

REFERENCES

Abdollahi, M., & Farvardin, M. T. (2016). Demystifying the Effect of Narrow Reading on EFL Learners' Vocabulary Recall and Retention. *Education Research International*, 2016, 1–10. <https://doi.org/10.1155/2016/5454031>

Adelia Putri, R., Yanu Dharmawan, Y., Ndandara, A., Mei Anggraeni, F., Wijayanti, A., & Saputra, R. (n.d.). *STUDENTS'PERCEPTIONS IN USING NARROW READING AND NARROW LISTENING IN SPEAKING CLASS AT THIRD SEMESTER OF ENGLISH DEPARTMENT UNIVERSITAS BANDAR LAMPUNG THE CRITICAL DISCOURSE ANALYSIS ON THE FAME OF OREO WONDERFILLED ADVERTISEMENT SPEECH ACTS IN LANGUAGE COMMONLY USED BY PADDY CAB DRIVERS IN PRAWIROTAMAN AREA YOGYAKARTA THE INFLUENCE OF THE ENVIRONMENT ON MISPRONUNCIATION OF ENGLISH COMMON WORDS IN INDONESIA (CASE STUDY)*.

Altalhab, S. (2016). Teaching and Learning Vocabulary through Reading as a Social Practice in Saudi Universities. *English Language Teaching*, 9(11), 67. <https://doi.org/10.5539/elt.v9n11p67>

Ballance, O. J. (2021). Narrow reading, vocabulary load and collocations in context: Exploring lexical repetition in concordances from a pedagogical perspective. *ReCALL*, 33(1), 4–17. <https://doi.org/10.1017/S0958344020000117>

Brown, H. Douglas. (2008). *Principles of language learning and teaching*. Recording for the Blind & Dyslexic.

Bryan, S. R. (n.d.). *Extensive Reading, Narrow Reading and second language learners: implications for libraries*.

Chang, A. C. S. (2019). EFFECTS of NARROW READING and LISTENING on L2 VOCABULARY LEARNING. *Studies in Second Language Acquisition*, 41(4), 769–794. <https://doi.org/10.1017/S0272263119000032>

Chang, A. C. S., & Renandya, W. A. (2020). The Effect of Narrow Reading on L2 Learners' Perceptions. *RELC Journal*, 51(2), 244–258. <https://doi.org/10.1177/0033688219839446>

Chang, A. C. S., & Renandya, W. A. (2021). The Effect of Narrow Reading on L2 Learners' Vocabulary Acquisition. *RELC Journal*, 52(3), 493–508. <https://doi.org/10.1177/0033688219871387>

Feng, Y., & Webb, S. (2020). LEARNING VOCABULARY through READING, LISTENING, and VIEWING. *Studies in Second Language Acquisition*, 42(3), 499–523. <https://doi.org/10.1017/S0272263119000494>

Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). *THE ROLE OF ATTITUDES AND MOTIVATION IN SECOND LANGUAGE LEARNING: CORRELATIONAL AND EXPERIMENTAL CONSIDERATIONS*.

Grabe, W., & Stoller, F. L. (2018). Teaching Vocabulary for Reading Success. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). Wiley. <https://doi.org/10.1002/9781118784235.eelt0773>

Kang, E. Y. (2015). Promoting L2 Vocabulary Learning through Narrow Reading. *RELC Journal*, 46(2), 165–179. <https://doi.org/10.1177/0033688215586236>

Kemmis, S., McTaggart, R., & Nixon, R. (2014). The action research planner: Doing critical participatory action research. In *The Action Research Planner: Doing Critical Participatory Action Research*. Springer Singapore. <https://doi.org/10.1007/978-981-4560-67-2>

Kilickaya, F. (2017). Narrow Reading 8_Kilickaya. *Asoscongress*, 2(Educational Sciences), 13–20.

Krashen, S. (n.d.). *The Case for Narrow Reading*.

Lamante, F. (n.d.). *IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING STORYTELLING AT THE ELEVENTH GRADE OF LANGUAGE CLASS IN.*

Manihuruk, D. H. (2020). The Correlation between EFL Students' Vocabulary Knowledge and Reading Comprehension. *JET (Journal of English Teaching)*, 6(1), 86–95. <https://doi.org/10.33541/jet.v6i1.1264>

Nation, P. (2021). Is it worth teaching vocabulary? *TESOL Journal*, 12(4). <https://doi.org/10.1002/tesj.564>

Outamgharte, B., Yeou, M., & Zyad, H. (2024). The Impact of Narrow Reading on the Receptive Vocabulary Knowledge of Moroccan High School Students. *International Journal of Instruction*, 9(2), 115–126. <https://doi.org/10.29333/aje.2024.9210a>

Pellicer-Sánchez, A. (2012). Vocabulary and Reading. In *The Encyclopedia of Applied Linguistics*. Wiley. <https://doi.org/10.1002/9781405198431.wbeal1267>

Pigada, M., & Schmitt, N. (2006). *Vocabulary acquisition from extensive reading: A case study*. 18(1). <http://nflrc.hawaii.edu/rfl>

Renandya, W. A., Krashen, S., & Jacobs, G. M. (2018). The Potential of Series Books: How Narrow Reading Leads to Advanced L2 Proficiency. In *Journal: Language Education and Acquisition Research Network Journal* (Vol. 11, Issue 2).

Santi, E., Kholipa, R., Putri, M. G., & Mujiono. (2021). Reading interest strength and vocabulary acquisition of EFL learners: A meta-analysis. In *Journal of Language and Linguistic Studies* (Vol. 17, Issue 3, pp. 1225–1242). Selcuk University. <https://doi.org/10.52462/jlls.87>

Sarifa, N. (2018). *Techniques of Teaching Professional Vocabulary with special reference to Vocabulary used in Media*. <https://doi.org/10.32996/ijllt.2018.1.4.6>

Schmitt, N., & Carter, R. (2000). The Lexical Advantages of Narrow Reading for Second Language Learners. *TESOL Journal*, 9(1), 4–9. <https://doi.org/10.1002/j.1949-3533.2000.tb00220.x>

Suk, N. (2017). The Effects of Extensive Reading on Reading Comprehension, Reading Rate, and Vocabulary Acquisition. *Reading Research Quarterly*, 52(1), 73–89. <https://doi.org/10.1002/rrq.152>

Tran, T. Q. (2020). EFL students' attitudes towards learner autonomy in English vocabulary learning. *English Language Teaching Educational Journal*, 3(2), 86. <https://doi.org/10.12928/elitej.v3i2.2361>

Webb, S., & Nation, P. (2018). Teaching Vocabulary. In *The Encyclopedia of Applied Linguistics* (pp. 1–7). Wiley. <https://doi.org/10.1002/9781405198431.wbeal1177.pub2>

Wege, M. Van De. (2018). Teaching Strategies for Independent Vocabulary Development. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). Wiley. <https://doi.org/10.1002/9781118784235.eelt0754>

Yuan, X., & Tang, J. (2023). Influence of Narrow Reading and Narrow Reading Plus Morphological Awareness Training on Vocabulary Development. *SAGE Open*, 13(4). <https://doi.org/10.1177/21582440231204599>