
DEVELOPING ELT MATERIALS: THE KEY TO FOSTERING EFFECTIVE INSTRUCTION OF READING COMPARISON AND CONTRAST TEXTS

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ABSTRACT

Reading comparison and contrast texts in English language teaching (ELT) program was developed which ensured a range of students could be facilitated with instructional materials for their course and level of study. These materials have been developed around the concept of educational inclusion, intercultural communication and information and communication technology (ICT) utilization which can be combined into whole units of learning (topics), teaching and learning activities and media, and ultimately a student book, student work book, and lecturer guide. On the basis of the underlying philosophy from the new curriculum of the study program, we considered effective instruction to be a key element in engaging students with reading materials. There were six stages of R&D method from Borg and Gall (2003) modified by the researchers consist of need analysis, developing material, expert validation, revision, try out, and the final product. Three instruments consist of informal interview, expert's validation checklist, and questionnaire for the product try out were utilized to develop reading comprehension instructional materials. The products consisted of student book chapter, student workbook chapter, and lecturer manual book chapter of reading comparison, and contrast texts. In consequence, the key aim of this development was to stimulate and engage students, fostering better involvement with the reading comprehension materials and hence better learning.

Keywords: ELT Materials, Reading Comprehension, Comparison and Contrast Texts

INTRODUCTION

At all higher education institutions which offer ELT program, students need to master pedagogical knowledge and skills as well as language skills. As a specific training program to train the students becoming future English teachers for secondary schools, ELT program offer courses which equip them with teaching and language skills ability. Notably, the students are prepared to become proficient in four English language skills, namely listening, speaking, reading, and writing (Puspitasari, et al., 2019). Besides, Bhatt & Lilian (2016) classify listening and reading as receptive skills, while speaking and writing as productive skills; however, those four language skills should be combined to ensure English teaching becomes integrated and comprehensive (Nan, 2018). Reading as one of language skills can become the basic language skill that has to be mastered by the students in learning English, as mentioned by Harmer (1998, p.69), reading is important for academic success because it is the fundamental language skills to learn. Similarly, Sabuori (2016) states that reading is the basic and critical skill that students need to be successful as language learners. Reading is also an active process to get information through written language since by having the ability to read, students will be able to improve their knowledge well. Students' reading ability is very significant to accomplish; thus, preparing instructional materials which accommodate ELT program students' success in learning can be achieved by providing various reading texts.

There are several kinds of reading texts provided differently for every level of the students which is indicated by each semester in the study time in ELT undergraduate program. As freshmen, students are exposed with various short functional texts, personal as well as interpersonal texts, and short essays, meanwhile for sophomore, longer texts including genre-based texts and expository texts are taught. Different from them, junior and senior students are studying about more academic reading such as research reports and journal articles. One of the most common reading texts which are taught are expository texts, including sequence, listing, comparison and contrast, cause and effect and problem and solution texts. Particularly, as junior students of an ELT program in an Indonesian university, students are expected to be able to improve both comprehension and speed when reading expository texts, among them are comparison and contrast texts. Comparison and contrast texts are texts which explain about two (or more) subjects that are similar and different. Smith (2019) explains that there are two generic structures for comparison and contrast texts, i.e. (1) a block structure, it means that all of the information about the other objects is listed after the information; and (2) a point-by-point structure, it means that each similarity or difference for one object is immediately followed by similarity or difference for the other. Moreover, the information which exists in comparison and contrast texts is to analyze two subjects by comparing them, contrasting them, or both through comprehension.

Comprehension as the principle of reading includes processes of continuously gathering and eliciting meaning. In accomplishing comprehension, students should be familiarize with a wide range of written texts of comparison and contrast texts and taught effective reading comprehension strategies (Sabuori, 2016; Emaliana, et al., 2019). Reading comprehension instruction then should be well prepared to achieve successful reading skill mastery. The materials presented for reading comprehension may differ, however dependent upon the nature of graduate profiles, especially in ELT program and level of study, in this case, undergraduate. Thus, an informal interview for need analysis was conducted by the researchers to get the information from the reading comprehension lecturers. It is found out that there are three main results of need analysis in teaching and learning process, especially in the reading comprehension subject. Firstly, the past teaching materials were not appropriate with a new curriculum which emphasizes new teaching and learning spirits, namely; educational inclusion, intercultural communication competence, and information and communication technology (ICT) utilization. Secondly, the old teaching materials which were used were based on a module which less facilitate students' critical thinking. Thirdly, the teaching materials have lack of contextual learning activities for students as a millennial generation, particularly on students' characteristics that is closed to the technology and the use of the Internet. In addition, the lecturers added that a student workbook and a lecturer-guide book are not available yet for facilitating teaching and learning process.

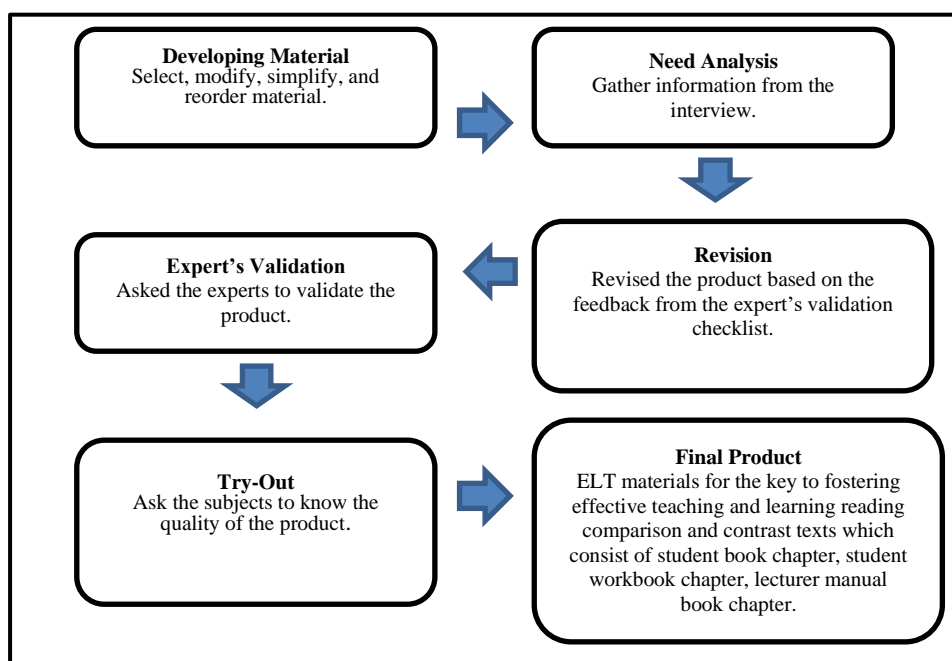
Based on the need analysis, the researchers considered that it was necessary to find out an alternative way by using appropriate ELT materials to accomplish new policy. Therefore, the researchers aim at developing ELT materials to foster effective teaching and learning in reading comprehension course which consist of student book, student workbook, and lecturer manual book, particularly for comparison and contrast texts. Meanwhile, those teaching materials do not only present reading texts that stimulate students' critical thinking but also accommodate learning activities that are appropriate with the characteristics of millennial students which integrated with online learning media (Rahmiati & Emaliana, 2019). Online learning media that will be used is a *Voice-thread* application, which is easily accessible and has a good reputation.

Taking all the aforementioned factors into account, it is pivotal to redevelop reading comprehension materials, notably focusing on comparison and contrast texts so it is appropriate with

and it aligns with the new curriculum policy. To achieve the objective of this study, a research question is postulated, i.e. what are the appropriate instructional materials for reading comparison and contrast texts? In order to answer the research question, a research and development research method was undergone.

METHODOLOGY

This research focused on developing a student-book-chapter, student-workbook-chapter, and a lecturer-manual-book-chapter for comparison and contrast texts to support ELT materials to for reading comprehension course. In line with the purpose of this research and development, there were six stages of R&D method from Borg and Gall (2003) modified by the researchers (See Figure 1) consist of need analysis, developing material, expert validation, revision, try out, and the final product. The adaptation was carried out with the consideration that each stage could collect the data needed for the final product.



Picture 1. Model in Developing ELT Materials

The researchers had conducted an informal interview with the reading comprehension lecturers to get the information for need analysis, especially when they were having comparison and contrast texts section. The researchers used three instruments consist of informal interview, expert's validation checklist, and questionnaire for the product try out. The product had tried to 55 students from two classes. The results of this research were ELT materials for the key to fostering effective teaching and learning reading comparison and contrast texts for the 3rd semester students. The product consisted of student book chapter, student workbook chapter, and lecturer manual book chapter of reading comparison and contrast texts.

Research Instruments

There are three instruments, which are used in this research, i.e. an informal interview guide, an expert validation checklist, and a questionnaire.

Informal Interview

To gain an understanding of the phenomenon under the research, the researchers conducted an interview to obtain data in the form of an informal interview. Fetterman (2010) proved that informal interview offered the most natural situations for data collection and analysis. In this case, the informal interview was aimed to get data information from the lecturers who taught reading comparison and contrast texts in reading comprehension course. The questions vary from asking the curriculum and the syllabus. Then, the researchers also asked about the weakness of the reading materials that were being used, and also the facilities provided to support in teaching and learning process.

Expert Validation Checklist

The validation checklist was divided into three parts. The first, expert validation checklist for the student book chapter for comparison and contrast text was validated with three indicators, namely; the instruments of content eligibility, the instruments of language eligibility, and the instruments of presentation eligibility. The second, expert validation checklist for the student workbook chapter for comparison and contrast text had validated with four indicators, namely; format, content, appropriateness of the curriculum and course objectives, and awareness of intercultural relationship and educational inclusion. The third, expert validation checklist for the lecturer manual book chapter for comparison and contrast text had validated with three indicators, namely the use of lecturer book by the lecturer, the availability of reference, and availability of the instruction of follow up activity.

In addition, the researchers gave product validation checklist to expert validator after the researchers developed the product, before the first revision and trying out in classroom activities. The product validation checklist was given to a professor, who has background knowledge and experience in developing teaching material for the English lesson.

Questionnaire

In this research, the researchers used one questionnaire. It was used to the data collection about students' perception and judgment of the product and it was filled by students who were joining the try-out of the product. They were taught by using new materials which were developed. The questions consisted lists of 20 questions about the product with clear instruction and space to answer the questions. The students were given the score 1 until 4 to answer this questionnaire. Then, they were also written their reasons why they choose the score in a reason column.

Data Collection

The data obtain in this research and development were the expert validation for research instruments, the informal interview to the reading comprehension lecturers for need analysis, the expert validation checklist for evaluating the product, and the questionnaire for students after try-out as research instruments. Therefore, all of those instruments were used to collect data.

Meanwhile, the researchers collected the data in four steps. First, the researchers used the result of expert validation for research instruments to begin this research and development. Second, the researchers used the result from an informal interview with the reading comprehension lecturer to develop the product through need analysis. Third, the researchers had given the expert validation checklist to know the quality of the product to the expert validator, and it had conducted before try-out. The last steps, the researchers had given a questionnaire for all the 3rd semester students who

were joining the try-out to get assessment, comment, and some suggestion for the final product.

Data Analysis

The researchers used two data analysis; quantitative and descriptive qualitative to analyze the data results. The researchers used quantitative method for the questionnaire. The quantitative analysis data calculated in the form of percentage. The highest percentage of each question was considered as the tendency of the students' needs (See Figure 2). Likewise, the result of the students' questionnaire about their responsibilities after trying out the product also calculated by using the following formula:

| | |
|--------------------------------|-------------------------|
| $P = \frac{f}{N} \times 100\%$ | P = Percentage |
| | f = Frequency |
| | N = Number of Responden |

| |
|-------------------------|
| 62 – 80 = HIGH |
| 41 – 70 = MEDIUM |
| 20 – 40 = LOW |

Picture 2. Calculated the Percentage of Questionnaire

In addition, Brew (2016) stated that descriptive qualitative was a way of analyzing the data by systematically arranging in the form of sentence or word, regarding an object finally obtained a general conclusion. He further discuss that the results of all the data instruments in this research and development describes the used to explain the steps of how to develop the final product, namely ELT materials for the key to fostering effective teaching and learning reading comparison and contrast texts.

In this research, before those three instruments, namely; (1) an informal interview with the reading comprehension lecturer, (2) expert's validation checklist, (3) questionnaire for the students after try-out were used for data collection, the researchers validated them to some experts, who are doctors in English language teachings who are currently becoming lecturers for ELT program. After validating the research instruments from the expert validator, the researchers began to collect the data. Therefore, the results from the research instruments were used by the researchers to revise the product and to conduct a need analysis.

FINDING

Analysis Stage

The need analysis was conducted as the first step to obtain information about target and learning need of students, especially in teaching reading comprehension subject. It was conducted on March 25th, 2019 by conducting an informal interview with reading comprehension lecturer.

Design Stage

The first step in material development was deciding the topic. Based on the data collected from need analysis, the researchers decided to choose one topic about comparison and contrast text to be developed as ELT materials for reading comparison and contrast texts. These topics had chosen based on the new curriculum policy which emphasizes new teaching and learning spirits, namely; inclusive education, intercultural competence, and information and communication technology (ICT) integration. The product was focused on three ELT materials which consist of student book chapter, student workbook chapter, and lecturer manual book chapter for comparison and contrast text. Those ELT materials were arranged based on a certain topics derived from need analysis.

The purpose of ELT materials development is the students are able to master reading comprehension skill especially exposition text, especially in identifying: Micro-skills in reading (ETS, 2012);

| | | | |
|---|--------------------------|---|------------------------------|
| . | Topic | . | Implied details |
| . | Main idea | . | The writer's tone of writing |
| . | Supporting ideas/details | . | Pronoun reference |
| . | Organization of the text | . | Word meaning |

Table 1. Micro-skills in reading (ETS, 2012)

In the student book chapter, student workbook chapter and lecturer manual book for comparison and contrast texts provided pre-activity, whilst-activity and post-activity during the teaching and learning process. It had developed based on Bloom taxonomy by Pohl (2000). Therefore, one topic becomes the heading and the scope of instruction in one section. Each section was developed under some explanation about comparison and contrast texts, and there were some quick practices and follow up activities by using *voice-thread* application as the online learning media. The detailed information in the three books will be explained below;

| Book | Sub-Chapter | Texts | Exercises |
|----------------------|---|---|--|
| Student book chapter | 1. Recognizing comparison and contrast | Living in Jakarta or living in Trenggalek | - Describe two situations in comparison and contrast text |
| | 2. Identifying comparison and contrast. | Oxford and Cambridge | - Identify the signal words of comparison and contrast text |
| | 3. Following direction | Pop and rock music | - Comprehend the important ideas in essays, stories, articles, and text passages in comparison and contrast text |
| | 4. Understanding shared traits | Healthy food and unhealthy food | - Analyse two ideas about comparison and contrast text - Describe the similarities and differences between each character |
| | 5. Identifying comparison and | - Bella and Silvi | - Identify the texts which are comparison and contrast of parts, space, or sequence |

| | | | |
|--|--|---|--|
| | contrast of parts, space, sequence | - London and Washington - Teamwork and collaboration | |
| | 6. Applying prediction and assumption skills to comparison and contrast | - Google's android and apple's IOs | - Recognize about assumptions and prediction in comparison and contrast statements by applying reading skill |
| | 7. Applying fact/opinion and point-of-view skills to comparison and contrast | - Statements about comparing and contrasting two things | - Applying reading skill by comparing and contrasting the fact and opinion to express the author view. |
| | 8. Applying comparison and contrast skill in selection | - Watch movie at movie theatre or at home | - Student has an opportunity for applying their reading comprehension skills in longer about comparison and contrast texts |

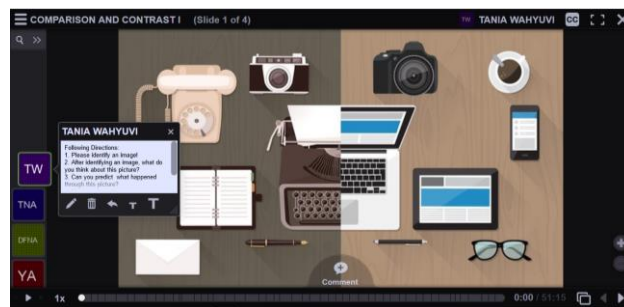
Table 2. Student Book Chapter

| Book | Sub-chapter | Texts | Exercises |
|--------------------------|--|--|---|
| Student Workbook Chapter | 1. Remembering comparison and contrast | - Kinds of food from Indonesia | - Describe two situations |
| | 2. Understanding comparison and contrast | - Day and night - Sushi and pizza - Basketball and soccer - Prendick from the island of Doctor Moreau and Marlow from heart of darkness | - Choose the appropriate word from the box to fill the blanks |
| | 3. Analysing comparison and contrast | - Eating fresh food and canned food - Istanbul and Muğla - Coffee and tea - Yoga and Pilates | - Analyse the main ideas in each texts |
| | 4. Evaluating comparison and contrast | - Abraham Lincoln and John f. Kennedy - Public and private education comparison - The similarities and differences between cats and dogs | - Make recommend supporting ideas for the topic |

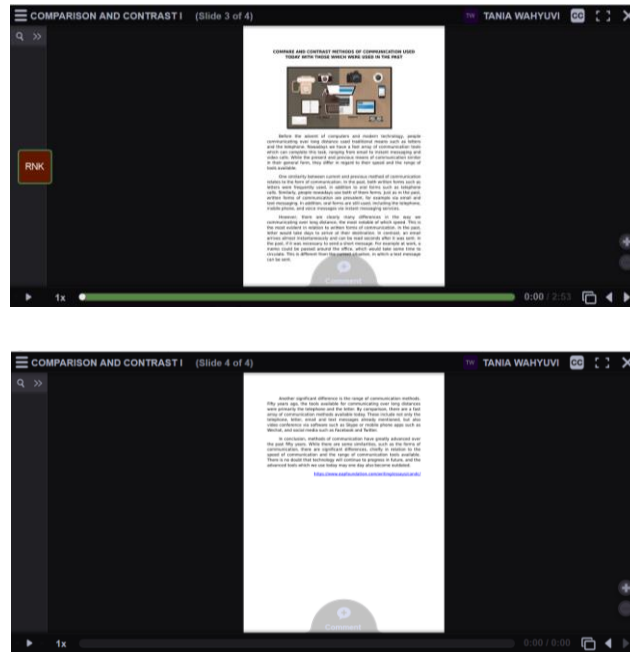
| | | | |
|--|-------------------------------------|---|--|
| | | - Comparison between reading a book and reading online | |
| | 5. Creating comparison and contrast | - Jakarta and East Kalimantan - My best friend and I | - Write a paragraph about comparison and contrast texts. |

Table 3. Student Workbook Chapter

| Book | Activities | Reading strategy | Follow up activity |
|------------------------------|--|---|----------------------------------|
| Lecturer-guided Book Chapter | - Pre activity - Whilst activity - Post activity | - Think pair share - SQ3R (survey, question, read, recite, and review) | - Using voice thread application |

Table 4. Lecturer-guided Book Chapter

Picture 4. Pre-activity in *voice-thread* application

Picture 5. Whilst-activity in *voice-thread* application



Picture 6. Post-activity in *voice-thread* application

The activity contain in the *voice-thread* application is divided into three activities: pre-activity, whilst-activity, and post-activity. In pre-activity, mystery place is used to give warming up to the student before going to the topic. Here student are asks to identify an image which available on *voice-thread* slide one. Students identify an image by recording their voice. Meanwhile in whilst-activity, students read a texts with SQ3R reading strategy, and they should follow the SQ3R template that given from the lecturer in the class (Table 5). In post activity, students write summary about their predictions compared to the text.

| |
|--|
| <p><i>Individual Assignment</i></p> <p>Name : _____</p> <p>Class : _____</p> <p>SQ3R TEMPLATE</p> <p>Title : _____</p> <p>Survey</p> <p>Identify the text as whole</p> <ul style="list-style-type: none"> - Read the title - Skim the introduction - Read the headings - Look at the visuals - Read vocabulary words - Notice unique things about the text <p>Question</p> <p>Write some “who, what, when, where, why” questions from the main topic.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Read</p> <p>Read carefully and try to answer your own question.</p> |
|--|

inclusion. Third, in the lecturer manual book chapter for comparison and contrast text, there were three indicators for validating the product, namely; (1) the use of the book by the lecturer, (2) the availability of references, and (3) the availability of the instruction for follow up activity. Therefore, the results of the expert validation checklist for student workbook chapter and lecturer manual book chapter got the “very good” qualification from the experts’ validator.

Implementation Stage

The stage of implementation was conducting by the try-out. It was conducted on September 13rd, 2019 in A & B reading comprehension class of the 3rd semester students of ELT program. The researchers made collaboration with other student-teachers who are active in teaching activities to try-out the product to know the quality of the product when it was used by other people. The material was about comparison and contrast texts that had revised from expert feedback. This material as a sample on meeting four, it only covers in one meeting. In the stage of implementation the researchers was conducted into three steps, namely; (1) pre-activity, (2) whilst-Activity, (3) post activity.

After conducting the try-out, students have been asked to fill out the questionnaire. It is intended to know the student’s perspective regarding the use of the product. The questionnaire consist 20 questions about the product quality and the results showed the highest score is 76.36% and the medium score is 23.63%. Meanwhile, the lowest score is 0%. Based on the percentage results the ELT-teaching materials got the highest score. It means that the products were interesting to be used by the lecturer and student. It also provides online learning media by using *voice-thread* application that can make student more motivating in learning reading comparison and contrast text. In the other hand the researcher found that ELT-teaching materials that had developed can make student easier when they learned about reading comparison and contrast text. Therefore the products can help and motivate students in ELT-program to increase their reading comprehension through reading comparison and contrast text.

Evaluation Stage

Based on the questionnaire there were 20 questions had checked by the students. The questions in the questionnaire were contained from the product quality. The data analysis from the students’ questionnaire was calculated into a percentage by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage
f = Frequency
N = Number of Responden

The researchers calculated the percentage of the questionnaire (See Figure 3). The results showed the highest score is 76.36% and the medium score is 23.63%. Meanwhile, the lowest score is 0%. Based on those percentage results showed that ELT materials for reading comparison and contrast texts which consist of student book chapter, student workbook chapter, and lecturer manual book chapter for comparison and contrast text got the highest score. It can conclude that the product did not need a second revision.

Figure 7. Calculated the Questionnaire

| |
|-------------------------|
| 62 – 80 = HIGH |
| 41 – 70 = MEDIUM |
| 20 – 40 = LOW |

Percentage of the

The Final Product

The last step in research and was the final product. After passing through a long development process (*conducting need analysis, product development, expert validation, try-out*), the product of this research was completed with three final products, namely; (1) student book chapter for comparison and contrast texts, (2) student workbook chapter for comparison and contrast texts, and (3) lecturer manual book chapter for comparison and contrast texts. Those ELT materials have been developed to increase reading comprehension for the 3rd semester students of ELT program.

DISCUSSION

The ELT materials developed in this research is in line with the concept of Hutchinson & Waters (1987), as follow; first, the ELT materials were developed there should be a set of need analysis to find out target needs and learning needs. Need analysis was conducted on March 25th 2019 by conducting an informal interview with reading comprehension lecturer of the 3rd semester student of ELT program. The students should comprehend and understand about comparison and contrast text before moving to the next semester. It was in line with the three main result of need analysis that showed teaching materials are used are not appropriate with a new curriculum developed by emphasizing the characteristics of the ELT program. Teaching materials are used only modules that do not facilitate students' critical thinking. Then, the lack of contextual learning activities for students as a millennial generation that is close to the technology and the use of the internet.

The developed ELT materials consist of student book chapter, student workbook chapter, and lecturer manual book chapter for comparison and contrast text. Text types and language function followed by Pohl (2000). The organizations of the products were also in line with grading, sequencing, and integrating concept by Nunan (2004) in which simple topics or texts came first. Then each product consists of pre-activity, whilst-activity, and post-activity. The ELT materials have validated by an expert validator and conducted the try-out in the 3rd semester students of ELT program. The result showed that the teaching materials have been relevant and suitable with students.

Based on the result of the data above, the researchers can conclude that the products were interesting to be used by the lecturer and the student. According to Ngure et al, (2014) ELT material was designed to provide realistic images and substitute experience to reach curriculum experiences. The ELT materials also provides online learning media by using *voice-thread* application that can make the students more motivating in learning reading comparison and contrast texts. In the same way, Aini (2016) stated that using online learning media in the teaching process had a benefit for increase students' motivation. On the other hand, the researchers found that teaching materials that had developed can make the student easier when they learned about reading comparison and contrast texts. Therefore, the products can help and motivate in the 3rd semester students of ELT program to increase their reading comprehension through reading comparison and contrast texts.

CONCLUSIONS

The research question of this research was answered by giving explanations about how to develop ELT materials to increase students' reading comprehension of comparison and contrast texts for the 3rd semester students of ELT program.

The product was developed based on Borg and Gall's theory, through six stages. The first stage was conducting need analysis through an informal interview with reading comprehension's lecturers. The second stage was products development which was consisted of topic selection, material collection, material development in making student book chapter of comparison and contrast text, student workbook chapter for comparison and contrast text, lecturer manual book for chapter comparison and contrast text, and checking the readability of the texts. The third stage was expert's validation checklist for student book chapter, student workbook chapter, and lecturer manual book chapter for comparison and contrast text. The fourth stage was revising based on feedback from expert validation checklist. The fifth stage was conducting try-out of the product, the aim to know the response from the students. The last stage was the final product which was packing the product in soft file and distributed it to the reading comprehension lecturer of the 3rd semester students of ELT program.

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