REFERENCES

- Archer, V. A. (2012). Analyzing the Extensive Reading Appoach: Benefits and Challenges in the Mexican Context. 169-184.
- Amelsvoort, V. M. (2016). Extensive Reading Onboarding: Challenges and Responses in an Optional Program. Juntendo Journal of Global Studies. 1, 95-106.
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. Qualitative Research in Psychology, 3 (2), 77-101. Bristol: University of the West of England.
- Chang, A. C., & Renandya, W. A. (2017). Current practice of extensive reading in Asia: Teachers' perceptions. *The Reading Matrix: An International Online Journal*, 17(1), 40-58.
- Day, R., Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a foreign language*, 14(2), 136.
- He, M., & Green, C. F. (2012). Challenges in implementing Extensive Reading in Shanghai senior high schools. *Extensive Reading World Congress Proceedings*, 1, 34-36.
- Intanuari, A. M. (2014). *The Implementation of Day and Bamford Ten Basic Principles of Extensive Reading from Students' Perspectives* (Doctoral dissertation, Program Studi Pendidikan Bahasa Inggris FBS-UKSW).
- Iqbal, A. S., & Komal, A. S. (2017). Analyzing the Effectiveness of Vocabulary Knowledge Scale on Learning and Enhancing Vocabulary through Extensive Reading. *English Language Teaching*, 10, 36-48.
- Jacobs, G., & Renandya, W. A. (1998). Extensive Reading in the Second Language Classroom. 187-191.
- Jacobs, G. M. (2014). Selecting extensive reading materials. Beyond Words, 2(1), 116-131.
- Jacobs, G., & Renandya, W. (2015). Making extensive reading even more student centered. *Indonesian Journal of Applied Linguistics*, 4(2), 102-112.
- Nation, P. (2015). Principles Guiding Vocabulary Learning through Extensive Reading. *Reading in a foreign language*. 27(1). 136-145.

- Pushpanathan, T. (2017). Studies on Extensive Reading: Belief and Practice. International Journal of Research in Economics and Social Sciences (IJRESS), 7(3), 38-45.
- Savasci, M., & Akyel, S. A. (n.d). Possible Effects of Sustained Silent Reading in an EFL Context: Learner Perceptions. *Proceedings of the Fourth World Congress on Extensive Reading*, 114-126.
- Widodo, H. P. (2013). Doing qualitative research: A step-by-step guide for undergraduate students.
- Yadav, P. G. (2014). Issues and Challenges in Teaching Reading in EFL Classroom. Retrieved from eltchouri.com/2014/12/issues-and-challenges-in-teaching-efl-classroom/