

References:

- Antoni, N. (2010). Exploring EFL teachers' strategies in teaching reading comprehension. *Jurnal Penelitian Pendidikan*, 11(2), 39–51. http://www.jurnal.upi.edu/file/5-Nurman_Antoni.pdf
- Asipi, L. S. (2018). Pengaruh pengetahuan kata hubung dan penguasaan kosakata terhadap kemampuan memahami teks bahasa inggris pada siswa sma negeri kota cirebon. *Edu Invada*, 1(1), 20–29. <http://jurnal.stibainvada.ac.id/index.php/Elite/article/view/33>
- Asmaryadi, I. (2021). Studi strategi guru kelas dalam meningkatkan kemampuan membaca permulaan pada proses pembelajaran daring kelas rendah sdit cahaya hati: teacher strategy study in improving beginning reading ability in the process of learning in the classroom low. *Jurnal Pendidikan Tematik Dikdas*, 6(2), 47–61. <https://online-journal.unja.ac.id/JPTD/article/view/12927>
- Ayu, M., & Indrawati, R. (2019). EFL textbook evaluation: the analysis of tasks presented in english textbook. *teknosastik*, 16(1), 21. <https://doi.org/10.33365/ts.v16i1.87>
- Bimmel, P., & Van Schooten, E. (2004). *The relationship between strategic reading activities and reading comprehension. L1-Educational studies in Language and Literature*. 4(1), 85–102. <https://doi.org/10.1023/B:ESLL.0000033844.88918.e7>
- Charalambous, A. C. (2011). The role and use of course books in efl. *online submission*, May.
- Damanik, S. N. H., & Zainil, Y. (2019). The analysis of reading comprehension questions in English textbook by using high order thinking skill at grade X of SMAN 2 Padang. *Journal of English Language Teaching*, 8(1), 249–258. <https://doi.org/10.24036/jelt.v8i1.103501>
- Ghabanchi, Z., & Behrooznia, S. (2014). The impact of brainstorming on reading comprehension and critical thinking ability of EFL learners. *Procedia-Social and Behavioral Sciences*, 98, 513–521. <https://doi.org/10.1016/j.sbspro.2014.03.447>
- Hidayat, D., & Rohati, T. D. (2020). The effect of extensive reading on students

- reading comprehension. *Wanastra: Jurnal Bahasa Dan Sastra*, 12(1), 58–64. <https://doi.org/10.31294/w.v12i1.7519>
- Issitt, J. (2004). Reflections on the study of textbooks. *History of Education*, 33(6), 683–696. <https://doi.org/10.1080/0046760042000277834>
- Kahraman, A. (2020). The use of short stories in English language teaching and its benefits on grammar learning. *IJCI - International Journal Of Curriculum and Instruction*, 12(2), 533–559. <https://eric.ed.gov/?id=EJ1271141>
- Kendeou, P., McMaster, K. L., & Christ, T. J. (2016). Reading comprehension: core components and processes. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 62–69. <https://doi.org/10.1177/2372732215624707>
- Khairunnisa, F., & Astri, N. D. (2021). Pengaruh model cooperative integrated reading and composition (circ) terhadap kemampuan mengidentifikasi unsur teks narasi siswa kelas vii smp bhakti bangsa tahun ajaran 2020/2021. *Jurnal Basataka (JBT)*, 4(1), 1–6. <http://jurnal.pbsi.uniba-bpn.ac.id/index.php/BASATAKA/article/view/103>
- Koch, H., & Spörer, N. (2017). Students Improve in reading comprehension by learning how to teach reading strategies. an evidence-based approach for teacher education. *Psychology Learning and Teaching*, 16(2), 197–211. <https://doi.org/10.1177/1475725717700525>
- Kusumawardani, R., Santosa, R., & Roschsantiningih, D. (2018). Explore the use of authentic materials to teach reading for junior high school. *International Journal of Multicultural and Multireligious Understanding*, 5(4), 298–307. <https://doi.org/10.18415/ijmmu.v5i4.323>
- Liana, R. M. Y., Wahyudin, D., & Hanoum, R. N. (2018). Pengaruh penggunaan aplikasi “hello english” berbasis smartphone android terhadap peningkatan hasil belajar siswa pada mata pelajaran bahasa inggris di smp (kuasi eksperimen pada mata pelajaran bahasa inggris siswa kelas vii di smp negeri 1 kadipaten). *Educational Technologia*, 2(2), 122–128. <https://ejournal.upi.edu/index.php/edutechnologia/article/view/19667>
- Louis., R., Berríos., G., Cartaya., N., Casart., Y., & Mayora., C. (2016). Focus on

- reading. *ELT Journal*, 71(3), 384–385. <https://doi.org/10.1093/elt/ccx016>
- Mahayanti, N. W. S., Artini, L. P., & Jannah, N. (2017). The effect of big book as media on students' reading comprehension at fifth grade of elementary school in sd laboratorium undiksha singaraja. *International Journal of Language and Literature*, 1(3), 2549–4287. <https://doi.org/10.23887/ijll.v1i3.12544>
- 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. *Journal of English Teaching as a Foreign Language*, 6(2), 39–65. <http://ejournal.uhn.ac.id/index.php/jetafl/article/view/101>
- Miles, M. B., & Huberman, A. M. (1984). Drawing valid meaning from qualitative data: toward a shared craft. *Educational Researcher*, 13(5), 20–30. <https://doi.org/10.3102/0013189X013005020>
- Mizbani, M., & Chalak, A. (2017). Analyzing listening and speaking activities of iranian efl textbook prospect 3 through bloom's revised taxonomy. *Advances in Language and Literary Studies*, 8(3), 38. <https://doi.org/10.7575/aiac.all.v.8n.3p.38>
- Musahrain, M., Suryani, N., & Suharno, S. (2018). Analisis kemampuan membaca siswa pada pembelajaran reading comprehension. *Teknodika*, 16(2), 30–36. <https://doi.org/10.20961/teknodika.v16i2.34776>
- 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>
- Nuttall, C. (1996). *Teaching reading skills in a foreign language-macmillan heinemann elt*.
- Oakhill, J., Cain, K., & Elbro, C. (2014). *Understanding and teaching reading comprehension: A handbook*. Routledge.
- Paris, T. N. S. T. D., & Yussof, R. L. (2013). Use of 'time trap board game'to teach grammar. *Procedia-Social and Behavioral Sciences*, 105, 398–409.

- <https://doi.org/10.1016/j.sbspro.2013.11.042>
- Pourhosein, G. A., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education*, 6(2), 229. <https://doi.org/10.5296/jse.v6i2.9201>
- Rahman, S., & Arju, S. (2008). Exploiting short stories in the efl classroom. *Stamford Journal of English*, 4, 124–141. <https://doi.org/10.3329/sje.v4i0.13493>
- Ramadhan, S., Sukma, E., & Indriyani, V. (2019). Environmental education and disaster mitigation through language learning. *IOP Conference Series: Earth and Environmental Science*, 314(1), 0–9. <https://doi.org/10.1088/1755-1315/314/1/012054>
- Salikin, H., Bin-Tahir, S. Z., Kusumaningputri, R., & Yuliandari, D. P. (2017). The indonesian efl learners' motivation in reading. *english language teaching*, 10(5), 81. <https://doi.org/10.5539/elt.v10n5p81>
- Sangia, R. A. (2018). *The process and purpose of reading*. Applied Linguistics.
- Smith, M. A., & Karpicke, J. D. (2014). Retrieval practice with short-answer, multiple-choice, and hybrid tests. *Memory*, 22(7), 784–802. <https://doi.org/10.1080/09658211.2013.831454>
- Snow, C. E. (2002). Reading for understanding toward an r & d program in reading comprehension. *In Office of Educational Research and Improvement*, 1–156. <http://www.rand.org/publications/MR/MR1465/>
- 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*, 2(1), 13. <https://doi.org/10.12928/eltej.v2i1.918>
- Syamsi, K., Sari, E. S., & Pujiono, S. (2013). Pengembangan model buku ajar membaca berdasarkan pendekatan proses bagi siswa SMP. *Jurnal Cakrawala Pendidikan*, 5(1). <https://doi.org/10.21831/cp.v5i1.1262>
- Thi, N., & Ngoc, M. (2015). *The essential roles of skimming and scanning techniques in teaching reading comprehension*. 196–198.

<http://nnkt.ueh.edu.vn/wp-content/uploads/2015/07/20.pdf>

Tripathi, A. (2021). *E-learning - perspective and challenges for india e-learning – perspective and challenges for india. March 2012.*

Vanha, L. (2017). *Teachers' perspectives on the role of textbooks in english language learning and teaching in finland.* 1–58.

Waring, H. Z. (2012). Yes-no questions that convey a critical stance in the language classroom. *Language and Education*, 26(5), 451–469.

<https://doi.org/10.1080/09500782.2012.656651>

