**Exploring the Effectiveness of Extensive Reading**

**Abstract:** *This research aims to determin*e. *This research aims to determine. This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.* *This research aims to determine.*

**Keywords:** extensive reading, incidental learning, vocabulary

**INTRODUCTION [HEADING LEVEL 1]**

Extensive reading (ER) is a valuable instructional method for enhancing foreign or second language. Extensive reading (ER) is a valuable instructional method for enhancing foreign or second language.

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**LITERATURE REVIEW [HEADING LEVEL 1]**

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**Extensive Reading [Heading Level 2]**

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***Incidental vs. intentional vocabulary learning [Heading level 3]***

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**Intensive Reading [Heading Level 2]**

Table 1: Students’ Pre-Test Reading Result in Control and Experimental Group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Test One** | **Definition** | | **Picture** | |
| Variables | Control | Experimental | Control | Experimental |
| Mean score | 1.61 | 1.3 | 2.21 | 1.25 |
| Standard Deviation | 0.73 | 0.7 | 1.01 | 0.73 |

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***Initiating***

***Monitoring***

***Evaluating***

**LEARNER AUTONOMY**

: Controlling direction

Figure 1: Processes of Learner Autonomy (adapted from Dang & Robertson, 2010)

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