

# LEARNERS' NEEDS FOR DEVELOPING BRITISH AND AMERICAN COUNTRY STUDIES MATERIALS AT A VIETNAMESE UNIVERSITY

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## ABSTRACT

*This study investigates students' needs for developing learning materials for British and American Country Studies at a Vietnamese university. Employing a quantitative research design, the study collected data through a questionnaire administered to 250 students majoring in English and English-Korean languages. The findings showed that students expressed favorable needs for the proposed materials. In terms of target needs, students particularly appreciated materials that supported cultural comparison, academic skills development, and subject-specific knowledge. Regarding learning needs, students strongly favored forms of support and preferred input, indicating a preference for structured guidance, accessible resources, and meaningful learning activities. The study highlights the importance of adopting a needs-based approach to materials development for British and American Country Studies that integrates cultural knowledge, practical applications, learner autonomy, and intercultural perspectives. The findings contribute empirical evidence to the limited research on developing locally appropriate materials for content-oriented courses in Vietnamese higher education.*

**Keyword:** *British and American Country Studies; needs analysis; materials development; target needs; learning needs*

## 1. INTRODUCTION

Learning another language involves more than acquiring linguistic forms; it entails learning to interpret meanings, perspectives, practices, and identities across cultural boundaries (Byram, 2021; Liddicoat & Scarino, 2013). This orientation is particularly relevant to the subject British and American Country Studies in a university English program in Vietnam. In this subject, students are expected not only to acquire knowledge about English-speaking countries, such as the United Kingdom and the United States, and their societies, but also to compare perspectives, interpret cultural phenomena, and discuss contemporary issues in English (Nguyen & Hoang, 2010). Because the course combines disciplinary content with language learning, its effectiveness depends heavily on the relevance and usability of the teaching materials in corresponding to course aims, learning experiences, learner characteristics, language level, preferred learning activities, and the institutional context (Richards, 2001; Tomlinson, 2012). In language education, materials development has been conceptualized as a principled process involving the design,

evaluation, adaptation, production, and use of resources to facilitate language learning (Tomlinson, 2012). This concept urges material developers to provide a thick account of language experience and systematic evidence about what learners need, the difficulties they encounter, what teachers regard as important, and which course features to prioritize to create a coherent set of locally appropriate materials that actively enhance the quality of language learning. Accordingly, materials should be designed or developed around learners' needs and learning objectives and adapted to accommodate those needs (McGrath, 2013; Utami, 2016).

Therefore, needs analysis, the purposeful collection and interpretation of information that can guide curriculum, course, and materials decisions (Brown, 2016; Long, 2005), plays a vital role as the starting point, incorporates key stakeholder perspectives, and informs curriculum development and syllabus design by collecting and evaluating information relevant to course design and development (Chostelidou, 2010). As a result, it provides a basis for evidence-informed educational decisions rather than relying on

intuition alone (Dudley-Evans & St John, 1998; Long, 2005). In materials development, needs analysis therefore links learners to decisions about goals, content, activities, and resources. This role is especially relevant when locally developed materials are intended to address limitations in existing resources or respond more closely to the expectations of students and teachers.

Language-course needs analysis involves identifying both target needs and learning needs. According to Hutchinson and Waters (1987), target needs refer to what learners need in order to function effectively in the target situation and include three dimensions: necessities, lacks, and wants. Necessities are the knowledge or abilities required for successful performance; lacks are the gaps between those requirements and learners' current competence; and wants are learners' own perceptions of what they would like to learn. However, learning needs concern how learners can move from their present situation toward the target, including preferred input, tasks, learning processes, and forms of support. Although this framework was developed in ESP, its distinction is useful for British and American Country Studies materials because it enables a needs analysis to consider not only what content students should learn, but also what they currently find difficult, what they expect from the course, and how the materials should facilitate learning.

Previous studies have demonstrated the important role of needs analysis in informing context-sensitive materials development across a range of English language education settings. In Indonesia, Dewi et al. (2023) combined document analysis, student surveys, and stakeholder interviews to identify priorities concerning language use, text types, and learning modes for English materials in an undergraduate Communication Study Program, while Normawati and Nugrahaeni (2023) used students' needs to determine priorities for general-English materials for non-English majors. More recent studies have broadened needs analysis to include cultural and intercultural dimensions. In Türkiye, Türer and Kuyumcu Vardar (2026) employed a mixed-method needs analysis involving students, lecturers, and Erasmus coordinators to inform the development of a culturally oriented foreign-language course, whereas Khumruk and Tangkiengsirisin (2026) examined linguistic, professional, and intercultural needs to guide the

development of in-flight communicative English materials in Thailand.

A similar pattern can be observed in Vietnam, although the evidence remains more fragmented. Nguyen and Hoang (2010) examined Country Studies pedagogy and emphasized the importance of clear syllabus design, varied learning activities, portfolios, extracurricular tasks, and learner autonomy, but their study did not employ needs analysis for materials development. Studies of culture and intercultural learning have also revealed limitations in existing practices: Nguyen et al. (2016) reported a stronger emphasis on linguistic knowledge and skills than on culture, while Nguyen et al. (2021) found that university teachers relied heavily on prescribed textbook content and experienced difficulties in developing learners' intercultural attitudes, skills, and awareness. More directly related to needs-based materials development, Le and Dang (2023) surveyed 264 first-year students to identify target and learning needs for supplementary English reading-and-writing workbooks, and Tran and Vo (2023) investigated the intercultural communicative competence needs of tourism undergraduates, reporting considerable demand for authentic materials and real-life intercultural activities.

Both international and Vietnamese research studies have consistently demonstrated the value of needs analysis in linking stakeholder evidence to decisions about content, activities, tasks, and material features, thereby supporting the development of context-based teaching materials. However, most existing studies have concentrated on general English, individual language skills, ESP, or intercultural communication rather than content-oriented Country Studies courses. Consequently, empirical evidence remains limited, particularly in the Vietnamese higher education context, on how to systematically incorporate students' perspectives into developing locally appropriate British and American Country Studies learning materials. To address these gaps, the present study conducts a needs analysis to identify students' needs for developing Country Studies learning materials at a Vietnamese university. Accordingly, the study addresses the following research question: What are students' needs for developing British and American Country Studies materials?

## 2. METHODOLOGY

This study aimed to identify the target and learning needs of English and English-Korean language students for British and American Country Studies materials. A quantitative research design was used to capture systematic data on their perceived needs through a questionnaire.

### 2.1. Research context and participants

The research study was conducted at a university in northern Vietnam, where students majoring in English and English-Korean languages are trained not only in language knowledge and skills but also in broader academic and cultural areas. In addition to core language-focused courses, students are also exposed to content-based subjects such as Country Studies, which provides key aspects of English-speaking countries, such as the UK and the US, across topics including history, culture, society, politics, and education.

This study employed convenience sampling, a non-probability sampling technique in which participants are selected based on accessibility, availability, and willingness to participate (Dörnyei, 2007). This strategy was selected because the study targeted a specific group of English-major students who were readily accessible within the researcher's educational context. The inclusion criteria were that participants had to (1) be third-year English majors, (2) have completed the British and American Country Studies course in the curriculum, and (3) voluntarily agree to participate in the study. Based on these criteria, 250 third-year English and English-Korean language students were recruited to take part in the study. They were aged 20 to 22 years and had English proficiency levels ranging from B1 to C1 (CEFR).

### 2.2. Data collection

This study used a questionnaire as the main data collection instrument, as it allows researchers to collect data from a relatively large number of participants efficiently and systematically. In addition, questionnaires enable respondents to provide their opinions anonymously, which may encourage more honest responses (Dörnyei, 2003; Cohen et al., 2007).

The questionnaire of the study was adapted from Utami (2016), focusing on students' needs for

developing supplementary writing and reading materials, and modified to fit the Country Studies subject. It consisted of two main sections. The first section provided participants' background information, including experience with the Country Studies course and self-rated English proficiency. The second section investigated students' needs regarding classroom learning materials. This section included 30 items with two dimensions of target needs: necessities (items 1-4), lacks (items 5-8), wants (items 9-12); and learning needs: preferred input (items 13-17), preferred tasks (items 18-22), learning processes (items 23-26), and forms of support (items 27-30). The items were measured using a five-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). Before administration, two experts reviewed and adjusted the questionnaire, and it was then translated into Vietnamese to ensure the items were clear, comprehensible, and appropriately interpreted by participants. The questionnaire was then distributed online through Google Forms, and responses were collected for quantitative analysis.

### 2.5. Data analysis

The questionnaire data were quantitatively analyzed using SPSS version 27. After entering the data into a data file, the data were cleaned and analyzed using descriptive statistics, including mean (M) and standard deviation (SD). The mean scores were arranged from the highest to the lowest to facilitate comparison among items and categories. Based on the five-point Likert scale, the mean scores were interpreted into three levels: unfavorable (1.00–2.59), rather favorable (2.60–3.39), and favorable (3.40–5.00) (Pimentel, 2019).

## 3. FINDINGS AND DISCUSSION

This section presents the findings regarding students' needs for the proposed Country Studies materials across seven dimensions.

### 3.1. Findings

#### 3.1.1. Students' overall needs for British and American Country Studies materials

Table 1 presents the students' overall needs for British and American Country Studies materials.

| Category     | Dimension   | N   | M    | SD   |
|--------------|-------------|-----|------|------|
| Target needs | Necessities | 250 | 3.94 | 0.94 |
|              | Lacks       | 250 | 3.73 | 0.99 |

|                |                    |            |             |             |
|----------------|--------------------|------------|-------------|-------------|
|                | Wants              | 250        | 3.88        | 0.9         |
| Learning needs | Preferred Input    | 250        | 3.98        | 0.94        |
|                | Preferred Tasks    | 250        | 3.80        | 0.96        |
|                | Learning Processes | 250        | 3.86        | 0.96        |
|                | Forms of Support   | 250        | 4.02        | 0.96        |
| <b>Overall</b> |                    | <b>250</b> | <b>3.89</b> | <b>0.96</b> |

*Table 1. Overall Descriptive Statistics for Students' Needs Categories*

Findings from the questionnaire show that overall, participating students held favorable perceptions of all investigated categories, with a mean score of  $M = 3.89$  ( $SD = 0.96$ ). Regarding target needs, students gave favorable evaluations of all three components: Necessities ( $M = 3.94$ ,  $SD = 0.94$ ), Wants ( $M = 3.88$ ,  $SD = 0.90$ ), and Lacks ( $M = 3.73$ ,  $SD = 0.99$ ). Among these categories, Necessities received the highest rating, indicating that students strongly recognized the essential features required in British and American Country Studies materials, whereas Lacks received the lowest mean score, suggesting relatively fewer perceived learning gaps than other needs. In terms of learning needs, all four categories were also evaluated favorably. Forms of Support was reported with the highest mean score among the learning needs categories ( $M = 4.02$ ,  $SD = 0.96$ ), followed by Preferred Input ( $M = 3.98$ ,  $SD = 0.94$ ), Learning Processes ( $M = 3.86$ ,  $SD = 0.96$ ), and Preferred Tasks ( $M = 3.80$ ,  $SD = 0.96$ ). These findings uncover that students particularly valued appropriate guidance, accessible learning input, and supportive learning processes from British and American Country Studies materials. In brief, the results suggest that effective learning materials should address both target needs, such as essential content and learning gaps, and learning needs, including input, tasks, processes, and forms of support.

### **3.1.2. Students' needs across seven dimensions**

#### **3.1.2.1. Students' target needs**

Regarding the need for British and American Country Studies materials, students generally expressed favorable views of the proposed materials ( $M = 3.94$ ,  $SD = 0.94$ ). Of the given items, students rated materials focusing on comparisons between British and American contexts and

Vietnam as the most needed ( $M = 4.02$ ,  $SD = 0.89$ ), followed by materials that develop skills for course assessment, such as discussion, presentation, group work, and academic writing ( $M = 3.97$ ,  $SD = 0.99$ ). Students also valued materials that support vocabulary and concepts in subject-related academic communication ( $M = 3.89$ ,  $SD = 0.94$ ) and updated knowledge of the UK and the US ( $M = 3.86$ ,  $SD = 0.95$ ). These findings suggest that materials should combine cultural knowledge, academic skills, and language support to satisfy students' learning needs.

For the dimension 'Lacks', respondents overall showed a favorable level of agreement with the identified lacks ( $M = 3.73$ ,  $SD = 0.99$ ). The most prominent challenges involved remembering key facts, concepts, and relationships across topics ( $M = 3.80$ ,  $SD = 0.94$ ) and understanding complex information presented in dense English texts ( $M = 3.78$ ,  $SD = 1.04$ ). Students also reported challenges in developing analytical and critical discussion skills ( $M = 3.72$ ,  $SD = 0.97$ ), while confidence in selecting, summarising, and applying information was the least problematic area ( $M = 3.64$ ,  $SD = 1.02$ ). The findings stress the need for UK and US Country Studies materials that provide systematic knowledge organization, analytical activities, and guidance in information processing to better support students' learning.

In terms of Wants, the respondents generally expressed their favorable preferences for the proposed features of Country Studies learning materials, with a mean score of  $M = 3.88$  ( $SD = 0.90$ ). The highest-rated preference was for materials that connect the knowledge of the subject with translation, interpreting, and cross-cultural communication ( $M = 3.94$ ,  $SD = 0.84$ ), followed by materials that focus on core knowledge and its relevance to contemporary life in the UK and the US ( $M = 3.92$ ,  $SD = 0.86$ ). Students also preferred materials that promote independent exploration beyond the classroom ( $M = 3.85$ ,  $SD = 0.94$ ) and comparisons between the UK, the US, and Vietnam ( $M = 3.83$ ,  $SD = 0.96$ ). Overall, it was suggested that Country Studies materials should integrate practical applications, contextualized knowledge, learner autonomy, and intercultural perspectives.

#### **3.1.2.2. Students' learning needs**

Regarding preferred input, students overall showed favorable preferences for various types of

input ( $M = 3.98$ ,  $SD = 0.94$ ). The highest mean score was for brief glossaries and explanations of difficult topic-specific vocabulary and cultural terms ( $M = 4.04$ ,  $SD = 0.89$ ), along with visual input such as maps, timelines, diagrams, infographics, and charts ( $M = 3.99$ ,  $SD = 0.97$ ). Students also highly valued short organized reading texts ( $M = 3.98$ ,  $SD = 0.99$ ), texts presenting viewpoints and cultural perspectives ( $M = 3.95$ ,  $SD = 0.91$ ), and authentic input sources ( $M = 3.93$ ,  $SD = 0.95$ ). In summary, the proposed learning materials should provide accessible, structured, and diverse input sources.

For students' preferred learning tasks, the overall mean score ( $M = 3.80$ ,  $SD = 0.96$ ) showed students' favorable views on this dimension. Students most preferred short comprehension and knowledge-check tasks ( $M = 3.90$ ,  $SD = 0.90$ ), followed by discussion and problem-solving tasks based on realistic situations ( $M = 3.86$ ,  $SD = 0.98$ ). Comparison tasks ( $M = 3.80$ ,  $SD = 0.99$ ), product-oriented tasks such as presentations or projects ( $M = 3.76$ ,  $SD = 0.96$ ), and case studies or mini-projects requiring information evaluation ( $M = 3.68$ ,  $SD = 0.97$ ) were also positively rated. The results highlight students' preference for a gradual progression from comprehension to analytical and applied activities.

Regarding students' preferred learning processes, students generally supported them favorably ( $M = 3.86$ ,  $SD = 0.96$ ). The highest-rated learning process involved opportunities to express opinions and justify them with evidence ( $M = 3.91$ ,  $SD = 0.90$ ). Other preferred processes included studying key input before completing tasks, collaborative discussion, and progression from guided practice to independent application (all  $M = 3.84$ ). These results reveal students' preference for active, evidence-based, and gradually supported learning processes.

Concerning students' preferred forms of support, this category received the highest overall rating among the investigated areas ( $M = 4.02$ ,  $SD = 0.96$ ). The most preferred support was the recommendation of reliable sources and self-study strategies after each topic ( $M = 4.11$ ,  $SD = 0.94$ ), followed by timely feedback on students' work ( $M = 4.04$ ,  $SD = 0.91$ ), guiding questions for analysis ( $M = 4.00$ ,  $SD = 0.99$ ), and clear instructions, models, or sample answers ( $M = 3.92$ ,  $SD = 0.99$ ). The findings emphasize students' need for

continuous guidance and academic support throughout the learning process.

### **3.2. Discussion**

A key finding of this study is that students demonstrated favorable needs across both target needs and learning needs, highlighting the significance of developing British and American Country Studies materials based on learners' actual expectations and learning conditions. This finding aligns with that of previous research, emphasizing that needs analysis provides an evidence-based foundation for designing context-based materials (Long, 2005; Tomlinson, 2012). Similar to earlier studies in language and intercultural education, which reported the importance of authentic content, meaningful activities, and learner-oriented materials (Dewi et al., 2023; Tran & Vo, 2023), the present study confirms that students expect these materials to extend factual knowledge by incorporating cultural connections, academic skills, and practical applications.

Another finding is that students particularly emphasize support forms and preferred input, implying that guidance, accessible resources, and structured learning experiences are essential elements of such materials. This goes beyond prior research in the Vietnamese context, which has identified challenges in integrating cultural learning and raising students' intercultural awareness due to reliance on prescribed textbooks and limited instructional resources (Nguyen et al., 2016; Nguyen et al., 2021). Therefore, developing locally appropriate British and American Country Studies materials should consider not only what students need to acquire but also how to support them throughout the learning process.

To summarize, this study makes contributions to the limited empirical evidence on needs-based materials development for content-oriented courses in Vietnamese tertiary education. Further research may examine teachers' perspectives and assess the effectiveness of the developed British and American Country Studies materials in classroom contexts

### **4. CONCLUSION**

This study examined the needs of English and English-Korean majors for developing British and American Country Studies materials at a

Vietnamese university. The findings showed that students reported favorable target and learning needs, underscoring the importance of designing materials to meet learners' expectations and learning conditions. Regarding target needs, students particularly stressed the need for materials that support cultural comparison, academic skills, and subject-specific knowledge. For learning needs, they highly valued appropriate forms of support, accessible input, structured learning processes, and meaningful learning tasks. These results suggest that these materials should extend beyond transmitting factual information by incorporating cultural connections, practical applications, and learner-centered activities.

The research study contributes to the limited body of research on developing needs-based materials for content-oriented courses in Vietnamese higher education. While previous studies have largely focused on general English, ESP, or intercultural communication, this research produces empirical evidence on how students' perspectives can inform the development of locally appropriate materials for British and American Country Studies. Nevertheless, this study reveals some limitations. First, the data were gathered from 250 third-year students of English and English-Korean languages at a single university, which may impede the generalizability of the findings to other educational settings. Second, the study relied primarily on questionnaire data; therefore, it reflected students' self-reported views rather than actual classroom practices or learning outcomes. Despite these limitations, the findings offer useful implications for constructing British and American Country Studies materials. Material designers should therefore better clarify what students need to learn and how they prefer to learn, incorporating culturally relevant content, authentic input, higher-order thinking activities, and ongoing academic support. Additionally, collaboration between teachers and students may help ensure that developed materials are appropriate, practical, and context-based. Future research could incorporate teachers' perspectives, employ qualitative methods such as interviews, observation, or journals, and evaluate the effectiveness of these developed materials in actual classroom settings.

In conclusion, a systematic needs analysis provides an essential basis for developing appropriate learning materials for British and

American Country Studies that align course objectives with students' academic, cultural, and learning expectations.

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