

The Impact of Narrow Reading on Enhancing English Vocabulary among University Students

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ABSTRAK

Penelitian sebelumnya mengenai membaca menunjukkan bahwa hambatan utama bagi mahasiswa universitas dalam memahami teks sering kali adalah kosakata yang tidak dikenal. Penelitian ini bertujuan untuk mengkaji efektivitas narrow reading dalam meningkatkan kosakata mahasiswa universitas dan untuk menilai persepsi mereka terhadap penerapan strategi ini. Desain penelitian yang digunakan adalah pra-eksperimental. Penelitian ini melibatkan 25 mahasiswa jurusan Manajemen semester dua di sebuah universitas. Instrumen pengumpulan data terdiri dari tes kosakata dan kuesioner, dan data dianalisis menggunakan IBM SPSS Statistics 25. Hasil penelitian menunjukkan bahwa pembacaan sempit merupakan strategi yang efektif untuk meningkatkan kosakata mahasiswa universitas. Analisis statistik mengungkapkan peningkatan signifikan dalam pencapaian kosakata mahasiswa setelah penerapan pembacaan sempit ($p = 0,000$, yang kurang dari $0,05$). Disarankan agar pengajar bahasa Inggris mempertimbangkan untuk mengintegrasikan pembacaan sempit ke dalam praktik pengajaran mereka, dan peneliti masa depan dapat menggunakan temuan ini sebagai referensi.

ABSTRACT

Previous research on reading has indicated that the primary obstacle for university students in understanding texts is often unfamiliar vocabulary. This study aims to examine the effectiveness of narrow reading in enhancing the vocabulary of university students and to assess their perceptions of this strategy's implementation. The research design utilised was pre-experimental. The study included 25 second-semester Management majors at a university. Data collection instruments consisted of vocabulary tests and a questionnaire, and the data was analysed using IBM SPSS Statistics 25. The results indicate that narrow reading is an effective strategy for improving the vocabulary of university students. The statistical analysis revealed a significant improvement in students' vocabulary achievement after the implementation of narrow reading ($p = 0.000$, which is less than 0.05). In conclusion, the narrow reading strategy has been shown to enhance the vocabulary comprehension of university students effectively. Furthermore, the students have a positive perception of the implementation of the narrow reading strategy. It is recommended that English instructors consider incorporating narrow reading into their teaching practices, and future researchers can use these findings as a reference.

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1. INTRODUCTION

In learning a language, vocabulary assumes a pivotal role as it interconnects the four essential skills of reading, listening, writing, and speaking. Prior research underscores that acquiring vocabulary is crucial for proficient second language use and forms the foundation for coherent oral and written communication. Vocabulary is broadly defined as knowledge of words and their meanings [1]. [2] asserts that vocabulary occupies a central position in language acquisition and is pivotal for effective language learning. Additionally, [3] describes vocabulary as essential for both expressive (speaking) and receptive (listening) language skills. Productive vocabulary refers to words learners use to convey their thoughts, while receptive vocabulary pertains to words understood in context but not necessarily used actively in speech or writing [3].

The significance of vocabulary acquisition was underscored by [4], who famously remarked that "while without grammar very little can be conveyed, without vocabulary, nothing can be conveyed." Effective communication in a foreign language necessitates a robust vocabulary and the ability to deploy words accurately. Recognising the critical importance of enhancing learners' vocabulary in English, the researcher explores various strategies, particularly the use of reading as a means to enrich vocabulary in educational settings.

The premise that reading proficiency correlates with vocabulary development rests on the idea that exposure to written texts facilitates the acquisition of new words. Empirical evidence supports this notion, indicating that older children and adults learn many new words through reading [5] [6]. [6] Further, it asserts that vocabulary acquired through reading extends to both spoken and written language tasks. [7] reinforce this relationship, demonstrating that individuals with more vital reading comprehension skills tend to exhibit higher rates of vocabulary growth from childhood through adolescence compared to those with weaker comprehension skills.

This study focuses specifically on two reading styles among university students: extensive and intensive reading. Extensive reading, characterised by reading for pleasure, contrasts with intensive or narrow reading, which involves detailed engagement with shorter texts and targeted vocabulary exercises. Given the documented benefits of narrow reading for vocabulary development, the researcher aims to investigate its efficacy in enhancing university students' vocabulary skills.

As its name suggests, narrow reading involves thoroughly engaging with short texts with specific objectives, such as answering comprehension questions or analysing sentence connections. Unlike extensive reading, which aims for fluency through exposure to many texts, narrow reading focuses on deeper comprehension and learning within a shorter text. While

improving reading comprehension is a crucial goal of narrow reading, its objectives also encompass subject matter understanding, vocabulary acquisition, and discerning authorial intent. Advocates like [8] recommend supplementary exercises to enhance comprehension, such as answering questions or sequencing sentences based on the text.

There are distinct advantages to continuous engagement with a single topic through narrow reading compared to brief exposures to multiple topics [9]. Firstly, students can more easily grasp grammar and expand their vocabulary as they become familiar with recurring patterns and themes in the texts. Moreover, narrow reading is inherently motivating, mainly when the topic is of personal interest. Unlike conventional anthologies, where topics may lack appeal, narrow reading on topics of genuine interest encourages readers to engage deeply with the content, focusing on message and meaning even at the early stages of language acquisition [10].

Supporting the efficacy of narrow reading, [11] found that proficient native English readers often preferred reading books by a single author or within a series, such as Nancy Drew, Hardy Boys, or Bobsey Twins. Similarly, [12] observed significant enthusiasm and vocabulary development among adult second language learners who engaged with series like the Sweet Valley books. Readers progressed swiftly from more superficial levels (Sweet Valley Kids) to more complex ones (Sweet Valley High), demonstrating both enjoyment and linguistic growth through focused reading.

Given the documented benefits of narrow reading strategies, the researcher aims to investigate their effectiveness in enhancing English vocabulary among university students. Previous studies have underscored the positive impact of narrow reading on vocabulary development, motivating this current inquiry into its application in higher education settings.

First, [13] conducted a study titled "Vocabulary Recycling in Children's Authentic Reading Materials: A Corpus-based Investigation of Narrow Reading." This research aimed to explore the claims of vocabulary recycling in narrow reading, suggesting that collections of authentic texts with shared themes or authored by the same writer could efficiently recycle content vocabulary for English language learners. Using fourteen collections of children's reading materials, Gardner found that thematic coherence significantly impacted specialised vocabulary recycling in informational texts but had minimal effect on narrative materials.

Second, [14] conducted a study titled "EFL Vocabulary Acquisition and Retention: Reading Plus Vocabulary Enhancement Activities and Narrow Reading." This study compared the effectiveness of reading combined with vocabulary-enhancement activities (RV) versus narrow reading (NR) in improving vocabulary acquisition and retention among EFL secondary school students. Results indicated that the RV group outperformed the NR group in both vocabulary acquisition and retention tests, suggesting that focused vocabulary exercises alongside reading are more effective for enhancing vocabulary among EFL learners.

Third, [15] conducted a study titled "EFL Vocabulary Acquisition: Narrow Reading versus Reading plus Vocabulary Enhancement Activities. A Case Study with Spanish Secondary School Students." This research involved two groups of EFL students in their 4th year of compulsory secondary education in Spain. The study found that both narrow reading and reading-plus vocabulary-enhancement activities positively affected learners' vocabulary development, with the group engaging in reading-plus activities showing slightly more

significant gains. However, initial differences in pretest scores may have influenced these outcomes.

Fourth, [16] conducted a study titled "Promoting L2 Vocabulary Learning through Narrow Reading." This study focused on 61 high intermediate-level students in grade 11 at a senior high school in Korea. The findings demonstrated that students who engaged in narrow reading outperformed their peers in recognising word meanings through tasks like L2–L1 word translation and gap filling. This study highlighted the effectiveness of arranging reading materials around common themes for improving vocabulary among L2 learners.

These studies collectively underscore the benefits and varied effectiveness of narrow reading strategies in enhancing vocabulary acquisition among university students and other learners of English as a foreign or second language.

Similarly, [17] explored the effects of repeated reading and theme-based narrow reading on Korean EFL middle school learners' vocabulary learning and reading comprehension. Titled "Effects of Repeated Reading and Theme-Based Narrow Reading on Korean EFL Middle School Learners' Vocabulary Learning and Reading Comprehension," this study divided 99 middle school students into two groups: one received repeated reading (RR) treatment, while the other received theme-based narrow reading (TBNR) treatment. The RR group focused on reading the exact text repeatedly, while the TBNR group read thematically related texts with varied contexts. Results indicated that the TBNR group showed significant improvement in reading comprehension across different text levels compared to the RR group. Moreover, students in the TBNR group demonstrated more significant gains in vocabulary, underscoring the role of vocabulary knowledge in enhancing reading comprehension [18] [19].

In contrast to the rigorous educational environment in South Korea, where middle school students spend long hours in school and attend additional tutoring at Hagwon, Indonesian middle and high school students typically spend about 8 hours per day in formal schooling. According to PISA 2015, Indonesian students spend fewer hours in formal education compared to their East Asian counterparts. Additionally, while South Korea ranks higher on the EF English Proficiency Index than Indonesia, indicating better English language skills among adults, Indonesian university students face distinct challenges in English proficiency development compared to their Korean counterparts.

The sixth study, conducted by [20], titled "Demystifying the Effect of Narrow Reading on EFL Learners' Vocabulary Recall and Retention," focused on approximately 60 female senior high school students from Tarbiyat High School in Mahshahr, Iran. This research aimed to investigate the impact of narrow reading on EFL learners' vocabulary recall and retention. Results indicated that the experimental group, which received the narrow reading strategy, significantly outperformed the control group in all three receptive post-tests, demonstrating enhanced ability in vocabulary recall. The study suggested that repeated exposure to thematic concepts in narrow reading helped learners develop more robust semantic networks around the words, contributing to improved vocabulary retention.

The seventh study, conducted by [21], examined the effects of narrow reading on EFL learners' reading speed, comprehension, and perceptions. This study involved fifty-three 18-year-old Taiwanese senior high school students enrolled in a required reading class with four 45-minute sessions per week. Besides assessing reading speed and comprehension, students were asked to identify repeated phrases in the texts, with results showing that many students in

both the experimental and control groups were uncertain or could not recall repeated phrases. While both groups perceived improvements in reading speed, only the experimental group perceived enhancements in comprehension and noticed repeated vocabulary items. However, the study could have precisely measured vocabulary gains.

In summary, these studies highlight the varying impacts of narrow reading on EFL learners' vocabulary recall, retention, reading speed, comprehension, and perceptions among high school students in Iran and Taiwan.

The study by [21] primarily focused on identifying repeated words in narrow reading texts to understand vocabulary recycling without directly analysing its effect on learners' vocabulary achievement. In contrast, studies by [13], [14], [15], and [20] provided empirical data showing the beneficial impact of narrow reading on both productive and receptive vocabulary among EFL learners. Out of these seven studies, five demonstrated clear evidence of narrow reading's positive effects on students' vocabulary achievement, while the remaining two studies suggested benefits without empirical evidence.

The motivation for conducting a new study after these previous research efforts lies in examining whether the narrow reading strategy, effective in other contexts, yields similar results among university students in Indonesia. The Indonesian education system differs notably from those in Iran and Korea, where previous studies were conducted. Additionally, previous studies focused on high school students, whereas this study targets university students, particularly those who specialise in specific majors. Thus, the research aims to ascertain whether narrow reading remains effective in this distinct educational context. Therefore, the research questions emerge: *"Is there a significant difference in university students' vocabulary achievement when taught using the narrow reading strategy?"* and *"What are the perceptions of university students regarding the implementation of the narrow reading strategy?"*

Conducted as experimental research, the study proposes assumptions and hypotheses. The assumption posits that students' vocabulary achievements vary when taught using narrow reading strategies. The hypotheses derived from the research questions are: *"University students achieve better vocabulary outcomes when taught using the narrow reading strategy"* and *"University students exhibit positive perceptions towards the implementation of the narrow reading strategy."* These hypotheses serve as the foundation for testing the effectiveness and reception of narrow reading among university students in Indonesia.

2. METHOD

2.1 Research Design

This study employed an experimental research design, a robust method for establishing causal relationships [22]. In experimental research, the researcher intentionally controls and manipulates conditions or alters the independent variable to observe its impact on the dependent variable [23]. The primary objective was to examine the influence of narrow reading, treated as the independent variable, on students' vocabulary achievement, the dependent variable. The effectiveness of this instructional approach was evaluated by comparing students' average scores from pretest to post-test. This type of design is also known as One Group Pretest- Post-test Design in the literature [22]. Figure 1 illustrates the schematic representation of this pre-experimental research design.

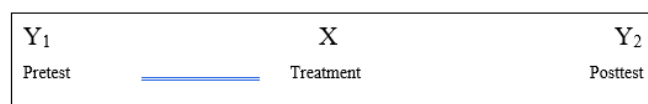


Figure 1. The Diagram of Pre-experimental Design

The procedures of experimental research that uses a One-Group Pretest Post-test design would be conducted as follows: (1) Administering a pretest with the purpose of measuring the basic knowledge of targeted words, (2) Applying the experimental treatment teaching by using a narrow reading strategy, and (3) Administering a post-test with a purpose of measuring the dependent variable which is the students' knowledge of targeted words after given treatment.

2.2 Participants/Subject/Population

The research was conducted at the University of Sumenep, Indonesia. The university was chosen due to its diverse student body and its focus on specialised fields of study. Specifically, this study targeted second-semester students majoring in Management, given their foundational knowledge of English and the potential for continuity in applying the narrow reading strategy.

The participants were selected from the Management program's second semester, considering their prior exposure to English language instruction and the practicality of implementing the strategy in their curriculum. After consulting with faculty members and evaluating the class sizes, the researcher chose one class comprising 30 students (18 females, 12 males) and was designated as the experimental group for this study. The students in this class are noted for their active engagement in learning activities. Faculty feedback indicated that the students in this class demonstrate a higher level of enthusiasm and proficiency in English than in other classes in the same semester.

2.3 Instruments

The researcher employed vocabulary tests and questionnaires as instruments to gather data. The primary instrument and vocabulary tests are aimed to measure the difference in vocabulary achievement before and after the implementation of the narrow reading strategy in the class. Both the pretest and post-test consisted of 20 multiple-choice questions focusing on receptive vocabulary improvement. The tests included L1-L2 and L2-L1 translations to assess the students' vocabulary comprehension. The validity and reliability of the tests were verified, yielding a reliability coefficient of 0.87. Given $\alpha = 0.05$ with $n = 25$, the r table value is 0.3961, indicating that the reliability coefficient of 0.87 is significantly higher than the r table value. Thus, the tests were deemed reliable and suitable for data collection.

The second instrument, a questionnaire, was administered during the final session after the post-test to all participants. According to Webster's New World Compact School and Office Dictionary (4th Edition), a questionnaire is defined as a written or printed set of questions used for collecting information from respondents.

2.4 Data Analysis Procedures

Data were collected through pretests, post-tests, and a questionnaire to determine the mean difference, significance level, and students' perceptions of the narrow reading strategy. The data analysis involved several stages.

The first step was data checking. The vocabulary pretest and post-test underwent rigorous checks for validity, reliability, item difficulty, and discrimination index. An English department lecturer at the university conducted expert validation. The questionnaire items were also reviewed by experts and approved by faculty members to ensure their suitability.

The second step was data scoring. Each correct item was awarded 5 points, while incorrect items received 0 points. This scoring method was chosen based on the total number of items, which was 20, resulting in a maximum score of 100 and a minimum score of 0.

The third step was data tabulation. Data were presented in tables for clarity. Two types of tabulation were used: simple tabulation, which classified data based on a single characteristic, and double tabulation, which classified data based on two characteristics simultaneously.

The next step involved descriptive statistics. Descriptive statistics for both the pretest and post-test and the questionnaire were computed using IBM SPSS Statistics 25. Data were inputted into SPSS, labelled accordingly, and analysed through the Descriptives function to obtain descriptive statistics. Similar procedures were applied to the post-test and questionnaire data.

The fifth step was fulfilling statistical assumptions. The paired sample t-test assumptions were verified: the dependent variable was continuous, observations were independent, the dependent variable did not contain outliers, and it was approximately normally distributed. Normality testing was conducted using the One-Sample Kolmogorov-Smirnov Test in SPSS 25.

The final step involved hypothesis testing, which was necessary to answer the research problem. The statistical hypothesis for this study was formulated to determine the impact of the narrow reading strategy on second-semester Management students at the tertiary level.

H₀: There is no difference in students' vocabulary test scores before and after being taught by using narrow reading.

H₁: There is a difference in students' vocabulary test scores before and after being taught by using narrow reading.

The final step in the data analysis involved hypothesis testing, aimed at determining the effectiveness of the strategy used by the researcher in improving students' vocabulary achievement. A 5% level of significance was employed, meaning that there is a 5% chance of the result being incorrect.

Decision-making regarding the hypothesis involves two conditions:

- a. If the level of significance exceeds 5% or 0.05, the null hypothesis (H₀) is accepted. This result indicates that there is no significant difference between post-test and pretest scores, and any observed difference is not substantial.
- b. If the level of significance is less than 5% or 0.05, the null hypothesis (H₀) is rejected, and the alternative hypothesis (H₁) is accepted. It also means there is a significant difference in students' vocabulary test scores before and after being taught using the narrow reading strategy.

Several steps were followed to test the hypothesis using the Paired-Samples t-test. Initially, the researcher inputs all scores into the data view of SPSS and labels the data as pretest

and post-test. The researcher then navigates to Analyse, selects Compare Means, and chooses Paired-Samples t-test. Subsequently, the data is transferred to the paired variables table, and the researcher clicks OK. The results are then presented in a table format, allowing conclusions to be drawn from the hypothesis testing

3. RESULT AND DISCUSSION

3.1 Comparison of the Pretest and Post-test Score

Before analysing the data, the researcher needed to test the normality of data as one of the fulfilments of statistical assumptions. It was used to know whether the data was normally distributed or not. One-Sample Kolmogorov-Smirnov test in the SPSS 25 Program was used since it is used to test whether a sample comes from a specific distribution. The test is also intended to determine whether a sample comes from a population which is typically distributed. The result is presented in Table 1.

Table 1. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test			
		Pretest	Posttest
N		25	25
Normal Parameters ^{a,b}	Mean	51,2000	67,0000
	Std. Deviation	23,06151	16,07275
Most Extreme Differences	Absolute	,159	,132
	Positive	,159	,132
	Negative	-,125	-,109
Test Statistic		,159	,132
Asymp. Sig. (2-tailed)		,104 ^c	,200 ^{c,d}
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

From Table 2, it is evident that the test distributions for both the pretest and post-test are normal. The significance levels for Asymp. Sig. (2-tailed) are 0.104 and 0.200, respectively, indicating values greater than 0.05, affirming the normal distribution of both sets of test scores.

In conducting the statistical analysis, the researcher employed a paired sample t-test, also known as a dependent sample t-test, using IBM SPSS 25 software. According to Mertens (2010: 406), the paired sample t-test is appropriate for pre-experimental research to compare pretest and post-test scores. This test evaluates whether the mean difference between paired observations is statistically significant. Each subject or entity in the study is measured twice, allowing for the determination of significance levels, mean differences, and correlations between the two tests, as detailed in Table 2.

Table 2. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	51,2000	25	23,06151	4,61230
	Posttest	67,0000	25	16,07275	3,21455

Table 2 shows a discernible difference between the mean scores of the pretest and post-test. The pretest yielded a mean score of 51.2, whereas the post-test resulted in a mean score of 67. Both tests had an equal number of participants. The standard deviation for the pretest was

23.06, compared to 16.07 for the post-test. Similarly, the standard error of the mean was 4.61 for the pretest and 3.21 for the post-test.

These statistical measures suggest that students' vocabulary knowledge varied significantly before and after undergoing the narrow reading treatment. The lower standard deviation and standard error of the mean indicate that a majority of students' scores clustered closely around the respective means.

Upon examining the mean scores of both the pretest and post-test, the researcher calculated the difference between the means and conducted a paired-sample t-test using IBM SPSS 25 Statistics software. The results of this analysis are presented in Table 3.

Table 3. Paired-Samples T Test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig. (2-tailed)	
					Lower	Upper			
Pair 1	Posttest-Pretest	15,8000	9,20598	1,84120	11,99996	19,60004	8,581	24	,000

Table 3 illustrates a notable positive difference in means between the post-test and pretest scores, amounting to 15.8. This disparity signifies that the average scores on the post-test markedly surpass those on the pretest. Thus, the research decisively rejects the null hypothesis and substantiates the alternative hypothesis. Consequently, there exists a significant divergence between the scores obtained before and after the implementation of the narrow reading strategy. In summary, these findings underscore the effectiveness of the narrow reading approach in enhancing students' vocabulary achievement.

3.2 The Students' Perception of Narrow Reading Implementation

The questionnaire is used to determine the students' perceptions and opinions regarding the narrow reading strategy implemented during the lesson. Using the IBM SPSS 25 Program, the researcher found descriptive statistics in students' answers. Students' answers to every questionnaire item can be seen in Appendix 10. The detailed description is presented in Table 4.

Table 4. Descriptive Statistics of Questionnaire Items

		Statistics							
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
N	Valid	25	25	25	25	25	25	25	25
	Missing	0	0	0	0	0	0	0	0
Median		4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0
		0	0	0	0	0	0	0	0
Mode		4	4	4	4	4	4	4	4
Percentiles	25	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0
		0	0	0	0	0	0	0	0
	50	4,0	4,0	4,0	4,0	4,0	4,0	4,0	4,0
		0	0	0	0	0	0	0	0
	75	5,0	4,5	4,0	4,0	4,0	4,0	4,5	5,0
		0	0	0	0	0	0	0	0

Table 4 illustrates that all questionnaire items were completed by 25 students, with a median score of 4, mirroring the mode as well. The mode represents the most frequently chosen response among students. The majority of students agreed on all questionnaire items regarding the effectiveness of narrow reading and their desire for its future implementation. This positive

feedback underscores their satisfaction with the narrow reading strategy employed during the treatment.

Moreover, the data reveals that over 85% of participants held favourable perceptions towards narrow reading. They acknowledged its efficacy in enhancing understanding and usage of targeted vocabulary, improving overall vocabulary acquisition, and facilitating comprehension of the subject matter. Students also affirmed the value of implementing narrow reading in future lessons, noting the enjoyment derived from its application in English studies. Additionally, they expressed a preference for narrow reading over traditional reading methods for enhancing vocabulary skills.

3.3 Discussion

3.3.1 Vocabulary Achievement Through Narrow Reading

After conducting this study, it is evident that the narrow reading strategy effectively enhances students' English vocabulary skills, as indicated by the rejection of the null hypothesis and acceptance of the alternative hypothesis. The study's results demonstrate a statistically significant increase in post-test scores compared to pretest scores, underscoring improvements in students' vocabulary proficiency following the implementation of narrow reading.

This study aligns with prior research, including [15] study on promoting L2 vocabulary through narrow reading and [24] investigation into the correlation between reading comprehension and vocabulary. [15]. Similarly, [21] observed that exposure to consistent scenarios across different levels of difficulty improved students' comprehension and heightened their awareness of recurring vocabulary in texts.

According to [25], repeated exposure to new words facilitates their retention in long-term memory, thereby enriching students' vocabulary mastery. In this study, words such as "exposure," "chemicals," "toxic," "hazard," "respiratory," "blood vessels," "patronise," "infants," "enacted," "susceptible," "disability," "involuntary," "ban," "vulnerable," "risk," "decrease," "environment," "substances," "disease," and "prohibit" appeared multiple times across four texts. This repetition heightened students' awareness and understanding of these terms, echoing [26] assertion in [25] framework that repeated exposure within similar contexts significantly aids in meaning recall.

In conclusion, the narrow reading strategy effectively enhances students' English vocabulary through improved topic comprehension and contextual familiarity.

3.3.2 The Students' Perception of Narrow Reading Strategy

The researcher gathered additional data to fortify the implementation findings by assessing students' perceptions through a post-treatment questionnaire. According to the findings, more than 85% of students affirmed the benefits of narrow reading and advocated for its future use.

[15] study highlighted those participants in the narrow reading group attributed their improved receptive vocabulary to increased familiarity with the topic. They noted that through repeated encounters with content related to secondhand smoking, they gained comprehensive knowledge about its risks and prevention measures, which facilitated easier recall of target words associated with the topic.

Supporting Kang's findings, [27] explored the efficacy of series books as part of narrow reading, demonstrating enhanced L2 proficiency among students. Participants reported improved reading fluency, confidence, and enjoyment as they delved deeper into a series of books. [28] argues that prior knowledge significantly aids comprehension, enabling students to form intricate connections within the narrative and relate it meaningfully to personal and global contexts.

Theoretical implications of this study extend to innovation communities and social capital by enhancing understanding of narrow reading's efficacy and the importance of repetitive exposure to targeted vocabulary in vocabulary enhancement. Pedagogically, educators can leverage narrow reading to effectively teach vocabulary, employing diverse, valid, and comprehensible assessment methods aligned with student needs.

In conclusion, this study provides empirical substantiation for prior research and theories, affirming that implementing narrow reading in English instruction enhances vocabulary awareness and comprehension among students.

4. CONCLUSION

Based on the preceding discussion, the researcher concludes that narrow reading constitutes a practical pedagogical approach for enhancing vocabulary acquisition among university students, particularly in the context of expository text materials. This strategy affords students repeated exposure to targeted vocabulary, facilitating more accessible word memorisation. The study's findings reveal significant improvements in students' post-test scores compared to their pretest scores.

Additionally, data gleaned from the questionnaire underscored students' favourable perceptions of narrow reading. They expressed that this approach aided comprehension and application of targeted vocabulary, thereby enhancing their overall vocabulary proficiency and understanding of subject matter. Moreover, students derived enjoyment from engaging in narrow reading activities.

However, it is essential to acknowledge limitations stemming from the research's duration and scope, which focused exclusively on students' receptive vocabulary over four sessions. Future investigations could benefit from extending the duration and diversifying the assessment to include students' productive vocabulary skills.

Educators are encouraged to integrate narrow reading into their teaching practices, tailoring texts to align with students' academic interests or majors, particularly in the exposition text genre. Adaptation of methods to fit curriculum requirements and topic relevance is advisable. Furthermore, teachers should foster vocabulary guessing strategies within contextual contexts and provide timely clarifications to enhance comprehension.

Future researchers are recommended to expand upon current findings by incorporating assessments of students' productive vocabulary skills through oral and written tasks. Longitudinal studies with delayed post-tests could also elucidate the sustainability of narrow reading's positive effects on vocabulary retention over extended periods.

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