THE EFFECT OF VOCABULARY DEVELOPMENT THROUGH NARROWREADING

OF SECOND GRADE LEARNERS

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BY

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This research aims to investigate the effect of vocabulary development before and after teaching through narrow reading, satisfaction with narrow reading among learners in terms of vocabulary development, and interviews with teachers with regard to experimental group development and the vocabulary development of learners. The population of the study included 98 second-grade learners in the first semester of the 2021 academic year at Chumchonwatsripachantakham School, Prachinburi province. The participants in this study consisted of 40 learners, who were selected by cluster random sampling. The research instruments in the study were lesson plans based on vocabulary development through narrow reading, vocabulary, and reading comprehension tests, satisfaction questionnaires about the study, and interviews with teachers regarding development. The data collection in this study employed online learning that was suitable for the COVID-19 pandemic. The learners were assigned to complete the pretest before using the treatment. They were taught vocabulary by the narrow reading technique and took the posttest after the treatment to investigate their vocabulary development and reading comprehension. The results of the study revealed that the effectiveness of vocabulary development through narrow reading of the learners was significantly higher than before treatment, at a statistically significant level of .05. Additionally, the overall mean score of the satisfaction of the learners on of the contents of the study toward vocabulary development in the experimental group was highly positive (M = 4.8), and the learners also had a high mean score (M = 4.62) regarding the benefits of the study. Furthermore, the open-ended questionnaire on the satisfaction of the learners indicated that they had knowledge of the vocabulary used in the study. The interview responses of teachers implied that the vocabulary ability of learners had been enhanced. The findings revealed the advantages of vocabulary development through narrow reading and satisfaction with the vocabulary competency of the learners.

Keyword : Vocabulary development, Reading comprehension, Narrow reading

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

Background

In the 21st century, Language is the essential part to communicate with citizen around the world for enhancing the capable to communication in daily life as education, livelihood, and creating understanding of cultures and vision of the world community. As an English language that is an international language for increasing the diversity cultures, viewpoints in the world community, conducive to friendship and cooperation with various countries. The development of English skills is the most important for improving the capacity of the people who using English language in their daily life. English language proficiency is widely used as second language or foreign language in many countries and become increasingly influential language to connect with another people in the world. As Asean Economic Community (AEC), it was founded in December 2015 by ten members who joined forces to create a single market and industrial base, a highly competitive region with equitable economic development, and full integration into the global economy. Moreover, English language is the main language to communicate with the countries in ASEAN. It indicated that English language is crucial in Thailand   for development English language to Thai citizens that suitable with the requirement of English language competency to provide the occasions for people in the future.   English language which foreign language for communicating and learning in the present at Thailand. According to (MinistryofEducation, 2008) concluded that foreign languages serve as a significant instrument for communication, education, seeking knowledge, livelihood, and generating awareness of cultures and visions of the global community, therefore studying them is highly important and essential to daily life. Therefore, Thailand has realized the important of English language for learners' development to enhance the ability of communicate as well as enable to raise the capacity of language skills in their lives. This means Thai learners have to improve the competency of English abilities.

The important of vocabulary knowledge is crucial role of learners. (Richards & Renandya, 2002) concluded that The fundamental component of language proficiency was vocabulary, which served as the foundation for how well pupils listened, spoke, read, and wrote. (Schmitt & McCarthy, 1997) mentioned that vocabulary knowledge was only one component of language skill such as reading and speaking. Moreover, (Sedita, 2005) believed that the importance of vocabulary knowledge was that it comprised all of the words we need to access our past information, convey our ideas and communicate effectively, and learn about new subjects. (Rupley, Logan, & Nichols, 1998) stated that vocabulary was the connector that facilitates with reading comprehends in ideas and content for children.

The Panel (National Reading, 2000) concluded that vocabulary instruction consisted of direct vocabulary instruction (explicit) and indirect vocabulary instruction (implicit) for increasing vocabulary capacity. Implicit and Explicit are the parts of main method of teaching vocabulary and appropriate approach for solving the problem of learners.

Explicit learning as direct learner attention (Hunt & Beglar, 2005). Moreover, he stated that explicit instruction and learning were provided the target of involving vocabulary breadth, elaborating vocabulary and building fluency that effected for extending the learners' perception of high frequency, general academic vocabulary and crucial vocabulary technically. National Reading stated that explicit vocabulary instruction is efficient of learning vocabulary that students are given definition or other attributes of words to be learned and can lead to improvement in the text understanding and information use. (National Reading, 2000)

In contrast, (National Reading, 2000) explained that vocabulary words could be learned with incidental and indirect systems that concluded that a theoretical and an empirical didn't had to learned through formal instruction. Moreover, (Reber, 1967) conducted that implicit learning was a process in which subjects acquire information about a complicated, rule-governed stimuli environment without wanting to and without realizing what they've learned. In the research, he concluded that implicit learning as

the process of nature perception of learners. (Rebuschat, 2015) stated that implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation. Additional, (N. C. Ellis, 2008) expressed implicit and explicit learning were associated strategies that implicit and explicit learning process work together in L2 acquisition and that they are dynamic, taking place consciously about transiently with enduring effects on implicit knowledge.

In the process of learning vocabulary effected to the skills of English as reading. (Rupley et al., 1998) concluded that the reader's text processing and interaction with the author were aided by vocabulary knowledge, which promotes the formulation and validation of concepts and learning. Vocabulary was one of the five key components of reading education that must be taught to students in order to be successful. Phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension were among the essential components. (National Reading, 2000). Joan believed that the reader could get the main idea of the story and guess the unfamiliar words mean if the readers were gained or knowing at least 90 percent of words which could help reading comprehension of learners.(Sedita, 2005).

Reading competency was the one of English skills that necessary for learning. (Panida, 2012) stated that the essential of the reading that was the ability to acquire the awareness and maturity. She concluded that reading skill was EFL learners opportunity for apply in their life. (Grabe, 2002) believed that reading was the ability to draw meaning from the printed page and interpret this information appropriately. He argued that reading can expect in four main reasons;

Firstly, reading can be done for several purposes, each of which required a different combination of skills and strategies. Secondly, the definition does not reveal the processes and knowledge bases that bring about the overall reading comprehension. Then, it does not explain how reading occurs as a cognitive process operating under the time constraints. Lastly, it does not clearly state the difference in interpreting the meaning of a text among L2 readers of different proficiency.

However, the limited of learners' English reading who poor to read the context fluency affected the comprehension of the reading context. Vocabulary knowledge fulfilled the treatment of this struggle. (Armbruster, 2001) explained that readers cannot comprehend what they were reading unless they were familiar with the meanings of the majority of the terms. He maintained that when children learnt to read increasingly complex texts, they must learn new terms that are not part of their speech vocabulary. The researchers investigated that Thai learners have trouble in reading comprehension as (Dararat Prom, 2012) explained that the ability of reading skill to get the main idea, to find the details, to make inference and to differentiate between fact and satisfaction presented of Matthayom Suksa 1 at Watlaemsuwannaram Municipality School, Samut Sakhon was low. As (Nongnat, 2008) expressed that English Reading Problems of 12 Grade learners at Nakhonratchasima province was structure, words and reading comprehend.

The findings of previous studies have shown that learners have the problem of reading ability. This means that the method of teaching may affected the learning proficiency of learners. The experts of these investigated that the method of teaching was necessary for learning in vocabulary and reading that connect together to lead the reading comprehension effectively as Top – Bottom up, Interactive Compensatory Model, Word-recognition models in reading ability and using flash card, game learning, word-list and multiword-items for vocabulary learning. Moreover, the essential component of learning ability has consisted of the appropriated strategy for learners. Many researchers advised that implicit process should continuously with narrow reading because they were investigated that it would be realized for learners with numerous authentic texts which provided the same topic (narrow reading).

There were effected that vocabulary was repeated throughout (Decarrico, 2001). As Krashen and Brown (S. Krashen & Brown, 2007) concluded that the narrow reading strategy was to read texts by a single author or on a particular subject of interest, ensuring understanding and natural repetition of vocabulary and grammar.

Vocabulary development through narrow reading is an interesting teaching method that appropriate to encourage the learning competency for learners. The researcher determined to conduct the study for extending to the development of vocabulary through narrow reading.

As discussed previously, the researcher believed that this technique will help learners to acquire the essential knowledge and improve the problem of vocabulary learning and readability effectively for gain and connect vocabulary competence and reading ability into their daily life skill. The researcher determined to conduct the research for improving the vocabulary competence by applying narrow reading with second grade learners at Chumchonwatsripachantakham School, Prachinburi Province. As education development plan of Prachinburi Primary Educational Service Office 1 has a mission that enhances the outcome of education to achieve international standards by developing English language performance of learners to a higher level. The primary schools at Prachinburi province propose to follow the missions of Prachinburi Primary Educational Service Office 1 by increasing the learning outcome of learners. Moreover, the schools of Prachinburi Province have Local Assessment System Test (LAS) for measuring the ability of Thai, Math, Science, English language, Social Studies, Art, Occupations and Technology and Health and Physical Education subjects in grade 2, 5 and 11.

Consequently, Chumchonwatsriprachantakhm School (C.W.S.), a large primary school with seven hundred twenty-four learners where is the mainstay of one Tambon and one School Project. Moreover, there is school-based curriculum development and sufficiency economy learning Centre at Prachantakham District, Prachinburi. Therefore, the researcher considered to select Chumchonwatsriprachantakhm School is the part of experimental group, second grade learners for improving vocabulary development and preparing LAS testing follow of Prachinburi Primary Educational Service Office 1 mission. The researcher believed that narrow reading can increase the highest potentiality that appropriate of learners.

Objectives of the study

1. To investigate the effect of vocabulary development before and after teaching through narrow reading technique.

2. To examine satisfaction towards vocabulary development of learners.

3. To examine teachers' interview toward the vocabulary development of learners.

Significances of the study

The results of the study had been valuable with learners, teachers and researchers.

The first, learners who participated in this study would improve the competency of vocabulary learning through narrow reading and increase the readability in the text effectively.

The second, teachers been benefit by leaning the result of the study for adjust the lesson in the classroom to learners that enhance the competency of vocabulary learning and reading comprehension skills.

The third, researchers could use the result of the study to raise and encourage the awareness of the process for developing English language competency of learners.

Scope of the study

1. The populations of the study were second grade learners of Chumchinwatsriprachantakham School, Prachinburi province to enhance the outcome of education and LAS testing for developing vocabulary performance of learners to a higher level that selected by cluster random sampling.

Definition of terms

The study was summarized terms as followed:

1. Vocabulary development referred to the ability of learners that could tell the words meaning, form and pronounce the words in the stories. In addition, vocabulary development could tend to text comprehension.

2. Teaching English vocabulary meant to teach the learners by telling the meaning, showing the form and pronounce the words to learners. Additionally, teaching English vocabulary was with vocabulary worksheet that matched words and meaning correctly.

3. Narrow reading referred to reading comprehension activity that was taught in natural perception with vocabulary repeats in the stories which the same themes to learners.

4. Reading comprehension referred to the processes of the reading which consisted of pre- reading stage, while- reading stage, post- reading stage and jigsaw activity that learners could participate together and answered the comprehension questions that the readers can identify the meaning of words and text comprehension in the story.

Conceptual framework

Independent variable: Dependent Variables:

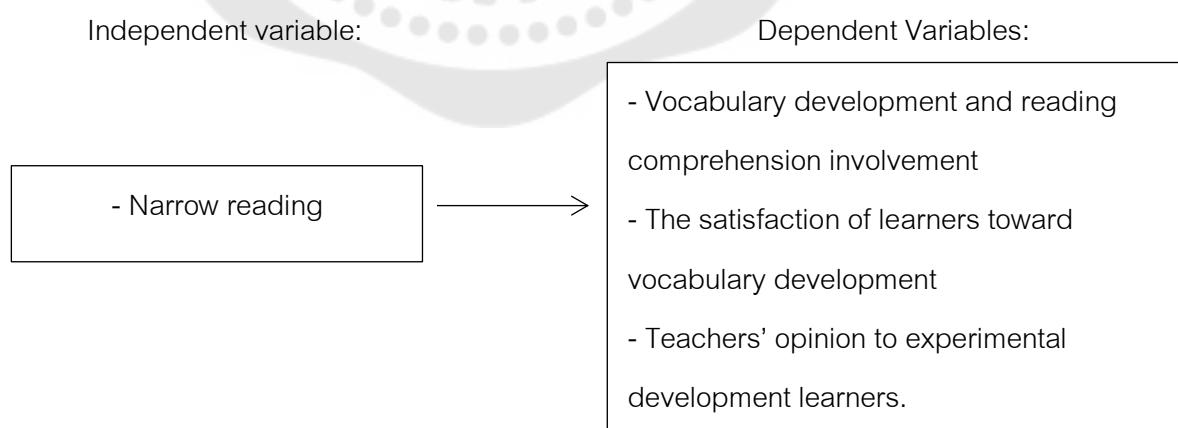| - Narrow reading | → | - Vocabulary development and reading comprehension involvement
- The satisfaction of learners toward vocabulary development
- Teachers' opinion to experimental development learners. |

Figure 1: Conceptual framework of the study

CHAPTER 2
REVIEW OF THE LITERATURE

This chapter provided into three parts. The first part reviewed the literature of vocabulary acquisition learning; (a) the definition of vocabulary, (b) approach of teaching vocabulary, (c) kinds of vocabulary, (d) the processes to presenting vocabulary, (e) explicit vocabulary instruction, (f) implicit vocabulary instruction, (g) narrow reading, (h) the instruction of implicit and explicit learning, (i) vocabulary readability, (j) assessing vocabulary test. The second part reviewed reading ability; (a) definition of reading , (b) components of reading process, (c) efficient reading and (d) classroom reading procedures. The last was review literature about the development of vocabulary through narrow reading.

Part1 Vocabulary Acquisition language
(a) The definition of vocabulary

Vocabulary was an essential part of language proficiency for applying the ability to the learners that consist of the language skills. According to Richards and (Schmitt & McCarthy, 1997), vocabulary knowledge is only one component of language skill such as reading and speaking. (Richards & Renandya, 2002) argued that vocabulary was the main component of language proficiency and provided the basis for how well students listened, spoke, read and wrote. Furthermore, (Richards & Renandya, 2002), The term "vocabulary" refers to the "words we must know in order to communicate successfully."; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

Based on the description above, it summarized that vocabulary was the connector of language competences as reading, speaking, writing and listening that increases the mastering in comprehensive and communicable with the language.

(b) Approach of teaching vocabulary

(S. D. Krashen, 1981) called the input theory of language learning; first, learners were interested in the words understanding. Second, the words should contain

terms which were just outside the learners' accomplishment. Third, the learners could not feel troublesome with the foreign language.

Furthermore, Krashen described that vocabulary teaching can fit into a language learning in four ways from the most indirect to the most direct as followed; (A) Material was created with vocabulary development in mind. The creation of simplified material and the meticulous vocabulary grading of the first lesson of learning English were the most prevalent instances. (B) Words were dealt with in the order in which they appeared. This meant that if an unfamiliar word a raised in a reading passage, the teacher pays attention to it while it is causing a problem. (C) The teaching of vocabulary was done in conjunction with other linguistic exercises. The vocabulary of a reading passage, for example, is addressed before the students read the passage. (D). Vocabulary study took place either in class or outside of school, with no obvious relation to other language activities. For instance, time is spent on spelling rules or on tasks such as using a dictionary, guessing words, using word pieces, or learning lists. (e) Methods of association: Learners were encouraged to make links between what they already knew and unfamiliar words.

(c) Kinds of Vocabulary

(Hatch, 1995) explained that types of vocabulary divided into two kinds of them; receptive vocabulary and productive vocabulary as followed;

Receptive Vocabulary was the facilitator of learners recognizes and comprehends which used in in context and were produced. Moreover, learners would recognize when they saw in the text but did not in speaking and writing.

Productive Vocabulary was the process by which a learner comprehends and can correctly enunciate words in both speaking and writing. It entailed what was required for receptive vocabulary to be handled as an active process, as learners were able to develop the words to communicate their thoughts to others.

(d) The process to present vocabulary

(Thornbury, 2002) described that the steps to present vocabulary consisted as followed;

- Presenting vocabulary that teachers should base on the level and likely familiarity with the words of learners, the difficulty of items and teach ability that they can explained or demonstrated to others.

- Using translation was the traditional that widely present the meaning in L1. In contrast, translation was failed to develop L2 learners. Teachers should to present in the different ways for cooperating vocabulary and meaning efficiently.

- Illustrate meaning mean to present concrete an object in learning process.

- Highlight the form that teachers should to present the words sound to learners because there are useful to retention and deserves as much attention as the individual sounds.

- Involve the learners explained that teachers should let them elicitation, personalize the new words and ask association network of vocabulary.

(Nisbet & Tindall, 2015) explained that we are unable to teach all of the words, we need to particular and intentional about the words we directly teach to learners. In addition, they concluded the step to process in introducing new vocabulary follow direct instructions;

1. Showed the words in written form for all students to see.

2. Pointed to the words and say "this word is circumference".

3. Students were invited to read the word with you "Say it with me".

4. Students read the word chorally. "Now say it together"

5. Students said the words to a partner.

6. Students had written the word on the front of a reference card.

Moreover, in the broadly speaking, there were five methods of teaching vocabulary that explained by (National Reading, 2000) as followed:

1. Explicit Instruction: Students were learned the words by given the definitions or other attributes (pre-teaching of vocabulary, analysis of word root or suffixes).

2. Implicit Instruction: Students were performed opportunities to do the best deal of reading (wide reading to increase vocabulary).

3. Multimedia Methods: Vocabulary was represented by beyond the text to include other media such as graphic represents, hypertext, or American Sign Language that uses a haptic medium (semantic mapping, graphic representation).

4. Capacity Methods: Practice was increased the capacity through making reading automatic emphatically (concreate on meaning of words rather that their orthographic or oral representation).

(e) Explicit Vocabulary Instruction

In accordance with (National Reading, 2000), explicit vocabulary instruction is efficient of learning vocabulary that students were executed definition or other quality of words to be learned. (R. Ellis, 2008) stated that explicit instruction referred to attempts to intervene the process of interlanguage development. Explicit instruction or formal instruction improved in text understanding and information usage (National Reading, 2000). In the goal of building a large recognition vocabulary, (Decarrico, 2001), she described that explicit instruction integrated a new word with old, providing a number of encounters with a word and promoting a deep level of processing.

(Hunt & Beglar, 2005) explained that the main point of explicit teaching was to "direct learner attention". Moreover, he stated that explicit instruction and learning were reached to accomplish of vocabulary breadth, elaborating vocabulary and building fluency that they were the most efficient for the learners' capability of high frequency, general academic vocabulary and essential technical vocabulary enlarging .

There were concluded that explicit vocabulary instruction was the formal vocabulary instruction which assumed the vocabulary development of learners and also composed the learning competence of learners. As The Panel (National Reading, 2000) explained that vocabulary words could be learned with incidental and indirect systems that concluded that a theoretical and an empirical didn't had to learned through formal instruction.

(f) Implicit Vocabulary Instruction

Implicit learning was first investigated by Arther Reber (Reber, 1967) about Implicit learning of artificial grammar. He explained that a process during which subject acquire knowledge about a complex, rule-governed stimulus environment without intending to and without becoming aware of the knowledge they have acquired. In the research, he concluded that implicit learning as the process of nature perception of learners.

(Hunt & Beglar, 2005) stated that implicit learning was the ones of enlarging and strengthening of vocabulary breadth, and would be complicated and evolved with vocabulary. (Decarrico, 2001) meant   the implicit vocabulary learning that occurs when the mind is focused elsewhere, such as an understanding a text or using language for communicative purposes. The point of an implicit on form was "attract learner attention" and "minimizing any interruption to the communication of meaning" (Doughty & Williams, 1998). Rebuschat summarized that implicit learning was acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which taken place naturally, simply and without conscious operation (Rebuschat, 2015).

(g) The instruction of implicit and explicit learning

Implicit and explicit learning are the processes that need FFI (Form-Focused Instruction) that increased the competence to draw the learner's attention. (Housen, 2005)

.

Table 1: Implicit and explicit form of Form-Focused Instruction

Implicit FFI	Explicit FFI
• attracts attention to target form	• directs attention to target form
• is delivered spontaneously (e.g. in an otherwise communication- oriented activity)	• is predetermined and planned (e.g. as the main focus and goal of a teaching activity)
• is unobtrusive (minimal interruption of communication of meaning) present	• is obtrusive (interruption of communication of meaning)
• makes no use of metalanguage	• Uses metalinguistic terminology (e.g. rule explanation)

In addition, many researchers advised that implicit process should continuously with narrow reading because they were investigated that there could be suitable to read numerous authentic texts, but readers could read all of the articles on the same point (narrow reading). Moreover, the contents could include vocabulary that was repeated (Decarrico, 2001).

(h) Narrow reading

The narrow reading strategy was the strategy of reading with one author or about a single topic interest which increased reading comprehend and natural reception of the words and grammar of learners (S. Krashen & Brown, 2007).

(Stephen, 2004) stated that narrow reading will be more enjoyable, because it is restricted to what the reader really wants to read. It will be more comprehensible, because the reader will already have a great deal of background knowledge and will gain more background knowledge by reading. In addition, he argued that narrow reading had more advantages: the first, writers had favorite expressions and distinctive style which topics had their own vocabulary and discourse, narrow reading provides a built in review. The second, background knowledge was an enormous supporter of comprehension.

(National Reading, 2000) concluded that "vocabulary should be taught directly and indirectly together". For increase the opportunities for such encountering improves students' vocabulary knowledge, which in turn improve their ability to read more complex text in indirect vocabulary instruction and word consciousness in direct vocabulary instruction that involves awareness of word structure, including an understanding of word parts and word order.

Consequently, Vocabulary instruction consisted of explicit and implicit vocabulary instruction for developing vocabulary competence and text understanding. Explicit vocabulary instruction as direct instruction that preparing pre-vocabulary teaching and specific word. In the other side, Implicit Vocabulary Instruction refers to indirect instruction as acquiring vocabulary naturally without word conscious. Moreover, explicit and implicit vocabulary instruction should continuously together with narrow reading for increasing comprehensible readability of learners with one or same topic in the text.

(i) Vocabulary and readability

(Klare, 1963) argued that the characteristic of words most often measured in readability studies is, directly or indirectly, that of frequency. (Stanovich, 2000) made an argument between reading and vocabulary that vocabulary growth leads to improved reading comprehension and reading leads to vocabulary growth. (Carver, 2000) stated that the relationship between vocabulary knowledge and reading comprehension were so strong that they can produce perfect correlations.

(Koda, 2005) concluded that successful comprehension was heavily dependent on the knowledge of individual word recognition, and the relationship between vocabulary and reading comprehension that not only first language and also second language learners. Moreover, (Jr, 2003) stated that proper reading comprehension required a person to know 90 to 95 percent of the words in a document. Knowing that percentage of terms assisted the reader to have confidence in what was being stated and, as a result, to properly estimate what the familiar words mean.

Therefore, vocabulary competence and readability are the essential parts for connecting with the capacity of reading comprehension to learners' comprehend in the story that learners could interpret and understanding of words and text comprehension in the story.

(j) Assessing Vocabulary Test

In the Vocabulary test be an important part to measure vocabulary knowledge of learners. (Read, 2000) explained that assessing vocabulary test consisted four tests; (1) the Voluntary Level test (2) The Eurocentres Vocabulary Size Test (3) The Vocabulary Knowledge Scale and (4) The Test of English as a foreign Language.

The Vocabulary Level test

The Vocabulary Levels Test was devised by Paul Nation at Victoria University of Wellington in New Zealand in 1980s as an instrument for classroom to help teachers develop a suitable vocabulary teaching and learning program for their learners. The format of the test involves word-definition matching. Moreover, the Vocabulary Levels Test based on learners' vocabulary level.

The Eurocentres Vocabulary Size Test (EVEST)

EVEST was the Vocabulary Levels Test that make estimate of learners' vocabulary size. However, there are designed which presents learners with a series of   a words and simply to indicate whether they know each one or not. EVEST was administered by computer rather pen-and-paper tests which present the question "Did you know the meaning of the word?". The validity of EVEST depends on the vocabulary learning that teacher programme on language teaching programme.

The Vocabulary Knowledge Scale (VKS)

VKS was an instrument that development on incidental vocabulary acquisition. It consists of two scales; eliciting responses and scoring the responses. To measure VKS, there was suitable with the quality or depth of vocabulary knowledge in practical way.

The Test of English as a foreign Language

The Test of English as a Foreign Language (TOEFL) involved for one of major English language test in the world. The purpose of TEFL is assessing for foreign learners who planning to study in tertiary institution or apply for admission to aboard. The evaluation of VKS based on computer assessment to measure the outcome of vocabulary competency.

Part 2 Reading ability

(a) Definition of reading

(Wallace, 1992) noted that reading as interpreting to a written text as a piece of communication; in other words, we assumed some communicative intent on the writer's part which the reader had some purpose in attending to understand. (Nuttall, 2000) believed that reading meant getting out of the text as nearly as possible.

(Panida, 2012) studied about KWL – Plus technique on reading comprehension emphasized that reading comprehension meant an effective progress with the words and meaning were concluded by the reader; it was a debatable process which the readers must have the other components as thinking skill, scheme and the language performance. There was the ability of reading development what writer wanted to offer.

(Phatteenan, 2016) concluded that reading referred the procedure which readers applied to extract the word meaning from written language. Reading progress was reveled with a reader and a text in the story. In the other hand, a reader had to utilize with reading comprehension for applying in the text meaning, topic and main idea identifiable by used the progress as context clues in the text.

Grabe and Stoller defined that reading was the capacity to extract meaning from the printed page and interpret this information appropriately. In the parallel, he argued that reading can expect in four main reasons; firstly, reading can be done for several purposes, each of which requires a different combination of skills and strategies. Secondly, the definition does not reveal the processes and knowledge bases that bring about the overall reading comprehension. Then, it does not explain how reading occurs

as a cognitive process operating under the time constraints. Lastly, it does not clearly state the difference in interpreting the meaning of a text among L2 readers of different proficiency. (Grabe, 2002, p. 3)

(b) Components of Reading Process

In the processes of reading were the most essential for learners for improving their reading ability. The components of reading process were the part of the reading competence increasingly. (Alderson, 2000) explained that reading divided into two components; decoding (word recognition) and comprehension.

Reading competence depend on the level of leaners that (Grabe, 2002) argued the ability of lower – level process and higher – level process as followed;

Table 2 : The process of lower and higher level of reading

Lower – level processes	Higher – level processes
Lexical access	Text model of comprehension
Syntactic paring	Situational model of reader interpretation
Semantic proposition formation	Background knowledge use and inferencing
Working memory activation	Executive control process

In addition (Grabe, 2002) purposed the defining reading on the basis of set of ten necessary process as followed:

1. a rapid process	6. an evaluating process
2. an efficient process	7. a purposeful process
3. an interactive process	8. a comprehending process
4. a strategic process	9. a learning process
5. a flexible process	10. a linguistic process

(c) Efficient reading

The effort of reading competence is base on to the efficiency of learners' reading development in the context. As (Nuttall, 2000) explained the efficient of reading should to help learners to understand texts and take the time to read for learners. She indicated that efficient reading consisted of three components;

1. Knowing what you want from reading

2. Choosing the right material

3. Using the text effectively

(d) Classroom reading procedures

In the procedures of reading in the classroom are essential for teacher to design appropriate steps learning to learners. As (Wallace, 1992) concluded that classroom reading procedures contained as follows;

1. Access to the context of situation

In the contexts should be various kinds of reading and interest for learners. Moreover, teacher should to present the scene or picture, vocabulary and questions for asking their comprehension in the story.

2. Access to content

The effective to access the content has to interact with the context for helping learners to relate their existing knowledge to the text which they are reading.

The processes to access the content concluded that (1) pre-reading, (2) while- reading and post-reading.

Therefore, readability is crucial in language competence to expand reading comprehension of learners. Furthermore, readability is advantageous with readers who are beginners to vocabulary development because there is a facilitator to connect with the strategies of language effectively. The researcher realizes of reading development of learners to elevate the capability in the readable, the instruments of the study consist of lesson plans, vocabulary test and reading stories that fulfil with explicit vocabulary instruction and implicit (narrow reading) to improve learners vocabulary and reading development.

Part 3 Related research

      The numbers of studies indicated the result of explicit vocabulary instruction, implicit vocabulary instruction and vocabulary development through narrow reading. There were promoting the competence of explicit and implicit vocabulary instruction. As (Khamesipour, 2015) conducted the effect of explicit and implicit instruction of vocabulary through reading on EFL learners' vocabulary development at Tabriz Institutes. The aims of the study were found and compared the impacts of teaching – learning vocabulary with explicit and implicit learning with learners who 15 – 20 years, four classes that were selected belong to a proficiency test. The instruments were pre-posttest about vocabulary and PET (Preliminary English Test). There was the main of instrument in this research. In the procedure of the study consisted of Explicit Group (EG) and Implicit Group (IG). These groups divided the process of treatment, the EB was learnt explicit learning and the IG was learnt implicit lesson. The finding concluded that there was significantly between the EG and IG who were performed explicit and implicit learning.

      (Seyyed Taghi & Fatemeh, 2017) studied the effect of Explicit and Implicit Teaching Vocabulary on Iranian EFL Learners Vocabulary at Tabriz Institute. The aims of the studied that found and compared the effects of teaching: explicit and implicit learning for developing the EFL learners. The researchers separated participants to two groups of intermedia who were given 15 treatments; the vocabulary items were taught explicitly to the Explicit Group (EG) by gave the definitions of the words to them. However, to the second group and the Implicit Group (IG) were taught implicitly by presented the example sentences in which the new words were applied them. The results showed that IG and EG were found to be efficient. There were significant differences between the posttest scores of the Explicit and Implicit groups.

      The researchers summarized the performance both of vocabulary learning and readability. For instant, (Kozeta Hyso, 2011) explored importance of vocabulary teaching to advanced foreign language students in improving reading comprehension at University of Vlora and University of Tirana, Albania. This study focused that

investigate the perceptions of 80 post- secondary Albanian EFL learners. The researcher stated learners to awareness of vocabulary learning strategy and reading comprehension with the questionnaires and interviews the sample of this study. The result explored that learners were awareness of the benefits of VLS and reading comprehension. There were related of improve the process reading comprehension because the ones who lack of the vocabulary size, he can not to understand the context.

(Asst.Inst. Anfal Taha, 2018) investigated the effect of teaching English vocabulary learning strategies on Iraqi Intermediate School Students' Vocabulary Performance and Reading Comprehension. The study aimed to investigate the effect of vocabulary learning strategies on Iraqi Intermediate school students' vocabulary performance and RC. The first year men students who registered for the academic year 2015- 2016 were the samples of the study. The instrument constructed included vocabulary learning strategies, reading comprehension with experimental group and traditional technique with control group. The finding of this study showed that VLS was more effective and fulfill in developing the level of students in using strategies for detecting the meaning of unknown words and strategies for retaining the newly learned words in long –term memory and recalling them at will.

Moreover, narrow reading is an efficient method to increase learner development with vocabulary and reading that allowing learners to see vocabulary repeatedly in context. Learners need to read on a text that one author or same theme, which helps ensure comprehension and natural repetition of vocabulary and grammar (S. Krashen & Brown, 2007) as (Wanna-ngam, 2012) explored effect of reading of interest on reading comprehension and incidental vocabulary learning: a case of narrow reading. The focus of the study was the reading comprehension and incidental vocabulary learning development of learners. The subjects were 40 undergraduate learners who studied in the second semester in the academic year 2010 at Khon Kaen University, Khon Kaen Province. The instruments of the study consisted of a topic survey form, a pre/posttest on reading comprehension and incidental vocabulary learning, reading

material (based on narrow reading) and a questionnaire and an after – reading journal. The result of the study showed that there was significant with the pre / posttest on reading comprehension and incidental vocabulary learning were significant at 0.05 level of significant. To sum up, the findings indicated that narrow reading could enhance reading comprehension and facilitate incidental vocabulary learning.

(Cho, Ahn, & Krashen, 2005) explored the effect of narrow reading of authentic test on interest and reading ability in English as foreign language with Korean who studied English as EFL learners. The experimental concluded that 37 fourth grade learners. The aim of the study would increase reading comprehend, improved perspective toward reading and an understanding of benefits of narrow reading. The instruments concluded a preliminary question before the treatment, a series of Clifford book as narrow reading material, questionnaire and open-ended survey after the treatment. The result showed that learners showed more interest and confidence in reading in English and more awareness of benefits of narrow reading. Moreover, open-ended survey toward reading especially toward narrows reading. The finding showed that almost learners had definitely improved and they said that reading in series motivated more reading than a single book because there had repeated of vocabulary.

(Paya-Guerrero & Esteban-Segura, 2015) examined EFL Vocabulary Acquisition: Narrow Reading versus Reading plus Vocabulary-Enhancement Activities with secondary education who studied EFL programs in the school. The purposes of the study investigated the effectiveness of two instructions; narrow reading (NR) and reading plus vocabulary-enhancement activities (RV) that concluded 21 learners of NR group and 14 learners of RV group. The instruments of the research consisted of pre and posttest, NR treatments and RV treatment, twenty single words. The finding concluded that the NR and RV groups' performance were statistically significant that learners can gain vocabulary learning. In addition, the researcher advised that Reading plus Vocabulary-Enhancement activities effected with development of productive knowledge.

(Kang, 2015) also studied promoting L2 Vocabulary Learning through Narrow reading. The purposes of the study were extended to which narrow reading promoted L2 text comprehension and to investigate which narrow reading facilitates vocabulary acquisition. The population of the study was 61 high intermediate – level learners in grade 11 (ages 17 – 18 years old) at Korean high school. The participants were divided into: the experimental group (thirty learners) who read only one topic and the comparison group who read random text that not related with the story (wide reading). The finding showed that narrow reading group was significant because they got higher score than comparison group.

(Kang, 2017) explored the effect of narrow reading on L2 comprehension and vocabulary acquisition with sixty – eight EFL learners (between 17 and 18 years old) from two South Korean secondary school. The participants divided into two groups; narrow reading group and comparison group. Narrow reading group read the narrowly about two topics but comparison group read six different texts including two narrow reading texts. The instruments of the study were pre and posttest, reading texts (based on narrow reading) and the last, the interview questions of learners. The finding of the study showed that narrow reading group obtained higher score than comparison group in posttest. Therefore, narrow reading influenced that development of reading and vocabulary performance.

(Matwangsaeng, 2019) investigated the effects of topic familiarity on reading comprehension and incidental vocabulary learning: a case of narrow reading for primary school learners with 36 learners who was non-native speakers and no previous study aboard to an English – speaking country that studied in grade 5 of the first semester in 2018 academic year at Mahasarakham University Demonstration School(School). The instruments of the study consisted of topic survey form, pre/posttest on reading comprehension vocabulary learning, reading material (the texts were a series of the 9 simplified texts under the single topic, narrow reading method), the RANGE program (developed by Paul Nation can sort the text) and questionnaires with 10 topics familiarity. The result revealed that the score of reading comprehension got over 73.1%

and incidental vocabulary learning up 56% after post – test. Therefore, the data showed that the learners' abilities were significantly improved reading comprehension and incidental vocabulary learning.

(sa-ngam, 2019) investigated EFL students' reading ability through narrow reading: matters of vocabulary acquisition and reading comprehension of 41 first year undergraduate learners in the academic year 2019 at Thai Buddhist university. The study were examined the effect of narrow reading on Thai EFL participants' reading comprehension and determined whether or not narrow reading enhanced Thai EFL participants' vocabulary acquisition. The instruments of the study were English reading comprehension, receptive and productive vocabulary tests and knowledge scale teat and questionnaire of the study. The results showed that the participants' reading comprehension gained significantly and narrow reading was affected to receptive and productive vocabulary knowledge increasingly.

(Chang & Renandya, 2019) explored the effect of narrow reading on L2 learners' perception with thirty – two learners who finished four sets graded readers and the score showed that their language proficiency was intermediate level. The main purpose of the study explored learners' perception on the four forms of treatment. The instruments of the study were four reading texts that organized to the same author, the same theme, the same title and another set of three books randomly (narrow reading). In addition, the questionnaires consisted of the examine learners' perception with 7-point Linkert scale and open-ended questionnaires that allowed learners to express theirs thought about reading story. The finding of the study concluded that the learner performance was effect to learner perception of narrow reading with text organized because when they read the same title, they perceived the reading as easier and they become more confident after reading the first reader.

(Rai sa-nguan & Sukying, 2021) conducted narrow reading and EFL learners' vocabulary learning in a Thai Buddhist university. The study investigated the effect of narrow reading on vocabulary learning in a Thai university learning context. It also sought to explore the students' overall attitudes toward the narrow reading

approach. The participants of the study concluded 41 first year undergraduate of two intact classes, enrolled in a Thai Buddhist university. The participants divided to two groups as experimental and control group. The instruments of the study were the Vocabulary Knowledge Scale (VKS) test to measure vocabulary knowledge's progression and development and questionnaire was used to explore students' attitudes toward using the narrow reading approach to enhance vocabulary knowledge. The experimental group was obtained the narrow reading development. In the other hand, the control group was obtained a regular English class following the university curriculum. The result showed that after the treatment of narrow reading, most participants incrementally developed their knowledge of the target words than control group. In addition, questionnaires of the study about attitude with narrow reading learning indicated that learners satisfied with narrow reading because learners were interested and improved after the treatment.

To sum up, the results of these studies were summarized that vocabulary development through narrow reading approach significant to encourage vocabulary development and English competency of learners. Moreover, it was indicated that narrow reading worked with reading comprehension involvement.

CHAPTER 3

METHODOLOGY

This chapter described research procedures employed in the research. Firstly, the research designs; (a) populations and (b) participants. Secondly, research instruments; (a) lesson plans based on vocabulary development through narrow reading consisted five lesson plans, (b) vocabulary and reading comprehension test and (c) teachers' interview. Thirdly, data collection procedures; (a) quantitative data collection, (b) qualitative data collection. Fourthly, instruments developments. The last was concluded data analysis of the research.

Research Design

The study was experimental research design that conducted ninety - eight second grade learners (four classrooms) at Chumchonwatsriprachantakham School, Thailand. The participants of the study concluded forty learners (two classrooms) who selected via cluster random sampling. They were taught vocabulary with five lesson plans through narrow reading content. The learners were done the pretest and posttest on vocabulary competence and reading comprehension before and after the experiment. Moreover, they were asked on learners' satisfaction and their teachers were given opinions with teachers' interview.

Populations

The populations were ninety- eight learners and teachers in second grade, the first semester in 2021 academic year.

Participants

The participants were forty second grades learners by cluster random sampling and two teachers who taught their learners.

Research instruments

The instruments of this study consisted of (1) the five lesson plans that based on vocabulary development through narrow reading, (2) English vocabulary and reading comprehension test, (3) learners' satisfaction questionnaires in the study and (4) teachers' interview. The detail explanations of research instruments as followed:

Lesson plans based on vocabulary development through narrow reading content;

The textbook that researcher selected "When animals invade by Chloe Rhodes of Oxford project X" in When animals invade series level six for four – seven years old. The vocabulary in the lesson plans that based on the textbook for improving the vocabulary development through narrow reading. There were consisted of five stories, as follow:

Lesson 1 : Rabbits in Australia

Lesson 2 : Polar bears in Canada

Lesson 3 : Monkeys in India

Lesson 4 : Racoons in Germany

Lesson 5 : Rats in the UK

Table 3: The research procedures in the study

Time/period	Contents	Activities
Week 1	PRETEST	
Week 2/1	Rabbits in Australia	Teaching vocabulary
Week 2/2	Rabbits in Australia	Teach learners to read the story
Week 3/1	Polar bears in Canada	Teaching vocabulary
Week 3/2	Polar bears in Canada	Teach learners to read the story
Week 4/1	Monkeys in India	Teaching vocabulary
Week 4/2	Monkeys in India	Teach learners to read the story
Week 5/1	Racoons in Germany	Teaching vocabulary
Week 5/2	Racoons in Germany	Teach learners to read the story

Time/period	Contents	Activities
Week 6/1	Rats in the UK	Teaching vocabulary
Week 6/2	Rats in the UK	Teach learners to read the story
Week 7	Learners' satisfaction and Teachers' interview questionnaires	
Week 8	POSTTEST	

Vocabulary and Reading comprehension Test

The vocabulary development and reading comprehension test were implied in pretest and posttest that based on LAS testing followed Prachinburi Primary Education Service Office 1 mission. The vocabulary and reading comprehension test aimed to measure the learners' vocabulary competence and reading comprehend before and after the treatment. The test considered in two parts: vocabulary meaning and reading comprehension with 30 items.

In the selecting of vocabulary in the story for vocabulary test selected that appear frequently in the lesson and suitable with learners' level.

Table 4 : The framework of numbers and items in each part of the test

Part of Vocabulary test	Numbers of Items	Items in the Vocabulary Test
Vocabulary and meaning	15	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15
Reading comprehension	15	16,17,18,19,20,21,22,23,24,25,26,27, 28,29,30
Total	30	

Learners' Satisfaction Questionnaires

The questionnaires of the study were designed to examine second grade learners' satisfaction toward vocabulary development through narrow reading. The questionnaires of the study adapted from a five-point Likert Scale. The questionnaires of the study were prepared two parts as followed:

The first part was the content of the study and the benefit of the study for asking the learners' satisfaction toward vocabulary development through narrow reading.

The second part was open-ended question to allow the participants expressed their satisfactions on vocabulary development through narrow reading.

Teachers' Interview

The teachers' interview questions of the study designed to find teachers' opinions toward vocabulary development through narrow reading of learner development who participating in the study.

Data collection

The study was an experimental design that applied with One-Group Pretest-Posttest Design as followed;

Table 5: Experimental Design of the study

Group	Pretest	Treatment	Posttest
E	T_1	X	T_2

The symbols of experimental design:

E   as the participants of the study

T_1 as pretest that used vocabulary development

      and reading comprehension

X   as learning management through narrow reading

      treatment

T_2 as posttest that used vocabulary development

      and reading comprehension

Data collection procedures

As part of the study, the data was collected as the quantitative and qualitative as followed.

Quantitative data collection

The purposes of the research investigated the ability of vocabulary development through narrow reading and examined the satisfaction of learners. The data collection procedure as followed:

1. To investigated the effect of vocabulary development through narrow reading technique.

1.1 The data collected to achieve this objective was pretest and posttest scores for investigate the effect of vocabulary development through narrow reading. The pretest and posttest conducted to the participants.

2. To examined satisfaction was toward vocabulary development of learners in the experimental group.

2.1 The questionnaires of the study with vocabulary development through narrow reading were done after the study for asking and giving the satisfaction about the lesson.

Qualitative data collection

To corroborate the data after learners completed questionnaires. The researcher examined teachers who taught in second grade learners at Chumchonwatsriprachantakham School for interview; they were two teachers to participate in the interview session. The data collection was procedure as followed the objective of the study:

1. To found out opinion of teachers of learners development toward the vocabulary development.

Instrument developments

The instruments of the study consisted of five lesson plans based on vocabulary development through narrow reading content, vocabulary and reading comprehension test, learners' satisfaction questionnaires in the study and

teachers' interview with the learner development. The instrument developments of the study as   the followed:

       1. Lesson plans based on vocabulary development through narrow reading content as follow;

       1.1 To studied the Basic Education Core Curriculum 2008 for determine the learning standard and indicators of foreign languages, learning management and criteria for learning assessment

       1.2 To studied the mission and purpose of Prachinburi Primary Educational Service Office 1

       1.3 To studied an approach of narrow reading (Stephen, 2004) and related research.

       1.4 To studied vocabulary acquisition language, an approach for teaching vocabulary efficiently for learners and related research.

       1.5 To studied how to teach vocabulary of (Thornbury, 2002) and (Nisbet & Tindall, 2015) that the researcher chosen essential lesson which how to present vocabulary and how to put words to work in the chapter two to teach vocabulary.

       1.6 To studied an appropriate of story and vocabulary selection that suitable for Basic Education Core Curriculum 2008 of foreign language with second grade learners. There were consisted of five stories, as followed:

              Lesson 1 : Rabbits in Australia

              Lesson 2 : Polar bears in Canada

              Lesson 3 : Monkeys in India

              Lesson 4 : Racoons in Germany

              Lesson 5 : Rats in the UK

       1.7 To created teaching procedure based on narrow reading.

       1.8 To investigated the Index Objectives Congruence (IOC) point of lesson plan by the three experts for improving the difficulty of language content and activities in the lesson. The IOC points of the experts revealed that lesson plans in the research were congruent with clear understanding.

1.9 To trialed the learning management plan that revised with the participants by used online learning as Google meet.

2. Vocabulary and reading comprehension test

2.1 To studied the evaluation procedures of learning assessment in Foreign Languages of Basic Core Curriculum Standard 2005.

2.2 To studied the framework of assessing vocabulary from John (Read, 2000) that the researcher studied four vocabulary tests (Read, 2000) in the chapter 2 and the researcher chosen the Voluntary test (VLS) to design vocabulary test that were suitable for learners.

2.3 To studied the efficient reading to increase readability of learners (Nuttall, 2000) and classroom reading procedures (Wallace, 1992) in the chapter two.

2.4 To studied the missions of Prachinburi Primary Education Service office 1

2.5 To studied the LAS testing in 2018 to 2019 academic years of Chumchonwatsriprachantakham School.

2.6 To created vocabulary and reading comprehension test that divided 30 items which consisted of two parts and there were multiple choice testing:

2.6.1 Vocabulary and meaning (15 items)

2.6.2 Reading Comprehension (15 items)

2.7 To investigated the Index Objectives Congruence (IOC) point of vocabulary and reading comprehension test by the three experts for improving the difficulty of testing. The IOC of the experts concluded that vocabulary and reading comprehension test in the research were congruent with clear understanding.

2.8 To created the online form as google form for testing before and after the experiment.

2.9 To trailed the vocabulary and reading comprehension test that revised with the participants by used online learning; Google form.

3. Learners' satisfaction questionnaires in the study

To examine second grade learners' satisfaction toward narrow reading from the questionnaires that adapted from Likert scale and interpreted by (Best, 2006) criteria. Learners' satisfaction was used by online form as google form for data collecting consisted of two parts;

The first part was the content of the study and the benefit of the study for asking the learners' satisfaction toward vocabulary development through narrow reading.

The second part was the open-ended question for the participants expressed their satisfactions on vocabulary development through narrow reading.

4. Teachers' interview with the learner development

To investigated teachers' opinions with learners' vocabulary development. The interview questions were composed on narrow reading treatment in the five lesson plans through narrow reading that learners participated. The teachers were permitted about their opinions with learners' evolvement in narrow reading. Moreover, the questions were consented to freely express their comments toward vocabulary development through narrow reading. In the interview questions focused on the evaluation of learners with the treatment process that teaches were observed and participated in the study. Teachers' interview were used by google meet for data collecting.

Data analysis

For the study, the data of the research instruments examined as followed:

1. The data from pretest and posttest of the vocabulary development and reading comprehension test investigated by Mean scores and Standard deviations. Moreover, the mean scores of pretest and posttest were used the Dependent t-test analysis to investigate whether there was a statistically significant difference in the vocabulary development through the experimental group of before and after study.

2. The data from the questionnaires on learners' satisfaction on classroom learning based on vocabulary development narrow reading was adjusted through Likert scale;

Satisfaction		Score
Strongly agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly Disagree	=	1

Moreover, the learners' satisfaction was interpreted that adapted from (Best, 2006) as followed;

1.00 – 1.80	=	highly negative
1.81 – 2.60	=	negative
2.61 – 3.40	=	average
3.41 – 4.20	=	positive
4.21 – 5.00	=	highly positive.

The data from the questionnaires were analyzed by used mean score (M) and standard deviations (SD.).

3. The interview data analyzed by using content analysis. The researcher summarized the data from the interviewing. In addition, the researcher discussed the data descriptively.

CHAPTER 4

FINDINGS

The first objective of this study was examined the effect of vocabulary development through narrow reading. The second, the study was desired learners' satisfaction toward vocabulary development through narrow reading. Additionally, the third was examined teachers' interview of the participant developments toward vocabulary development through narrow reading. The populations of the study consisted of ninety - eight second grades learners and the participants comprised forty second grade learners by cluster random sampling at Chumchonwatsriprachantakham School, Prachinburi province. The data was obtained vocabulary and reading comprehension test, learners' satisfaction of the study and teachers' interview questions.

This chapter presented the results of the data analysis on the comparison vocabulary development scores through narrow reading and the satisfaction towards vocabulary development through narrow reading technique of learners. In addition, the teachers' interview questions with the learners development. After the analytical analysis, the exposition of the data was afforded as the followed;

(A) The learners' vocabulary development before and after teaching through narrow reading technique.

(B) The learners' satisfaction towards vocabulary development

(C) The teachers' interview toward the vocabulary development of learners.

(A) The learners' vocabulary development before and after teaching through narrow.

To compared the learners' vocabulary development scores before and after teaching through had been applied in the study. The result of the data showed in Table 5.

Table 6: The comparative relation of mean scores of pretest to posttest

Group	Time	N	Mean	S.D	T
Experimental	Pretest	40	14.50	2.160	
	Posttest	40	25.18	2.480	-29.756

The result of the Table 5 concluded that a significant of the study with pretest and posttest of the second grade learners' vocabulary development competence at .05 level. The mean score of posttest (M = 25.18, SD = 2.480) was higher than pretest.

The researcher explored that learners' posttest score signify the vocabulary development of learners. The mean gained the differences with the pretest and posttest were 10.68 . The findings presented that the learners' vocabulary competency through narrow reading was more thoroughly than before the experiment. The pretest and posttest scores of vocabulary development were illustrated in figure 2.
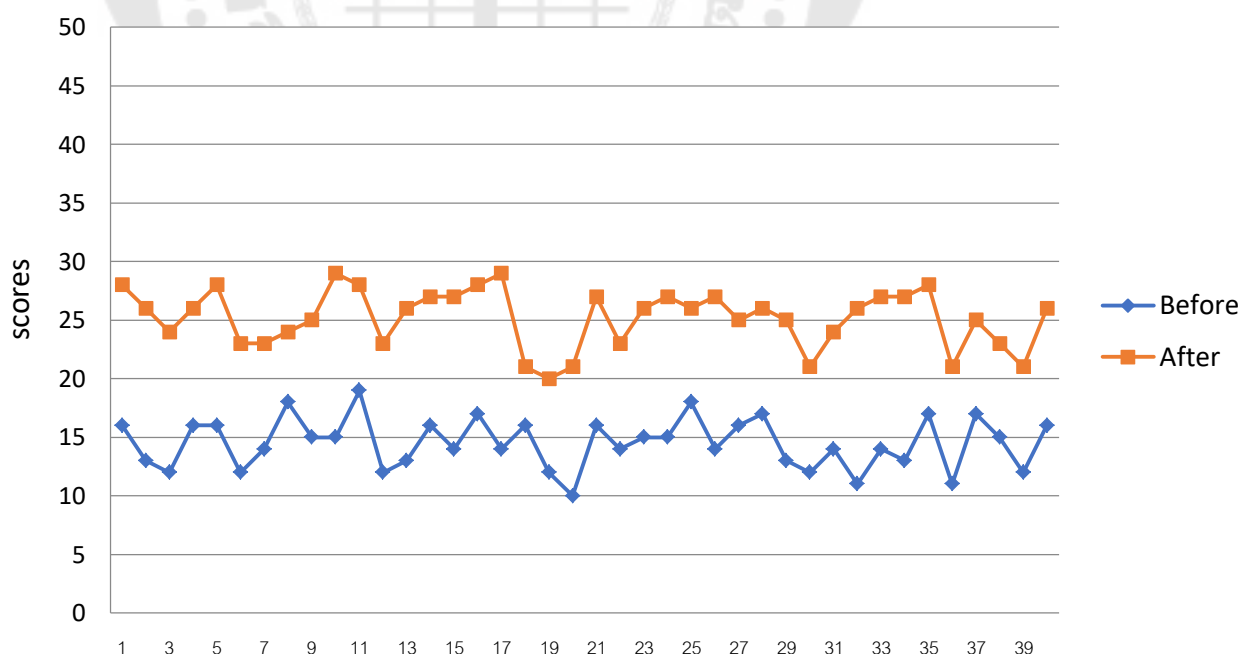

Figure 2: The pretest and postest scores of the participants

(B) The learners' satisfaction towards vocabulary development

To examined learners' satisfaction towards vocabulary development. Mean score and standard deviations were applied with the study. The outcomes of the study were represented in Table 7 and Table 8.

Table 7: Learners'satisfaction of contents of the study toward vocabulary development

Items	Statement	Mean	SD	Level
The contents of the study				
1	The contents in class are various.	4.65	0.538	Highly positive
2	The contents in class are interesting.	4.89	0.315	Highly positive
3	I can understand contents of the study.	4.76	0.548	Highly positive
4	The vocabulary of the study are suitable with learners.	4.78	0.584	Highly positive
5	The repetitions of vocabulary are helping me to learn vocabulary.	4.92	0.277	Highly positive
6	The activities of reading help me to learn vocabulary.	4.78	0.479	Highly positive
7	Activities in class allowed me to participate with my friend.	4.84	0.442	Highly positive
8	I can see the text in the lesson clearly.	4.78	0.417	Highly positive
	Average	4.8	0.45	Highly positive

Table 8: Learners' satisfaction of the benefits of the study toward vocabulary

development

Items	Statement	Mean	SD	Level
The benefits of the study				
1	I can understand vocabulary more correctly.	4.62	.594	Highly positive
2	I can read the story in the study correctly after I learnt.	4.54	.691	Highly positive
	Average	4.62	.6425	Highly positive

As shown in Table 7 and Table 8, the overall mean score of learners' satisfaction of the contents of the study toward vocabulary development were highly positive. The mean score of Table 7 was 4.8 and 4.62 of Table 8.

The learners' satisfaction argued that the vocabulary development through narrow reading procedure was suitable. Moreover, the learners' satisfaction with open-ended in the second part as followed:

For instant: Student 1 "Vocabulary and stories were interested to me and I could answer reading comprehend."

Student 2 "I can find the same of vocabulary in each stories and answered the meaning of the words."

Student 3 "I enjoyed with jigsaw activity that found and told the correct picture and vocabulary with my friends."

Student 4 "I could speak the contents of the study with my friends and teachers.

(C) The teachers' interviews toward the vocabulary development of learners.

In the study, the researcher asked teachers who taught learners and participated for an interview. They were two teachers in the interview session.

The interview questions insisted of six questions; (a) How learners developed their vocabulary perception with narrow reading? , (b) How learners increased their vocabulary perception? , (c) How learners increased their reading comprehension?, (d) How vocabulary increased learners' comprehension in reading story?, (e) How learners increased their interest of English learning? and (f) What were the obstacles in vocabulary development? They were found that all teachers answered as followed:

The first question that "learners had gained vocabulary in the lesson to others."

The second question of the interview indicated that "leaners had shared with the teachers and their friends".

The third question, the learners improvement of reading comprehension explored that "learners can answered that the researcher asked clearly."

The fourth question, "vocabulary competency of learners was the connector with reading comprehension in the study."

The fifth question, as teachers followed in the study. "I saw learners' interaction with the researcher and friends." In addition, "learners were confident to speak English language in the study."

Finally, "the obstacles in the vocabulary development of learners as individual differences of learners with English competency."

Consequently, the finding of the study revealed that vocabulary development through narrow reading technique was significantly (0.05) after the study. The mean scores and the standard deviation of vocabulary development through narrow reading posttest of the participants (M= 25.18, SD = 2.480) was higher than pretest. Moreover, the learners' satisfaction toward vocabulary development through narrow reading was highly positive level and the teachers' opinion who taught the participants in the study also corroborated the results of learners.

CHAPTER 5
CONCLUSION AND DISCUSSION

This research proposed to investigate the effect of vocabulary development through narrow readings of learners. Furthermore, learner satisfactions and teacher opinions were examined in the study. This chapter presented the conclusion and discussion as the impact of vocabulary development and reading comprehension of learners through narrow reading. The limitation and suggestion of the study were discussed.

Conclusion

The study was conducted in order to a) examined the effectiveness of narrow reading on vocabulary learning development and reading comprehension of learners, b) investigated learners' satisfaction toward vocabulary development through narrow reading, c) explore teachers' interview for interviewing learners development. The samples of the study were ninety- eight learners in second grade learners, Prachinburi province during the first semester of the 2021 academic year. The participants divided were two classrooms (40 learners) that selected by cluster random sampling. The instruments of this study used were a) lesson plans toward vocabulary development through narrow reading, b) English vocabulary development and reading comprehension test, c) learners' satisfaction questionnaires in the study and d) teachers' interview. The statistics of the study were Mean score (M), Standard deviations (SD) for describe the score differences and dependent t- test were applied the data of the learners. Content analyses of the teachers' interview were used to examine how teachers were satisfied with vocabulary development through narrow reading of learners. As the COVID – 19 pandemic, the process of the study based on online learning as Google form and Google meet application. The learners were asked to take a pretest for examine the vocabulary and reading comprehension skills by used google form. Then, they were taught followed the narrow reading lesson plan on Google meet application. Later, they asked to retake posttest on Google form to examine

vocabulary development and reading comprehension skills. The final week of the study, learners were answered to learners' satisfaction to examine their satisfaction toward teaching vocabulary development through narrow reading on Google form. In addition, teachers were answered the teachers' interview with learners vocabulary development by Google meet.

Discussion

The findings of the study were followed:

1. **The learners' vocabulary development before and after teaching through narrow reading.**

In the point of the study was examined the effectiveness of narrow reading on vocabulary learning development and reading comprehension of second grade learners. The score of the learners' posttest (M = 25.18) was higher than the score of learners' pretest (M = 14.50). The mean data gained the differences with the pretest and posttest was 10.68.

According the result, vocabulary development through narrow reading has effected with learners' vocabulary development and reading comprehension. It indicated that learners had enhanced their vocabulary competency.

The finding of the study was correlated with the results of the study (S. Krashen & Brown, 2007) as (Wanna-ngam, 2012) explored the effect of reading of interest in reading comprehension and incidental vocabulary learning: a case of narrow reading. The focus of the study was reading comprehension and incidental vocabulary learning development of learners. The finding of the study indicated that narrow reading could enhance reading comprehension and facilitate incidental vocabulary learning.

Moreover (Kozeta Hyso, 2011) explored importance of vocabulary teaching to advance foreign language students for improving reading comprehension at University of Vlora and University of Tirana, Albania. The result of the study explored that learners were awareness of the benefits of Vocabulary learning strategy (VLS) and reading comprehension. There were related of the process reading comprehension.

2. The learners' satisfaction towards vocabulary development.

The learners' satisfaction had highly positive (M = 4.8) of content parts and the benefit parts (M = 4.62). According learners' satisfaction, learners believed that narrow reading helped vocabulary and reading comprehension increasingly. In the open–ended of learners' satisfaction, learners reported the vocabulary and contents that learners learnt in the classroom. The comments in open-ended questions signified that learners were capable of gaining the knowledge in the study.

The result of learners' satisfaction was supported with (sa-ngam, 2019) investigated EFL students' reading ability through narrow reading: matters of vocabulary acquisition and reading comprehension of 41 first year undergraduate learners in the academic year 2019 at Thai Buddhist university. The instruments of the study were English reading comprehension, receptive and productive vocabulary tests and knowledge scale teat and questionnaire of the study. The results showed that the participants' reading comprehension gained significantly and narrow reading was affected to receptive and productive vocabulary knowledge increasingly.

In addition, (Rai sa-nguan & Sukying, 2021). They explored narrow reading and EFL learners' vocabulary learning in a Thai Buddhist university. The aims of the study investigated to investigate the effect of narrow reading on vocabulary learning in a Thai university learning context. It also sought to explore the students' overall attitudes toward the narrow reading approach. The finding showed that after the treatment of narrow reading, most participants incrementally developed their knowledge of the target words than control group. In addition, the attitude questionnaires with narrow reading learning indicated that learners satisfied with narrow reading because learners were interested and improved after the treatment.

3. The teachers' interview toward the vocabulary development of learners.

The result of teachers' interview revealed that the learners were improved and increased their vocabulary development that learners had shared the teachers and their friends and reading comprehension in the study. Moreover, the learners improvement of reading comprehension explored that learners can answered that the researcher asked clearly. In addition, learners were more confident to speak English

language in the study. The obstacles in the vocabulary development of learners were as individual differences of learners with English competency.

The result related with (Kang, 2017) explored the effect of narrow reading on L2 comprehension and vocabulary acquisition with sixty – eight EFL learners (between 17 and 18 years old) from two South Korean secondary school. The participants separated into the groups as; narrow reading and comparison group. The instruments were pretest and posttest, reading texts (based on narrow reading) and the last, the interview questions of learners. The finding presented that there was significant with narrow reading group obtained higher score than comparison group in posttest. Therefore, narrow reading influenced that development of reading and vocabulary performance.

The Limitations of the Study

The study of vocabulary development through narrow reading was taken into consideration that the data which may be widely generalized caused to influence with problems and limitations.

The researcher could not control the population in the study because the COVID-19 pandemic and some learners lack of the internet for using online learning with the teachers effects, so the learners had not been intended in the study ineffectively.

The Implications of the Study

As previously stated, vocabulary knowledge was an essential factor in English learning for improving English ability. Therefore, educators who working on English teaching might be more concerned with vocabulary development of learners as support with individual learning, diversities and learners ability. Moreover, vocabulary competency can be the connector to other English language skills as readings. Therefore, educators should provide learning materials or other approaches for vocabulary development to learners.

Recommendations for Future Studies

In the study, there were some recommendations for further that the research might be developed and improved.

First, the period of the study could be longer than five lessons in eight weeks. The data collection of population might be increased for data effectiveness. The contents of the study might be diversification for learners who choose their story interestingly.

Second, it would be interesting to study long-term memory for vocabulary learning of learners for investigating how long learners memorize the word after the experiment. Moreover, it could be possible to find out how many words that learners could remember, including spelling, meaning and pronunciation.

Third, the group of learners in the study would include with experimental and control group for comparable of the data in the study. There were effected with the procedure that may not effectively.

Fourth, this study was studied by online learning, so for the educators who would like to be improving the research with online learning. There could be effectively by contemplating the obstacles in this study.

Consequently, the further of this study may concern with the period of time that may longer than eight weeks in five lessons and content diversifications for learning effectiveness of learners. Long-term memorization is an interesting for exploring how long learners memorize the word to assess the ability of technique or approach. The group of learners may increases with experimental and control group for the data efficient. In addition, researchers who may interest online learning for data collection could use this study for improving their study in the future.

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