REFERENCES

Al-Qutaiti, Y. O. (2019). Teaching and learning lexical items. *IMPACT: International Journal of Research in Humanities, Arts and Literature*, *7*(5), 271–276.

Alghonaim, A. S. (2020). Impact of related activities on reading comprehension of EFL students. *English Language Teaching*, *13*(4), 15. https://doi.org/10.5539/elt.v13n4p15

Allington, R. L., & McGill-Franzen, A. M. (2021). Reading volume and reading achievement: a review of recent research. *Reading Research Quarterly*, 1–8. https://doi.org/10.1002/rrq.404

Apuke, O. D. (2017). Quantitative research methods a synopsis approach. *Arabian Journal of Business and Management Review (Kuwait Chapter)*, *6*(10). https://doi.org/10.12816/0040336

Aritonang, I. R., Lasmana, S., & Kurnia, D. (2018). The analysis of skimming and scanning technique to improve students in teaching reading comprehension. *PROJECT (Professional Journal of English Education)*, *1*(2), 101–106. https://doi.org/10.22460/project.v1i2.p101-106

Arizal, F. D., Suyadi, & Dewi, K. (2021). An analysis on reading activities of an English textbook used at eleventh grade of SMA Negeri 1 Jambi city in academic year 2020/2021. *Journal of English Language Teaching*, *5*(1), 64–68.

Astuti, R. T., & Priyana, J. (2020). Improving students' reading comprehension through task-based language teaching. *Lingua Pedagogia (Journal of English Teaching Studies)*, *2*(1), 1–13.

Ayu, M., & Indrawati, R. (2018). EFL textbook evaluation: the analysis of tasks presented in English textbook. *TEKNOSASTIK*, *16*(1), 21–25. https://doi.org/10.33365/ts.v16i1.87

Aziz, E. N. Al, & Yusanti, G. (2020). Increasing students' reading comprehension skill by using written text book. *English Education : Journal of English Teaching and Research*, *5*(2), 179–186. https://doi.org/10.29407/jetar.v5i2.14500

Dharma, Y. P., & Aristo, T. J. V. (2018). An analysis of English textbook relevance to the 2013 English curricilum. *Journal of English Education Study*, *1*(1), 24–33.

Dwiningtyas, G. N., Sofyan, D., & Puspita, H. (2020). Teachers' strategies in teaching reading comprehension. *JALL (Journal of Applied Linguistics and Literacy*, *4*(2), 66–77. https://doi.org/10.5958/2249-7137.2020.01260.4

Granda, G. K. A., & Ramirez-Avila, M. R. (2020). Classifying vocabulary in Google Sheets to improve word recognition and reading comprehension in EFL learners: an action research study. *AtoZ: Novas Práticas Em Informação e Conhecimento*, *9*(2), 24. https://doi.org/10.5380/atoz.v9i2.73526

Huda, N., Ratmanida, & Syafei, A. F. R. (2020). Task types found in the textbooks "Bahasa Inggris:When English Ring a Bell" and bright an English course for junior high school. *Journal of English Language Teaching*, *9*(1). http://ejournal.unp.ac.id/index.php/jelt

Ichsan, M., Lestari, L. A., & Suharsono. (2017). Lesson plans and their implementation in the classroom (a case study of two teachers). *Internstionsl Conference on Education and Science (ICONS)*, 236–248.

Kamal, S. S. L. A., & Hashim, N. H. (2021). Parental involvement and reading-related activities of struggling readers of English as a second language. *International Journal of Early Childhood Special Education*, *13*(2), 191–197. https://doi.org/10.9756/INT-JECSE/V13I2.211054

Kaya, E. (2015). The Role of reading skills on reading comprehension ability of Turkish EFL students. *ÜNİVERSİTEPARK Bülten*, *4*(1–2), 37–51. https://doi.org/10.12973/unibulletin.412.4

Louis, R. St., Pereira, S., Berrios, G., & Cartaya, N. (2016). *Focus on Reading* (Y. Casart, N. Cartaya, N. Fernandez, M. Quintero, W. Sequera, & S. Pereira (eds.); 9th ed., Issue July).

Lusiana, B., & Maryanti, R. (2020). The effectiveness of learning media used during online learning. *Media Pendidikan, Gizi, Dan Kuliner*, *9*(2), 81–92. https://doi.org/http://dx.doi.org/10.%2017509/xxxxt.vxix

Manurung, A. M., Pardede, H., & Purba, C. N. (2020). The effect of using sustained silent reading (SSR) method to the students ' ability in reading

report text at the eleven grade of SMA Negeri 2 Pematangsiantar. *Jetafl (Journal of English Teaching as a Foreign Language)*, *6*(2), 39–65.

Mauliandini, W., Nugroho, M. A. B., & Rahmatunisa, W. (2020). An analysis of reading task presented in English textbook for tenth grade senior high school. *Proceeding of the 2nd International Conference on English Language Education (ICONELE)*, 368–380.

McEwan, E. K. (2022). *Teach the seven strategies ofhighly effective readers*. AdLit (All About Adolescent Literacy). https://www.adlit.org/topics/comprehension/teach-seven-strategies-highly-effective-readers

Mitchell, S. (2013). *Multiple choice questions: best practices* (Issue 813).

Nassaji, H. (2015). Qualitative and descriptive research : data type versus data analysis. *Language Teaching Research*, *19*(2), 129–132. https://doi.org/10.1177/1362168815572747

Nurdianingsih, F. (2021). Teachers' strategies in teaching reading comprehension. *PROJECT (Professional Journal of English Education)*, *4*(2), 285–289. https://jurnal.unigal.ac.id/index.php/jall/article/view/3682

OECD. (2018). Programme for international student assessment (PISA) results from PISA 2018. In *Oecd*. https://www.oecd-ilibrary.org/education/pisa-2018-results-volume-iii_bd69f805-en%0Ahttps://www.oecd-ilibrary.org//sites/bd69f805-en/index.html?itemId=/content/component/bd69f805-en#fig86

Par, L. (2020). The relationship between reading strategies and reading achievement of the EFL students. *International Journal of Instruction*, *13*(2), 223–238. https://doi.org/10.29333/iji.2020.13216a

Rajagopalan, I. (2019). Concept of teaching. *International Journal of Education*, *7*(2), 5–8. https://doi.org/https://doi.org/10.34293/ education.v7i2.329

Rohman, A. (2017). Improving students ' reading comprehension through text structure tasks. *Script Journal: Journal of Linguistics and English Teaching*, *2*(1), 1–12.

Sari, I. P., Syafei, A. F. R., & Fatimah, S. (2018). An analysis of the activities in Bahasa Inggris textbook for 10th grade students published by the Indonesian

Ministry of Education and Culture. *Journal of English Language Teaching*, *7*(3), 426–435.

Snow, C. C. (2002). *Reading for Understanding Toward an R & D Program in Reading Comprehension*. RAND Education.

Sucipto, S., & Cahyo, S. D. (2019). A Content analysis of the reading activities in "Bright 2"an English textbook for junior high school students. *English Language Teaching Educational Journal (ELTEJ)*, *2*(1), 13–21. https://doi.org/10.12928/eltej.v2i1.918

Sukma, D., Rozimela, Y., & Ratmanida. (2020). Reading tasks analysis and students' perception: an approach to task-based language teaching. *Journal of Language Teaching and Research*, *11*(2), 280–287. https://doi.org/10.17507/jltr.1102.17

Tambunan, M. (2019). Content analysis of English textbook "Interactive English" used in first grade junior high school in 2013 curriculum. *JETAL: Journal of English Teaching & Applied Linguistics*, *1*(1), 20–27.

Wijayanti, S. H. (2019). Indonesian students' reading literacy. *Advances in Social Science, Education and Humanities Research*, *390*, 61–65. https://doi.org/10.2991/icracos-19.2020.13

Yusuf, & Trisiana, A. (2019). Metode braistorming tertulis: teknik curah pendapat dengan memaksimalkan keterlibatan semua peserta dalam pengambilan keputusan. *Adi Widya : Jurnal Pengabdian Masyarakat*, *3*(2), 108–116. https://doi.org/10.33061/awpm.v3i2.3365