

References

- Alyousef, H. S. (2006). Teaching reading comprehension to ESL/EFL learners. *Journal of Language and Learning, 5(1)*, 63-73.
- Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Carrell, P., Devine, J., & Eskey, D. (2000). *Interactive approaches to second language reading*. Cambridge: Cambridge University Press.
- Chawwang, N. (2008). *An investigation of English reading problems of Thai 12TH grade students in Nakhonratchasima educational regions 1, 2, 3 and 7*. Bangkok: Graduate School, Srinakharinwirot University.
- Chou, P. T. Z. (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.
- Chung, V. H. (2012). A study of reading comprehension problems in English encountered by first year students of faculty of Vietnamese studies. *athnue. 1-9*. Retrieved 25 November 2015, from <http://foe.hnue.edu.vn/Portals/1/Ho%20Chung.pdf>
- Clarke, P. J., Truelove E., Hulme, C., Snowling, M, J. (2014). *Developing Reading Comprehension*. Available from <http://as.wiley.com/WileyCDA/Brand/id-35.html>.

- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd Edition. Los Angeles: Sage Publications, Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Boston : Pearson.
- Cresswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boylston Street, Boston: Pearson Education.
- Cohen, L., Manion, L., & Morrison, K. (2011a). *Research methods in education*. 7thed. London: Routledge.
- Diniah, S. N. (2013). Teacher perceptions towards the use of English textbook in EFLclassrooms. *Journal of English and Education*, 72-81.
- Farhady, H., & Mirhasani, A. (2003). *Reading through interactions*. Tehran: Zabankadeh.
- Gak, D. M. (n.d). *Textbook- an important element in the teaching process.*: Novi Sad:Fakultet tehničkih nauka Engleski jezik.
- Grant, N.(1990). *Making the most of your textbook*. New York: Longman
- Gardiner, E & Musto, R.M. (2010) "*The electronic book*." The Oxford Companion to the Book. Oxford: Oxford University Press, p. 164.
- Graves, K. (2002). *Teachers as course developers*. England:Cambridge University Press.
- Gunning, T. G. (2002). *Assessing and correcting reading and writing difficulties*. Boston: Allyn & Bacon A Pearson Education Company.

- Guthrie, J.T., & Humenick, N.M. (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp.329-354). Baltimore, MD: Brookes.
- Hasani, A.S., Rahimy, R., & Arjmandi, M. (2014). An investigation of reading comprehension program at a University of Technology. *European Online Journal of Natural and Social Sciences*, 3(1),84-91.
- Hayati, M., & Fattahzadh, A. (2006). The effect of monolingual and bilingual dictionaries on vocabulary recall and retention of EFL learners. *The Reading Matrix*, 6(2), 125-134.
- Huang, S., & Eslami, Z. (2013). The use of dictionary and contextual guessing strategies for vocabulary learning by advanced English-language learners. *English Language and Literature Studies*, 3(3), 1-7.
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315-328.
- Indrayani, S. A. (2014). *The effectiveness of using mind mapping in improving students' reading comprehension of narrative text (A quasi experimental study at the second grade of SMA Mathla'ul Huda Parung Panjag -Bogor)*Jakarta: Syarif Hidayatullah State Islamic University.
- Karim, N. S. A., Hasan. A. (2007). Reading habits and attitude in the digital age: Analysis of gender and academic program differences in Malaysia. *The Electronic Library*, 25(3), 285-298.
- Khairuddin, Z. (2013). A study of students' reading interests in a second language.*International Education Studies*, 6(11), 160-170.

- Lee, C. C., Lin, C. H., Wang, W. C. (2011). Thinking of the textbook in the ESL/EFL classroom. *English Language Teaching*, 4(2), 91-96.
- Mahmood, K. (2011). Conformity to quality characteristics of textbooks: The illusion of textbook evaluation in Pakistan. *Journal of Research and Reflections in Education*, 5(2), 170-190.
- Mart, C.T. (2015). Combining extensive and intensive reading to reinforce language learning. *Journal of Education and Instructional Studies in the World*, 5(4), 85-90.
- Matsuda, A. (2002). Representation of users and uses of English in beginning Japanese EFL textbooks. *JALT Journal*, 24(2), 182-216.
- Meleong, J. (2007). In *Methodologi penelitian kualitatif*. Bandung: Remaja Rosdakarya.
- Misulis, K. (1997). Textbook comprehension strategies. *Agricultural & Environmental Database*, 39-43.
- Morgan, P. L., & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children*, 73(2), 165-183.
- Nilsson, M. (2006). Textbook and alternative material-positive and negative aspects. *School of Humanities*, 1-23.
- Nuttall, C. (2000). *Describes in ELT Chapter 1 what is reading?*. Teaching Reading Skills in a foreign language' Oxford: Macmillan Heinemann.

- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill.
- Puspita, A. (2017). Students' difficulties in comprehending English reading text at second grade students of SMA N 2 Metro. Lampung: University of Lampung.
- Pressley, M., & Woloshyn, V. (1998). *Cognitive strategy instruction that really improves children's academic performance* (2nd ed.). Cambridge, MA: Brookline.
- Pullupaxi, M. T. L. (2011). *The use of graphic organizers to improve reading comprehension skills with students of I-II intensive courses at Espe*. Sangolqui: Ecuador.
- Rahaman, A. (2014). Reading comprehension through group work activities in an EFL classroom: An action research report. *Working Papers on Culture, Education and Human Development*, 10 (2), 1-8.
http://www.uam.es/otros/ptcedh/2014v10_pdf/v10n2eng.pdf
- Rynanta, R. A. C., Ruslan, S. (2013). *Content analysis on the English textbook entitled "English in mind starter (student's book)"*. Malang: State University of Malang.
- Sugiarto. (2004). *Yang lupa diajarkan oleh sekolah: Mengoptimalkan daya kerja otak dengan berfikir holistik dan kreatif*. Jakarta: PT. Gramedia Pustaka Utama.

- Suryani. (2015). *Improving students' reading skills by using the mind map technique at SMAN 1 KRETEK in the academic year of 2013/2014*. Yogyakarta: States University of Yogyakarta.
- Shehu, I. (2015). Reading comprehension problems encountered by foreign language students, case study: Albania, Croatia. *Academic Journal of Interdisciplinary Studies*, 4(1), 91-96.
- Suprihatiningrum, J. (2016). *Strategi pembelajaran: Teori & aplikasi (teaching strategy: Theory & application)*. Sleman: Ar-Ruzz Media.
- Temple, B & Young, A. (2004). *Qualitative research and translation dilemmas*. London: SAGE Publications.
- Xueping, L. (2014). Facilitating reading comprehension with online dictionaries. *International Journal of Languages and Literatures*, 2(2), 297-306.
- Wallace, C. (2007). Vocabulary: The key to teaching English language learners to read. *Reading Improvement*, 44(4), 189-193.