

p-ISSN : 2087 - 9385

e-ISSN : 2528 - 696X

Refleksi Edukatika

JURNAL ILMIAH KEPENDIDIKAN

PGSD UMH PGSD UMH PGSD UMH
PGSD UMH PGSD UMH PGSD UMH
PGSD UMH PGSD UMH PGSD UMH
PGSD UMH PGSD UMH PGSD UMH
PGSD UMH PGSD UMH PGSD UMH
PGSD UMH PGSD UMH PGSD UMH



Kerjasama antara Program studi Pendidikan Guru Sekolah Dasar
dengan Perkumpulan Pendidik IPA Indonesia (PPII)

Penerbit

Program Studi Pendidikan Guru Sekolah Dasar (PGSD)
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muria Kudus

J. Ref. Edu

Vol. 8

No. 2

Hlm. : 197-208

Juni 2018

EDITORIAL TEAM

EDITOR IN CHIEF

Erik Aditia Ismaya, (Scopus ID 57194269747) Universitas Muria Kudus, Indonesia

MANAGING EDITOR

Ika Ari Pratiwi, (ORCID 0000-0003-3869-2295) Universitas Muria Kudus, Indonesia

ASSOCIATE EDITOR

Craig Deed, (Scopus Author ID 22034173500) La Trobe University, Australia
Mohamed Nor Azhari Azman, (Scopus ID 36198028300) Universitas Pendidikan Sultan Idris, Malaysia
Parmin Parmin, (Scopus ID 57193713986) Universitas Negeri Semarang, Indonesia
Muhammad Iqbal Birsyada, (Scopus ID 57194280964) Universitas PGRI Yogyakarta, Indonesia
Ary Purwantiningsih, (Scopus ID 56256110300) Universitas Terbuka, Indonesia
Didi Susanto, (Scopus ID 57194285738) UNISKA Banjarmasin, Indonesia
Anita Rinawati, (Scopus ID 57194270072) Universitas Muhammadiyah Purworejo, Indonesia
Siti Masfuah, (Scopus ID 57195055178) Universitas Muria Kudus, Indonesia
Sekar Dwi Ardianti, (Scopus ID 57202833232) Universitas Muria Kudus, Indonesia
Irfan Wahyu Prananto, (Scopus ID 57220579532) Universitas Negeri Yogyakarta, Indonesia
Wafiq Nurul Huda, (ORCID 0000-0003-0853-8000) SD Negeri Triguno 01 Kecamatan Pucakwangi Kabupaten, Pati, Indonesia, Indonesia

COPY EDITOR

Henry Suryo Bintoro, (Scopus ID. 57215597131) Universitas Muria Kudus, Indonesia

PROOFREADER

Imaniar Purbasari, (Scopus ID 57222721700) Universitas Muria Kudus, Indonesia
Irfan Adi Nugroho, (ORCID 0000-0003-1179-3379) Universitas Sarjanawiyata Tamansiswa, Yogyakarta, Indonesia
Mohammad Syaffruddin Kuryanto, (ORCID 0000-0002-7011-3508) Universitas Muria Kudus, Indonesia

LAYOUT EDITOR

Arsyad Much Arsyad Fardani, PGSD Universitas Muria Kudus, Indonesia

TABLE OF CONTENTS

ARTIKEL

GAME EDUKASI MOBILE "AKU SUKA SAYUR" BERBASIS AUGMENTED REALITY UNTUK ANAK USIA DINI doi DOI : 10.24176/re.v11i2.4917  <i>Vivianti Vivianti , Dwi Ratnawati</i>  Abstract views: 259  PDF views: 224	PDF 127-134
THE EFFECT OF SCHOOL-BASED MANAGEMENT AND DEMOCRATIC PRINCIPAL'S LEADERSHIP ON THE PERFORMANCE OF CLASSROOM TEACHERS IN THE PUBLIC ELEMENTARY SCHOOL doi DOI : 10.24176/re.v11i2.5114  <i>Unun Magfiroh , Santoso Santoso , Su'ad Su'ad</i>  Abstract views: 275  PDF views: 142	PDF 135-144
MENGEMBANGKAN KEMAMPUAN METAKOGNISI GURU PENDIDIKAN AGAMA KRISTEN UNTUK MENINGKATKAN PEMBELAJARAN DI KELAS doi DOI : 10.24176/re.v11i2.5204  <i>Onisimus Amtu  , Esterlina Namserna  , Claudia Monique Pattiruhu  , Penina Romsey</i>  Abstract views: 141  PDF views: 155	PDF 145-155
PENGUATAN PENERAPAN NILAI-NILAI KARAKTER SIFAT KOMUTATIF, ASOSIATIF, DAN DISTRIBUTIF OPERASI HITUNG BILANGAN CACAH TERHADAP ASPEK AFEKTIF SISWA SEKOLAH DASAR doi DOI : 10.24176/re.v11i2.5323  <i>Rohman Rohman , Murtono Murtono , Suad Suad</i>  Abstract views: 165  PDF views: 449	PDF 156-169
PENGUNAAN E-BOOK UNTUK MENINGKATKAN MINAT BACA SISWA SEKOLAH MENENGAH PERTAMA doi DOI : 10.24176/re.v11i2.5325  <i>Puji Fitriyanti</i>  Abstract views: 241  PDF views: 1426	PDF 170-177
PRINSIP PENTING PUBLIKASI ILMIAH DAN PENCEGAHAN FALSIFIKASI FABRIKASI doi DOI : 10.24176/re.v11i2.5348  <i>Vina Eko Aristya , Taryono Taryono</i>  Abstract views: 595  PDF views: 1514	PDF 178-189
INTEGRATING MICROSOFT IMMERSIVE READER IN SMAR MODEL TO PROMOTE STUDENTS' READING COMPREHENSION doi DOI : 10.24176/re.v11i2.5354  <i>Septi Riana Dewi , Soraya Fatmawati , Anang Widodo</i>  Abstract views: 243  PDF views: 115	PDF 190-196

INTEGRATING MICROSOFT IMMERSIVE READER IN SMAR MODEL TO PROMOTE STUDENTS' READING COMPREHENSION

Septi Riana Dewi¹, Soraya Fatmawati², Anang Widodo³

^{1,2,3}University of Technology Yogyakarta, Indonesia
Email: septi.riana@uty.staff.ac.id

Info Artikel

Sejarah Artikel:

Diserahkan 21 September 2020
Direvisi 2 Mei 2021
Disetujui 24 Mei 2021

Keywords:

*microsoft immersive reader,
smar model,
promote,
reading comprehension*

Abstract

The purpose of this study is to discuss the use of Microsoft Immersive Reader (MIR) in the SMAR model in reading courses.

The research method used is descriptive qualitative. Respondents in the study were 1 lecturer and 35 students of the Department of English Education. This study uses primary data and secondary data to collect information. Interviews, observations, and documentation in the form of field notes were used to collect primary data. While secondary data is obtained from the results of literature studies, journals, articles, internet and others which aim to become supporting data related to research. The validity of the data shows that what is observed is in accordance with what is actually happening in the field and the explanation of the problem description is in accordance with the actual situation. Data analysis in this study uses triangulation.

The results showed that the lecturers viewed the use of MIR to improve the quality of learning as well as to increase student learning motivation. Students also stated that the use of MIR was motivating and the various features of MIR helped them understand reading assignments more easily. Furthermore, reading assignments involving the use of the MIR feature encourage them to actively participate in reading activities in a collaborative setting.

Abstrak

Tujuan penelitian ini yaitu membahas pemanfaatan *Microsoft Immersive Reader* (MIR) dalam model SMAR pada mata kuliah membaca.

Metode penelitian yang digunakan yaitu deskriptif kualitatif. Responden dalam penelitian yakni 1 dosen dan 35 mahasiswa Jurusan Pendidikan Bahasa Inggris. Penelitian ini menggunakan data primer dan data sekunder untuk mengumpulkan informasi. Wawancara, observasi, dan dokumentasi dalam bentuk catatan lapangan digunakan untuk mengumpulkan data primer. Sedangkan data sekunder diperoleh dari hasil studi pustaka, jurnal, artikel, internet dan lain-lain yang bertujuan untuk menjadi data pendukung terkait penelitian. Keabsahan data menunjukkan bahwa apa yang diamati sesuai dengan apa yang sebenarnya terjadi di lapangan dan penjelasan uraian masalah sesuai dengan keadaan yang sebenarnya. Analisis data dalam penelitian menggunakan triangulasi.

Hasil penelitian menunjukkan bahwa dosen memandang pemanfaatan MIR bisa meningkatkan kualitas pembelajaran disamping juga meningkatkan motivasi belajar mahasiswa. Mahasiswa juga menyatakan bahwa pemanfaatan MIR mampu memotivasi dan fitur MIR yang beragam membantu mereka memahami tugas membaca lebih mudah. Lebih lanjut, tugas membaca dengan melibatkan penggunaan fitur MIR mendorong mereka berpartisipasi dengan aktif dalam kegiatan membaca dalam nuansa yang kolaboratif.

INTRODUCTION

Students learn new knowledge and learn to synthesize, analyze, and interpret the subject matter by reading, which is recognized as an important academic language ability for foreign language learners (Noor 2011). In line with Syafiq and Rahmawati (2017), reading is also one of the basic communicative skills, yet it has a very complex process of learning. Thus, reading can be said as an interactive process since it requires the reader to guess, predict, check, and ask questions what text is about. Considering that reason teachers and learners in EFL context assume that reading is difficult skill.

Westwood (2001) claims that in order to comprehend a text, readers must use information they already have to process, view, organize, and focus on the information they receive from the text. However, two pedagogically inefficient routines for teaching reading to students still exist. Teachers begin by assigning students to read a text and then waiting for them to complete it. Students are unable to communicate with one another. This fact creates reading difficulty for the students. Their difficulty will influence their ability to comprehend text. According to Oberholzer (2005), Reading difficulty refers to a reading problem that has caused a student to fall behind in terms of classroom reading requirements. Therefore, providing alternatives to address the problems in EFL reading class, it will be important to find ways to inspire students to read while also improving their reading skills.

According to Velandia et al (2012), new New information and communication technologies have become an effective tool for encouraging people to develop new skills and interests. In addition, Parra (2015) points out that technology-supported learning environments promote student engagement and the use of a foreign language in authentic contexts, allowing for a more complex and engaging way of learning. It could be implied that technology integration offers various assistance to the EFL students achieving their learning goals.

In line with the development of the use of technology in TL process, learning in the classroom also has naturally shifted. There are various learning model models to facilitate educators to conduct TL process with technology. One of the learning models that seen closer to the technology integration is SMAR model. The SMAR model is a framework created by Dr. Ruben Puentendera that developed the SMAR model, which categorizes four different

levels of classroom technology integration. The letters "SMAR" stand for Substitution, Augmentation, Modification, and Redefinition. As teachers aim to help students visualize complex concepts, the SMAR model was developed to provide a shared language across disciplines. According to Puentedura (2013) SMAR model can be explained in the following figure:

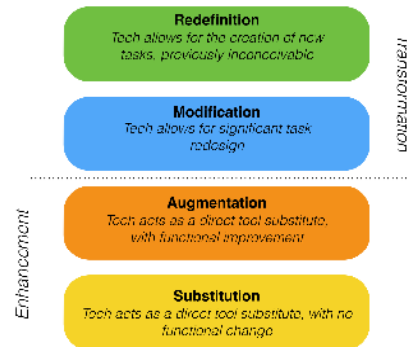


Figure 1: SMAR Model

Floris and Renandya (2020) stated that This model serves as a guide for teachers to evaluate their use of technology and decide the degree to which technology is integrated in their classroom. Moreover, the model also reminds teachers and educators that Effective technology integration entails more than just choosing and implementing a few applications in the classroom. In addition, successful technology integration should focus on how computers, mobile phones and the internet connection can be utilized to support and enhance student learning. In other words, technology should be embedded purposefully and effectively into language classrooms.

One of the technologies that can be integrated in reading class is Microsoft Immersive Reader (MIR). According to Novianti (2017), Microsoft Immersive Reader offers various tools/features to help learners in reading comprehension. This tool is created on Office 365 and Microsoft Edge to help improving reading comprehension. The use of Microsoft Immersive Reader is expected to increase students' reading comprehension.

Reading as a research theme is in line with research Murtono (2014); Hastutik (2015); and Kusniati (2015); Sayfiq and Rahmawati (2017). Meanwhile, the use of digital or mobile media has similarities with research from Ibrahim and Ishartiwi (2017); Purbasari, Ismaya, Suryani, and Djono (2019); Diantoro, Ismaya,

and Widiyanto (2020); Nikmah, Rahayu, and Fajrie (2020); Permana (2020); Prastikawati and Asropah (2020); Ardianti and Wanabuliandari (2021). Based on the background explained in the previous paragraphs and previous researches that have similar themes the purpose of this study is to analyze the integration of Microsoft Immersive Reader in SMAR to increase students' reading comprehension. The writers will share the discussion points on how to access MIR, models of teaching learning using MIR, and respondents' perception of the use of MIR within SMAR model in reading class.

METHOD

This study belongs to qualitative descriptive. Moleong (2011) stated that using the descriptive method means that the researchers analyze the data collected in the form of words, pictures and not numbers. The respondents in this study were 1 lecturer and 35 students of English Education Department.

This research used both primary and secondary data to collect information. Information gathered directly from respondents was used to collect primary data. Interviews, observations, and documentation in the form of field notes were used to gather primary data. Meanwhile, secondary data were obtained from the results of literature studies, journals, articles, internet and others which aim to become supporting data related to research.

Interviews, evaluation, and reporting were used to collect data in this report. The interviews conducted were interviews using open-ended questions so that the information obtained was complete and in-depth and in accordance with the problem under study. The second technique used was observation to present a true picture of the behavior, expressions and enthusiasm of the research subjects. The third technique used was documentation in the form of field notes that the researchers used not only to record things that happen to the respondents but also to the class situation when MIR applied.

The validity of the data shows that what is observed is in accordance with what actually happened in the field and the explanation of the problem description is in accordance with the actual situation. Data analysis in qualitative research usually uses triangulation. Data triangulation and process triangulation were both used in this analysis. Data triangulation is used for collecting similar data using a variety of different sources. While the triangulation method is used to compare the interview data with the

results of the observations and also with what is in the document (field notes) and other secondary data.

There are three components in data analysis process namely data reduction, data presentation and verification / conclusion. Data reduction is a process of selecting data, focusing and simplifying the data that has been obtained. Data presentation is the process of compiling information, providing descriptions in the form of a narrative referring to the problem formulation that has been compiled as a research question. Verification or drawing conclusion is the process of providing strong conclusions and having clear grounds.

RESULTS AND DISCUSSION

In this section, the writers will share three points. The first is the procedure on how to access and use Microsoft Immersive Reader in SMAR model in reading class. The second one is the model of teaching and learning activity by integrating MIR in SMAR Model. The last one is respondents' perception toward the use of MIR in reading class.

The Procedures on how to access MIR

The procedure on how to access and use Microsoft Immersive Reader in SMAR model in reading class is as follows

1. Firstly, visit the link: www.onenote.com/learningtools
2. Secondly, you will find the home menu as the following

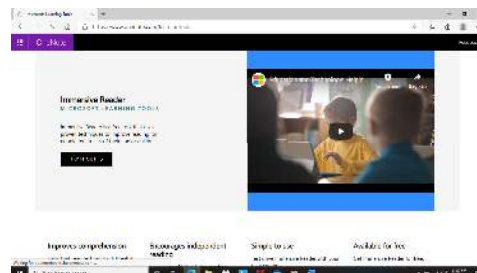


Figure 2 Home menu of MIR

- Thirdly, Try it out page. Users can insert any text in this page.

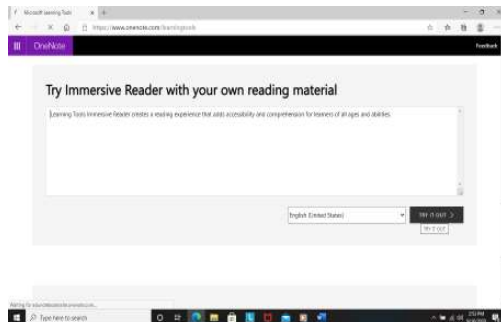


Figure 3 Try Out page

- Then, users can click play icon so that text will be read aloud.

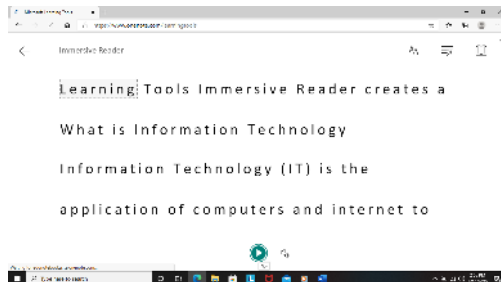


Figure 4 Read Aloud icon

- Click the book icon to help you focus in reading by lines you need.

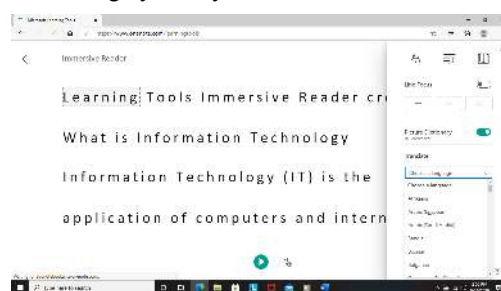


Figure 5 Line Focus

- Then, if you need to find the meaning of unfamiliar word, you can click translation feature. It is available both in picture and word.

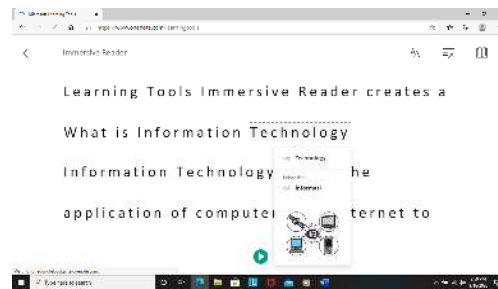


Figure 6 Translation Feature

- You can also identify different parts of speech by clicking Grammar Icon besides book icon. Different colour in this feature shows different part of speech.

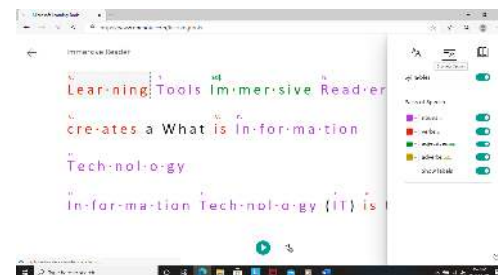


Figure 7 Grammar Icon

- You can also adjust your text display by clicking text preference on the left side of grammar icon.

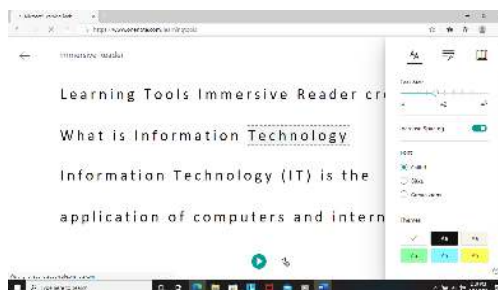


Figure 8 Grammar Icon

You can adjust the font of your text and can also change the background colour of your text and increase the space.

Integrating MIR in SMAR model in reading class

The SMAR model provides a prism through which to examine how technology is used in the classroom. Puetendera recommends using this model as an analytic method as teachers and educators aspire to incorporate online resources into their classrooms. The

following is an example of how MIR might fit within the SMAR model.

1. Substitution: student use MIR to have a text/paragraph read them out loud (instead of having a teacher or peer read it aloud)

Students are asked to insert the text and click play icon. They will get the text they insert to be read aloud by the tool. They are required to take note for the words they do not know the meaning while the text was being read aloud. To avoid the noise during read aloud session, they were required to use their earpieces or headset during this session.

2. Augmentation: Students use the tools on MIR to highlight and explore different parts of speech in a paragraph.

MIR is also accompanied by grammar feature. It helped students to label various part of speech. In this section, the lecturer asks the students to check their notes from the words they got from read aloud section. He asks the students to carefully read the text and count how many nouns, verbs, adjectives, and adverbs they get from the text.

3. Modification: students use MIR to translate and view visuals of words to enrich their understanding of the text.

In this session the students will maximally use the translation feature to translate words and phrases that students do not know during reading. The students are then asked to assess the accuracy of the translations based on the words or phrases they have received.

4. Redefinition: Students use MIR to individualize their reading and learning experience.

Students can use MIR even after the class is over. They can use MIR features to complete their reading assignment in and out class. They also use MIR to individualize their reading and learning experience.

Respondents' perception toward the use of MIR in reading class.

1. Teacher perception on the integration of MIR in the classroom

From the result of the interview with one lecturer of reading class at English Education Department, it was revealed that the lecturer believed that integrating MIR in the classroom is very important. It is advantageous for both lecturer and students as well. It can also motivate students to learn more since there were various features provided by MIR. The lecturer described her opinion about the implementation of MIR in reading class as follows:

I believed that the integration of MIR will improve the quality of teaching and learning process, especially in reading class. Engagement and motivation are also important in EFL learning. It can be facilitated and maintained by utilizing technology in the classroom. As we become more inseparable from technology in our daily lives, it also occurs in the class.

In addition, the class situation also changed as well after implementing MIR in the reading class. The result of observation and field note showed that more students actively take part in discussion and answering questions correctly. It also created collaborative learning among the students. This finding in line with Levin & Schrum (2012) that point out that teachers changed their instructional methods to become more student-centered over time as a result of ongoing, high-quality professional growth.

2. Students' perception on the integration of MIR in the classroom

The writers also conducted interview with some students after using MIR in their reading class. Students mentioned that complex features provided by MIR incorporated in reading activities made the learning atmosphere more attractive and interesting. Other students also viewed that MIR presenting a text in creative and resourceful also enhancing the motivation and ease of reading practices. Their views are in line with Tudor cited in Kouerios & Evripidou (2013) that highlighted that learners' perspectives on successful language learning tend to guide their behavior actively or unconsciously in ways that help their own learning and, most importantly, influence their positive or negative responses to teaching activities. The following excerpts illustrate how students described their experiences in the assigned activities in their own words:

Working with MIR in reading class is fun.

MIR helps me completing reading easier.

MIR helps me understanding text better.

I love picture dictionary feature on MIR.

I prefer to use MIR even after the class is over.

The statements above indicate that incorporating MIR with reading activities in the classroom. Not only did it inspire students to read English texts in a more engaging manner and comprehend them more quickly, but it also improved students learning experience by

allowing them to regulate their preference in using MIR features during learning.

In addition, one of students stated that the use of MIR in reading activities assisted him to have better visualization of unfamiliar word he found in the text. Another one also shared similar view that picture dictionary and word translation support her to enrich vocabulary by labelling words using syllable feature. Sari, Chamisijatin, & Santoso (2019) state that the use of images in learning materials helps make it easier for students to improve reading skills. It can be implied from those statements that MIR implementation positively influenced students' reading comprehension.

CONCLUSION

In achieving the objectives of teaching and learning process, it is really essential to apply a suitable technique, method, and even media. Selecting appropriate choice will contribute greatly on both process and result of the teaching and learning itself. The integration of MIR in SMAR Model will provide fruitful benefit for teacher and students. For teacher, the use of MIR will create a better input to make his/her class more creative and innovative. Teacher can also set a lot of new activities to lessen the students' boredom in TL process especially in EFL reading class. Furthermore, students' motivation and ability will improve significantly since reading features provided by Microsoft Immersive Reader could enlighten them in learning reading. However, the effective technology integration will be achieved as both teacher and students are able to select and apply technology tools to assist them to obtain information, analyze, and present it well.

ACKNOWLEDGEMENT

The writers hereby express our sincerest gratitude to *Direktorat Riset dan Pengabdian Masyarakat (DRPM)*, *Direktorat Jenderal Penguatan Riset dan Pengembangan-Kemertrian Riset, Teknologi dan Pendidikan Tinggi (RISTEKDIKTI)* for providing time and the grant for fulling this research project under *Penelitian Dosen Pemula (PDP)* category.

REFERENCES

Ardianti, S. D., Wanabuliandari, S., and Rahardjo, S. 2019. The Implementation Of E-JAS Science Edutainment To Improve Elementary School Student's

Conceptual Understanding. *Unnes Science Education Journal*, 8 (1).

Ardianti, S. D., and Wanabuliandari, S. 2021. Ethno-Edutainment Digital Module to Increase Students' Concept Understanding. *Journal of Physics: Conference Series*, 1823 012073

Cote Parra, E. 2015. Engaging Foreign Language Learners in a Web 2.0-Mediated Collaborative Learning Process. *Profile: Issues in Teachers Profesional Development*, 17 (2): 137-146.

Diantoro, Cahyo Tris., Ismaya, Erik Aditia., dan Widiyanto, Eko. 2020. Peningkatan Hasil Belajar Siswa Melalui Model Quantum Teaching Berbantuan Media Aplikasi Edmodo Pada Siswa Sekolah Dasar. *WASIS: Jurnal Ilmiah Pendidikan*, 1 (1), 1-6.

Floris, D.F., and Renandya, W.A. 2020. Transforming the Teaching of Listening and Reading Using the SAMR Model. (26-4): 41-44.

Hastutik, Sri. 2015. Penerapan Metode Lawaran Untuk Meningkatkan Keterampilan Dan Motivasi Membaca Huruf Jawa Pada Peserta Didik Kelas 3 SD 2 Honggosoco Kecamatan Jekulo Kabupaten Kudus Tahun Pelajaran 2014/2015. *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 5 (2).

Ibrahim, Nurwahyuningsih dan Ishartiwi. 2017. Pengembangan Media Pembelajaran Mobile Learning Berbasis Android Mata Pelajaran IPA Untuk Siswa SMP. *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 8 (1): 80-88.

Indriasih, Aini., Sumaji., Sumaji, Badjuri, B., dan Santoso., S. 2020. Pengembangan E-Comic Sebagai Media Pembelajaran Untuk Meningkatkan Kecakapan Hidup Anak Usia Dini. *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 10 (2): 154-162.

Kourieos, S., and Evripidou, D. 2013. Students' Perception of Effective EFL Teachers in University Settings in Cyprus. *English Language Teaching*. 6 (11): 1-16.

- Kusniati. 2015. Upaya Meningkatkan Keterampilan Dan Motivasi Membaca Geguritan Melalui Metode Teatralisasi Geguritan Pada Peserta Didik Kelas 6 SD 1 Sadang Kecamatan Jekulo Kabupaten Kudus Semester 1 Tahun Pelajaran 2014/2015. *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 5 (2).
- Levin, B.B., and Schrum, L. 2012. *Leading Technology-Rich Schools: Award-winning models for succes*. New York, NY: Teachers College Press.
- Murtono. 2014. Eksperimentasi Model Kooperatif CIRC Dan JIGSAW Untuk Peningkatan Keterampilan Membaca Ditinjau Dari Kemampuan Logika Berbahasa. *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 4 (2).
- Moleong, L.J. 2011. *Metodologi Penelitian Kualitatif (Edisi Revisi)*. Bandung: PT Remaja Rosdakarya.
- Nikmah, Nurul., Rahayu, Ratri., dan Fajrie, Nur. 2020. Penerapan Media Pembelajaran Math Mobile Learning Untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa Kelas IV. *WASIS: Jurnal Ilmiah Pendidikan*, 1 (2): 1-8.
- Noor, M. 2011. Reading Habits and Preferences of EFL Post-Graduates: A Case Study. *Indonesian Journal of Applied Linguistics*, (75): 92-93.
- Novianti, D.A 2017. *Riset Buktikan Learning Tools Tingkatkan Kemampuan Pemahaman Membaca Pada Kelompok Murid yang Beragam*. Retrieved from: <https://news.microsoft.com/id-id/2017/10/31/riset-buktikan-learning-tools-tingkatkankemampuan-pemahaman-membaca-pada-kelompok-murid-yang-beragam/>
- Oberholzer, B. 2005. The Realtionship between Reading Difficulties and Academic Performance. *University of Zulluland's Library Catalogue XII*, 119.
- Permana, Septian Aji. 2020. Korelasi Layanan Informasi Digital Dengan Kemandirian Peserta Didik Jurusan Ilmu Pengetahuan Sosial Untuk Melanjutkan Studi Pada Perguruan Tinggi. *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 10 (2): 251-256.
- Prastikawati, Entika Fani dan Asropah, Asropah. 2020. Students' Perception Toward Spada Upgris As Digital Platform In Learning Process. *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 11 (1): 49-58.
- Purbasari, Imaniar., Ismaya, Erik Aditia., Suryani, Nunuk., dan Djono, Djono. 2019. Media Pembelajaran Ilmu Pengetahuan Sosial Berbasis Aplikasi Mobile Learning Bagi Siswa Sekolah Dasar. *Sejarah dan Budaya: Jurnal Sejarah, Budaya, dan Pengajarannya*, 13 (1): 97-106.
- Sari, Yolanda Dana Kumala., Chamisijatin, Lise., dan Santoso, Budi. 2019. Peningkatan Keterampilan Membaca Puisi Siswa Kelas IV Dengan Model Demonstrasi Didukung Media Video Pembelajaran Di SDN 1 Sumpersari Kota Malang. *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 9 (2): 156-163.
- Puetendura, R.R. 2013. *SMAR and TPCK: An Introduction*. Retrieved from http://www.hippasus.com/rtpweblog/archives/2013/03/28/SMARandTPCK_AnIntroduction.pdf
- Sayfiq, A. N. and Rahmawati, A. 2017. The Effect of Student Team Achievement Division Cooperative Learning (STAD CL) in Teaching the Reading Comprehension. *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 7 (2): 119-122.
- Velandia, R., Torres, P., and Ali, M. 2012. Using Web-based Activities to Promote Reading: An Exploratory Study with Teenagers. *Profile: Issues in Teachers' Professional Development*, 14 (2): 11-27.
- Westwood, P. 2001. *Reading and Learning Difficulties as Process to Teaching and Assessment*. Australia: Acer Press.