

DAFTAR PUSTAKA

- Abdulaziz Al-Mutrafi, G. A. (2020). The Effect of Peer-Collaborative Dialogue on Saudi EFL Students' Reading Comprehension in Synchronous Computer-Mediated Communication. *Arab World English Journal*, (260), 1–109. doi: 10.24093/awej/th.260.
- Afnita. (2016). *Peningkatan Kemampuan Memahami Bacaan Melalui Strategi Membaca Kolaboratif (Penelitian Tindakan di Program Studi Pendidikan Bahasa dan Sastra Indonesia STKIP PGRI Sumatera Barat)*. (Disertasi yang Tidak Dipublikasikan, Pascasarjana, Universitas Negeri Jakarta).
- Ahmada, A. (2019). The Effectiveness of Jigsaw Learning Model in Teaching Reading Comprehension on Narrative Text. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, 10(2), 258. doi: 10.30739/darussalam.v10i2.373.
- Al Zeidi, J., & Al Quraini, B. (2019). Moodle as an Extensive Reading Mechanism: A study to facilitate extensive reading in Omani EFL context. *PEOPLE: International Journal of Social Sciences*, 5(1), 350–365. doi: 10.20319/pijss.2019.51.350365.
- Allen, M. W. (2007). Designing Successful e-Learning: Forget What You Know about Instructional Design and Do Something Interesting. In Terry Anderson & F. Elloumi (Eds.), *Theory and Practice of Online Learning*. Canada: Athabasca University.
- Ally, M. (2004). Foundations of Educational Theory for Online Learning. In *Theory and Practice of Online Learning*.
- Amandu, G. M., Muliira, J. K., & Fronda, D. C. (2013). Using Moodle E-learning Platform to Foster Student Self-directed Learning: Experiences with Utilization of the Software in Undergraduate Nursing Courses in a Middle Eastern University. *Procedia - Social and Behavioral Sciences*, 93, 677–683. doi: 10.1016/j.sbspro.2013.09.260.
- Arikunto, S. (1999). *Dasar-dasar Evaluasi Pendidikan* (Ed. revisi). Jakarta: Bumi Aksara.
- Arikunto, S. (2009). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Awabdeh, A. H. Al. (2021). Moodle in English Language Teaching and

Learning in Jordan: Instructors and students' perspective. *International Journal of Early Childhood Special Education*, 13(2), 1280–1288. doi: 10.9756/INT-JECSE/V13I2.211175.

Badan Akreditasi Nasional Sekolah/Madrasah. (2017). Data Akreditasi Sekolah. Retrieved March 9, 2017, from <https://bansm.kemdikbud.go.id/akreditasi>

Balchowicz, & Donna. (2008). *Reading Comprehension: Strategies for Independent Learners* (2nd Ed.). New York: The Guilford Press.

Barge, P., & Londhe, B. R. (2014). From Teaching, Learning to Assessment: MOODLE Experience at B'School in India. *Procedia Economics and Finance*, 11, 857–865. doi: 10.1016/s2212-5671(14)00249-4.

Bataineh, R. F., & Mayyas, M. B. (2017). The Utility of Blended Learning in EFL Reading and Grammar: A case for Moodle. *Teaching English with Technology*, 17(3), 35–49.

Baykova, O. V., Kazakov, A. V., & Gruba, N. A. (2020). Developing German reading skills using the Moodle e-learning platform. *Perspektivy Nauki i Obrazovania*, 46(4). doi: 10.32744/pse.2020.4.17.

Bencheva, N. (2010). *Learning Styles and E-Learning Face-to-Face to the Traditional Learning*.

Bermillo, J. E., & Merto, V. L. T. (2022). COLLABORATIVE STRATEGIC READING ON STUDENTS' COMPREHENSION AND MOTIVATION. *European Journal of English Language Teaching*, 7(1). doi: 10.46827/ejel.v7i1.4148.

Bermundo, C. B., Bermundo, A. B., & Ballester, R. C. (2012). iBank. *Joint AARE APERA International Conference*, 1–13. Sydney.

Blachowich, & Donna. (2008). *Reading Comprehension: Strategies for Independent Learners* (2nd Ed.). New York: The Guilford Press.

Bloom, B. S. (1956). *Taxonomy of Educational Objectives*. Canada: David Mckay Company, inc.

Brassell, D., & Rasinski, T. (2008). *Comprehension that Works*. California: Shell Education.

Brindly, J., Christine, W., & Blaschke, L. M. (2009). *Creating Effective*

- Collaborative Learning Groups in an Online Environment. *International Review of Research in Open and Distance Learning*, 10(3), 3. doi: 10.19173/irrodl.v10i3.67.
- Broughton, et. al. (2003). *Teaching English as a Foreign Language* (2nd ed). New York & London: Routledge.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th ed.). New York: Pearson Education.
- Caliskan, S., & Bicen, H. (2016). Determining the Perceptions of Teacher Candidates on the Effectiveness of MOODLE Used in Flipped Education. *Procedia Computer Science*, 102, 654–658. Elsevier B.V. doi: 10.1016/j.procs.2016.09.457.
- Center for Education Innovation. (n.d.). Similarities and Differences between Cooperative and Collaborative Learning.
- Chapelle, C. A. (2008). Field Independence-Field Dependence. In N. J. Salkind (Ed.), *Encyclopedia of Educational Psychology Creativity: Vol. I & II* (pp. 402–403). Thousand Oaks: SAGE Publications, Inc. Retrieved from <http://sk.sagepub.com/reference/educationalpsychology>
- Chen, C.-M., Li, M.-C., & Chen, Y.-T. (2022). The Effects of Web-based Inquiry Learning Mode with the Support of Collaborative Digital Reading Annotation System on Information Literacy Instruction. *Computers & Education*, 179, 104428. doi: 10.1016/j.compedu.2021.104428.
- Chernow, F. B. (1997). *The Sharper Mind*. New Jersey: Prentice Hall.
- Cintamulya. (2021). ABILITY OF STUDENTS WITH REFLECTIVE AND IMPULSIVE COGNITIVE STYLES IN WRITING A SCIENTIFIC ARTICLE. *MIER Journal of Educational Studies Trends & Practices*, 135–145. doi: 10.52634/mier/2017/v7/i2/1410.
- Covaleskie, J. (2003). *The Greenwood Dictionary of Education* (J. W. Collins & N. P. O'Brien, Eds.). Westport: Greenwood Press.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.
- Davis, A. (2004). Developing An Infrastructure For Online Learning. In T. Anderson (Ed.), *Theory an Practice of Online Learning* (pp. 97–114). AU

Press.

- Davis, D. S., & Neitzel, C. (2010). The Relationship Between Students' Reading Orientations and Their Strategic Activity during A Collaborative Reading Task. *Reading Psychology*, 31(6), 546–579. doi: 10.1080/02702710903256593.
- De Medio, C., Limongelli, C., Sciarrone, F., & Temperini, M. (2020). MoodleREC: A recommendation system for creating courses using the moodle e-learning platform. *Computers in Human Behavior*, 104, 106168. doi: 10.1016/j.chb.2019.106168.
- Dillenbourg, P. (1999). What Do You Mean by Collaborative Learning? In P. Dillenbourg (Ed.), *Collaborative-learning: Cognitive and Computational Approaches*. Oxford: Elsevier. Retrieved from <http://tecfa.unige.ch/tecfa/publicat/dil-papers-2/Dil.7.1.14.pdf>
- Direktorat Jenderal Guru dan Tenaga Kependidikan. (2016a). *Guru Pembelajar: Program Peningkatan Kompetensi Guru Pembelajar Moda Tatap Muka*. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan.
- Direktorat Jenderal Guru dan Tenaga Kependidikan. (2016b). *Petunjuk Teknis Program Peningkatan Kompetensi Guru Pembelajar Moda Luring*. Jakarta, Indonesia: Kementerian Pendidikan dan Kebudayaan.
- Dixon, C., Oxley, E., Gellert, A. S., & Nash, H. (2022). Dynamic Assessment as a Predictor of Reading Development: A systematic review. *Reading and Writing*. doi: 10.1007/s11145-022-10312-3.
- Doqaruni, V. R. (2015). Increasing Confidence to Decrease Reticence: A Qualitative Action Research in Second Language Education. *The Canadian Journal of Action Research*, 16(3), 42–60.
- Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The Science of Reading Comprehension Instruction. *The Reading Teacher*, 74(6), 663–672. doi: 10.1002/trtr.1993.
- Emzir. (2013). *Metode Penelitian Kuantitatif dan Kualitatif*. Jakarta: PT Raja Grafindo Persada.
- Etxebarria, A., Garay, U., & Romero, A. (2012). Implementation of Social Strategies in Language Learning by Means of Moodle. *Journal of Language Teaching and Research*, 3(2), 273–282. doi: 10.4304/jltr.3.2.273-282.

- European Central Bank. (2017). How does innovation lead to growth? Retrieved from European Central Bank website: <https://www.ecb.europa.eu/ecb/educational/explainers/tell-me-more/html/growth.en.html>
- Faruq, H. A. Al. (2015). The Effect of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension as Observed from Students' Cognitive Learning Style. Retrieved from <http://repository.um.ac.id/58722/>
- Fordham University. (2015). Types of Online Learning. Retrieved June 29, 2017, from https://www.fordham.edu/info/24884/online_learning/7897/types_of_online_learning
- Gamage, S. H. P. W., Ayres, J. R., & Behrend, M. B. (2022). A systematic review on trends in using Moodle for teaching and learning. *International Journal of STEM Education*, 9(1). doi: 10.1186/S40594-021-00323-X.
- Gani, S. A., Yusuf, Y. Q., & Susiani, R. (2016). Progressive outcomes of collaborative strategic reading to EFL learners. *Kasetsart Journal of Social Sciences*, 37(3), 144–149. doi: 10.1016/j.kjss.2016.08.004.
- Girfanova, K. A., Cheremisina Harrer, I. A., Anufryenka, L. V., & Kavaliova, A. V. (2019). Using LMS Moodle for Mastering English Skills as an Interactive Competition Tool. In Z. Anikina (Ed.), *Going Global through Social Sciences and Humanities: A Systems and ICT Perspective. GGSSH 2019. Advances in Intelligent Systems and Computing, vol 907* (pp. 136–144). Tomsk, Russia: Springer, Cham. doi: 10.1007/978-3-030-11473-2_16.
- Gogan, M. L., Sirbu, R., & Draghici, A. (2015). Aspects Concerning the Use of the Moodle Platform – Case Study. *Procedia Technology*, 19, 1142–1148. doi: 10.1016/j.protcy.2015.02.163.
- Grabe, W., & Stoller, F. L. (2013). *Teaching and Researching Reading* (2nd Ed.). New York: Taylor & Francis.
- Guidelines from Senate Office. (n.d.). Assessment for Learning: Using Moodle Quizzes. Retrieved from <http://www.gla.ac.uk/media/>
- Gurría, A. (2015). Reading Performance. Retrieved January 2, 2017, from OECD website: https://data.oecd.org/pisa/reading-performance_pisa.htm
- Guthrie, J. T. (2004). Classroom Contexts for Engaged Reading: An Overview. In J. T. Guthrie, A. Wigfield, & K. C. Perencevich (Eds.), *Motivating*

Reading Comprehension: Concept-Oriented Reading Instruction. New Jersey: Lawrence Erlbaum Associates, Inc.

Guthrie, J. T., & Scaffidi, N. T. (2004). Reading Comprehension for Information Text: Theoretical Meanings, Developmental Patterns, and Benchmarks for Instruction. In J. T. Wigfield, G. Allan, & K. C. Perencevich (Eds.), *Motivating Reading Comprehension: Concept-Oriented Reading Instruction* (pp. 225–248). London: LEA Publishers.

Harris, M., & McCann, P. (2004). *Assessment: Handbooks for the English Classroom*. Oxford: Macmillan Publishers Ltd.

Hautala, J., Salmerón, L., Tolvanen, A., Loberg, O., & Leppänen, P. (2022). Task-Oriented Reading Efficiency: Interplay of general cognitive ability, task demands, strategies and reading fluency. *Reading and Writing*, 35(8), 1787–1813. doi: 10.1007/s11145-022-10265-7.

Heaton, J. B. (1990). *Writing English Language Tests* (New Editio). New York: Longman Inc.

Hill, N. (2001). *The Law of Success* (A. Morey, B. Hartley, & M. Sartwell, Eds.). California: The Napoleon Hill Foundation.

Hitchcock, J. H., Kurki, A., Wilkins, C., Dimino, J., & Gersten, R. (2009). Evaluating the Collaborative Strategic Reading Intervention: An Overview of Randomized Controlled Trial Options. *Practical Assessment, Research & Evaluation*, 14(2).

Howe, M. J. A. (1998). *Principles of Abilities and Human Learning*. East Sussex: Psychology Press.

Humeniuk, I., Kuntso, O., Lebedieva, N., Osaulchyk, O., & Dakaliuk, O. (2021). Moodle as E-learning System for ESP Class. *Independent Journal of Management & Production*, 12(6), s646–s659. doi: 10.14807/ijmp.v12i6.1755.

Husamah, H. (2014). *Pembelajaran Bauran (Blended Learning)*. Jakarta: Prestasi Pustaka.

Hutura. (2012). Literal, Inferential and Critical Comprehensive Reading. Retrieved January 30, 2017, from <https://owlcation.com/academia/Literal-Inferential-and-Critical-Comprehensive-Reading>

Huynh-Cam, T. T., Agrawal, S., & Chen, L. S. (2021). USING MOODLE-

BASED E-ASSESSMENT IN ENGLISH LISTENING AND READING COURSES: A VIETNAMESE CASE STUDY. *Journal of Institutional Research South East Asia*, 19(2).

International student assessment (PISA) - Reading performance (PISA) - OECD Data. (n.d.). Retrieved July 27, 2022, from <https://data.oecd.org/pisa/reading-performance-pisa.htm>

Ismail, H., Rahmat, A., & Emzir. (2020). The Effect of Moodle E-Learning Material on EFL Reading Comprehension. *International Journal of Multicultural and Multireligious Understanding*, 7(10), 120. doi: 10.18415/ijmmu.v7i10.2069.

Jian, Y.-C. (2022). Reading in Print versus Digital Media Uses Different Cognitive Strategies: Evidence from eye movements during science-text reading. *Reading and Writing*, 35(7), 1549–1568. doi: 10.1007/s11145-021-10246-2.

Johnson, M. (2004). *A Phylosophy of Second Language Acquisition*. New Haven & London: Yale University Press.

Kalmbach, D., Phillips, & Carr, K. (2010). *Becoming a Teacher through Action Research*. New York: Routledge.

Kanniainen, L., Kiili, C., Tolvanen, A., Aro, M., Anmarkrud, Ø., & Leppänen, P. H. T. (2021). Assessing reading and online research comprehension: Do difficulties in attention and executive function matter? *Learning and Individual Differences*, 87. doi: 10.1016/j.lindif.2021.101985.

Kementerian Pendidikan dan Kebudayaan. (2016). *Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (SMA/MA/SMK/MAK)*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Khonamri, F., & Karimabadi, M. (2015). Collaborative Strategic Reading and Critical Reading Ability of Intermediate Iranian Learners. *Theory and Practice in Language Studies*, 5(7), 1375–1382. doi: 10.17507/tpls.0507.09.

Kim, A.-H., Vaughn, S., Klingner, J. K., Woodruff, A. L., Klein Reutebuch, C., & Kouzekanani, K. (2006). Improving the Reading Comprehension of Middle School Students With Disabilities Through Computer-Assisted Collaborative Strategic Reading. *Remedial and Special Education*, 27(4), 235–249. doi: 10.1177/07419325060270040401.

- Kim, Y.-S. G., Petscher, Y., & Vorstius, C. (2021). The Relations of Online Reading Processes (Eye Movements) with Working Memory, Emergent Literacy Skills, and Reading Proficiency. *Scientific Studies of Reading*, 25(4), 351–369. doi: 10.1080/10888438.2020.1791129.
- Klingner, J. K., Vaughn, S., Arguelles, M. E., & Hughes, M. T. (2004). Collaborative Strategic Reading: “Real-World” Lessons from Classroom Teacher. *Remedial and Special Education*, 15(5).
- Koivuniemi, M., Järvenoja, H., & Järvelä, S. (2018). Teacher education students’ strategic activities in challenging collaborative learning situations. *Learning, Culture and Social Interaction*, 19, 109–123. doi: 10.1016/j.lcsi.2018.05.002.
- Kolekar, S. V., Pai, R. M., & Manohara Pai, M. M. (2018). Adaptive User Interface for Moodle based E-learning System using Learning Styles. *Procedia Computer Science*, 135, 606–615. Elsevier B.V. doi: 10.1016/j.procs.2018.08.226.
- Krechevsky, & Seidel. (1998). *Intelligence, Instruction, and Assessment: Theory Into Practice*. (R. J. Sternberg & W. M. Williams, Eds.). London and New York: Routledge.
- Kusumawati, E., & Widiati, U. (2017). The Effects of Vocabulary Instructions on Students’ Reading Comprehension across Cognitive Styles in ESP. *Journal of Education and Practice*, 8(2).
- Lamri, C. E., & Hamzaoui, H. (2018). Developing ELP Students’ Reading Skills through a Blended Learning Approach. *Eurasian Journal of Applied Linguistics*, 4(2), 389–407. doi: 10.32601/ejal.464204.
- Lang, H. R., & Evans, D. N. (2006). *Models, Strategies, And Methods for Effective Teaching*. Boston: Pearson/A and B.
- Lestari, T., Muljanto, S., & Hamzah, A. (2020). AN ANALYSIS OF STUDENTS’ DIFFICULTIES IN READING COMPREHENSION. In *English Education and Applied Linguistics (EEAL) Journal* (Vol. 43).
- Liu, G.-Z., Chiu, W.-Y., Lin, C.-C., & Barrett, N. E. (2014). English for Scientific Purposes (EScP): Technology, Trends, and Future Challenges for Science Education. *Journal of Science Education and Technology*, 23(6), 827–839. doi: 10.1007/s10956-014-9515-7.
- Long, D. L., Johns, C. L., & Morris, P. E. (2006). Comprehension Ability in

- Mature Readers. In M. J. Traxler & M. A. Gernsbacher (Eds.), *Handbook of Psycholinguistics* (2nd ed., pp. 801–834). Amsterdam: Elsevier.
- Lustyantie, N. (2015). the Ability of Reading Comprehension of French Literary Texts With Contextual Approach. *European Journal of Social Sciences*, 47(2), 225–236. Retrieved from <http://www.europeanjournalofsocialsciences.com/>
- Lustyantie, Ninuk, & Kasan, R. A. (2021). Improving reading comprehension in efl situation: A correlation analysis. *Educational Sciences: Theory and Practice*, 21(1), 131–139. doi: 10.12738/jestp.2021.1.010.
- Lustyantie, Ninuk, Suriyati, Y., Isnani, F. N., Ramli, & Yudha, R. P. (2022). The Effect of Cognitive Style, Critical Thinking, And Digital Literature on Argumentative Writing Skills. *Educational Sciences: Theory and Practice*, 22(1), 27–35. doi: 10.12738/jestp.2022.1.0003.
- McCown, M., & Thomason, G. (2014). Informational Text Comprehension: Its Challenges and How Collaborative Strategic Reading Can Help. *Reading Improvement*, 2, 237–253.
- McGovern, G. (2004). Teaching Online vs Face-to-Face: School ends, but education doesn't. *CLENExchange*, 20(4).
- Miller, J. W. (2021, March 9). World's Most Literate Nations. Retrieved June 6, 2022, from Central Connecticut State University website: <https://www.ccsu.edu/wmln/rank.html>
- Moodle. (2016). Moodle Online. Retrieved December 8, 2016, from <https://moodle.com/>
- Moreillon, J. (2007). *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*. Chicago: American Library Association.
- Muijselaar, M. M. L., Swart, N. M., Steenbeek-Planting, E. G., Droop, M., Verhoeven, L., & de Jong, P. F. (2017). Developmental Relations Between Reading Comprehension and Reading Strategies. *Scientific Studies of Reading*, 21(3), 194–209. doi: 10.1080/10888438.2017.1278763.
- Muñoz, A., Delgado, R., Rubio, E., Grilo, C., & Basto-Fernandes, V. (2017). Forum participation plugin for Moodle: Development and Discussion. *Procedia Computer Science*, 121, 982–989. Elsevier B.V. doi: 10.1016/j.procs.2017.11.127.

- Negara Kesatuan Republik Indonesia. (2009). *Undang-Undang Republik Indonesia Nomor 24 Tahun 2009 tentang Bendera, Bahasa, dan Lambang Negara, Serta Lagu Kebangsaan*. Jakarta.
- Nosratinia, M., & Fateh, N. H. (2017). The Comparative Effect of Collaborative Strategic Reading and Content-Based Instruction on EFL Learners' Reading Comprehension. *International Journal of Applied Linguistics and English Literature*, 6(6), 165. doi: 10.7575/aiac.ijalel.v.6n.6p.165.
- OECD. (2015). Reading Performance (PISA) (Indicator).
- Oktariyani, Yumna Rasyid, Ratna Dewanti, Hyunbim Im, & Larra Semyanov. (2022). Need Analysis for English Reading Teaching Materials in Vocational School Based on Digital Applications. *Al-Hijr: Journal of Adulearn World*, 1(3), 98–107. doi: 10.55849/alhijr.v1i3.34.
- Onyekuru, B. U. (2015). Field Dependence-Field Independence Cognitive Style, Gender, Career Choice and Academic Achievement of Secondary School Students in Emohua Local Government Area of Rivers State. *Journal of Education and Practice*, 6(10), 76–85.
- Oo, T. Z., & Habók, A. (2022). Reflection-Based Questioning: Aspects affecting Myanmar students' reading comprehension. *Heliyon*, 8(7), e09864. doi: 10.1016/j.heliyon.2022.e09864.
- Oproiu, G. C. (2015). A Study about Using E-learning Platform (Moodle) in University Teaching Process. *Procedia - Social and Behavioral Sciences*, 180, 426–432. doi: 10.1016/j.sbspro.2015.02.140.
- Panitz, T. (1999). Collaborative versus Cooperative Learning: A Comparison of the Two Concepts Which Will Help Us Understand the Underlying Nature of Interactive Learning. Retrieved from <http://www.capecod.net/~TPanitz/Tedspage>
- Par, L. (2008). The EFL Students' Critical Reading Skills across Cognitive Styles. *JEELS (Journal of English Education and Linguistics Studies)*, 5, 73–96.
- Paragină, F., Paragină, S., Jipa, A., Savu, T., & Dumitrescu, A. (2011). The benefits of using MOODLE in teacher training in Romania. *Procedia - Social and Behavioral Sciences*, 15, 1135–1139. doi: 10.1016/j.sbspro.2011.03.252.
- Pearson, P. D., & Hamm, D. N. (2005). *The Assessment of Reading*

Comprehension: A Review of Practices-Past, Present, and Future. In . Scott G. Paris & S. A. Stahl (Eds.), *Children's Reading Comprehension and Assessment*. Mahwah, New Jersey & London: Lawrence Erlb.

Pemerintah Republik Indonesia. (2003). *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*.

Pemerintah Republik Indonesia. (2005). *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen*. Jakarta, Indonesia.

Pemprov DKI. (2017). Sekolah SMA.

Perencevich, K. C. (2004). How the CORI Framework Looks in the Classroom. In J. T. Guthrie, A. Wigfield, & K. C. Perencevich (Eds.), *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*. New Jersey: Lawrence Erlbaum Associates, Inc.

Perfetti, C. (2007). Reading Ability: Lexical quality to comprehension. *Scientific Studies of Reading*, 11(4), 357–383. doi: 10.1080/10888430701530730.

Pithers R. T. (2002). Cognitive Learning Style: A Review of The Field Dependent-Field Independent Approach. *Journal of Vocational Education & Training*, 54(1), 117–132. doi: 10.1080/13636820200200191.

Pritchard, A. (2009). *Ways of Learning Learning Theories and Learning Styles in the Classroom* (2nd ed). New York & London: Taylor & Francis e-Library.

Psyridou, M., Tolvanen, A., Patel, P., Khanolainen, D., Lerkkanen, M.-K., Poikkeus, A.-M., & Torppa, M. (2022). Reading Difficulties Identification: A Comparison of Neural Networks, Linear, and Mixture Models. *Scientific Studies of Reading*, 1–35. doi: 10.1080/10888438.2022.2095281.

Raharjo, D. H., Mayuni, I., & Emzir, E. (2020). Improving the Students' English Skills through Online Activities in Moodle Platform. *Langkawi: Journal of The Association for Arabic and English*, 6(1), 55. doi: 10.31332/lkw.v6i1.1846.

Rahayu, P., Rahman, D., & Mustofa, M. (2022). THE EFFECTIVENESS OF USING MOODLE TO THE STUDENTS ATTITUDE IN EFL CLASSROOM. *Premise Journal of English Education*, 11, 316. doi: 10.24127/pj.v11i2.4540.

Rahmat, A. (2016). Pemanfaatan Moodle dalam Pembelajaran Sharaf dan Interaksinya dengan Locus of Control (LOC) Mahasiswa. In *Orasi Ilmiah*

Universitas Negeri Jakarta. Jakarta.

Ramli, Boeriswati, E., & Emzir. (2019). The Effect of Metaphorming Teaching Method on Field-Independent/Dependent Learners in Writing Essay. *The Asian EFL Journal*, 23(6.3), 4–14.

Rezaee, M., & Farahian, M. (2012). The Case Study of a Field-Independent English Language Learner. *Procedia - Social and Behavioral Sciences*, 47, 114–119. doi: 10.1016/j.sbspro.2012.06.623.

Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching & Applied Linguistics* (4th Ed.). Great Britain: Pearson.

Rojas-Drummond, S., Mazón, N., Littleton, K., & Vélez, M. (2014). Developing Reading Comprehension through Collaborative Learning. *Journal of Research in Reading*, 37(2), 138–158. doi: 10.1111/j.1467-9817.2011.01526.x.

Romero, E., García, L., & Ceamanos, J. (2021). Moodle and Socrative quizzes as formative aids on theory teaching in a chemical engineering subject. *Education for Chemical Engineers*, 36, 54–64. doi: 10.1016/j.ece.2021.03.001.

Rostampour, M., & Niroomand, S. M. (2014). Field Dependence/Independence Cognitive Styles: Are They Significant At Different Levels Of Vocabulary Knowledge? *International Journal of Education and Literacy Studies*, 2(1), 52–57. doi: 10.7575/aiac.ijels.v.2n.1p.52.

Rymanova, I., Baryshnikov, N., & Grishaeva, A. (2015). E-course Based on the LMS Moodle for English Language Teaching: Development and Implementation of Results. *Procedia - Social and Behavioral Sciences*, 206, 236–240. doi: 10.1016/j.sbspro.2015.10.016.

Salkind, N. J., & Rasmussen, K. (2008). *Encyclopedia of Educational Psychology*. Los Angeles: Sage Publications.

Sari, C. D., & Tamah, S. (2015). The Effect of Collaborative Strategic Reading on Grade Six Students' Reading Achievement. *IJEE (Indonesian Journal of English Education)*, 2(1), 17–27. doi: 10.15408/ijee.v2i1.1501.

Seifert, S., & Paleczek, L. (2022). Comparing Tablet and Print Mode of a German Reading Comprehension Test in Grade 3: Influence of test order, gender and language. *International Journal of Educational Research*, 113, 101948. doi: 10.1016/j.ijer.2022.101948.

- Slavin, R. E. (2006). *Educational Psychology: Theory and practice*. Boston: Pearson.
- Slomowitz, R. F., Narayan, A. J., Pennington, B. F., Olson, R. K., DeFries, J. C., Willcutt, E. G., & McGrath, L. M. (2021). In Search of Cognitive Promotive and Protective Factors for Word Reading. *Scientific Studies of Reading, 25*(5), 397–416. doi: 10.1080/10888438.2020.1821035.
- Son, J.-B. (2018). Technology in English as a Foreign Language (EFL) Teaching. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). Hoboken, NJ, USA: John Wiley & Sons, Inc. doi: 10.1002/9781118784235.eelt0448.
- Stanford, J. (2009). *Moodle 1.9 for Second Language Teaching: Engaging online language-learning activities using the Moodle platform*. Birmingham, UK: Packt Publishing.
- Stevens, E. A., Murray, C. S., Scammacca, N., Haager, D., & Vaughn, S. (2022). Middle School Matters: Examining the effects of a schoolwide professional development model to improve reading comprehension. *Reading and Writing, 35*(8), 1839–1864. doi: 10.1007/s11145-022-10271-9.
- Sun, Z., Liu, R., Luo, L., Wu, M., & Shi, C. (2017). Exploring Collaborative Learning Effect in Blended Learning Environments. *Journal of Computer Assisted Learning, 33*(6), 575–587. doi: 10.1111/jcal.12201.
- Sundayana, R. (2014). *Statistika Penelitian Pendidikan*. Bandung: Alfabeta.
- TechTarget Contributor. (2007). Online. Retrieved June 29, 2017, from <http://searchnetworking.techtarget.com/definition/online>
- Uzun, L. (2012). The Internet and Computer-Mediated Artefacts for Foreign Language Learning and Practice, and Intercultural Communication: MOODLE, Second Life, and Others. *Procedia - Social and Behavioral Sciences, 46*, 3296–3300. doi: 10.1016/j.sbspro.2012.06.054.
- Vaughn, S., Klingner, J. K., & Bryant, D. P. (2001). Collaborative Strategic Reading as a Means to Enhance Peer-Mediated Instruction for Reading Comprehension and Content-Area Learning. *Remedial and Special Education, 22*(2), 66–74. doi: 10.1177/074193250102200201.
- Warth-Sontheimer, C. (2011). Using Moodle for Language Teaching. *Comenius Network Wide Minds & the Comenius Project IcEurope*.

- Wen, J., & Yang, F. (2020). The Perception of Teachers towards Smart Board Technology in a Malaysian Primary School. *International Journal of Information and Education Technology*, 10(6), 466–470. doi: 10.18178/ijiet.2020.10.6.1408.
- Widiyanto, M. A. (2013). *Statistika Terapan: Konsep dan Aplikasi SPSS*. Jakarta: Gramedia.
- Yanova, M. G., & Olentsova, Y. A. (2021). Formation of Students's Readiness for Independent Work with a Text through Distance Educational Technologies Applied in Teaching a Foreign Language. *Bulletin of Krasnoyarsk State Pedagogical University Named after V.P. Astafiev*, 56(2), 93–100. doi: 10.25146/1995-0861-2021-56-2-275.
- Yon A.E., Rafli, Z., & Nuruddin. (2022). Teaching Reading by Collaborative Strategic Reading: An action research. *English Review: Journal of English Education*, 10(2), 465–474.
- Zhang, L.-F., & Sternberg, R. J. (2010). Learning in a Cross-Cultural Perspective. In E. a. Penelope Peterson. (Ed.), *International Encyclopedia of Education* (3rd ed, pp. 450–456). UK: Elsevier Ltd. doi: 10.1016/B978-0-08-044894-7.00523-6.
- Zhang, L. F. (2004). Field-Dependence/Independence: Cognitive Style or Perceptual Ability? - Validating Against Thinking Styles and Academic Achievement. *Personality and Individual Differences*, 37(6), 1295–1311. doi: 10.1016/j.paid.2003.12.015.
- Zoghi, M., Mustapha, R., & Maasum, T. N. R. bt T. M. (2010). Collaborative Strategic Reading with University EFL Learners. *Journal of College Reading and Learning*, 41(1), 67–94.
- Zyl, J. M. van, Els, C. J., & Blignaut, A. S. (2013). Development of ODL in a Newly Industrialized Country according to Face-to-Face Contact, ICT, and E- Readiness. *International Review of Research in Open and Distance Learning*, 14(1), 107–124.