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The Effect of Internet-Based Reading Using Blog on Students' Reading Comprehension

Wa Ode Anisa Hakiki[1], Aderlaepe[2], Wawan Cahyadin[3]
waodeanisahakiki@gmail.com
[1,2,3]*Halu Oleo University, Indonesia*

ABSTRACT

This study aims to determine whether internet-based reading using blog effectively affects students' reading comprehension at SMP Negeri 4 Raha. From the seven intact classes, two were chosen purposively as control and experimental class. The experimental class was taught using internet-based reading, while the control class was taught conventionally using printed-based reading. The presentation of the material for the two classes is different, the experiment class is presented online in a blog created by the researcher called Reading Box 127 while the control class is in printed form. The data of the research were conducted by pre-test and post-test. Prior to teaching, a pre-test was conducted, and both classes obtained scores of 47.20 and 52.57, respectively. After treatment, students were given a post-test and the results of the average score of the experimental class increased by 25.28. The control class also experienced an increase even though the increase was not as big as the experimental class which was 19.20. Furthermore, the findings of independent sample t-test showed the value of sig. (2-tailed) = 0.007, being smaller than 0.05, while the result of t-count 2.736 was greater than t-table 1.982. In other words, the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. Thus, there is an effect of internet-based reading using blog on students' reading comprehension.

Keywords:
Internet-based Reading, Printed-based Reading, and Reading Comprehension.

1. Introduction

Nowadays, the tendency for people to use cell phones is increasing. According to a report by the Emarketer digital marketing research institute, in November 2014, the world has experienced a growth in the development of internet users by around 2.892 million people, and it is predicted that in 2015-2018 each country will experience an increase in smartphone users (Emerketer, 2014). Likewise, in Indonesia, the growth of smartphones continues to increase in line with the use of the internet. Ministry of Information and Communications or Kemenkominfo (2021) states that smartphone user reach 89% of the total population of Indonesia, equivalent to 167 million people. Asosiasi Penyelenggara Jasa Internet Indonesia (APJII), in November 2020, Indonesia has experienced a growth of 8.9% or around 25.5 million people from the survey two years ago. It has also been disclosed that

one of the reasons for this increase was government policies requiring online activities (for example, work from home, distance learning, etc.) as a response to the spread of Covid-19. In short, the survey states that there has been a shift in user behavior during the pandemic, which access more educational content. Therefore, the increase in the use of mobile phones from time to time causes a shift in new behavior towards smartphone use. For example, students began to use mobile phones to access the internet for education, such as reading online.

This phenomenon has received research attention. One of the studies conducted to evaluate a country's educational outcomes is the Program for International Student Assessment. The Organization for Economic Co-operation and Development (OECD) report (2015; 2018) regarding reading outcomes in about 70 countries by conducting digital tests. The findings of this study indicate that there are still gaps or inequalities from digital practices in schools (for example, students with economically fortunate abilities find it easier to access the internet at home while economically disadvantaged students only have the opportunity to use computers at school). This report also underscores the importance of a long time in school in accessing the internet so that students experience learning that is felt (Coiro, 2011). In short, digital developments indeed impact changing students' reading styles, namely online reading.

Another fact, the advancement of smartphone technology has led to new system changes in student reading. Kabil et al. (2021) state that reading has become increasingly important and develop significantly in different types of modern life. Some researchers believe that reading online via a smartphone/computer is a new literacy for 21st century students who take advantage of the advancement of the internet (Coiro, 2011, 2012; Eaglaton & Dobler, 2007; Hobbs, 2006). Also, Coiro (2014) argues that there need to be additional skills that are effective in reading so that it helps students' reading comprehension online. It is different from reading traditional print text (Coiro, 2011). However, digital-based learning, such as reading online, needs to be reviewed to find the obstacles and solutions students face with this new form of literacy.

A number of studies have been conducted related to students' reading ability, especially in online reading and print-based reading. For example, Romly, Badusah, and Maarof (2017) investigated the metacognitive reading strategies students in Malaysia use when searching and reading academic texts online. The findings of this study are related to the reading strategies used by ESL students. The majority of them use moderate to high levels in metacognitive online reading. The results also show a significant difference between students' English proficiency levels metacognitive online reading strategies. In addition, Huang (2013) investigated the effectiveness of online reading strategies through web reading strategies using its features and EFL teachers' and students' perceptions of the program at Taiwan University. The results showed that between and the teacher showed a positive response to this program where the features of this program helped them, it is just that the teacher is more dominant in the view that this program helps students improve their understanding, but students tend to be enthusiastic only about the translation feature using a traditional dictionary in reading. Also, Abanomey (2013) conducted an exploratory study on the influence of internet reading on Saudi EFL

students. They found that the internet format had a positive impact on students' reading ability and also found that there were significant differences from the adoption of internet-based reading.

So far, many studies have shown that online reading has positive implications for learning English but these studies is only at the level of university students. It is not known how to apply the online reading to junior high school students in Indonesia. Therefore, the purpose of this study is to apply internet-based reading in junior high school and to investigate its effectiveness.

Reading is one of the skills in learning English in junior high school. Based on the results of direct interviews with two English teachers at SMP Negeri 4 Raha, they said that it was confirmed that English teaching materials and subject matter had been using the K-13 printed book, and during the COVID-19 pandemic, they were still using the printed media (English text book, *When English Rings a Bell Grade 8*). In addition, they also said that in teaching the teacher facilitates students by lending books from the library. In other words, student reading books are still in traditional form (printed text). Then, one of the teachers mentioned that his class uses mobile handphone as an online dictionary.

This study was conducted at SMP Negeri 4 Raha. The reason for choosing this school is because it is one of the popular junior high schools in Muna Regency with an A Accreditation. In addition, the school has implemented online exams several times. The school has facilities that allow the application of technology-assisted learning, such as computer labs and internet access. Most importantly, students know it well using technology such as cell phones.

This study was conducted to eight grade students in the 2021/2022 academic year. This study is expected to contribute to education science and language learners, especially in improving their reading skills through internet-based reading. Data and information related to the implementation of internet-based can help teachers determine English teaching, especially reading. Thus students can get the maximum learning experience in the 4.0 era, and learning objectives can be achieved.

Furthermore, the researcher argues that students in junior high school have obstacles in learning English, especially in reading. For example, students find it challenging to find the main idea of a text and are complex with specific or detailed information from a reading text. Therefore, this research informs teachers to find ways to teach reading comprehension, especially with the help of technology. The study also believes technology-assisted learning can help students improve their English skills.

2. Methods

This study was conducted in experimental design using quantitative. This study used quasi-experimental research with nonequivalent control group design. According to Sugiyono (2008) a quasi-experimental was a type of experiment involving two groups, namely the experimental group and the control group, with the research sample not being randomized.

This study consisted of two groups, namely the experimental group and the control group. The experimental group was treated by using Internet-Based Reading in learning while the control group used conventional treatment (printed-based reading). Also, both studies was given a pre-test before being given treatment and

after the treatment, it was given a post-test. The design can be seen in the following table:

Tabel 2.1 Nonequivalent Control group design

Group	Pre-test	Experiment	Post-test
Experimental group	O_1	X	O_2
Control Group	O_3	-	O_4

(Sugiyono, 2008, p.79)

This study used an objective test to measure the reading comprehension. The form of this test was multiple choice consists of 25 items with consideration of aspects in reading comprehension which was main ideas (7 questions), reference (1 question), vocabulary (3 questions), inference (7 questions), and detail information (7 questions).

In determined the criteria of learning achievement are in the following criteria

Table 2.2 The Criteria on Students' Score in Pre-test and Post-test.

Classification	Interval Predicate
Very Good	89-100
Good	77-88
Enough	64-76
Less	<64

(Kementerian Pendidikan Dan Kebudayaan, 2017)

This study used a quantitative approach. It means that this study used numbers as data to be analyzed. The data was analyzed using descriptive and inferential statistics. In descriptive statistics, the researcher calculated and determined students' mean score, median, minimum score, maximum score, range, mode, variances, and standard deviation through IBM SPSS 20.0 app. Meanwhile, inferential statistics had used to test the hypothesis by using an independent sample t-test which was calculated through IBM SPSS 20.0 app. The results of hypothesis testing can be seen with the following conditions:

a) If sig.(2-tailed) ≤ 0.05 means that H0 is rejected and H1 is accepted, and it can be concluded that there is a significant effect of the use of Internet-based Reading on the reading comprehension ability of students in the eighth grade of SMP Negeri 4 Raha.
b) If sig.(2-tailed) ≥ 0.05 means that H0 is accepted and H1 is rejected and it can be concluded that there is no significant effect of the use of Internet-based Reading on the students' reading comprehension in the eighth grade of SMP Negeri 4 Raha.

After testing the hypothesis, the researcher continued to test the effect size. The Effect Size is a measure of the effectiveness of the treatment. In this study, the effect size was done to know how big the effectiveness of internet-based reading which have applied to the students. To measure the effect size, the writer used the following formula and criteria provided by Cohen, Manion, and Marisson (2007).

3. Result

Table 3.1 Descriptive Analysis on Students' reading comprehension on Control and Experimental Class

		Pre-test in Experiment Class	Post-test in Experiment Class	Pre-test in Control Class	Post-test in control Class
N	Valid	28	28	30	30
Mean		52.5714	77.8571	47.2000	66.4000
Median		52.0000	80.0000	48.0000	66.0000
Std. Deviation		13.36504	12.14637	13.17888	9.99862
Range		56.00	40.00	48.00	44.00
Minimum		20.00	56.00	20.00	48.00
Maximum		76.00	96.00	68.00	92.00
a. Multiple modes exist. The smallest value is shown					

As shown in table above, the result of descriptive statistics show that the experimental class and control class experience an increase in reading comprehension scores in terms of the average score, median value, minimum and maximum scores. However, some data items show a decline. It is viewed from the range value and standard deviation, both classes, shows a decrease in reading comprehension scores. Furthermore, what can be understood based on table is that all features in the experimental class have a more dominant increase than those in the control class. In the experimental class interval, the average score obtained by students is 25.28, while in the control class, the average score obtained is 20. In addition, the mean score of the experimental class is 38, superior to that of the control class is 18. Likewise, other descriptive feature scores also show the superiority of the experimental class.

Therefore, it can conclude that the scores of other items on students' reading comprehension between the experimental and control classes show a significant increase. However, the standard deviation (SD) items in control and experimental classes show a decrease; the scores ranged from 56 to 40 in the experimental class, while in the control class is 48 became 44. The SD value is from 13.365 to 12,146 in the experimental class, while in the control class is 13.178 to 9.998. Although some data items show a moderate increase, it cannot guarantee the positive effect on the hypothesis before making measurements on inferential statistics.

Table 3.2 Statistical Analysis of Independent Sample T-test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.054	0.083	2.736	114	0.007	8.41429	3.075	2.32274	14.50583
Equal variances not assumed			2.72	107.78	0.008	8.41429	3.09342	2.28245	14.54612

Based on table 3.2, the equal variances assumed F score shows 3.054, Sig. 0.083, t-count 2.736, Df 114, sig. (2-tailed) 0.007, means difference 8.41429, Std. Error Difference 3.07500, lower 2.32274, and upper 14.50583. While the equal variances not assumed are t-value is 2.720, Df 107.780, Sig (2-tailed) 0.008, mean difference 8.41429, Std. Error difference 3.09342, lower 2.28245, and upper is 14.54612. Because the result of homogeneity variance is homogeny (1.884), the researcher uses the value in equal variance assumed for testing the hypothesis and effect size.

From the table output, we can see that t-count is 2.736, while the t-table is 1.982 at a level of alpha 0.05 with DF is 114. It means that the t-count is higher than the t-table, so the H1 is accepted. Besides, to answer the hypothesis, we also see the p-value (sig 2-tailed); from the table, we seen the p-value (sig 2-tailed) with 0.05. If the p-value is higher than 0.05, the Ho is accepted, and if the p-value is lower than 0.05, the Ho is rejected. From the data above, we conclude that H1 was accepted because p-value (0.007) was lower than 0.05. It means that "there was a positive effect of *Internet-Based Reading* on students' reading comprehension," and H0 was rejected: there was no a positive effect of *Internet-Based Reading* on students' reading comprehension".

The effect size testing is done to measure how big the scale of *internet-based reading* effectiveness which have applied to the students of experimental class. To measure the effect size of this study, the researcher uses the following formula provided by Cohen et al. (2007).

$$\text{Effect Size} = \frac{\text{mean experiment class} - \text{mean control class}}{\text{Standard Deviation of Control Class}}$$

The qualification scale to know the effectiveness of *internet-based reading* when applying to the students in the experimental class can be seen as follow:

Effect Size	Criteria
0-0.20	Very Week Effect
0.21-0.50	Modest Effect
0.51-1.00	Moderate Effect
.1.00	Strong Effect

(Cohen et al., 2007, p.521)

Before conducting the effect size test, the researcher conducted a descriptive independent sample t-test. This statistical test presents data in general, including the mean and standard deviation, before further testing the research hypothesis. The following table describes the results of the descriptive analysis of the independent sample t-test with the SPSS 20.0 application.

Table 3.3 Descriptive Statistic of Independent Sample T-test

Group Statistics					
	Group	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Learning outcomes (score)	Experiment Class	56	65.2143	17.96837	2.40112
	Control Class	60	56.8000	15.10730	1.95034

As we can see on the table 3.3, the mean score in experimental class (65.2143) is higher than mean score in control class (56.8000). It means that although both of the classes learned the same material, but students' reading comprehension after being taught by internet-based reading has positive improvement than students in control class that being taught by printed-based reading. In short, the treatment given in the experimental class has a positive effect on students' reading comprehension. To see the magnitude of the effect, the researcher uses the following formula provided by Cohen et al. (2007)

$$\text{Effect Size} = \frac{\text{mean experiment class} - \text{mean control class}}{\text{Standard Deviation of Control Class}}$$

$$= \frac{65.2 - 56.8}{15.1}$$

$$= \frac{8.4}{15.1}$$

$$= 0.56$$

After calculating using Cohen's formula, the result of the effect size test shows 0.56. It means that the effect size of the test is classified in the moderate category because of the value from 0.51 to 1.00. In conclusion, the effect size in statistics means the greater the value, the greater the difference between the control group and experimental group. Thus, it can be said that the value difference between the two classes is medium, not too far and not too close. So, the magnitude of the influence of internet-based reading with a sample size of 0.56 has a medium magnitude.

4. Discussion

The findings revealed that students' reading comprehension increased after doing online reading activities. For example, the average value of pre-test and post-test in the experimental class increased from 52.57 to 77.85. The increase was 25.28, while other improvements such as the median of 28, the mode of 40, and other statistical features also experienced a considerable increase. In statically, students' reading comprehension scores increased significant after implementing IB-Reading

in the experimental class. To be exact, the effect measurement shows that the effect size of treatment was in the moderate category.

The moderate effect of online reading toward students' reading comprehension can be interpreted that the application of internet-based reading has an influence at the intermediate level that is neither low nor high on its implementation. There are several inhibiting factors in implementing internet-based reading in the classroom, namely internet connection, URL errors, and mobile application multitasking. Due to internet connection, students have difficulty having a weak internet connection when learning in class. This can be seen, when the researcher as a teacher monitors several students' cellphones when opening the learning web. At that time, the teacher saw that several students experienced obstacles in opening the website, namely the site could not be opened due to an error in writing the URL and the connection suddenly slowed down in classroom. In addition, sometimes there are some students doing multitasking (opening applications) while students are reading through blogs. As for some of the applications they open, such as Google Translate on Chrome web which is automatic. Finally, the confounding factor variable (internet-based reading) is the time students study in class using IB-Reading. Due to Covid-19, the operational hours of face to face learning in schools, especially SMPN 4 Raha, have decreased from 80 minutes to 60 minutes. In other words, students do not learn optimally in the classroom.

Statistically, the increase in students' scores in internet-based reading classes has a significant effect on reading comprehension. This cannot be separated from several factors. First, the application of internet-based reading might be that encourages students' extrinsic motivation. This can be seen from the implementation of internet-based reading as a supporting facility for learning English for class VIII students at SMPN 4 Raha, especially in Reading. The results of the Dauyah & Yulinar study (2018) reveal that the existence of supporting tools in educational practice such as electronic or other devices is the main motivator in learning English. So it can be interpreted that internet-based reading becomes a learning support facility that provides new experiences for students so as to encourage students' desire to learn well.

Second, students could be interested in reading through web reading provided by the teacher which can be accessed via https://readingbox127.blogspot.com. This is supported by the features of the web reading. According to Brown (2007) websites such as blogs have simple features to read text, comment on posts, and can post text or images. Mariani et al. (2016) stated that a blog post often consists of a title, link, comments, date and time of posting, and archive information. Coiro (2003) and Velandia et al. (2012) say that viewing online reading is like reading on the internet featuring a single-view screen. In addition, the learning web display available in Reading Box 127 that many attract the student's attention. This screen display is believed by the researcher as an incentive for students to like internet-based reading. So these learning web features attract students' interest to improve reading comprehension in internet classes.

Third, students might be ease to access material on online reading. Coiro (2011) stated that online reading provides digital information via the internet.

Through the use of online reading, students can access many reading sources in digital form (Liu, 2012). In this study, the researcher provided a learning web for students to carry out online reading activities centrally. Brown (2007) said that the use of the web in reading has a positive influence on students because the design features displayed are very simple and easily accessible to students. Through this website, students can access reading materials.

In addition, internet-based reading is designed to make it easier for students to access reading materials compared to print-based reading. Tait (1997) as cited in Destari (2010, p.44), explains that internet text materials have opened up opportunities for students to access more reading material than textbooks. This is because the internet can reach all areas (e.g. schools, homes, and other places) so that students can easily read various kinds of materials or texts. Reading material in online form is better than print-based reading in terms of access. Research by Alisaari et al. (2018) found that reading texts via the internet had a better understanding of online texts than reading in print. This difference in form is what distinguishes students in reading texts. However, internet-based reading provides reading materials and texts in online form so that students can easily access them wherever and whenever they want. This is the driving factor for increasing students' reading comprehension.

Furthermore, internet-based reading through learning webs developed by teacher such as readingbox127.com is a free site and can be freely accessed by students. Based on the teaching procedure, students can access readings that are already available on the blog. Students only need to click on the material that matches the learning material to be studied. However, to stay connected with this online reading, students need an internet connection because this web reading cannot be accessed without an internet network. However, internet-based reading makes it easier for students to access material so that their comprehension can improve.

The last factor that determines the success of increasing students' reading comprehension might be the student's supportive condition (the availability of students' smartphones and adequate internet access). Internet-based reading is an online reading activity (Coiro, 2011; Engbrecht, 2018). Therefore, the application of internet-based reading in learning English requires students to have and use a smartphone. According to Tanduklangi & Amri (2019), technology-assisted learning such as computer-assisted language learning makes it easier for students to learn. In addition, the availability of adequate internet access is also a prerequisite for smooth learning. The availability of smartphones and network access will determine the success of the authors in conducting this study.

Currently, almost everyone uses a smartphone in their daily life, including students. If previously learning only took place face-to-face between teachers and students, now the use of smartphones in learning has become very interesting. The habit of students in using smartphones which can also be a means of learning, of course, is very interesting for students to study anytime and anywhere (Destari, 2010). This is a factor that determines the success of students in carrying out internet-based reading in order to improve students' reading comprehension.

This study is in line with the results of studies from Abanomey (2013) and Dewi & Sahiruddin (2020) which both showed a positive effect of online reading on students' reading comprehension. However, the present study adds to the previous studies findings shows that internet-based reading (online reading) was not only effective in tertiary education context but also in junior high school level. Thus, internet-based reading does not only apply to adults (±18 years old) but also to teenagers (±15 years old).

Based on the results of this study, the following implications can be stated. The application of internet-based reading can be used as an alternative to teaching English, especially in teaching reading. For English lessons, there is a difference in student scores between learning using internet-based reading and print-based reading. Then, the internal and external factors of internet-based reading such as students' learning motivation have an influence on English reading comprehension at the secondary school level. Students with high learning motivation certainly have the opportunity to master and accept new things. It is hoped that the teacher will foster motivation and innovation that is attractive to students.

Indeed, we can conclude that the use of the IB-Reading using blog has a positive effect on students' reading comprehension at the eighth grades students of SMP Negeri 4 Raha. The statement is supported by the result of both descriptive statistics analysis and inferential analysis and it was also supported by some previous studies that have the same result.

5. Conclusion

This study has implications for reading comprehension and also has an influence on the moderate category. However, it is not yet known how students respond to this internet-based reading. Therefore, future researchers can focus on seeing how students perceive, especially in junior high school, in teaching internet-based reading. This is useful for teachers, namely it can help teachers in planning reading lessons with the help of the internet.

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