

REFERENCES

- Abawi, K. (2017). Data Collection Methods (Questionnaire & Interview) [Document]. Geneva Workshop, Geneva.
- ACTFL. (2012). Proficiency Guidelines 2012 [ACTFL]. American Council on the Teaching of Foreign Languages. <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>
- Agernas, E. (2014). Vocabulary Size and Type Goals in Advanced EFL and ESL Classrooms. *Grundniva*, 1–21.
- Agernäs, E. (2014). Vocabulary Size and Type Goals in Advanced EFL and ESL Classrooms. *Grundniva*, 1–21.
- Atkins, S., Clear, J., & Ostler, N. (1992). *Corpus Design Criteria*. Oxford University Press, 7(1).
- Aziez, F. (2011). Examining the Vocabulary Levels of Indonesia's English National Examination Texts. *Asian EFL Journal*, 51, 16–29.
- Aziez, F., & Aziez, F. (2018a). The Vocabulary Input of Indonesia's English Textbooks and National Examination Texts for Junior and Senior High Schools. 13(3), 12.
- Aziez, F., & Aziez, F. (2018b). The Vocabulary Input of Indonesia's English Textbooks and National Examination Texts for Junior and Senior High Schools. *TESOL International Journal*, 13(3), 66–77.
- Aziez, F., & Aziez, F. (2019). *KOSAKATA: Teori, Pengajaran, dan Pengukurannya (First)*. UM Purwokerto Press.
- Behnke, Y. (2018). Textbook Effects and Efficacy. In *The Palgrave Handbook of Textbook Studies* (pp. 383–398). Springer Nature.
- Bureau Education. (2016). *Guiding Principles of Quality Textbooks 2016*. <https://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/GuidingPrinciples/index.html>
- Burke, J. (2015). *Academic Vocabulary List*. 42.

- Coxhead, A. (2000). A New Academic Word List. *TESOL QUARTERLY*, 34(2), 213–238.
- Fasold, R. W. (2006). *An Introduction to Language and Linguistics* (J. C. Linton, Ed.; 6th ed.). Cambridge University Press.
- Fengxiang, F. (2013). Text Length, Vocabulary Size and Text Coverage Constancy. *Routledge*, 20(4), 288–300.
- Gak, D. M. (n.d.). Textbook-An Important Element in The Teaching Process. 1–5.
- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Heinle & Heinle Publishers.
- Hakim, M. A. R., & Anggraini, D. (2015). Developing English Textbook for Fourth Grade Students in Elementary School. *FSSH Scholarly Journals*, 12(3), 29–36.
- Hansen, T. I. (2018). *Textbook Use: The Palgrave Handbook of Textbook Studies*. Springer Nature.
- Hashemzadeh, M. (2012). The Effect of Exercise Types on EFL Learners' Vocabulary Retention. *Academy Publisher*, 2(8), 1716–1727. <https://doi.org/10.4304/tpls.2.8.1716-1727>
- Hazrat, M., & Hessamy, G. (2013). The Impact of Two Types of Vocabulary Preparation on Listening Comprehension, Vocabulary Learning, and Vocabulary Learning Strategy Use. *Theory and Practice in Language Studies*, 3(8), 1453–1461. <https://doi.org/10.4304/tpls.3.8.1453-1461>
- He, L., & Seepho, S. (2010). A Corpus-Based Vocabulary Selection for Grades 1-3 Thai EFL Learners. *Suranaree Journal*, 4(2), 49–66.
- Hsu, W. (2011). The Vocabulary Thresholds of Business Textbooks and Business Research Articles for EFL Learners. *Elsevier*, 30, 247–257.
- Hudson, C. C., & Whisler, V. R. (2007). Contextual Teaching and Learning for Practitioners. 6(4), 54–58.
- Khan, R., Radzuan, N., Shahbaz, M., Ibrahim, A., & Mustafa, G. (2018). The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. *Arab World English Journal*, 9(1), 406–418. <https://doi.org/10.24093/awej/vol9no1.28>

- Knight, B. A. (2015). Teachers Use of Textbooks in The Digital Age. *Cogent Education*, 2(1). <https://doi.org/10.1080/2331186X.2015.1015812>
- Linse, C. T. (2005). *Practical English Language Teaching: Young Learners* (D. Nunan, Ed.). McGraw-Hill ESL/ELT.
- Margarana, M., & Widyantoro, A. (2017). Developing English Textbooks Oriented to Higher Order Thinking Skills for Students of Vocational High Schools in Yogyakarta. *Journal of Language Teaching and Research*, 8(1), 26–38.
- McCarten, J. (2007). *Teaching Vocabulary: Lessons from the Corpus Lessons for the Classroom (First)*. Cambridge University Press.
- Mutiara, L. I. (2014). *Vocabulary Coverage of A Junior High School Textbook*. Sanata Dharma University.
- Nation, I. S. P. (2000). *Learning Vocabulary in Another Language*. Cambridge Applied Linguistic.
- Nation, I. S. P. (2004). A study of the most frequent word families in the British National Corpus. In *Vocabulary in Second Language: Selection, acquisition, and testing* (Vol. 1, pp. 3–13). John Benjamins B.V.
- Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 6(1), 59–82.
- Orío, S. F. (2014). *Vocabulary Knowledge Dimensions in EFL Textbooks*. 8.
- Pan, Q., & Xu, R. (2011). *Vocabulary Teaching in English Language Teaching*. Academy Publisher Manufactured, 1(11), 1586–1589. <https://doi.org/10.4304/tpls.1.11.1586-1589>
- Pikulski, J. J., & Templeton, S. (2004). *Teaching and Developing Vocabulary: 12*.
- Read, J. (2000). *Assessing Vocabulary (First)*. Cambridge University Press.
- Richards, J. C. (2001). *The Role of Textbooks in a Language Program* (pp. 1–6). Oxford University Press.
- Schmitt, N. (2000). *Vocabulary in Language Teaching* (J. C. Richards, Ed.). Cambridge University Press.
- Schmitt, N., Jiang, X., & Grabe, W. (2011). The Percentage of Words Known in a Text and Reading Comprehension. *The Modern Language Journal*, 26–43.

- Şen, Y., & Kuleli, M. (2015). The Effect of Vocabulary Size and Vocabulary Depth on Reading in EFL Context. *Procedia - Social and Behavioral Sciences*, 199, 555–562. <https://doi.org/10.1016/j.sbspro.2015.07.546>
- Shen, Z. (2013). The Effects of Vocabulary Knowledge and Dictionary Use on EFL Reading Performance. *English Language Teaching*, 6(6), 77. <https://doi.org/10.5539/elt.v6n6p77>
- Sinclair, J. (2004). Corpus and Text: Basic Principle. In M. Wynne (Ed.), *Developing Linguistic Corpora: A Guide to Good Practice* (pp. 5–24). Oxbow Books.
- Sugiyono. (2017). *Metode Penelitian & Pengembangan (Research and Development) (Third)*. CV. Alfabeta.
- Thornbury, S. (2002). *How to teach vocabulary*. Pearson Education Limited.
- Tze, P., & Chou, M. (2011). The Effects of Vocabulary Knowledge and Background Knowledge on Reading Comprehension of Taiwanese EFL Students. *Electronic Journal of Foreign Language Teaching*, 8(1), 108–115.
- Viera, R. T., & Av, S. R. (2017). Vocabulary knowledge in the production of written texts: A case study on EFL language learners. *Revista Technologica ESPOL*, 30(3), 89–105.
- Webb, S., & Nation, P. (2017). *How Vocabulary is Learned*. Oxford University Press.
- Wesche, T., & Paribakht, T. S. (1994). Enhancing Vocabulary Acquisition through Reading: A Hierarchy of Text-Related Exercise Types. *ERIC*, 5–8.