

REFERENCES

- Ali, C. A. (2021). A comparative study of SAM and ADDIE models in simulating STEM instruction. *African Educational Research Journal*, 9(4), 852–859. <https://doi.org/10.30918/AERJ.94.21.125>
- Allela, M. (2021). *Introduction to Microlearning*. Burnaby, British Columbia, Canada: Commonwealth of Learning.
- Allen, M.W., & Sites, R. (2012). *Leaving ADDIE for SAM: An agile model for developing the best learning experiences*. Alexandria, VA: American Society for Training and Development
- ardhelia nastiti. (2020). An Analysis of English Textbook Focusing on Reading Material to Enhance Students' Critical Thinking in Recount Text and Narrative Text. RETAIN.
- Bontisesari, Dewanti, R., & Sulistyaningrum, S. D. (2023). Development of Microlearning-Based and Problem-Solving Infused English Reading Materials for Non-English Major: a Needs Analysis. *Asian Journal of Applied Education (AJAE)*, 2(2), 189–206. <https://doi.org/10.55927/ajae.v2i2.3782>
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education
- Buhu, Adrian & Buhu, Liliana. (2019). The Applications of Microlearning In Higher Education In Textiles. 10.12753/2066-026X-19-189.
- Campos, M. (2022). *3 Stages for Teaching Reading*.
- Common European Framework of Reference for Languages. (2011). *CEFR Illustrative tasks: Reading and Listening*. Strasbourg: Council of Europe. Retrieved from <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>
- Common European Framework of Reference for Languages. (2020). *Companion Volume with New Descriptors*. Strasbourg: Council of Europe.
- Cottrell, Stella (2005). *Critical Thinking Skills: developing Effective Analysis and Arguments*. New York: Plagrave Macmillian
- Creswell. (2012). *Planning, Conduction, and Evaluating Quantitative and Qualitative Research*. Pearson Education, Inc.
- E-Learning (2021). ADDIE vs. SAM - Which Learning Methodology is Better? Available at <https://www.findcourses.com/prof-dev/1-darticles/addie-vs-sam-which-is-better-11516>
- Fauziah, U. N., Suryani, L., & Syahrizal, T. (2019). Penerapan Google Classroom Dalam Pembelajaran Bahasa Inggris Kepada Guru-Guru Bahasa Inggris Smp Di Subang. *Jurnal Abdimas Siliwangi*, 2(2), 183. <https://doi.org/10.22460/as.v2i2p183-191.3281>
- Fedorova, Olha., Shumskyi, Oleksandr., Golikova, Oksana., Kutsenko, Iryna., Serdiuk, Nataliia., Zahorodna, Oksana. 2022. Microlearning in Forming the Students' English Competencies with VR Involvement. *Broad Research in Artificial Intelligence and Neurosciences*, 13(1), 388-402. <https://doi.org/10.18662/brain/13.1Sup1/326>
- Gay, Mills & Peter Airasian. (2011). *Educational Research*. Person Education, inc.
- Gagne, R., Briggs, L., & W, W. (1998). *Principles of Instructional Design*. New York: Holt, Rinehart and Winston.

- Giurgiu, L. (2017), "Microlearning an evolving e-learning trend", Scientific Bulletin, Vol. 22 No. 1, pp. 18-23.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). Halliday's Introduction to Functional Grammar. In *Halliday's Introduction to Functional Grammar: Fourth Edition* (Fourth Edi). Routledge. <https://doi.org/10.4324/9780203431269>
- Handayani, Fitri. (2020), Analysis of Reading Materials Pathway an English Textbook for Indonesian Senior High School Students. International Journal of Technology Vocational Education and Training Vol. 1 No. 1 (2020) 67 – 72 <http://ijtvvet.com/index.php/ijtvvet>
- Heard J., Scoular, C., Duckworth, D., Ramalingam, D., & Teo, I. (2020). *Critical thinking: Skill development framework*. Australian Council for Educational Research. https://research.acer.edu.au/ar_misc/41
- Hutchinson, T. & Walters, A. (1987). English for Specific Purposes: A LearningCentred approach. Cambridge: Cambridge University Press
- Iftakhar, S. (2016). Google Classroom: What Works and How? *Journal of Education and Social Sciences*, 3, 12–18. https://www.jesoc.com/wp-content/uploads/2016/03/KC3_35.pdf
- Iskandar, Ifan. (2021). Microlearning of Digital Literacy to foster EFL Teacher' Self Directed Learning Skills towards Sustainable Professional Development. *UHAMKA International Hybrid Conference on ELT & CALL*. Jakarta: Universitas Muhammadiyah Prof. Dr. HAMKA.
- Jung, H., Kim, Y., Lee, H. & Shin, Y. (2019). Advanced Instructional Design for Successive E-learning: based on the Successive Approximation Model (SAM). In G. Marks (Ed.), *Proceedings of EdMedia + Innovate Learning Online 2022 2019* (pp. 191-204). Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved November 19, 2022 from <https://www.learntechlib.org/primary/p/187327/>.
- Kelvin Leong and Anna Sung. "A review of the trend of microlearning". Journal of Work-Applied Management Vol. 13 No. 1, 2021 pp. 88-102 Emerald Publishing Limited. DOI 10.1108/JWAM-10-2020-0044
- Klingner, J. K., Vaughn, S., Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guildford Press.
- Kusmana, D. A. K., Dewanti, R., & Sulistyanningrum, S. D. (2023). An English Reading Material Analysis Through Microlearning and Critical Thinking Skill Views. *ELT-Lectura*, 10(1), 42-50. <https://doi.org/10.31849/elt-lectura.v10i1.12257>
- Leong, K, Sung, A, Au, D, & Blanchard, C (2020). A review of the trend of microlearning. ... of *Work-Applied Management*, emerald.com, <https://doi.org/10.1108/JWAM-10-2020-0044>
- López Cupita, L. A., & Puerta Franco, L. M. (2019). The Use of Infographics to Enhance Reading Comprehension_Skills Among Learners. *Colomb. Appl. Linguistic. J.*, 21(2), pp. 230-242. <https://doi.org/10.14483/22487085.12963>
- Manitoba Education and Training. (1998). Senior 2 English Language Arts: A Foundation for Implementation. Winnipeg, MB: Manitoba Education and

- Training, 1998. 4–6.
https://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/blms/blm9.pdf
- Miller, H. P. & Seller, W. (1985). *Curriculum Perspectives and Practice*. New York & London: Longman.
- Moore, A. (2017), 2017 Trends, TD magazine, Association of Talent Development, (Nov 2017), available at: <https://www.td.org/magazines/td-magazine/2017-trends>
- Nafa, Mahmoad Sultan. 2022. *A Broad Guide to Reading and Comprehension*. Cambridge Scholars Publishing
- Nikou, S. (2019), “A micro-learning-based model to enhance student teachers’ motivation and engagement in blended learning”, Society for Information Technology and Teacher Education International Conference, Association for the Advancement of Computing in Education (AACE), pp. 509-514
- Oakhill, Jane., Cain, Kate. and Elbro, Casten. (2015). *Understanding And Teaching Reading Comprehension: A handbook*. New York: Routledge
- Reinhardt, K.S. and Elwood, S. (2019), “Promising practices in online training and support: microlearning and personal learning environments to promote a growth mindset in learners”, *Handbook of Research on Virtual Training and Mentoring of Online Instructors*, IGI Global, pp. 298-310.
- Sari, A. S. (2021). Animated Video in Teaching Reading Comprehension Viewed from the Students Reading Interest. *ELE Reviews: English Language Education Reviews*, 1(2), 88–98. <https://doi.org/10.22515/ele-reviews.v1i2.4062>
- Sarigoz, O. (2012). Assessment of the High School Students’ Critical Thinking Skills. *Procedia - Social and Behavioral Sciences*, 46, 5315– 5319. <https://doi.org/10.1016/j.sbspro.2012.06.430>
- Sihombing, I., F., C. & Fitrawati. (2023). An Analysis of Higher-Order Thinking Skill Questions in Reading Exercises of Pathway to English (2022 Edition) for The Tenth Grade of Senior High School. *Journal of English Language Teaching*, 12. (2): pp. 537-546, DOI:10.24036/jelt.v12i2.123458
- Sugiyono. 2014. *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta
- Toprak, E. L., & Almacioğlu, G. (2009). Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners. *Journal of Language and Linguistics Studies*, 5(1), 1–17. <http://dx.doi.org/10.1016/j.jsames.2011.03.003><https://doi.org/10.1016/j.gr.2017.08.001><http://dx.doi.org/10.1016/j.precamres.2014.12.018><http://dx.doi.org/10.1016/j.precamres.2011.08.005><http://dx.doi.org/10.1080/00206814.2014.902757><http://dx.doi.org/10.1080/00206814.2014.902757>
- Torgerson, C., & Iannone, S. (2020). *What Works in Talent Development: Designing Microlearning*. Alexandria: Association for Talent Development (ATD).
- Telebinejad, M.Reza, and Matou, Zahra. (2012). Teacher-Student Interaction in EFL Reading Comprehension Contexts at University Level: A Critical Thinking Perspective. *SAGE Open* 1-16. DOI:10.1177/2158244012459335
- UNESCO. (2021, 9 23). *Learning and teaching materials*. Retrieved from Learning Portal: Planning Education for Improved Learning

Outcome:<https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/learning-and-teaching-materials>

Wibawa, Setya chendra & Cholifah, R & Utami, A & Nurhidayat, Imam. (2018). Creative Digital Worksheet Base on Mobile Learning. IOP Conference Series: Materials Science and Engineering. 288. 012130. 10.1088/1757-899X/288/1/012130.

<https://www.alleninteractions.com/services/custom-learning/sam/elearning-development>

<https://www.allencomm.com/wp-content/uploads/2015/11/Microlearning-Ebook-Allencomm.pdf>

Valamis (2022, 7 19). *LEARNING THEORIES: SAM Model* Retrieved from Valamis.com: <https://www.valamis.com/hub/sam-model>

Valamis (2022, 7 19). *LEARNING THEORIES: ADDIE Model* Retrieved from Valamis.com:https://www.valamis.com/hub/addiemodel?_gl=1*vtvnb*_up*_MQ..*_ga*ODYyNjgxODg0LjE2ODcwNTk1ODM.*_ga_WH32P1Y0T3*MTY4NzA1OTU4Mi4xLjAuMTY4NzA1OTU4Mi4wLjAuMA..#addie-vs-sam

Woolley, G. (2008). The assessment of reading comprehension difficulties for reading intervention. *Australian Journal of Learning Difficulties*, 13(1), 51-62.

Yuniarsih, T, Sobandi, A, Meilani, RI, & ... (2022). Analysis of Microlearning-Based Learning Media Needs: A Retrospective Study at Vocational High School. *6th Global ...*, atlantis-press.com, <https://www.atlantis-press.com/proceedings/gcbme-21/125976028>

