



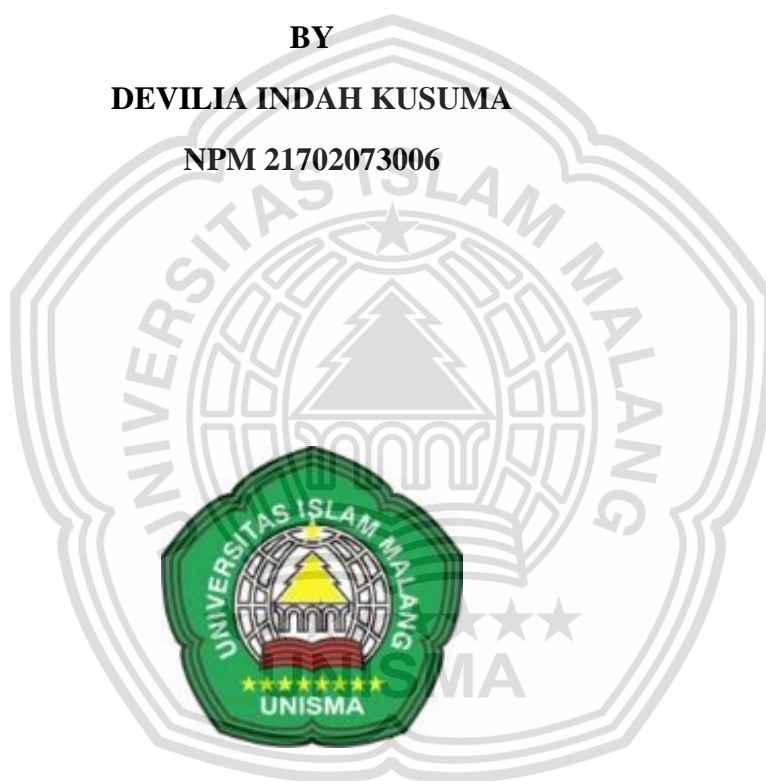
**DEVELOPING SUPPLEMENTARY READING MATERIALS
FOR ENGLISH COURSE PROGRAM OF GRADE XII AT
SMAN 7 MALANG**

THESIS

BY

DEVILIA INDAH KUSUMA

NPM 21702073006



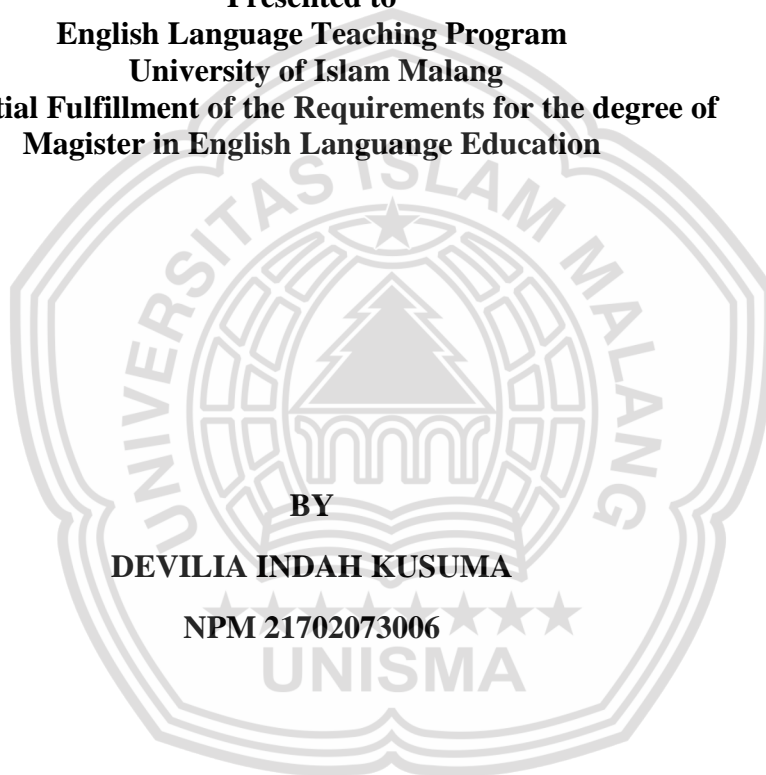
**UNIVERSITY OF ISLAM MALANG
GRADUATE PROGRAM
ENGLISH EDUCATION DEPARTEMENT
2020**



**DEVELOPING SUPPLEMENTARY READING MATERIALS
FOR ENGLISH COURSE PROGRAM OF GRADE XII AT
SMAN 7 MALANG**

THESIS

**Presented to
English Language Teaching Program
University of Islam Malang
In Partial Fulfillment of the Requirements for the degree of
Magister in English Language Education**



**BY
DEVILIA INDAH KUSUMA**

NPM 21702073006

**UNIVERSITY OF ISLAM MALANG
GRADUATE PROGRAM
ENGLISH EDUCATION DEPARTEMENT**

2020

ABSTRAK

Kusuma, Devilia Indah. 2020. *Developing Supplementary Reading Materials for English Course Program of Grade XII at SMAN 7 Malang*. Tesis, Jurusan Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: Dr. Alfian Zuhairi, M.Pd.

Kata kunci: pengembangan, bahan bacaan pelengkap, program bimbel Bahasa Inggris.

Pengembangan bahan bacaan pelengkap ini ditujukan untuk merancang bahan ajar yang cocok untuk siswa kelas XII dalam mengikuti program bimbel bahasa Inggris di SMAN 7 Malang. Produk ini dikembangkan sebagai solusi atas masalah yang dihadapi siswa dalam menghadapi ujian. Pengembangan produk ini didasarkan pada kebutuhan dan minat siswa.

Penelitian ini dikategorikan sebagai Penelitian dan Pengembangan (R&D) karena tujuan dari penelitian ini adalah untuk mengembangkan produk yang dapat diterapkan di dunia pendidikan khususnya untuk kegiatan belajar dan mengajar Bahasa Inggris. Langkah pertama dalam mengembangkan produk ini adalah analisis kebutuhan. Pada fase ini, peneliti menggunakan dua instrumen yaitu kuesioner dan wawancara. Angket digunakan untuk mengumpulkan informasi dari siswa, sedangkan wawancara digunakan untuk mengumpulkan informasi dari guru Bahasa Inggris, kepala sekolah dan alumni SMAN 7 Malang. Kedua, peneliti merancang silabus dan materi. Ketiga, validasi oleh para ahli yang dilakukan untuk memeriksa kelayakan produk sebelum produk dipublikasikan. Kemudian, peneliti merevisi beberapa komponen berdasarkan komentar dan saran para ahli. Mencoba produk adalah langkah selanjutnya yang harus dilakukan. Dengan mencoba produk tersebut, peneliti akan mengetahui kelayakan produk tersebut. Langkah terakhir adalah produk akhir. Dalam fase ini, peneliti mengevaluasi pendapat siswa tentang produk dan memeriksa ulang produk sampai peneliti percaya produk ini dapat dipublikasikan.

Produk akhir dari pengembangan ini adalah bahan bacaan pelengkap yang berjudul “Smart Reading. Bank Soal”. Produk ini dapat digunakan untuk mendukung buku latihan yang digunakan dalam program bimbel Bahasa Inggris. Materinya tentang jenis teks yang terdiri dari 8 bab. Setiap bab terdiri dari penjelasan singkat, pembangun kosa kata dan tes mini. Selain itu, produk ini dilengkapi dengan tips dan trik, contoh pertanyaan dan tes praktik. Produk ini dirancang dengan warna dan ilustrasi gambar yang menarik sehingga siswa lebih tertarik dalam membaca dan mengerjakan soal-soal didalamnya.

Sebagai saran kepada peneliti di masa depan agar dapat melakukan penelitian serupa dengan mengembangkan keterampilan lain seperti “*listening*” karena keahlian ini juga menjadi salah satu kompetensi yang harus dikuasai oleh siswa. Dengan mengembangkan keterampilan lain, produk ini akan lebih lengkap dan siswa dapat mempelajari semua aspek hanya dalam satu buku.

ABSTRACT

Kusuma, Devilia Indah. 2020. *Developing Supplementary Reading Materials for English Course Program of Grade XII at SMAN 7 Malang*. Thesis, English Education Department, Graduate Program, University of Islam Malang. Advisor: Dr. Alfian Zuhairi, M.Pd.

Keywords: developing, supplementary reading materials, English course program.

The development of this supplementary reading materials is addressed to design a teaching material which compatible for students of grade XII in following the English course program. This product is developed in order to solve students' problem in facing the examination. The development of this product is based on students' need and interest.

This study is categorized as Research and Development (R&D) since the objective of this study is to develop a product which can be applied for an educational program in English learning and teaching. The first step in developing this product is need analysis. In this phase, the researcher uses two instruments namely questionnaire and interview. Questionnaire is used to collect information from students, whereas interview is used to collect information from English teacher, the principal and alumni of SMAN 7 Malang. Secondly, the researcher designs syllabus and materials. Third, expert validation is conducted to check the feasibility of the product before the product is published. Then, the researcher revises some components based on experts' comments and suggestion. Trying out the product is the next step to conduct. By trying out the product, the researcher will know the feasibility of the product. The last step is final product. In this phase, the researcher evaluates students' opinion about the product and rechecks the product until the researcher believes this product can be published.

The final product of this development is supplementary reading materials entitled "Smart Reading. Question Bank". It can be used to support the exercise book that used in English course program. The material is about types of text. It consists of 8 chapters. Each chapter consists of brief explanation, vocabulary builder and mini test. Besides, this product is completed with tips and tricks, sample question and practice test. This product is designed colourfully with attractive pictures illustration in order to make students become more interested in doing the exercises.

Last but not least, as a suggestion to the future researcher to carry out the similar studies by developing other skill such as listening. In examination, listening is also become one of the competencies that should be passed. By developing other skills, this product will be more complete and students can learn all aspects just in one book.

CHAPTER I

INTRODUCTION

This chapter describes what this study about, covering background of the study, research question, objective of the study, specification of the product, significance of the study, scope and limitation of the study and definition of key terms.

1.1 Background of the Study

Some changes in the world of education have been carried out by the government to improve the quality of education in Indonesia. It also affects the standard system to evaluate the quality of education. For several years, National Examination becomes a standard system to evaluate the quality of education in Indonesia. But now, School Examination has an important role to measure students' understanding as stated in "Ministerial Regulation no. 43 of 2019". Deal with the decision of Education and Culture Minister (Mendikbud) Nadiem Makarim to abolish National Examination, it makes every school should have a standard system which is suitable to measure students' ability. Beside completing all school learning programs, obtaining at least "good" on attitude aspect score, and passing the school examination are the important points in assessing students' ability.

In accordance with the successfulness of school examination, every school has its own way to pass the completion. Additional program is added to be the solution in preparing students become more ready to face the school examination. In SMAN 7 Malang there is an additional program which focused on learning the subjects which will be tested in school examination. This program is called "Program Bimbingan Belajar or Course Program". Course program is held every Friday at 2 p.m. – 4 p.m., it is divided into two sessions (each subject is

60 minutes). This course is required for students at grade XII including all study programs (science, social and language).

There are many subjects learned in this program, English becomes one of the compulsory subjects for students because students in all study programs are learn about English. Even though students have learnt English in their regular program, but the material is very different. In regular program they learn based on the syllabus of a certain grade, but in English course program they learn about complex materials from grade X to grade XII. It will be a challenge for students to learn such a complex material just in 60 minutes.

In creating the effective program, the school provides a course book which only consists of some exercises without summary or brief theory about each material. It becomes a problem for students who do not really understand about English. They have to answer the exercises and the teacher will give the answer key in the end of the learning. This is not an effective way to teach students because every students has a different ability in learning. Another problem is that students are forced to learn the material independently because of the limited time in each session. It is difficult for them to understand the material by using only exercise book. Beside the difficulty of students' in learning English, reading is considered as one language skills which give the influence to the development of other skills. Weisi (2012: 146) states that reading is an important skill that should be mastered by the students. It means that the main goal of the learning English in school is focused on reading comprehension. It has proved that this program is only focused on reading comprehension.

From those problems, the researcher tries to find out the deep information about students' need by conducting need analysis procedures. Distributing questionnaires (see Appendix 1) to the 30 students from grade XII and interviewing teacher, principal and alumni are the procedures that used in this phase. The result of students' questionnaires (see Appendix 2) show that 100% students agree that the provided book is not interesting for them. With this

condition, it will be difficult for them learn about such a complex material for examination. Moreover, they explain about the weaknesses of the provided book in various reasons. Based on the data, the first reason is the design of the book (40%). Second, there is no brief explanation (28%). Third, the text is difficult to be understood (20%). The last, the content is so monotonous (12%). The next data tells that the majority of students (27 students) agree that the provided book should be developed. It means 90% of them are really need the supplementary book to help them in learning. In relation with students' need, the researcher found some criteria of the supplementary reading material that can increase students' interest. The material provides with the interesting design (43%), it provides with sample question and exercises (32%) and it provides with the brief explanation (25%) are the criteria based on the students' response. In addition, the most difficult material to be learned is finding the general information of the text. It becomes a difficult material for 11 students (37%). Another difficult material is finding the detail information or specific information (33%). The last difficulty is finding the similar meaning or the closest meaning of the intended word (30%).

The next information is based on the interview with the English teacher in SMAN 7 Malang, principal and some alumni. From the result of interview with the teacher (see Appendix 3), the material used in course program is suitable for students grade XII who will face the examination. Since the material is about reading, sometimes students feel bored to do the exercise. It has proved that some students were absent without any reason. In relation with the teacher answer, the result of questionnaires show the same information that the students are not interested in reading because they need the material which support they needs. The teacher is really support the researcher to develop a supplementary reading material by giving some suggestion for the future product. The first suggestion is about the material used in examination. The materials used in this program is from the standardized material given by BSNP (Badan Standar Nasional Pendidikan) since there is no specific standardized that

officially announced by the government for school examination. Second, the design should be interesting. Last but not least, the future product will be better if it is provided with the helpful strategies in doing the exercise. More significantly, the teacher hopes the future product can make course program class will be more interesting, enjoyable and understandable for the student.

The second interview was conducted to the principal of SMAN 7 Malang (see Appendix 4). From the result of interview, the principle is also support the development of the future product. She hopes that this product can be beneficial for student in preparing the examination. Additionally, the principal suggests that the most important point is creating the interesting material for students because by using the interesting material, teacher can create a fun learning and reduce the stress before facing the examination. It will be the challenge for the researcher to be more creative in creating the supplementary reading material for students. According to McGrath (2002), supplementary material refers to the materials which are adapted from other sources which designed to support the teaching and learning process based on needed. It means that supplementary materials are not only useful for the students but also the teachers. Students can learn independently if the time provided is limited.

The last interview is conducted to the alumni of SMAN 7 Malang (see Appendix 5) in order to get deep information about the difficult material and the suggestion for the future product. There are two alumni who are participated in this phase and they have passed examination. Based on their information, the course book is helpful to train them do a lot of exercises. In other hand, the course book is not interesting and they got some difficulties to do it. First, there is no brief explanation and it makes they cannot differentiate between one type of text to another. It takes so much time when they have to find out the purpose of the text. Another difficulty is about vocabulary question. It becomes difficult when they are lack of vocabulary so they cannot understand the text. It is confusing when they are forced to find out

the similar meaning or the closest meaning but they do not know the meaning of the intended word. In addition, they hope the future product can solve those problems and fulfil the students' need.

The objective of development is to gain a deep understanding about the material that they cannot get in their provided book and it can cover the weaknesses of the provided book. Moreover, the majority of students has already forgotten about the material because it has been learned in previous grade. Based on information and suggestion from them, this study will focused on developing supplementary reading material which is compatible with material from grade X to XII and standardized material from BSNP. This product consists of 8 chapters and it is completed with tips and tricks, brief explanation, sample question, vocabulary builder, mini test and practice test.

1.2 Research Question

Based on the problems elaborated above, the research question of this study can be formulated as “how to develop supplementary reading materials for English course program of grade XII at SMAN 7 Malang?”

1.3 Objective of the Study

In relation to the research question, to develop the supplementary materials which focused on reading skill, the design of the product is based on students' need which is completed with tips and tricks, brief explanation of each type of text, sample question, vocabulary builder, mini test and practice test. In line with problem faced by students, this study is intended to develop reading material as a supplementary book to prepare the school examination for grade XII at SMAN 7 Malang. In this case, the supplementary reading material needs to be provided.

1.4 Specification of the Product

In relation with the provided book, this product can be used as a learning support to get the deep understanding about types of text, whereas the provided book can be used to measure students' understanding about the text types and grammar. The relation can be seen in the following table:

Aspect	Criteria	Provided Book	Supplementary Book
Design	• Colorful	-	√
	• Picture Illustration	-	√
Content	• Brief Theory	-	√
	• Vocabulary Builder	-	√
Exercise	• Grammar Exercise	√	-
	• Text Types Exercise	√	√
	• Sample Question	-	√
	• Tips to do the Test	-	√

Table 1.1 The Relation Between Provided Book and Supplementary Book

Based on the table above, supplementary reading materials can cover the weaknesses of the provided book especially about text types. It is developed based on students' need. Both products are really needed in English course program because those product are complement each other.

The final product of this study is supplementary reading material for English course program at SMAN 7 Malang. The materials are based on standardized materials provided by BSNP. This product is designed to support the main book. It is ideal for individual or classroom used because it includes some important explanation and the strategies in doing the test. The contents of this book are as follows:

Chapter	Content
	Tips and Tricks
1	Descriptive
2	Recount
3	Narrative
4	Procedure
5	Report

6	Exposition
7	News Item
8	Short Functional Text
	Practice Test 1
	Practice Test 2

Table 1.2 The contents of products

The content consists of eight chapters. Each chapter consists of four sub-chapters. It covers brief theory, example of the text, vocabulary builder and mini test. The source of the material is adapted and taken from English book and internet.

1.5 Significance of the Study

This study is expected to give beneficial contribution to grade XII students and English teachers in SMAN 7 Malang especially for course program by developing the supplementary reading material for them. The result of this study is intended to make students easier in understanding reading material and more ready in facing the examination. They can learn independently if the time provided in course program is limited. This product can be used as a learning support beside their exercise book in English course program. For English teachers, this study is also expected to make easier and clearer in delivering the material. By using this book, teachers can save more time because students can learn independently. Teacher can give the explanation if there is a problem in understanding the material. Brief explanation and exercises in every chapter will help teacher delivering the material in effective way rather than giving the answer key in the end of English course program.

1.6 Scope and Limitation of the Study

Regarding to the review that has been elaborated, this product did not cover all skills. It just only focused on reading skill. Furthermore, this product is developed based on students need in SMAN 7 Malang. The materials in this study are limited to the text types that might be appear in the examination. All of the materials are based on standardized materials provided by BSNP.

1.7 Definition of Key Terms

It is very important to define some terms in this study to avoid misunderstanding, ambiguity, and also misinterpretation so that the same perception can be reached. The terms are as follows:

1. **BSNP (*Badan Standar Nasional Pendidikan*):** BSNP is a professional and independent institution that carries the mission of developing, monitoring, and evaluating the implementation of national education standards. It has the authority in developing the national education standards, carrying out the national examinations, controlling the quality of education in Indonesia and assessing the feasibility of content, language, presentation, and graphics of textbooks. Standards developed by BSNP are effective and binding on all education units nationally.
2. **Course program (*program bimbingan belajar*):** Course program is an additional program which held every Friday starts at 2 p.m until 4 p.m. This program is divided into two sessions. First session starts at 2 p.m. until 3 p.m. and second session starts at 3 p.m. until 4 p.m. It means one subject should be done in 60 minutes.
3. **Standardized material:** Standardized material is a predicted material which provided by BSNP as a learning guide for students in preparing national examination and national standardized school exam. For teacher, it is useful in making exercises and delivering the material.
4. **Supplementary reading material:** Supplementary reading material is an additional book which focused on reading skill. The materials selected are based on students need and standardized materials from BSNP. It can be used as a learning support beside their exercise book in English course program.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion of developing supplementary reading materials for English course program of Grade XII at SMAN 7 Malang and followed by several suggestions which are related to the product.

5.1 Conclusion

This study discusses about developing supplementary reading material for English course program of Grade XII at SMAN 7 Malang. Based on the development, it can be concluded that developing supplementary reading material can increase students' interest in reading. This product is developed based on students' need. By analyzing the students' need, the researcher finds some problems. First, students are not interested to read the provided book in English course program because the design is not interesting. Second, the provided book is difficult to be learned because it does not contain of brief theory, sample question, the strategies in doing the test. The deeper information from English teacher, the principal and alumni of SMAN 7 Malang are really helpful to support the developed product.

The feasibility of this product is decided based on the result of expert validation and try out. From the result of expert validation, it can be concluded that this product needs to be revised in some components such as the colorful background should be changed into the plain background and provide the illustration in the text, the design should be improved in all chapters. Then, the researcher should add the instruction in each section, more pictures and table of contents. After revising some components, this product is ready to be tried out.

Because of the limited time, two chapters are selected to represent the whole product. Chapter 1 "Descriptive Text" is selected to be tried out in the first try out and chapter 7 "News

Item Text” is selected to be tried out in second try out. From the result of try out, most of the students give positive response about this product. This product can increase their interest to read and learn the material. Moreover, students can learn independently by using this product.

After going through with a long process in developing this product, this product is ready to be used. The title of this book is “Smart Reading. Question Bank”. The final product consists of cover page, table of content, how to use the book, tips and tricks, chapter 1 (descriptive), chapter 2 (recount), chapter 3 (narrative), chapter 4 (procedure), chapter 5 (report), chapter 6 (exposition), chapter 7 (news item) and chapter 8 (short functional text), practice test 1 and practice test 2 and references. Every chapter consists of brief theory, vocabulary builder and mini test.

To distinguish this book with other books, the researcher adds some items to complete this book. From the design, pictures are added to give the illustration about the text which is rarely found in other books especially exercise book. About the content, the researcher adds some helpful strategies that can be applied in a test. Since students are lack of vocabulary, it is also important to add vocabulary builder in this product.

Despite of having some strengths, this product also has several weaknesses. In selecting the texts, the researcher does not have enough time to test each text based on students’ difficulty level. The researcher utilizes the expert validation to review all the components of this product. The researcher is also ask the English teacher to give review as well. In trying out process, the researcher does not take the whole chapters to be tried out. The two chapters are selected to be tried out in each session because of the limited time.

5.2 Suggestion

This product is designed based on students' need in following English course program. In the use of this product, there are some suggestion for students, teachers and future researcher.

For students, the researcher suggests to utilize this supplementary reading material effectively by using it not only in the classroom, but also outside classroom because of the limited time provided in following the English course program. Accordingly, the researcher has already designed this product becomes easier to be used independently.

Another suggestion is for teachers, the teachers are suggested to be more creative in delivering the material. Teacher can point out student to answer the task in order to create the active participation of students and make the class becomes more interactive. Students will be more challenged when she or he is pointed out. Although this product is provided with clear explanation, the ability of students in understanding the material is different. So, it still needs a further explanation from teacher to ensure their students can understand the material.

Based on the limitation of the product, the suggestion need to be put in order to improve the quality of the product. The researcher suggest to the future researcher to carry out the similar studies by developing other skill such as listening. In examination, listening is also become one of the competencies that should be passed. By developing other skills, this product will be more complete and students can learn all aspects just in one book.

REFERENCES

- Abbasi, Z., Azizifar, A., Gowhary, H. & Heidari, M. 2015. *The Effect of Supplementary Materials on Reading Comprehension Improvement of Iranian Female High School EFL Learners Based on Gaj and Khate Sefid Text Books*. *Advances in Language and Literary Studies*. Vol. 6 No. 4. p. 179 – 184.
- Anderson, D. 1992. *Reading*. Chicago: American Library Association
- Arias, I.J., 2007. *Selecting Reading Materials Wisely*. LETRAS 41 National University of Costa Rica. p. 131 – 151.
- Block, C., Gambrell, L. & Pressley, M. 2002. *Improving Comprehension Instruction Rethinking Research, Theory, and Classroom Practice*. San Francisco: Jossey-Bass Inc.
- Borg, W.R., Gall, M., & Gall, J.P. 2003. *Educational Research: An Introduction (Seventh Edition)*. Boston: Pearson Education.
- Brown, H.D. 2007. *Teaching by Principle an Interactive Approach to Language Pedagogy*. New York: Pearson Education
- Day, R. & Bamford, J. 1988. *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.
- Dodd, R.A., Camacho, G.K., Morocho, E.L., Paredes, F.M., Zuniga, A., Pinza, E.I., Toro, L.V., Vargas, A.B., Benitez, C.D, & Rogers, S. 2015. *The Use of Supplementary Materials in English Foreign Language Classes in Ecuadorian Secondary Schools*. *English Language Teaching*. Vol. 8. No. 9. p. 187-195.

- Ellington, H. 1987. *A Review of the Different Types of Instructional Materials Available to Teachers and Lecturers. Teaching and Learning in Higher Education*. Aberdeen (Scotland): Robert Gordon's institute of Technology.
- Eng, L.S., Mohamed, A.R., Ismail, S.A.M, & Javed, M. 2014. *Developing the Right Reading Comprehension Modules for the Right Reason with the Help of READS*. International Journal of Arts & Sciences. p. 511-519.
- Gebhard, M. 2010. *Teaching English as a Foreign or Second Language*. New York: University of Michigan Press.
- Grabe, W. & Stoller, F.L. 2002. *Teaching and Researching Reading*. Cambridge: Cambridge University Press.
- Haboush. 2010. *The Effectiveness of Using a Programme Based on Multiple Intelligences Theory on Eight Graders' English Reading Comprehension Skills*. Online Thesis. Islamic University of Gaza.
- Harmer, J. 2007. *How to Teach English*. England: Pearson Education Limited.
- Hyland, K. 1995. *Desert island book: An essential TESOL Library*. Prospect 10 (1): 69 - 78
- Kailani & Muqattash. 2008. *English Language Teaching (ELT 2)*. Al Quds Open University.
- Kusumasari, P.R. 2018. *The Use of Cooperative Learning to Improve the Students' Motivation at English Reading Class*. Jurnal Ilmiah Lingua Idea. Vol. 9. No. 1. p. 43-53
- Latief, M. A. 2016. *Research Methods on Language Learning An Introduction*. Malang: Universitas Negeri Malang.
- McGrath, I., 2002. *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

- Mikulecky, B. 1986. *Reading Power*. California: Addison-Wesley Publishing Company.
- Nunan, D. 2003. *Practical English Language Teaching*. New York: McGraw Hill.
- Nuttal, C. 2000. *Teaching Reading Skills in a Foreign Language*. United Kingdom: Macmillan Education.
- Oxford, R.L. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.
- Paris, S. & Hamilton, E. 2008. The Development of Children's Reading Comprehension. In Israel, S. & Duffy, G. (Eds.) *Handbook of Research on Reading Comprehension*. New Jersey: Erlbaus Associates Publisher.
- Peraturan Pemerintah. *Peraturan Menteri Pendidikan dan Kebudayaan No. 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas.
- Peraturan Pemerintah. *Peraturan Menteri Pendidikan dan Kebudayaan No. 43 Tahun 2019 Tentang Penyelenggaraan Ujian Yang Diselenggarakan Satuan Pendidikan*. Jakarta: Depdiknas
- Rahimpour, M. 2010. *Current Trends on Syllabus Design in Foreign Language Instruction*. Procedia Social and Behavioral Sciences. Vol. 2. p. 1660-1664.
- Richard, J.C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. 2011. *Materials Development in Language Teaching Second Edition*. Cambridge: Cambridge University Press.
- Tomlinson, B. & Masuhara, H. 2018. *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*. USA: John Wiley & Sons, Inc.

Wardani, D. A. P., Basthomi, Y. & Sunaryo. 2017. *Developing Reading Materials for Physical Education Students*. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan. Vol. 2. No. 2. p. 273-279.

Weisi, H. 2012. *Is Reading Comprehension Of ESP Program Improved by Explicit Teaching of Grammar?* The Journal of Teaching Language Skill. p. 145- 158.

Zimmerman, S. & Keene, E.O. 1997. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. California: Greenwood Publishing Group.

