



THE EFFECTIVENESS OF INTERACTIVE DIGITAL ENGLISH BOOK FOR READING SKILLS IN TENTH GRADE STUDENTS AT MA MASALIKIL HUDA

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ABSTRACT

Reading, which involves character decoding, is a complex cognitive process to understand the text. Reading in English allows students to pursue interest and knowledge in learning English. Reading is a way to teach other speaking skills. Most students are quiet during lessons because the researchers find learning boring. Therefore, teachers need media that makes the learning process more interesting. The purpose of this study was to determine the effectiveness of the Interactive Digital English Book (IDEB) in improving students' reading skills. This study was conducted on 42 MA Masalikil Huda Jepara tenth-grade students who were divided into two classes. This research is a quantitative type of research using quasi-experimental pre-test and post-test research methods. The data that came from the research were gathered using tests in the form of multiple-choice tests for the students. The average score for the experimental group that has been calculated is 74.5 points and that of the control group was 55.7 points. T-Analysis Results: Sig. (2-tailed) is 0.07, greater than 0.05, besides that the T-test is greater than the T-table ($2.201 > 2.021$). As a result, the use of English Digital Textbooks is effective in improving students' reading skills.

Keywords: media, education, English, reading skills, application

INTRODUCTION

English is a common language all over the world. Although it is a foreign language, it is considered a language of the world. English can also be said to be the language of choice in various international class academic journals (Getie, 2020). For decades, English has served as the world's common language. Now the English language is one of the most respected and most used languages in every country of the world, because of its achievements in all areas: education, economy, trade, world, science, media, etc., new information systems, and automation (Sharma & Puri, 2020). Based on the above

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Journal of English Pedagogy, Linguistics, Literature, and Teaching



definition, we can conclude that English is an important language all over the world because it can be used in education, economy, commerce, and the world, in science, media, new information systems, automation, and more. Because English is the language of all around the world, it is also an important language in communication.

In the learning and teaching of the English language, the students must master and understand the important four skills of learning English, there are speaking, reading, writing, and also listening. Reading skills have become very important in the educational field, students can improve their knowledge and obtain information by reading (Cahyono & Perdhani, 2022). Therefore, we can conclude that English is a universal language of communication and most foreign language learners are trying to learn English. In this course, you will learn about the four important language skills, there are speaking, listening, reading, and also writing. Listening and reading, these two skills are passive, while the other skills, speaking and writing are active. Learning English is important. Because this language is very useful in many ways, with 4 skills to master.

Reading is one of the significant skills in the education of language that has a role in language acquisition for beginners. Reading text is used to demonstrate certain language features or to re-evaluate the essence of the implied messages (Aparach, 2021). Reading is a way to teach other speaking skills. It is recognized in the process of reading the articles selected by the author. This idea comes from the auditory and graphic forms of language features (words, phrases, sentences) created in the student's linguistic memory (office, car conversation, and video), which has a rich color (Cicerchia & Freeman, 2018). Reading and language proficiency are connected. Several studies have found a link between students who read a lot and high academic performance. The results of the others have either declined or remained at the same level of proficiency (Chamba & Ramirez-Avila, 2021). Reading skills are an important skill that must be mastered by students in an educational context nowadays (Mubarak & Sofiana, 2017). So, from the explanation above reading is the process of seeing a series of written symbols and deriving meaning from them. Interactive methods of teaching technology in learning English are widely used in the educational system.

Suryani Ibrahim (2022) stated that many English learners have problems learning reading skills. This is because many obstacles in teaching reading skills and the learning techniques provided by teachers are not following students' needs. This kind of English learning tends to make students feel bored and less motivated. Students are less interested in reading books, so teachers are required to teach conventionally or in lectures and there is a lack of student participation and creativity in the learning process. This problem arises because teachers still use conventional learning in English learning activities (Fitri et al., 2021). The problem with this research is that there are students who cannot read books, students who have difficulty reading and spelling, and students with poor reading skills. It's still hard to understand and also boring



(Muhtarom et al., 2021). Indonesian EFL students do not have regular English reading practice since the students do not understand the content of English reading materials and encounter a lot of unfamiliar words that obstruct their reading comprehension (Mubarak et al., 2022). Since reading is likely a difficult skill to learn in English, it can be concluded that many students find it boring and difficult to learn. Lack of reading can have a negative effect on children when start growing up as it affects them and their knowledge.

In Masalikil Huda, the students find it difficult to learn English, especially in the reading skills section. Students find it difficult to understand reading due to a lack of knowledge and lack of interest in reading. The students don't seem to pay attention to what the teacher is saying while teaching. The method used is only lectures, so students are very bored and feel less enthusiastic about learning. The students need a kind of interesting learning method so that students don't feel bored and also we can attract their attention. Student enthusiasm is important when you're teaching, so as a teacher, you should be able to provide interesting opportunities for the students. Teachers must also be able to recognize the character of their students to make it easier for them to choose the right way to students the most important aspects of this problem-solving method are motivating students, motivating slow students to participate, and teaching them to analyze and make decisions (Mustaeva et al., 2022). When learning English, students may struggle because it need cognitive and metacognitive skills to handle dynamic learning that involves interaction, online work, and downloading audio, video, and text. Teachers also use images projected on the LCD screen/screen and instructional videos as a medium to help students grasp and understand the lessons quickly (Ariffin et al., 2021). If there is a question that is not in the textbook or the teacher has a question, students can also find answers to their questions online. Principals also provide support to teachers to improve teaching and learning (Karmila et al., 2021). As time goes by, students are more interested in using modern methods compared to traditional methods. It is easier for students to learn using media because the students find it more exciting and interesting. So, we can conclude that media is the better method to teach the students.

An example of media you can use is Quizizz. This application not only can be used to improve students' reading skills but also to listen, speak, and write in the English language. Quizizz also can be used as a very effective learning method to teach all the skills that must be mastered in learning English, especially reading. This test can also provide students with a meaningful and fun activity in the learning process to improve reading skills in their English learning (Pradnyadewi & Kristiani, 2021). The other media that can be used to teach reading and study is the EVIETA application. The purpose of the application for the study is to gather information about the reading needs and reading skills art of students. In this study, students were tested using a questionnaire. Suggestions for adapting EVIETA lessons to reading skills (Barus et al.,



2021). The next media that can be used is Google Classroom. The purpose of this paper is to investigate how question-answer links can be used through Google Classroom to develop reading skills in VET students. This study found three benefits of implementing question and answer through Google Classroom: delivering online courses effectively and safely, supporting student discussion of the materials, and encouraging students to learn to read (Nugroho et al., 2021). The purpose of this paper is to investigate how question-answer links can be used through Google Classroom to develop reading skills in VET students.

In this study, the researchers focused on literacy and media use and presented methods that can be taught to make learning more effective. Teaching learning also requires media to aid the learning process and capture students' attention. The researchers then developed apps that could be used to teach students. The purpose that known from this study is to know and also investigate the effectiveness of media in the form of an application called 'Interactive Digital English Book (IDEB)'. This application contains English materials tailored to students' learning needs, facilitating learning and improving their reading skills. Not only reading skills, but all skills in English, there are listening, writing, and speaking. By using this application, students can be entertained and feel interested in the media used. The features in this application are very helpful for students who use it, for example, there are audio and videos that are made to make students interested in using it.

Previous studies have shown that many media or applications can be used to teach English. Some examples of media include Quizizz. It can be used to improve students' skills, especially in reading skills. Besides that, Quizizz is also can be used as an effective learning method to teach reading and other skills like listening, speaking, and writing. Quizizz can provide students with a variety of useful and fun activities to improve their reading skills (Pradnyadewi & Kristiani, 2021). Another application that can be used to teach reading and learning is the EVIETA app. The purpose that known from this study is to gather information about the reading and reading skills needs of critical-thinking students. In this study, students were tested using a questionnaire. Suggestions for applying EVIETA lessons to reading skills. Researchers also must know how students perceive materials designed to develop or improve language skills in the classroom (Barus et al., 2021). A new platform that can be used is Google Classroom. The purpose of this paper is to understand how to use questions and answers through Google Classroom with business school students. It describes literacy skills and demonstrates the benefits of implementation. The study found three benefits of implementing question and answer with Google Classroom that facilitate effective and safe online learning, support student discussion of materials, and encourage students to learn to read (Nugroho et al., 2021). Researchers can conclude that many platforms or applications can be used to teach English. By using these media, the students will not



get bored because the teachers can change the different types of media that would be suitable for learning and teaching the English language.

The novelty of this research is the multimedia that the researchers used media application in the form of an online book for learning English, It is not only just a book, but it contains audio and video that can be used to help students learn. Therefore, teachers look for and know how to get involved but it is difficult to know when students are motivated (Oga-Baldwin, 2019). The research question of this research is whether the "Interactive Digital English Book (IDEB)" application is effective or not, so the researchers want to know the effectiveness of this application in Masalikil Huda's Students.

METHOD

In this study, the researcher chooses a quasi-experimental design that uses a pre-test and a post-test because pre-tests and post-tests are important, and provide a test guide and assessment to determine reading ability before and after treatment (Rosalia & Candraloka, 2023). The Nonequivalent Control Group Design emphasizes the comparisons between two groups, the first is a control group and the second is the experimental group. The experimental group is a class that was given a treatment and carried out for three weeks. The research sample was selected based on research and information from teachers who teach at the school, the students' reading skills are still relatively low.

This study used quantitative research. This means the researchers explain all of the problems that happened in this research. This research was to achieve an objective by using the media. The independent variable was IDEB or the media that the researchers used, while the dependent variable was the student's reading skills. The population of this research is all students in the tenth grade of MA Masalikil Huda.

Table 1. The Population of students in the Tenth Grade of MA Masalikil Huda

Class	Population
X-IPA	20
X-IPS	22

According to **Table 1**, there are a total of 42 samples, divided into two classes: X-IPA and X-IPS. By using Simple random sampling, two classes will be taken as samples. Then by choosing the classes, it is used to enroll those classes into experimental and control classes. To determine the reading skills of the students, the instrument used Will be the type of multiple-choice reading comprehension test with four options. The data Will be collected through the following phases, starting from pre-test, treatment,



and post-test. When the researchers analyze the data, it use SPSS 25 to help them accumulate the data (Sugiyono, 2019).

The pre-test is given before the discussion of the lessons begins and the two classes called experimental class and control class will take it. After that, the researchers begin the lesson. For the experimental class in X-IPS, the researchers are using IDEB or Interactive Digital Book to explain the lesson. For the control class in X-IPA, the researchers are not using their media and just using the English book that the students commonly use when studying. The post-test must be the same as the pre-test for both classes.

The data were gained by the researchers using pre-tests and post-tests using t-tests. This is data collected using a predefined test instrument in the form of multiple-choice questions. Test equipment is used in the validation and reliability phases to ensure quality. Data will be analyzed using SPSS version 25.0 software. Data analysis included many tests, there are normality tests, homogeneity tests, and independent samples t-tests. The normality test and the homogeneity test were used to check whether the data were normal. The researchers used an independent t-test to compare pre-test and post-test results between the two groups called the control and experimental groups. This research is carried out with the approval of the authorities following the research methodology.

FINDINGS AND DISCUSSION

In the first step of this research, The researchers entered the class that would be used as research material, namely two classes at MA Masalilik Huda, X-IPA class and X-IPS class. So these two classes will be used as a control class and an experimental class. X-IPS class will called the experimental group and the X-IPA class will called the control group, as shown in Table 3. After the researchers determined the class was using, then provided teaching according to the class group. In the control class, the students only learn with the media it is used as usual. Meanwhile, in the experimental class, the students learn using media created by the researchers, namely IDEB. So the researchers wanted to get data from the two classes to compare learning outcomes for each class.

The researchers wanted to get data from both classes, The researchers obtained data through pre-tests and post-tests. The test is implemented before the study starts and also after the study ends. The difference between the two classes is in the treatment, only the experimental group that learned through the IDEB application received treatment, as shown in Table 2. In Figure 1, In the control classroom, the study was conducted as a normal lesson at school without the use of treatment. In Figure 2, the test class was conducted using the means provided by the researchers, that is the IDEB application.



**Table 2. The Normality of Data
 One-Sample Kolmogorov-Smirnov Test**

		Control	Experimental
N		20	22
Normal Parameters ^{a,b}	Mean	55,70	74,50
	Std. Deviation	9,078	15,771
Most Extreme Differences	Absolute	,176	,215
	Positive	,176	,148
	Negative	-,138	-,215
Test Statistic		,176	,215
Asymp. Sig. (2-tailed)		,106 ^c	,009 ^c

**Table 3. The Homogeneity of Data
 Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Data	Based on Mean	,044	1	40	,834
	Based on Median	,057	1	40	,813
	Based on the Median and with adjusted df	,057	1	39,923	,813
	Based on trimmed mean	,038	1	40	,846

**Table 4. The Comparison of Data
 Independent Samples Test**

Levene's Test for Equality of Variances			
F	Sig.	T	df
,006	,939	-2,201	40

The researchers analyzed the values after conducting their research. The researchers used the SPSS 25 application to help analyze the data. The first thing the researchers did was analyze the normality of the data as in Table 4. It can be seen from “Asymp. Sig. (2-tailed) that $> 0,05$, so the data is normal. Then the researchers analyzed the homogeneity of the data as shown in Table 5. From the table of Test Homogeneity of Variance in “Based on Mean”, “Sig.” $> 0,05$ so it means the data is



normal. Then the researchers looked for differences in the data in the two classes using independent t-test analysis as shown in Table 6. Based on the analysis results that have been obtained, the normality and homogeneity show that the data is normal. Then for the outcome of the analysis using the independent t-test, the data was proven to be comparable. It can be seen from " $t > t_{table}$ ", that the " t " is -4.004 and table t from df 40 is 2.021 which proves that the two data have a significant comparison.

The results of this study are to determine and analyze the effect on improving the student's ability and also effective for learning reading. Reading skills using interactive books in English as a media. Many teachers do not use technology as a learning resource for their students. So, that makes students feel bored with textbooks. The purpose that known from this study is to examine the effectiveness of media development, specifically the Interactive Digital English Book, for learning English. Digital book copyrights are divided into educational rights and student rights (Muslim et al., 2021). The Interactive Digital English Book provides a modern school environment for students to be enthusiastic about learning and also improve their reading skills. Student activity can also be increased through their interest in this application.

There are two classes in the tenth grade of MA Masalikil Huda Jepara school. These two classes were both given a pre-test which contained English questions according to the material the students had studied. Then after it has been done, the second step is that the researchers give teachings to the students, especially on reading skills. The difference between the two classes is that one class uses Interactive Digital English Book (IDEB) media, and the other class only uses media such as their usual textbooks. These two classes were both given a pre-test which contained English questions according to the material that the students had studied. Then after the students have done it, the second step is that the researchers give teachings to the students. The difference between the two classes is that one class uses Interactive Digital English Book (IDEB) media, and the other class only uses media such as their Text Boox that the students usually use when studying. The final step is to give a post-test to students in two different classes. The questions given were the same as their pre-test questions. The purpose is to compare how effective English language learning is in these schools using the Interactive Digital English Book media for students' reading skills.

Based on the result, it can be known and concluded that the students in Masalikil Huda who taught using an Interactive Digital English Book as a media or experimental class for their learning got a higher score than the control class because the students can enjoy and are also interested in the media. Experimental classes have more understanding of the lesson, and also more improvement and interest in their reading skills. Handayani (2020) stated that the use of digital tools makes students feel happy and interested in learning to read. In addition, in every step of the scientific approach, students become more active than teachers, because digital tools allow



students to access the internet and applications. Not only that, but also can make learning easier for students everywhere.

The effectiveness of using Interactive Digital English Books can be seen by students when the students are in the learning process. First, students become more active because interested in media. These findings indicate for a similar result to Hidayah, (2021) who stated that Active learning involves moving away from clearly defined instructions and students become bored and more likely to follow along. Student interest is very important in learning and influences the results that students will get. Second, their understanding of learning is better because the media can explain it well and the students are also more cooperative in learning to read. It is also in the same line with Daniels & Billingsley (2014) who stated that cooperative learning experiences brought by teachers share current knowledge with students and create lessons with others. In addition to receiving new information, attention should also be paid to the evaluation of the cooperation process. The explanation of media is very influential because it determines the understanding of the students who pay attention to it. Although cooperative learning is most effective for teachers to improve student learning outcomes, there are also traditional teaching methods, such as lectures, and demonstrations, and traditional learning is often used in any school which can make students feel bored and lack enthusiasm in following learning (Tran, 2019).

The students in the experimental group were active in class because actively participated in learning. Furthermore, when controlled classes use traditional methods, students become bored, lose focus on explanations, follow the course less, and learning outcomes are poor. Students are passive listeners, who can provide responses and feedback during discussions as part of the teaching and learning English language. Generally, the curriculum was taught by the teachers and the students were just spectators. As a result, students may lose interest in studying. That is the same line with Chin Teoh (2021) who claimed that traditional methods focus on theoretical knowledge, which makes the learning process monotonous. Integrating media into teaching and learning can enhance the learning process. Help students to access digital information efficiently and effectively. The media approach provides more programs for the teachers and also students to explore beyond the curriculum. This will improve students' understanding and problem-solving ability.

Obtaining high scores from students is also an important aspect for students to know how much the students are capable of participating in the learning. Media can help students to get high scores and also encourage them. Scores are proof that the students are able to understand and master the lessons that was study or not. It was the same line as Harwood & McMahon (2020) stated that the students who got the intervention video, would score more higher than students who did not receive the intervention video. However, when substituting logical force as a variable, those who were able to think logically had higher scores. After much thought, the following



explanations emerged. Media in the form of videos has a big effect on learning too, students can be more focused and interested. With this, the scores obtained by students will be maximized and also satisfactory. The scores can increase students' confidence that can learn their lessons.

From the explanation above showed that the students are more active and also interested when the researchers apply their media to the learning process. Using Interactive Digital English Book (IDEB) is more effective in improving the students' reading skills than conventional learning. When using conventional learning, the students are usually getting bored, and also hard to make students understand the material, so it can take students too long to improve their reading skills. This follows other research from Yuninda (2020) that Students like the way the teacher teaches in a class by using creative media that is easy to understand. Students can learn independently with the teacher's guidance, which makes them feel more at ease. It is easier for students to learn many words with pictures and videos when the teacher uses Macromedia Flash as a media.

CONCLUSION

The researchers conclude that the implementation of the Interactive Digital English Book (IDEB) is effective on students in the tenth grade of MA Masalilik Huda for the academic year of 2022/2023 and also it can improve their reading skills. The researchers divided the subjects into two groups, the first group was called the experimental group and the other group was called the control group. The experimental group used the Interactive Digital English Book (IDEB) as a means of learning English. In other classes and group classes, I am using English books that I use to study. The researchers were tested after completing the study and both classes were tested. Student scores are coming in and the researchers analyzed it. When the test results are announced, the group with the highest score will be the test group, which means that the Interactive Digital English Book (IDEB) will be effective to use the Interactive Digital English Book (IDEB) as a language to learn English language and student improvement reading skills.

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