

REFERENCES

- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Pearson Education.
- Burns, A., & Siegel, J. (2018). *International perspectives on teaching the four skills in ELT*. Switzerland: Palgrave Macmillan. doi:<https://doi.org/10.1007/978-3-319-63444-9>
- Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M. J. (2013). *Developing reading comprehension* (1st ed.). UK: Wiley Blackwell. doi:<https://doi.org/978-1-118-60671-1>
- Hayik, R. (2018). Promoting descriptive writing through culturally relevant literature. In A. Burns, & J. Siegel, *International perspectives on teaching the four skills in ELT* (pp. 193-203). Cham: Palgrave Macmillan. doi:https://doi.org/10.1007/978-3-319-63444-9_14
- Juriati, D. E., Ariyanti, & Fitriana, R. (2018). The correlation between reading comprehension and writing ability in descriptive text. *Southeast Asian Journal of Islamic Education*, 1(1), 1-14. doi:<https://doi.org/10.21093/sajie.v1i1.1150>
- Kong, J. (2019). *Investigating the role of test methods in testing reading comprehension: A process-focused perspective* (1st ed.). Singapore: Springer Nature Singapore. doi:<https://doi.org/10.1007/978-981-13-7021-2>
- Kucer, S. B. (2014). *Dimensions of literacy; A conceptual base for teaching reading and writing in school settings* (4th ed.). New York: Routledge. doi:<https://doi.org/10.4324/9780203428405>
- Lam, R. (2018). Promoting self-reflection in writing: A showcase portfolio approach. In A. Burns, & J. Siegel, *International perspectives on teaching the four skills in ELT* (pp. 219-231). Cham: Palgrave Macmillan. doi:https://doi.org/10.1007/978-3-319-63444-9_16

- Llach, M. P. (2010). Examining the role of L2 proficiency in L2 reading-writing relationships. *Estudios Ingleses de la Universidad Complutense*, 35-52. Retrieved from <https://revistas.ucm.es/index.php/EIUC/article/download/EIUC1010110035A/7628>
- McNamara, D. S. (2007). *Reading comprehension strategies: Theories, interventions, and technologies* (1st ed.). New York: Lawrence Erlbaum Associates. doi:<https://doi.org/10.4324/9780203810033>
- Mo, X. (2020). *Teaching reading and teacher beliefs* (1st ed., Vol. 20). Cham: Springer Nature Switzerland AG. doi:<https://doi.org/10.1007/978-3-030-47170-5>
- Moreillon, J. (2007). *Collaborative strategies for teaching reading comprehension: Maximizing your impact* (1st ed.). Chicago: American Library Association.
- Neyhapuzee. (2011, August 8). *Problems in teaching English as foreign language in Indonesia*. Retrieved from Wordpress.com: <https://neeyhapuzee.wordpress.com/2011/08/08/problems-in-teaching-english-as-foreign-language-in-indonesia/>
- Nikambayeva, S. S. (2013). *Teaching methodology of academic reading and analysis: Manual*. Almaty, Kazakhstan: Qazaq University Press.
- Nisfiannoor, M. (2009). *Pendekatan statistika modern untuk ilmu sosial*. Jakarta: Salemba Humanika.
- Nurkancana, W., & Sunartana. (1992). *Evaluasi hasil belajar*. Surabaya: Usaha Nasional.
- Oakhill, J., Chain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension* (1st ed.). New York: Routledge. doi:<https://doi.org/10.4324/9781315756042>
- Pham, N. L., & Iwashita, N. (2018). Using corrective feedback on writing to enhance Vietnamese learners' autonomy. In A. Burns, & J. Siegel, *International*

perspectives on teaching the four skills in ELT (pp. 205-218). Cham: Palgrave Macmillan. doi:https://doi.org/10.1007/978-3-319-63444-9_15

Robins, R. H. (2020, October 29). *Language*. Retrieved from Britannica: <https://www.britannica.com/topic/language>

Royal, B. (2011). *GMAT: Reading comprehension*. Canada: Maven Publishing.

Santi, K. L. (2015). *Improving reading comprehension of middle and high school students* (1 ed., Vol. 10). New York: Springer International Publishing Switzerland. doi:<https://doi.org/10.1007/978-3-319-14735-2>

Shea, M., & Roberts, N. (2016). *The FIVES strategy for reading comprehension* (1st ed.). West Palm Beach: Learning Sciences International.

Simatupang, A. J. (2017, October). The writing skill benefits of increased student's reading comprehension: A case study at Universitas Kristen Indonesia. *Journal of English Teaching*, 3(3), 177-187. doi:<https://doi.org/10.33541/jet.v3i3.759>

Sinulingga, E. (2013). *The correlation between students' reading comprehension and their writing achievement at English Teaching Study Program, Christian University of Indonesia (Unpublished Undergraduate Thesis)*. Jakarta: Universitas Kristen Indonesia.

Watkins, P. (2017). *Teaching and Developing Reading Skills*. New York: Cambridge University Press. Retrieved from <https://www.cambridge.org/sn/cambridgeenglish/catalog/teacher-training-development-and-research/teaching-and-developing-reading-skills>

Wibawa, A., Raja, P., & Suka, G. R. (2015). Increasing students' reading comprehension achievement by using collaborative strategy reading. *UNILA Journal of English Teaching*, 4(1), 1-13. Retrieved from <https://www.neliti.com/id/publications/194123/increasing-students-reading-comprehension-achievement-by-using-collaborative-str#cite>