NIM : 112012062
Email : deasmar03@gmail.com
Fakultas : BAHASA DAN SENI
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul tugas akhir : VOCABULARY LEARNING IN EXTENSIVE READING CLASS: STUDENTS’ STRATEGIES

Dengan ini saya menyerahkan hak non-eksklusif** kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☐ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA.

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak terbatasinya bagi satu pihak saja. Pengajur, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas tidak menguasai hasil karya mereka masing-masing hak copyright atas karya tersebut.

** Hak yang tidak terbatasinya bagi satu pihak saja. Pengajur, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusif kepada Repositori Perpustakaan Universitas tidak menguasai hasil karya mereka masing-masing hak copyright atas karya tersebut. Karya ini harus diunggah dalam format yang telah ditentukan oleh peneliti dengan penjelasan akan terdiri dari pembahasan 1A dan ditentukan oleh peneliti mahasiswa (dokumentasi).

Demikian pernyataan ini saya buat dengan sebaiknya.

Salatiga, 15 September 2016

[Signature]
Agatha C. DEA SMARA
Tanda tangan & nama orang terkait

[Signature]
Aritina Kurniawati H., M.Hum
Tanda tangan & nama orang terkait

[Signature]
Yustina Priska K., M.Hum
Tanda tangan & nama orang terkait
VOCABULARY LEARNING IN EXTENSIVE READING CLASS:
STUDENTS’ STRATEGIES

THESIS
Submitted in Partial Fulfillment
of the Requirement for Degree of
Sarjana Pendidikan

Agatha Cintya Dea Smara
112012062

Approved by:

Anita Kurniawati H., M.Hum
Supervisor

Yustina Priska K., M.Hum
Examiner
PUBLICATION AGREEMENT DECLARATION

As a member of Satya Wacana Christian University (SWCU) academic community, I verify that:

Name: Agatha Cintya Dea Smara  
Student ID Number: 112012062  
Study Program: English Language Education Program  
Faculty: Faculty of Language and Art  
Kind of Work: Undergraduate Thesis

In developing my knowledge, I agree to provide SWCU with a non-exclusive royalty free right for my intellectual property and the content thesis entitled:

Vocabulary Learning in Extensive Reading Class: Students' Strategies

Along with my pertinent engagement.

Without this non-exclusive royalty free right, SWCU maintains the right to copy, reproduce, print, publish, post, display, incorporate, share in or scan into a retrieval system or database, Dat-Transmit, broadcast, barter or sell my intellectual property, in whole or in part without my express written permission, as long as my name is still included in the writer.

This declaration is made according to the best of my knowledge.

Made in: Salatiga  
Date: September 13, 2021  
Verified by signee,

Agatha Cintya Dea Smara

Approved by

Thesis Supervisor: Anis Kurniawati H., M.Hum
Thesis Examiner: Yustina Prika K., M.Hum
INTRODUCTION

Within language study and teaching contexts, reading is an important skill of language learning, and is also a helpful means of language instruction. In contrast to intensive reading which normally engages students in reading small amounts of materials under a teacher's supervision or instruction with focusing on learning specific vocabulary and syntactic structures, extensive reading involves learners in independent reading of a large amount of longer, easy-to-understand texts with little or no written work or testing (Powell, 2005). As an element linking the four language skills in EFL, vocabulary in reading plays the most significant role in foreign language learning. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately and appropriately.

In Faculty of Language and Art (FLA) of Universitas Kristen Satya Wacana (UKSW), extensive reading class is offered to encourage students to read more. As Day and Bamford (2002) believe that one of the tenth principles of Extensive Reading is to make sure that the students are given the opportunities to read more extensively, Extensive reading course in UKSW also aimed at introducing the various text and encourage students to read. By having an individual time of reading, it is hoped that the students can acquire various knowledge, including vocabulary. The benefits of extensive reading on vocabulary growth have been widely documented in studies. A study done by Bell (2001, cited in Pazhakh & Soltani, 2010) states that extensive reading is a type of reading instruction program that has been used in ESL or EFL settings, as an effective resource of developing reading fluency, comprehension, and vocabulary development.

This seems to suggest that vocabulary clearly makes a critical contribution to understanding what has been read and extensive reading class has become a bridge to support
the vocabulary learning delivery. Despite the consistent evidence that many studies explore about how beneficial extensive reading for the students to acquire L2 vocabulary, there is still a gap in our knowledge of this learning in extensive reading context, particularly exploring the way students learn vocabulary.

The current study is an attempt to broaden our knowledge of vocabulary acquisition by investigating the students’ strategies in learning vocabulary. Considering all the above, the study intended to explore the students’ strategies on how they learn vocabulary in extensive reading class in Faculty of Language and Art of Universitas Kristen Satya Wacana. Based on such a purpose, the study addressed the following question: How do the Extensive Reading students learn vocabulary? Insights into the strategies used by the students of extensive reading on EFL vocabulary learning, it would provide helpful information for both teachers and learners, particularly when the instructional period given for extensive reading is relatively limited. The result and the importance of the study could contribute to SLA in vocabulary learning strategies field and as a reference for the educators to improve the vocabulary learning in facilitating the students of extensive reading class.

LITERATURE REVIEW

Extensive Reading

According to its definition, extensive reading exposes learners to "large quantities of material within their linguistic competence" (Grabe and Stoller, 2002, p.259, cited in Pigada & Schmitt, 2006), which is, at the same time, pleasurable. There are several reasons why it is so appealing to develop language knowledge (and more specifically vocabulary) through extensive reading. To mention a few, it is considered a "pedagogically efficient" (Huckin and Coady, 1999, p.182) approach, as two activities – vocabulary acquisition and reading – occur at the same time. This approach facilitates learner autonomy, can be very pleasant and
motivating, provides learners with the opportunity to meet words in their context of use (Thornbury, 2002), increases sight vocabulary (Coady, 1997), and could theoretically result in considerable vocabulary learning, which seems difficult to achieve with explicit teaching during the relatively short period of time that L2 learners spend in the language classroom. In fact, Nation (2001, p.155) argues that "the use of reading and other input sources may be the only practical options for out of class language development for some learners," especially in EFL contexts.

**Vocabulary Learning Strategies**

As a major sub-field in language learning strategies, vocabulary learning strategy, investigated by researchers in the 1970s, was derived from fields related to good learners (Schmitt, 1997). Despite the fact that a great majority of studies related to language learning strategies had concentrated on vocabulary, possibly for its discrete point tasks and ease of experiment execution (Schmitt & Schmitt, 1995), few studies, if not dealing with individual or small numbers of learning strategies, emphasized vocabulary learning strategies as a whole (Schmitt & Schmitt, 1995; Schmitt, 1997). Individual vocabulary learning strategies such as contextual guessing, association, note-taking, use of a dictionary, and rote repetition among different groups of learners were widely investigated. For instance, repetition was regarded as the most commonly mentioned strategy while strategies that require complex manipulation of information were used less frequently (O’Malley, et al., 1985, cited in Chen & Hsiao, 2008). Rote memory tools such as word lists were considered effective to enhance the acquisition of a great deal of vocabulary in a short period of time (Nation, 1982, cited in Chen & Hsiao, 2008).

There are a wide range of different vocabulary learning strategies as demonstrated by the classifications of vocabulary learning strategies are proposed by different researchers
Schmitt in 1997. He categorized vocabulary learning strategies into five sub-categories:

1. Determination strategies: they are individual learning strategies.
2. Social strategies: they are learners learn new words through interaction with others.
3. Memory strategies: they are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words.
4. Cognitive strategies: they are strategies that do not engage learners in mental processing but is more mechanical means and
5. Metacognitive strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one’s progress (Schmitt, 1997, n.p.).

The Relationship between Vocabulary and Reading

The important role of vocabulary and background knowledge in reading and comprehending text has long been recognized by educator for some time (Senous, 2007). Lewis (1993, p.196) asserts that “language is not words and grammar; it is essentially lexical” (cited in Coady, 1997, p.235). Indeed, it is becoming increasingly apparent that teachers must enable students to learn and acquire a lexical base in order to achieve success in language in general and reading in particular. Some scholars argue that there is a need for students to quickly acquire a sizable basic vocabulary in order to comprehend successfully in reading. It is then, suggested that this vocabulary base could be acquired more efficiently through some types of direct instruction.

A wealth of research has documented the strength of the relationship between vocabulary and reading comprehension. The proportion of difficult words in a text is the
single most dominant predictor of text difficulty, and a reader’s general vocabulary knowledge is the single best predictor of how well that a reader can understand text, it is also argued that no text comprehension is possible either in one’s native language or in a foreign language, without understanding the text vocabulary (Senous, 2007, p.30). It is clear, therefore, that a lack of adequate vocabulary knowledge is already an obvious serious obstacle for university student in the reading comprehension module. In this context, Grabe and Stoller (2002) argue that “there is a need for students to quickly acquire a sizable basic vocabulary in order to comprehend successfully in reading”.

In other words, reading is normally the major tool for continued vocabulary acquisition. Indeed, studies of the relationship between second/foreign language reading practice and vocabulary gains indicate that increasing the amount of reading where learners are motivated and focused on meaning leads to vocabulary acquisition. Hence, advanced ability in reading English as a foreign language requires improvement in vocabulary recognition and comprehension.

**Extensive Reading: A Way to Improve Vocabulary Size**

Researches convincingly show that extensive reading increases vocabulary knowledge. It is not surprising that it helps students become better readers. Research in both L1 and L2 shows that we learn to read by reading. The more students read, the better reader they would become. An essential part of this is learning new vocabulary. One of the primary ways in which vocabulary is learned is through reading. Learners encounter the same words over and over again in context, which result in vocabulary learning (Gatbonton & Segalowitz, 2005, cited in Pazhakh & Soltani, 2010). While Read (2000) emphasizes the role of large vocabulary knowledge in reading comprehension and its relationship with fluency, Richards and Renandya (2002) argue strongly for including extensive reading in the second or foreign
language curriculum. There is now convincing evidence that extensive reading can have significant impact on learners' second or foreign language development.

Nation (2001) claimed that when learners read, they not only learn new words and enrich their known ones, but they can also improve their syntactic knowledge. To him, the aim of extensive reading is to read, or listen to, massive amount of comprehensible language within one's comfort zone with the aim of being to build fluency. Furthermore, Day & Bamford (2004(108,546),(825,976)) argue strongly for including extensive reading in the L2/FL curriculum. There is new evidence that extensive reading can have a significant impact on learners' L2/FL development. Finally, as Bell (2001) also believes that:

"extensive reading is the only way in which learners can get access to language at their own comfort zone, read something they want to read, at the pace they feel comfortable with, which will allow them to meet the language enough time to pick up a sense of how the language fits together and to consolidate what they know" (n.p.).

Extensive Reading then indeed provide an assistance to learn vocabulary by reading in a enjoyable way, where learners feel comfortable.

THE STUDY

Context of the Study

FLA is chosen as the context of the study as it offers Extensive Reading class in the first year to be investigated. FLA of UKSW is one of the country’s institutions for its English Language Education Program and English Language and Literature Program. It offers a four year undergraduate program in English language education which some prepared courses, particularly Extensive Reading course as the compulsory course for the first year students.
Participants

Ten participants from five different classes of Extensive Reading were selected for interviews. They were selected using purposive sampling and all of the recordings were transcribed. Each class of ER had a different lecturer and different way of teaching. All of the participants were the 2015 year students who had taken the Extensive Reading courses last semester, 2015/2016. Table 1, shows the demographic profile participants in the sample. The age range was 17-20 years old, eight were female and two are male participants.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Gender</th>
<th>Age</th>
<th>Length in learning English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Female</td>
<td>19</td>
<td>15 years</td>
</tr>
<tr>
<td>B</td>
<td>Male</td>
<td>20</td>
<td>13 years</td>
</tr>
<tr>
<td>C</td>
<td>Female</td>
<td>18</td>
<td>12 years</td>
</tr>
<tr>
<td>D</td>
<td>Female</td>
<td>19</td>
<td>15 years</td>
</tr>
<tr>
<td>E</td>
<td>Female</td>
<td>17</td>
<td>6 years</td>
</tr>
<tr>
<td>F</td>
<td>Female</td>
<td>19</td>
<td>13 years</td>
</tr>
<tr>
<td>G</td>
<td>Female</td>
<td>18</td>
<td>12 years</td>
</tr>
<tr>
<td>H</td>
<td>Male</td>
<td>19</td>
<td>6 years</td>
</tr>
<tr>
<td>I</td>
<td>Female</td>
<td>18</td>
<td>6 years</td>
</tr>
<tr>
<td>J</td>
<td>Female</td>
<td>19</td>
<td>15 years</td>
</tr>
</tbody>
</table>

The participants had different length of learning English. Some of them were exposed to English since kindergarten and the other were just exposed in their junior high school period. Seven out of ten participants learned English since kindergarten and the three participants learned English in Junior High school. Thus, it might influence the way they learn English, particularly the vocabulary acquisition.

Data Collection Instrument

The data for this study were collected through interviews. The interview data were the main data used in this study and a semi-structured interview was used to give more
opportunities to develop participants’ accounts of their learning strategy. According to Burns (2000, p. 424), a semi-structured interview ‘permits greater flexibility and permits a more valid response from the informant’s perception of reality.’ The interviews were based on a common set of questions with some follow up questions as the issues were raised by the participants so that their knowledge and techniques could be explored in detail (Bogdan & Biklen, 2007). The interviews ranged from 15 – 20 minutes and were undertaken in Indonesian to enable a comfortable interview process for the participants. The following questions provide a sample of the questions included on the interview and used for data analysis:

1. What did you learn in ER class?
2. How did you learn vocabulary by reading?
3. What did you do after reading or after getting new vocabulary?
4. How did you feel after reading?
5. Was there any activity in class which discussed about vocabulary?
6. Which one will you choose, reading by yourself or relying on your teacher to learn vocabulary?
7. What do you think about learning vocabulary in ER class?
8. Did ER class help you in improving your vocabulary? If yes, how?
9. Do you have any suggestion for ER class?

Procedures

A female student from one of the Extensive Reading classes was chosen as a participant for piloting process. The interview was done in 15 minutes with some follow up questions to explore the participant’s viewpoint. After doing the piloting process, I found out that the participant could not raise many issues only by being asked with one single question. The information given was not rich enough and I did not put the result of piloting as one of
the data yet made the piloting as a reflection to develop the better follow up questions for the further data collection. Therefore, I decided to ask some follow up questions for further explanation from the participants.

I continued to collect the data after transcribing the piloting result. While collecting the data, I tried to make the participants comfortable during the interview session by giving explanation that personal information of each participant was kept confidential. I also developed some additional questions for the interview question which were quite different with the piloting. As soon as all data were collected, I began to transcribe the result of the interviews. Any personal information given was changed into pseudonymous to keep the participants’ privacy to be confidential. The interview session were various from 15 minutes until 20 minutes for each participant. The more specific description of the interviews’ period for each participant is shown below:

<table>
<thead>
<tr>
<th>Participants</th>
<th>Date</th>
<th>Time</th>
<th>Length of Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>January 14, 2016</td>
<td>01:08 PM</td>
<td>15’24”</td>
</tr>
<tr>
<td>B</td>
<td>January 20, 2016</td>
<td>01:31 PM</td>
<td>17’29”</td>
</tr>
<tr>
<td>C</td>
<td>February 4, 2016</td>
<td>10:40 AM</td>
<td>17’27”</td>
</tr>
<tr>
<td>D</td>
<td>February 4, 2016</td>
<td>02:39 PM</td>
<td>16’28”</td>
</tr>
<tr>
<td>E</td>
<td>February 7, 2016</td>
<td>01:09 PM</td>
<td>16’09”</td>
</tr>
<tr>
<td>F</td>
<td>February 7, 2016</td>
<td>01:57 PM</td>
<td>15’24”</td>
</tr>
<tr>
<td>G</td>
<td>February 7, 2016</td>
<td>02:15 PM</td>
<td>15’12”</td>
</tr>
<tr>
<td>H</td>
<td>February 8, 2016</td>
<td>06:14 PM</td>
<td>15’43”</td>
</tr>
<tr>
<td>I</td>
<td>February 9, 2016</td>
<td>08:24 AM</td>
<td>14’50”</td>
</tr>
<tr>
<td>J</td>
<td>February 9, 2016</td>
<td>08:52 AM</td>
<td>15’40”</td>
</tr>
</tbody>
</table>

The process of data analysis is identified as a complex and challenging part of qualitative research. As Spencer, Ritchie and O’Connor (2003) pointed, "It requires a mix of creativity and systematic searching, a blend of inspiration and diligent detection" (p.199). The audio-recorded interviews were transcribed word for word for accurate analysis and interpreted manually. Then they were all read. Interesting passages were marked with
highlights. The data were then translated and presented in English. Then, the recordings/transcripts was analyzed qualitatively.

FINDINGS AND DISCUSSION

The findings and discussion part will cover the result of this study and consist of five main sections to highlight the importance of the result. Section one discussed the most used strategy used by students in learning vocabulary. Section two discussed the dictionary used by students in learning vocabulary. Section three is about noting down the difficult words. Section four discussed the students’ preference on learning vocabulary by their own yet the lecturer’s role is still needed in assisting their vocabulary learning. All of these sections are followed with a main point conclusion at the end of each section. Lastly, all of the fourth sections will be elaborated with the principles of Extensive Reading to weigh its vocabulary learning in emphasize of incidental vocabulary learning in section five. Further description will be shown below along with its final thought to wrap up these sections.

Students Guess the Meaning of Difficult Words

Intended for knowing how the students in ER learn vocabulary, a research was conducted and the results are shown below. One of the strategies commonly used by the participants to learn vocabulary was guessing the word’s meaning or relating the word with the previous or subsequent sentences in the reading text.

… but sometimes I could also guess from the sentence itself. Sometimes, when we really read the sentence, we began to understand. so, this is what the word really means. (Participant B)

Participant B shared the strategy she used when learning new vocabulary in Extensive Reading class by guessing. She found it useful and saved time when the new words could still
be handled by guessing and not looking it up in the dictionary. Similar techniques of learning new vocabulary were also pointed out by participant D.

From the reading book? If I read the book, I tried to understand the meaning from the sentences, at the early period of reading I tried to guess it first, whether it connected with the previous story or not. (Participant D)

Participant D shared the strategy she used. She also further explained the benefits of guessing and also emphasized on the reading part; how it is also handy to read and learn new vocabulary.

It’s helping. It enlarges my vocabulary and I can know other terms of words. (Participant D)

Another participant, Participant A, chose to guess the meaning to keep on reading.

If the word is possible to guess though I don’t know the meaning, I would finish the reading and later I will look up the difficult words in the dictionary. This is to maintain my mood in reading, if I read and then I directly look up the difficult word in the dictionary, it will be boring. (Participant A)

The strategy most frequently used by the participants is ‘guess word meaning based on discussion of story content’. According to Cameron (2001, cited in Zhou, 2014), guessing word meanings from context is an important strategy in vocabulary learning. Ames (1966, as cited in Nation, 2001, p.244) carried out a study and found out a system of contextual clues which helped learners guess word meanings from context. He also further summarized contextual clues which were used by learners when they guessed word meanings from context. Guessing then, seems to be the primary choice for learners when they encounter new vocabulary.

The result of this study is similar to some previous studies done by other researchers which also show that learners mostly guess the meaning of the words primarily from the reading context. There is a particular study which attempts to explore which methods were more efficient for L2 learners. In his research, Nassaji (2003, cited in Alsaawi, 2013) conducted a study on twenty-one adult English second language (ESL) intermediate learners
who came, to Canada, from different L1 background to study an ESL program for 12 weeks. He found that participants used different techniques when they encountered unknown words. He stated that L2 learners, who tried to guess the meaning from the context more than any other technique, depended on their linguistic competence and the cues available in the text.

In this research, the participants more or less also guess the meaning of new vocabulary from the context or relate the word with the previous or subsequent sentences. Another interesting thing from this research’s result is that most participants chose to guess the meaning of the words to keep their mood in a constant level. Having a constant mood level will encourage them to keep on reading and finish the book they were on. Almost all of the participants share the idea that guessing words’ meaning will be the primary choice as they view it to be the effective way in learning new vocabulary and maintain their desire to keep on reading. When they got stuck and could not guess the meaning from the context, another method in vocabulary learning will be used as follow.

**Dictionary Use in Vocabulary Learning**

From the interviews, not all participants shared the exact same strategies such as guessing and relate the word meaning with the previous or subsequent sentences in the reading text. Some of them still used and depended on the dictionary to understand the meaning of difficult or new words they encounter.

If I don’t completely understand the sentence, the difficult word, and relating with the previous or subsequent sentences in the reading text was also useless, I use the dictionary at last. (Participant B)

In this case, participant B used dictionary in the end to help him understand the difficult word. He did not necessarily make use of dictionary as the primary tool to learn vocabulary but still used guessing and relating the difficult word from the context to get its meaning.
Participant D also shared related strategy by using dictionary as the final choice to know the meaning of some difficult words.

If I got stuck and don’t understand the word, I will look it up on the dictionary. (Participant D)

Interestingly, participant D also previously mentioned that she used the guessing method to acquire new vocabulary. However, when there is no way to guess from the context, she used the dictionary. Although guessing and relating the difficult words with the reading context seem to be the main strategies used, students’ need on dictionary use is still inevitable or impossible to be put aside when learning vocabulary. Most of the participants stated that vocabulary guessing was still the foremost efficient choice, yet some of them still depended on dictionary and made use of it as the primary strategy in learning new difficult words.

I will look it (the difficult word) in the dictionary. I don’t know the meaning. If I continue to read, it will waste my time. (Participant I)

Participant I chose to look up the difficult word in the dictionary as the main strategy since she was exposed English when she was in junior high. Dictionary becomes the main tool for her to learn new vocabulary, especially to help her translating or giving a correct meaning of a word not only in reading class but also in other courses. Similar strategy is also used by participant H to use dictionary as the main tool of helping learning vocabulary.

… I look it up on the dictionary, then I listen to its pronunciation and if I still don’t understand, I will ask the lecturer. (Participant H)

The similarity between those two participants is that they were just learning English once they were in junior high school, which was around six years ago. It is not surprising then if they view the dictionary as the main strategy and primary tool in helping them learn new vocabulary.

The debate of whether dictionaries should be used in the foreign language classroom, and what dictionaries, if at all, should be used have always been a lively one amongst
language educators. Empirical research on dictionaries has largely focused on comparing the usefulness of dictionaries with that of guessing (Knight, 1994, as cited in Gu, 2003). Furthermore, only a handful of these studies took vocabulary growth as their dependent variable (Knight, 1994; Luppescu & Day, 1993, cited in Gu, 2003). Dictionary strategies, if at all encouraged, have normally been proposed in a narrow manner (Scholfield, 1982; Thompson, 1987, cited in Gu, 2003). Although the use of dictionary might be limited for the students, unsurprisingly dictionary becomes a dependable tool, particularly for students who were exposed to English merely less than ten years to catch up with their friends.

In this research, some of the participants stated that the use of dictionary was not only for helping them knowing new vocabulary but also for catching up with their classmates. It is true that dictionary is the second tool being chosen by the participants as the guessing method is seen to be the effective way. Nevertheless, the participants’ exposure of English or L2 also affected the use of dictionary as they particularly depended on it.

**Noting Down the Difficult Words**

As the participants’ background of being exposed to English was different, some of the participants still depended on the use of dictionary or even note down the difficult words or new vocabulary encountered in their pocket book. Participant E shared her strategy by writing the difficult words she encountered.

> Sometimes I wrote them (the difficult words) down, memorizing it first, find the meaning then I study them. I don’t always write them (the difficult or new words) down. So, if I make a brief summary, I can just use the words in a sentence to help me remember. (Participant E)

Participant E further mentioned that she did not always write the difficult words when she could use the new word in making a brief summary of the text she read. Other participant, Participant I also stated the same opinion.

> Yes, I wrote the (the difficult words) down and defined them. (Participant I)
Not only just write the new vocabularies that the students found, they also find the difficult words’ meaning.

There was a special book for writing the Indonesian meaning. So, if I find the same words, I will look into that book. (Participant J)

Another participant, participant G, also noted down new vocabulary she encountered. What makes her noting down quite different is that she wrote in a piece of card instructed by her lecturer.

Well, when the course was carried out, the lecturer asked the students to make a blank card… so, after we read and we got some new words, we noted them down on the card. (Participant G)

From those results, making a note of new vocabularies found by the students is still used as it is categorized as the common way of learning vocabulary. After getting information about a new word, learners may take notes, in the form of vocabulary notebooks, vocabulary cards, or simply notes along the margins or between the lines. According to Allen, 1983; Gairns & Redman, 1986; Schmitt & Schmitt, 1995, as cited in Gu (2003) very few studies have referred to vocabulary note-taking and how it affects vocabulary learning. Only three of the participants still did the note taking when they encountered new vocabulary in reading a text. They further explained that by noting down the new vocabulary, it helped them to understand the meaning and also to memorize the words better. Although there has not been any study reported of note-taking empirically affects the learning result of learners, this kind of method is still used by students to help them learn vocabulary in addition to guessing and using dictionary.

**Students Still Need the Teacher’s Role in Learning Vocabulary**

An additional topic regarding the strategies used by learner in learning vocabulary was included. When I asked the participants about the choice of learning vocabulary all by themselves from reading or having the lecturer teach them in class, six participants shared the
same idea on learning vocabulary from reading by themselves, three participants preferred both ways, i.e. to learn by themselves and to have the lecturer teach them, and one participant directly stated to have the lecturer teach her vocabulary. The responses of students’ preference are shown below.

I prefer to learn it on my own. It will not feel free if I have the teacher asks me to memorize vocabulary. (Participant A)

I want to learn vocabulary from reading by myself. I feel more comfortable reading and learning by my own but if I want to get improved (my vocabulary), the lecturer’s help is needed. (Participant B)

I prefer both way, learning vocabulary by myself and having the lecturer teaches me. Well, I like to read but I think it is more helpful to memorize difficult vocabulary with the help of lecturer. (Participant C)

I prefer reading the book and learn the vocabulary on my own. I think it is more pleasurable; no burden. I am basically like to read. (Participant D)

I prefer to learn by myself. It is more comfortable, more relax. However, for the pronunciation, I think it is better to have the lecturer teach us. (Participant E)

I need the lecture to teach me. Guessing by our own is needed but it’s not enough. The lecturer should teach me too. (Participant F).

I think both ways are important but I prefer learning vocabulary by myself. Yet, I think I still need the lecturer’s help. (Participant G).

I want to know (learn) by myself. Learning vocabulary on my own shows our effort to find difficult words’ meaning but lecturer’s explanation is also needed. (Participant H)

I prefer reading on my own. I memorize easier when learning vocabulary by myself. I do not like having lecturer asks me to memorize a list of vocabulary. (Participant I)

I’d like to read on my own. I try to understand the definition of new words I encountered instead of having a list of vocabulary to memorize. (Participant J)

An important point that makes this finding is interesting is that the participants mostly answer to learn vocabulary by themselves, which they think are more released, no pressure feeling and comfortable. On the other hand, they also add the answer by stating that the teacher’s role in helping them learning vocabulary is also looked-for. In consequence, it makes the teacher’s role is still seen as highly needed and unavoidable for the students. In fact, independent learning is the main goal of reading without relying on teachers. From the data above, although most of the participants chose to learn vocabulary by reading, their
further explanation on lecturer’s help to teach vocabulary in class is inevitable. They still view lecturer as the one who is more proficient than them in learning vocabulary.

**The Principles of Extensive Reading and Their Relation to Learners’ Strategies**

Prior to the main aim of Extensive Reading course which encourages the learners to read more extensively, the fact how learners acquire vocabulary through reading needs a deeper consideration. In addition to this, the basic principles of Extensive Reading proposed by Prowse (2002) in which he responded the tenth principals of ER which was stated by Dan & Bamford (2002) are related to take into account of vocabulary learning in ER class. The common strategy used, guessing the words meaning is relatively acceptable with the principles of ER point three which states that easiness in reading does not exclude the bonding in reading and he would prioritize books which make the reader maintain the excitement to keep on reading (Prowse, 2002). The more evidence to this fact is that the students chose to try guessing the meaning of some difficult words because they want to maintain their mood on reading or else encourage them to continue reading until the last page of the book they read. The strategy they used resulting in an accord of Extensive Reading’s principle to encourage students to read more significantly.

The second strategy, which is still a debatable topic in Vocabulary Learning Strategies, is having the assistance of bilingual dictionary to help students understand the meaning of difficult words. Three participants out of ten simply said they need the dictionary for helping them clarify the meaning of difficult words if they got stuck in reading. However, the use of dictionary still seems “taboo” for EFL learners as it reduces the main value of Extensive Reading. Prowse (2002) further stated the sixth principle as “the use of a dictionary (essential for intensive reading) prevents the extensive reader from developing valuable guessing
skills”. It is presumed now that the use of dictionary in ER is a regretful decision of students as it becomes an obstacle for other skill in reading to improve.

The last strategy to note down difficult words could be the more suitable for L2 learners in helping them acquire new vocabulary from reading. Instead of just looking up the difficult words in the dictionary, writing down the new words can also help learners to memorize them, if later they encounter the words in other paragraph or reading. To relate with the tenth principles of ER, noting down the new vocabulary does not seem harmful nor against the ER’s principles. As long as the strategy used by learners are seemed pleasurable for them to read or even acquire vocabulary, it is fine. (Prowse, 2002)

An extra topic for this vocabulary learning strategy is that the role of the lecturer in assisting learner in acquiring L2 vocabulary. Based on the result, most of the participants agreed that the role of the lecturer is still needed in learning L2 vocabulary. They still want the lecturer to teach them about vocabulary in class. However, another principle of ER is that it should be done incidentally, or so what we called incidental vocabulary learning. Incidental learning is the process of learning something without the intention of doing so. It is also learning one thing while intending to learn another (Richards & Schmidt, 2002). In terms of language acquisition, incidental learning is said to be an effective way of learning vocabulary from context (Day, Omura, & Hiramatsu, 1991; Jenkins, Stein, & Wysocki, 1984; Nagy, Herman, & Anderson, 1985; Saragi, Nation, & Meister, 1978).

Learning from context, in this case is reading, then indeed ought to be carried out incidentally by learners. However, in this research’s result, the participants seemed to learn vocabulary from reading intentionally than incidentally. Guessing words from reading context are still done by the participants but the need of dictionary cannot be put aside.
Furthermore, the intention of noting down the difficult words from the book they read also appends the fact of intentional vocabulary learning.

Likewise, the context of vocabulary learning is diverse form one to another. Strategies that work in one educational might not work in another field. The students’ strategies themselves also affected the alternatives of how they learn vocabulary, particularly in this research Extensive Reading class.

CONCLUSION

The present study attempted to identify the strategies used by Extensive Reading students at the university level, and more specifically to first-year English students. Extensive reading appears to lead to considerable vocabulary learning, but it is not consistent across all word knowledge types. This seems to justify the suggestion of many researchers that incidental learning still be followed up with intentional learning (Hulstijn, Hollander and Greidanus, 1996; Nation, 2001, cited in Pigada, 2006). The findings and discussion of this present study matched the previous studies and showed that learners of Extensive Reading course still do intentional rather than incidental vocabulary learning. The need of dictionary, noting down new vocabulary being encountered and also the lecturer’s role in helping the learners to learn vocabulary are still necessitate for them. There is no exact way to decide whether or not the learners’ strategy is acceptable. As long as they learn along with pleasurable feeling, the aim of learning has been achieved. Bright and McGregor (1970, as cited in Prowse, 2002) in their chapter on Extensive Reading point out that although there are some standards that need to be reached, the essential thing is that learners should take pleasure in the reading process.

Although the study has reached its aim, there were some limitations. First, because of the time limit, this study was conducted only on a small size of population who were
attending Extensive Reading course in the first semester at Faculty of Language and Art of Universitas Kristen Satya Wacana. Therefore, to generalize the result for a larger group, the study should have involved more participants. The second limitation is the place this study was conducted. The samples were only taken from Extensive Reading students in the first semester in Faculty of Language and Art of Universitas Kristen Satya Wacana. Considering the limitation above, the sample cannot be generalized to all of the population of the Extensive Reading class where the study was conducted.

The primary pedagogical implications based on the preceding results are guessing the words meaning from the reading context is still widely used by the students yet the use of dictionary is also unavoidable. The other strategy used by students is noting down the difficult words to help them remember the words. The results reinforce the idea that learning vocabulary in Extensive Reading is done intentionally rather than incidentally. The students’ responses also enhance the fact of intentional learning when most of them shared the same thought of having the lecturer to teach them vocabulary. This seems to suggest that vocabulary learning in Extensive Reading class should be re-evaluated by having further studies which focus on students’ learning process to measure its process of incidental learning. The further practical implication for ER class is by encouraging learners to read more extensively as well as using their own strategies and not depending on their lecturer to learn vocabulary.

This study has only investigated the strategies used by students of Extensive Reading class – however, the strategies or solutions on how to help students in learning vocabulary incidentally have not been explored. Further research is required to enable students learn L2 vocabulary in Extensive Reading class incidentally to correspond with the principles of Extensive Reading.
ACKNOWLEDGEMENT

First of all, I would like to show my special appreciation to my Lord, Jesus Christ who always stands beside me, gives me strength, inspiration and everything in my life. This thesis also would not have been finished without the valuable guidance from my supervisor, Ibu Anita Kurniawati H., M.Hum. Special thanks for my thesis examiner, Ibu Yustina Priska, M.Hum. for the feedback for my thesis improvement. My big gratitude also goes to my whole family; my Mom, my Dad and my beloved sister for their worthy advice, concern and encouragement. Thank you so much for my companion in arms – 12ers, especially to my Proposal classmates; Vero, Permata and all friends who have given their helps and support for me. My big gratitude also comes for the participants of Extensive Reading class who took part in this study to be interviewed. Without them, I surely cannot finish this thesis. Last, but not least, many thanks to Demas for the motivation, care, and support. Thanks for supporting me all the time.
REFERENCES

Alsaawi, A. A. (2013). To what extent guessing the meaning, from the context, is helpful in teaching vocabulary. ARECLS, 10, 130-146.


APPENDIX

Interview Questions (in Bahasa Indonesia):

1. Apa yang kamu pelajari di kelas Extensive Reading?
2. Bagaimana kamu belajar kosakata dengan membaca?
3. Apa yang kamu lakukan setelah membaca atau setelah menemukan kosakata baru?
4. Bagaimana perasaanmu setelah membaca?
5. Adakah aktivitas di kelas yang membahas tentang kosakata?
6. Mana yang kamu pilih, membaca dan belajar sendiri tentang kosakata baru atau mengandalkan dosen untuk belajar kosakata baru?
7. Apa pendapatmu mengenai belajar kosakata di kelas Extensive Reading?
8. Apakah kelas Extensive Reading membantumu dalam meningkatkan kosakatamu? Jika iya, bagaimana caranya?
9. Apakah kamu mempunyai masukan atau saran untuk kelas Extensive Reading?