

REFERENCES

- Abas, I. H., & Abd Aziz, N. H. (2016). Classification of L2 Writing Process and Writing Strategies. *Proceedings of The ICECRS*, 1(1), 367–380. <https://doi.org/10.21070/picecrs.v1i1.505>
- Abd. Syakur, Rosidi Azis, & Sukarsih. (2020). Developing Reading Learning Model to Increase Reading Skill for Animal Husbandry Students in Higher Education. *Britain International of Linguistics Arts and Education (BioLAE) Journal*, 2(1), 484–493. <https://doi.org/10.33258/biolae.v2i1.220>
- Affendy Lee, N. A., Mohd Kassim, A. A., & Aboo Bakar, R. (2022). The CEFR-Aligned Curriculum Execution in Malaysia and Other Countries: A Conceptual Paper. *Malaysian Journal of ELT Research*, 19(1), 1–15. <https://doi.org/10.52696/tgct6849>
- Aida, S. N., & Widiyati, E. (2020). Extensive Reading to Improve Students' Writing of Explanation Text. *EduLite: Journal of English Education, Literature and Culture*, 5(1), 109–117. <https://doi.org/10.30659/e.5.1.109-117>
- Ajayi, O. V. (2017). Distinguish Between Primary Sources of Data and Secondary Sources of Data. *Benue State University*, 1(1), 1–5.
- Al-Seghayer, K. (2003). TECHNOLOGICAL AND PEDAGOGICAL CONSIDERTATIONS FOR A MORE EFFECTIVE ELECTRONIC GLOSSARY. *The Reading Matrix*, 3(1), 1–14.
- Al-Shaye, S. (2021). Digital storytelling for improving critical reading skills, critical thinking skills, and self-regulated learning skills. *Cypriot Journal of Educational Sciences*, 16(4), 2049–2069.

<https://doi.org/10.18844/cjes.v16i4.6074>

- Alali, R. M., & Al-Barakat, A. A. (2023). Role of Teacher Understanding about Instructional Visual Aids in Developing National and International Student Learning Experiences. *Journal of International Students*, 13(4), 331–354.
- Aldoobie, N. (2015). ADDIE Model Nada. *American International Journal of Contemporary Research*, 5(6), 68–72.
- Alghonaim, A. S. (2020). Impact of Related Activities on Reading Comprehension of EFL Students. *English Language Teaching*, 13(4), 15. <https://doi.org/10.5539/elt.v13n4p15>
- Alodwan, T. A. A., & Ibnian, S. S. K. (2014). The Effect of Using the Process Approach to Writing on Developing University Students' Essay Writing Skills in EFL. *International Journal of Linguistics and Communication*, 2(2), 147–163.
- Alshaykha, A. M. A. (2022). E-learning Visual Design Elements of User Experience Perspective. *Tikrit Journal of Engineering Sciences*, 29(1), 111–118. <https://doi.org/10.25130/tjes.29.1.9>
- Alshehri, A., Rutter, M., & Smith, S. (2019). The Effects Of Utaut And Usability Qualities On Students' Use Of Learning Management Systems In Saudi Tertiary Education. *Journal of Information Technology Education: Research*, 19, 891–930. <https://doi.org/10.28945/4659>
- Alwasilah, A. . (2002). *Pokoknya kualitatif: Dasar-dasar merancang dan melakukan penelitian kualitatif*. Pustaka Jaya.

- Amin, F., & Wahyudin, A. Y. (2022). The Impact of Video Game: “Age of Empires II” Toward Students’ Reading Comprehension on Narrative Text. *Journal of English Language Teaching and Learning*, 3(1), 74–80. <https://doi.org/10.33365/jeltl.v3i1.1818>
- Anaktototy, K., & Huwae, M. (2020). Assessing Teacher’s Perception in the Use of Pre- Reading Activities in EFL Classroom. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 4(2), 236–246.
- Anggun, S. K. (2016). An Analysis of Descriptive Text in English Textbook Using Transitivity System (A Case Study of Reading Passages). *Journal of English and Education*, 4(1), 147–158.
- Ardiansyah, F., & Jaya, A. (2020). Extending the Students’ Narrative Text Comprehension through Reading SMART Protocol. *JOURNAL OF ENGLISH STUDY PROGRAMME*, 3(1), 1–13. [http://digilib.unila.ac.id/4949/15/BAB II.pdf](http://digilib.unila.ac.id/4949/15/BAB%20II.pdf)
- Ardiya. (2019). An Overview of Reading A Narrative Text and the Application of Reciprocal Teaching Strategy. *Journal of Education Informatics Technology and Science (JeILTS)*, 1(1), 102–113.
- Arroba, J., & Acosta, H. (2021). LEARN Journal: Language Education and Acquisition Research Network Authentic Digital Storytelling as Alternative Teaching Strategy to Develop Speaking Skills in EFL Classes. *Journal: Language Education and Acquisition Research Network*, 14(1), 317–343. <https://so04.tci-thaijo.org/index.php/LEARN/index>

- Ashikuzzaman, M. (2016). *Advantages & Disadvantages of E-Resources*. Library & Information Science Community.
<https://www.lisedunetwork.com/advantages-disadvantages-electronic-resource-e-resource/>
- Aslonbekovna, M. N. (2023). THE IMPORTANCE OF MODERN TECHNOLOGIEIS IN ENGLISH LANGUAGE TEACHING. *JOURNAL OF LANGUAGE AND LIGUISTICS*, 6(4), 135–138.
- Asriati, S., & Maharida, M. (2013). Improving the Students' Writing Skill By Using Process Writing Approach At the Second Grade Students of SMK Grafika Gowa Makassar. *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 2(2), 224.
<https://doi.org/10.26618/ejpbi.v2i2.788>
- Astuti, M. T., & Girsang, M. L. (2022). the Effect of Reading Purpose on Reading Comprehension of Grade Xii Students of Madrasah Alyah Diniyah Putri Riau. *Jurnal Mutiara Pendidikan Indonesia*, 7(1), 26–32. <https://doi.org/10.51544/mutiarapendidik.v7i1.2935>
- Atay, D., & Kurt, G. (2006). Elementary School EFL Learners' Vocabulary Learning: The Effects of Post-Reading Activities. *The Canadian Modern Language Review / La Revue Canadienne Des Langues Vivantes*, 63(2), 255–273.
<https://doi.org/10.1353/cml.2007.0000>
- Avinash Dukare, D. (2020). Concept and types of digital resources, What are the benefits of consortia approach in collection development? *IP Indian Journal of Library Science and Information Technology*, 5(1), 46–49.

<https://doi.org/10.18231/j.ijlsit.2020.010>

Azizah, D. N. (2023). *DEVELOPING A CEFR-BASED AUDIOBOOKS FOR HIGH SCHOOL LEARNERS OF ENGLISH IN KUNINGAN*. IAIN Syekh Nurjati.

Banditvilai, C. (2020). The Effectiveness of Reading Strategies on Reading Comprehension. *International Journal of Social Science and Humanity*, 10(2), 46–50.

<https://doi.org/10.18178/ijssh.2020.v10.1012>

Banerji, D. (2018). Some selected Ghost stories as Urban Legends of Calcutta. *Colloquium: A Journal of the Arts Department*, 5(2), 1–7.

Bilokcuoglu, H. (2011). The Effects of Pre-Reading Activities in Efl Classes on Students' Reading Comprehension. *EUL Journal of Social Sciences*, 4531, 79–97.

Budiharso, T. (2014). Reading Strategies in Efl Classroom: A Theoretical Review. *CENDEKIA: Journal of Education and Teaching*, 8(2), 189. <https://doi.org/10.30957/cendekia.v8i2.63>

Çakir, İ. (2006). The Use of Video As an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology – TOJET October*, 5(4), 1303–6521.

CAMBRIDGE. (2013). *Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers*. Cambridge University Press, 1–12.

<https://doi.org/10.55544/ijrah.2.6.40>

- CAMBRIDGE. (2016). *International language standards*.
<https://www.cambridgeenglish.org/exams-and-tests/cefr/>
- Cheriet, I. (2024). Digital Language Assessment Literacy: A Theoretical Overview for English as a Foreign Language Teachers. *Review EL'BAHITH*, 16(01), 475–495.
- Chung, M.A, D. T. K. (2023). The Efficacy of Visual Aids in Enhancing Vocabulary Acquisition in EFL Classes. *International Journal of Social Science and Human Research*, 6(10), 6397–6403. <https://doi.org/10.47191/ijsshr/v6-i10-80>
- Clark, C., & Rumbold, K. (2006). Reading for Pleasure: A research overview. *National Literacy Trust*, 35.
http://www.scholastic.com/teachers/article/collateral_resources/pdf/i/Reading_for_pleasure.pdf
- Colby, I. (2014). Challenging Social Work Education's Urban Legends. *Journal of Social Work Education*, 50(2), 206–218.
<https://www.jstor.org/stable/43305748>
- Council of Europe. (2018). *Common European framework of reference for languages: Learning, teaching, assessment (CEFR)*.
<https://www.coe.int/lang-cefr>
- Cronin, P., Ryan, F., & Coughian, M. (2008). Undertaking a Literature Review: A Step-by-Step Approach. *British Journal of Nursing*, 17(1), 38–43.
<https://doi.org/10.1097/01.NURSE.0000369871.07714.39>
- Dakhi, S., & Fitria, T. N. (2019). The Principles and the Teaching of English Vocabulary: A Review. *JET (Journal of English*

Teaching), 5(1), 15. <https://doi.org/10.33541/jet.v5i1.956>

Diaz, A. (2021). *Digital Learning Resources in Education*. Clemson University.

<https://opentextbooks.clemson.edu/sts1010fidlerfall2021/chapter/digital-learning-resources-in-education/#:~:text=The most recognized digital learning,can engage with their content.>

Dilidüzgün, Ş. (2013). The Effect of Process Writing Activities on The Writing Skills of Prospective Turkish Teachers. *Eurasian Journal of Educational Research*, 52, 189–210.

Donkol, S. A.-A. S. M. (2023). *Using an Electronic Interactive Program for Developing EFL Analytical Writing and Critical Reading Skills of Secondary Stage Students Sahar Abu-Alsoud Shazly Mouhareb Donkol*. South Valley University.

Elhadi, S. Y. M. (2019). The Impact of Cloud Computing Applications on Improving EFL Critical Reading Skills of Secondary School Students. *Mansoura Faculty of Education Journal*, 107(6), 19–35.
<https://doi.org/10.21608/maed.2019.133208>

Ellen, K. K., & Sudimantara, L. B. (2023). EXAMINING EMANCIPATED CURRICULUM DEVELOPMENT IN MIDDLE SCHOOLS : A CASE STUDY. *PANYONARA: Journal of English Education*, 5(2), 165–188.
<https://doi.org/10.19105/panyonara.v5i2.8779>

EPI, E. (2021). EF English Proficiency Index. *EF Education First Ltd.*, 1–40. www.ef.com/epi%0AEF

Europe, C. of. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. In *New Cambridge Modern History* (Vol. 13). Council of Europe Publishing.

<http://universitypublishingonline.org/cambridge/histories/ebook.jsf?bid=CBO9781139055895%5Cnhttp://www.cambridge.org/ca/academic/subjects/history/european-history-general-interest/new-cambridge-modern-history-volume-13?format=HB>

Evmenova, A. S., & Regan, K. (2019). Supporting the Writing Process with Technology for Students with Disabilities.

Intervention in School and Clinic, 55(2), 78–85.

<https://doi.org/10.1177/1053451219837636>

Fadlia, F., Asra, S., Zulida, E., & Santosa, M. H. (2022). Developing ESP based-digital learning materials support students' needs at Indonesian vocational schools: Perceived quality. *Englisia: Journal of Language, Education, and Humanities*, 10(1), 40.

<https://doi.org/10.22373/ej.v10i1.12166>

Faraj, A. K. A. (2015). Scaffolding EFL Students' Writing through the Writing Process Approach. *Journal of Education and Practice*, 6(13), 131–142.

Fitri, A., & Rifa'at, A. A. (2022). The Use of ICT in ELT: How Teacher Should Be Empowered. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(2), 798–813. <https://doi.org/10.24256/ideas.v9i2.2402>

Garintama, D. Y. P. (2018). Analysis on Analytical Exposition Text

Written by Eleventh Graders of SMA Hang Tuah 4 Surabaya.
Journal Mahasiswa Universitas Negeri Surabaya, 6(1), 9–16.
<https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/22761/20869>

Geraldine, M., Y, Y. G. S., & Surmiyati. (2019). Teaching Writing Hortatory Exposition Text. *Jurnal Pendidikan Dan Pembelajaran*, 3(8), 1–12.
<https://jurnal.untan.ac.id/index.php/jpdpb/article/view/6661%0Ah>
<https://jurnal.untan.ac.id/index.php/jpdpb/article/download/6661/6920>

Geri, N., Gafni, R., & Winer, A. (2014). The U-Curve of E-Learning: Course Website and Online Video Use in Blended and Distance Learning. *Interdisciplinary Journal of E-Skills and Lifelong Learning*, 10, 001–016. <https://doi.org/10.28945/1959>

Govindarajan, R. (2020). Exploiting Gamification and Interactive Activities to Achieve Better Students' Engagement in ELT Classes. *Arab World English Journal (AWEJ) Proceedings of 2nd MEC TESOL Conference 2020*, 1(1), 238–251.

<https://doi.org/https://dx.doi.org/10.24093/awej/MEC2.17>

Griggs, R. A., Bujak-Johnson, A., & Proctor, D. L. (2004). Using common core vocabulary in text selection and teaching the introductory course. *Teaching of Psychology*, 31(4), 265–269.

Guerini, M., & Strapparava, C. (2016). Why Do Urban Legends Go Viral? *Journal of Information Processing & Management*, 52(1), 163–172. <https://doi.org/10.1016/j.ipm.2015.05.003>

- Gultom, F. E. (2016). Anecdote Text Vs Spoof Text. *Jurnal Bahas Unimed*, 27(1), 65–73.
http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI
- Gusdiana, M., & Rosa, R. N. (2013). Writing A Discussion Text To Senior High School Students. *Journal of English Language Teaching*, 2(1), 203–211.
- GÜZEL, S. (2022). The Importance of Reading Activities in Reading Comprehension. *Disiplinlerarası Yen Araş Der*, 2(1), 29–34.
- Hadijah, S., & Shalawati, S. (2021). A Video-Mediated EFL Learning: Highlighting Indonesian Students' Voices. *J-SHMIC : Journal of English for Academic*, 8(2), 179–193.
[https://doi.org/10.25299/jshmic.2021.vol8\(2\).7329](https://doi.org/10.25299/jshmic.2021.vol8(2).7329)
- Hakim, A. R., Widayati, A., Wibawa, E. A., & Septiana, Y. (2023). *THE EFFECTIVENESS OF DIGITAL LITERATURE-BASED LEARNING VIDEO ON IMPROVING STUDENT ' S DIGITAL LITERATURE SKILL*. 33(1), 29–42.
- Handayani, R. (2017). Teaching Reading Comprehension in News Item Text By Using Facts Questions Responses Strategy. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 4(2), 48–56.
<http://jurnal.radenfatah.ac.id/index.php/edukasi>

- Harsch, C. (2019). What it means to be at a CEFR level. In A. Huhta, G. Erickson, & N. Figueras (Eds.), *Developments in Language Education: A Memorial Volume in Honour of Sauli Takala* (pp. 76–93). University Printing House.
- Hasibin, N., Mahmud, M., & Masruroh, N. L. (2022). Reading Comprehension of Report Text Through Scientific Approach. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, 14(1), 61–74.
<https://doi.org/10.30739/darussalam.v14i1.1683>
- Heick, T. (2022). *What Is Critical Reading? A Definition For Learning*. Teachthought.
<https://www.teachthought.com/literacy/what-is-critical-reading-definition/>
- Heine, S., Krepf, M., & König, J. (2023). Digital resources as an aspect of teacher professional digital competence: One term, different definitions – a systematic review. *Education and Information Technologies*, 28(4), 3711–3738.
<https://doi.org/10.1007/s10639-022-11321-z>
- Helyanti, N. D. (2022). *Developing Digital Literacy Resources for Middle School Students: A Highlight on Literacy Level*. IAIN Syekh Nurjati.
- Hidayat, H., & Sumadi. (2019). INVESTIGATING EFL LEARNERS' INQUIRY PROCESS IN ACADEMIC READING. *ELT-Echo*, 4(1), 1–24.
- Hidayati, M., Inderawati, R., & Loeneto, B. (2020). THE

CORRELATIONS AMONG CRITICAL THINKING SKILLS,
CRITICAL READING SKILLS, AND READING
COMPREHENSION. *English Review: Journal of English
Education*, 9(1), 1–315. <https://doi.org/10.4324/9781315840031>

Hikmah, D. (2019). Media For Language Teaching and Learning in
Digital Era. *International Journal of English Education and
Linguistics (IJoEEL)*, 1(2), 36–41.
<https://doi.org/10.33650/ijoeel.v1i2.963>

Hox, J. J., & Boeije, H. R. (2004). Data Collection, Primary vs.
Secondary. In *Encyclopedia of Social Measurement* (pp. 593–
599). <https://doi.org/10.1016/B0-12-369398-5/00041-4>

Indriyani, S., & Sudimantara, L. B. (2023). *Incorporating CEFR
Principles in the Development of a Hypertext Poetry Learning
Platform for High School Students*. 39–58.

Irwan, I., Taufiq, M. A., & Fernando, R. (2019). A review of the
integration of local wisdom in english language teaching in 5.0
society era. *Proceeding of 4th International Conference on
Education, 1990*, 143–148.
[https://ojs.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/
viewFile/2171/1607](https://ojs.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/viewFile/2171/1607)

Istiqomah, H. S. (2022). Use of Website as Information Media and
Learning Media for Madrasah Students in Ngawi Regency. *Al-
Fahim : Jurnal Manajemen Pendidikan Islam*, 4(2), 173–187.
<https://doi.org/10.54396/alfahim.v4i2.315>

Jason, H. (1990). “Contemporary Legend”. To Be or Not to Be? In

Folklore (Vol. 101, Issue 2). Taylor & Francis, Ltd.

<https://www.jstor.org/stable/1260325>

Jati, A. G. (2019). THE USE OF SMARTPHONE APPLICATIONS IN ENGLISH LANGUAGE TEACHING AND LEARNING. In C. L. Anandari & B. Bram (Eds.), *Proceedings The 5th Undergraduate Conference on ELT, Linguistics, and Literature 2017* (pp. 9–19). Sanata Dharma University Press.

Jayanti, F., & Sudimantara, L. B. (2023). Digital Storytelling Resources for Critical Listening : A CEFR-Based Approach for Middle Schoolers. *Journal of English Language Teaching and Cultural Studies*, 6(2), 108–121.

<https://doi.org/http://dx.doi.org/10.48181/jelts.v6i2.19886>

Jeon, J. H. (2022). A Systematic Review of CEFR-Related Research of English Education in South Korea. *Journal of Curriculum and Teaching*, 11(8), 363–375. <https://doi.org/10.5430/jct.v11n8p363>

Jones, S., & Chapman, K. (2017a). Telling stories: engaging critical literacy through urban legends in an English secondary school. *English Teaching*, 16(1), 85–96. <https://doi.org/10.1108/ETPC-02-2016-0031>

Jones, S., & Chapman, K. (2017b). Telling stories: engaging critical literacy through urban legends in an English secondary school. *English Teaching: Practice & Critique*, 16(1), 85–96.

<https://doi.org/10.1108/ETPC-02-2016-0031>

Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science &*

Technology, 7(4), 396–403.

<https://doi.org/10.9734/bjast/2015/14975>

Kadir, N. A., Subki, R. N., Haneem, F., Jamal, A., & Ismail, J. (2014).

The Importance of Teaching Critical Reading Skills in a Malaysian Reading Classroom. *The 2014 WEI International Academic Conference Proceedings*, 208–219.

<https://www.westeastinstitute.com/wp-content/uploads/2014/06/Norbaiyah-Abd-Kadir-Full-Paper.pdf>

Kamelia, K. (2019). Using Video as Media of Teaching in English

Language Classroom: Expressing Congratulation and Hopes.

Utamax : Journal of Ultimate Research and Trends in Education, 1(1), 34–38. <https://doi.org/10.31849/utamax.v1i1.2742>

Kamil, D. (2023). Are they finely tuned?: Mapping the CEFR level of the reading texts of the English textbook for grade 10 of

Indonesian senior high school. *Eduvelop: Journal of English Education and Development*, 6(2), 93–102.

<https://doi.org/10.31605/eduvelop.v6i2.2332>

Kaowiwattanakul, S. (2021). CEFR Based Learning Approach: Using

Literature to Enhance EFL Students' Reading Skills and Critical Thinking Skills. *English Language Teaching*, 14(11), 66–79.

<https://doi.org/10.5539/elt.v14n11p66>

Kemendikbudristek. (2022). *Peraturan Menteri Pendidikan,*

Kebudayaan, Riset, dan Teknologi Nomor 032/H/KR/2024.

Kerimbayev, N., Umirzakova, Z., Shadiev, R., & Jotsov, V. (2023). A

student-centered approach using modern technologies in distance

learning: a systematic review of the literature. *Smart Learning Environments*, 10(1), 1–28. <https://doi.org/10.1186/s40561-023-00280-8>

Kewal-Ramani, A., Zhang, J., Wang, X., Rathbun, A., Corcoran, L., Diliberti, M., Zhang, J., & Snyder, T. D. (2018). Student Access to Digital Learning Resources Outside of the Classroom. *National Center for Education Statistics, April*, 147. <https://nces.ed.gov/pubs2017/2017098/index.asp>

Kieran, D., & Xerri, D. (2017). The image in ELT: an introduction Kieran. In K. D. and D. Xerri (Ed.), *The Image in English Language Teaching* (pp. 1–11). Gutenberg Press.

Knapp, P., & Watkins, M. (2007). *Teaching the Genres and Grammar of School Writing in Infants and Primary Classrooms* (P. Knapp, T. Kurema, & T. Cliff (eds.)). Text Productions.

Kristiawan, D. Y. (2012). Situating local culture in ELT material design in the Indonesian EFL context. *The English Teacher*, 41(2), 174–185. <http://ezproxy.massey.ac.nz/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=90570795&site=eds-live&scope=site>

Krüger, J. M., & Bodemer, D. (2022). Application and Investigation of Multimedia Design Principles in Augmented Reality Learning Environments. *Information (Switzerland)*, 13(2), 2–29. <https://doi.org/10.3390/info13020074>

Küçüköğlü, H. (2013). Improving Reading Skills Through Effective

Reading Strategies. *Procedia - Social and Behavioral Sciences*, 70, 709–714. <https://doi.org/10.1016/j.sbspro.2013.01.113>

Laugi, S. (2020). Use of Websites in School Management: An Effort to Build School Readiness in the Era of 4.0. *Shautut Tarbiyah*, 26(2), 174. <https://doi.org/10.31332/str.v26i2.2360>

Leal Hernandez, M., & Gómez Rodríguez, L. F. (2015). Transactional Reading in EFL Learning: A Path to Promote Critical Thinking through Urban Legends. *Colombian Applied Linguistics Journal*, 17(2), 229. <https://doi.org/10.14483/udistrital.jour.calj.2015.2.a04>

Leal Hernández, M., & Gómez Rodríguez, L. F. (2016). Encouraging Critical Thinking Development in an EFL Classroom through Urban Legends. *Folios*, 1(43), 137–152. <https://doi.org/10.17227/0123487043folios137.152>

Leshchenko, M., Lavrysh, Y., & Kononets, N. (2021). Framework for assessment the quality of digital learning resources for personalized learning intensification. *New Educational Review*, 64, 148–159. <https://doi.org/10.15804/tner.2021.64.2.12>

Lian, A. (2017). Reading for emotion with ICT tools. *Proceedings of the 25th International Conference on Computers in Education. (Internationally Refereed Proceedings) New Zealand: Asia-Pacific Society for Computers in Education.*, 874–883.

Lian, A. (2022). Team Teaching with Overseas Partners in the Days of the “New Normal”: A Better Way to Introduce Innovation and Build Local Expertise. *Proceedings of the 18th International Conference of the Asia Association of Computer-Assisted*

Language Learning (AsiaCALL-2-2021), 621, 246–258.

<https://doi.org/10.2991/assehr.k.211224.024>

Lian, A. B. (2014). “New Learning” and CALL: a DIY paradigm.

AsiaCALL OnLine Journal, 9, A14–A26.

http://asiacall.info/acoj/wp-content/uploads/2014/05/Lian_AB_ACOJv09_final.pdf

Liew, T. W., Tan, S. M., Gan, C. L., & Pang, W. M. (2022). Colors and Learner’s Gender Evoke Different Emotional and Cognitive Effects in Multimedia Learning. *Human Behavior and Emerging Technologies*, 2022. <https://doi.org/10.1155/2022/1235732>

Lubis, R. F. (2017). Narrative Text. *English Education : English Journal for Teaching and Learning*, 5(2), 1.

<https://doi.org/10.24952/ee.v5i2.1176>

Lunenburg, F. C., & Lunenburg, M. R. (2014). Teaching Writing in Elementary Schools : Using the Learning-to-Write Process.

International Journal of Education, 2(1), 1–27.

Macancela, J. M. (2019). Websites As Support Tools For Learning The English Language. *Journal of Science And Research*, 4(2), 13–20.

Madolimovich, T. I. (2022). Strategies and techniques for improving EFL learners’ reading skills. *Involta" Innovation Scientific Journal*, 1(11), 94. www.involta.uz

Madu, F. J. (2024). Narrative Text Writing Skills in Pgsd Students.

Jurnal Cakrawala Pendas, 10(2), 307–317.

<https://doi.org/10.31949/jcp.v10i2.8866>

- Mara, R. R., & Mohamad, M. (2021). The Use of Authentic Materials in Teaching Reading to Secondary School Students in Malaysia: A Literature Review. *Creative Education*, 12(07), 1692–1701. <https://doi.org/10.4236/ce.2021.127129>
- Margaryan, T. D., & Kalugina, L. V. (2020). Digital Transformation of English Language Teaching (ELT) at a Technical University: BMSTU Case Study. *ITM Web of Conferences*, 35, 01009. <https://doi.org/10.1051/itmconf/20203501009>
- Maria K, E., & Nur Adhitama, P. (2020). Improving Motivation of Learning English Subject Through Integration of Urban Legend Literacy - a Short Play in Narrative Text of Teth Grade Students At Sman 8 Malang. *Education of English as Foreign Language*, 3(2), 96–101. <https://doi.org/10.21776/ub.educafl.2020.003.02.05>
- Maryanti, R. (2023). *DEVELOPING A-CEFR BASED DIGITAL WRITING RESOURCES OF EXPOSITORY TEXT FOR HIGH SCHOOL STUDENTS IN CIREBON*. IAIN Syekh Nurjati.
- Mccruden, M. T., Magliano, J. P., & Schraw, G. (2011). The effect of diagrams on online reading processes and memory. *Discourse Processes*, 48(2), 69–92. <https://doi.org/10.1080/01638531003694561>
- Meilani, R. (2022). *Developing Digital Resources for Learning Speaking in Junior High School: A Technology Enhanced Language Learning Perspective*. IAIN Syekh Nurjati.
- Mhouthi, A. El, Nasseh, A., & Erradi, M. (2013). How to evaluate the quality of digital learning resources ? *International Journal of*

Computer Science Research and Application, 03(03), 27–36.

www.ijcsra.org

- Mikut, M. (2014). What Information is Trusted by Polish Students? Introduction. In E. P. Czerepaniak-Walczak (Ed.), *Media and Trust: Theoretical, Research and Practical Contexts* (pp. 226–234). University of Szczecin. [https://u-pad.unimc.it/bitstream/11393/201898/1/Trust As A Systemic Problem - Media and Trust \(libro finale\).pdf#page=298](https://u-pad.unimc.it/bitstream/11393/201898/1/Trust%20As%20A%20Systemic%20Problem%20-%20Media%20and%20Trust%20(libro%20finale).pdf#page=298)
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. In R. Holland (Ed.), *SAGE Publications* (Second).
- Miqawati, A., Wijayanti, F., & Ismailia, T. (2023). Adopting CEFR for English Language Learning in Indonesia to support 21st Century Skills. *Proceedings of the 3rd International Conference on Social Science, Humanity and Public Health, ICoSHIP 2022, 05-06 November 2022*, 105. <https://doi.org/10.4108/eai.5-11-2022.2326530>
- Moghaddam, N. N., & Mahmoudi, A. (2016). The Effects of Pre-Reading Activities on Reading Comprehension of Iranian EFL Learners. *Advances in Language and Literary Studies*, 7(3), 235–242. <https://doi.org/10.7575/aiac.all.v.7n.3p.235>
- Mohamed, S. (2023). The development of an Arabic curriculum framework based on a compilation of salient features from CEFR level descriptors. *Language Learning Journal*, 51(1), 33–47. <https://doi.org/10.1080/09571736.2021.1923781>
- Moonti, U., & Gani, I. P. (2023). *Utilization of Digital Learning*

Media as Students Learning Alternative Solution. Atlantis Press SARL. https://doi.org/10.2991/978-2-494069-35-0_162

- Moreno, J. S. B., & Rincón, D. A. P. (2022). *Interaction With Comprehensible Input And Its Impact On Fourth Graders' Critical Thinking In The EFL Classroom* [Universidad Pedagógica y Tecnológica de Colombia]. <https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>
- Muhammad, S., & Kabir, S. (2018). *Methods of data collection* (First). Book Zone Publication.
- Mulatu, E., & Regassa, T. (2022). Teaching reading skills in EFL classes: Practice and procedures teachers use to help learners with low reading skills. *Cogent Education*, 9(1), 1–18. <https://doi.org/10.1080/2331186X.2022.2093493>
- Nabijanovna, A. K., Khamitovna, G. M., & Xikmatullayevna, A. S. (2021). Creating Authentic Reading Materials for EFL Learners In Uzbekistan. *Psychology and Education*, 58(1), 2730–2742. www.psychologyandeducation.net
- Nafiseh, H., & Balakrishnan, M. (2014). The Effects of Font Type and Spacing of Text for Online Readability and Performance. *Cotemporary Educational Technology*, 5(2), 161–174. <http://www.cedtech.net/articles/52/525.pdf>
- Nair, V., & Md Yunus, M. (2022). Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19. *Sustainability*, 14(15), 1–19. <https://doi.org/10.3390/su14159215>

- Nasim, S. M., Altameemy, F., & Ali, J. M. A. (2022). Effectiveness of Digital Technology Tools in Teaching Pronunciation to Saudi EFL Learners Prince Sattam bin Abdulaziz University , Saudi Arabia Razia Sultana Qassim University , Saudi Arabia. *FWU Journal of Social Sciences*, 16(3), 68–82.
- Niculesce, B.-O., & Dragomir, I.-A. (2023). CRITICAL READING – A FUNDAMENTAL SKILL FOR BUILDING 21st CENTURY LITERACY. *International Conference KNOWLEDGE-BASED ORGANIZATION, XXIX(2)*, 215–220.
<https://doi.org/10.2478/kbo-2023-0060>
- Nikmah, A. (2020). Improving Student’s Reading Comprehension on Narrative Text Through Directed Reading Think Pair Share (TPS) at Madrasa Aliyah. *Journal of English Teaching and Learning Issues*, 3(1), 43. <https://doi.org/10.21043/jetli.v3i1.7465>
- Nitiasih, P. K., Budiarta, L. G. R., Adnyayanti, N. L. P. E., & Erinaryani, N. N. (2021). Dealing with Project Based Learning during COVID-19: Teacher’s Perception Using Educational Video as ELT Media. *Language Circle: Journal of Language and Literature*, 16(1), 118–124.
<https://doi.org/10.15294/lc.v16i1.30209>
- Noordan, M. N. H. bin, & Yunus, M. M. (2022). The Integration of ICT in Improving Reading Comprehension Skills: A Systematic Literature Review. *Creative Education*, 13(06), 2051–2069.
<https://doi.org/10.4236/ce.2022.136127>
- North, B. (2007). The CEFR: Development, Theoretical and Practical

issues. *Babylonia*, 1(07), 22–29.

http://babylonia.ch/fileadmin/user_upload/documents/2007-1/Baby2007_1North.pdf

Nurazimi, D., & Hidayat, H. (2021). the Effectiveness of Authentic Materials for Reading Comprehension on Students' Motivation. *Acitya: Journal of Teaching and Education*, 3(1), 54–73.
<https://doi.org/10.30650/ajte.v3i1.2136>

Nuryanah, N., Zakiah, L., Fahrurrozi, F., & Hasanah, U. (2021). Pengembangan Media Pembelajaran Webtoon untuk Menanamkan Sikap Toleransi Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3050–3060.

OECD. (2015). *Frascati Manual 2015: Guidelines for Collecting and Reporting Data on Research and Experimental Development, The Measurement of Scientific, Technological and Innovation Activities*. oeCd publishing.
<https://doi.org/http://dx.doi.org/10.1787/9789264239012-en>

OECD. (2019). *PISA 2018 Results (Volume I): Vol. I*.
<https://doi.org/10.1787/5f07c754-en>

Olurinola, O., & Tayo, O. (2015). Colour in Learning : It ' s Effect on the Retention Rate of Graduate Students. *Journal of Education and Practice*, 6(14), 1–6.

Par, L. (2020). The Relationship between Reading Strategies and Reading Achievement of the EFL Students. *International Journal of Instruction*, 13(2), 223–238.
<https://doi.org/10.29333/iji.2020.13216a>

- Pinem, Y. A., & Effendi, D. V. (2021). Readers' Knowledge and Purpose for Self-Actualization Affecting Reading Intention for Hoax Among Aviation School Academia. *Jurnal Manajemen Dirgantara*, 14(1), 77–85.
- Pinto, M., & Leite, C. (2020). Digital technologies in support of students learning in higher education: Literature review. *Digital Education Review*, 37, 343–360.
<https://doi.org/10.1344/DER.2020.37.343-360>
- Pinzón, B., & Norely, A. (2020). Authentic Materials and Tasks as Mediators to Develop EFL Students' Intercultural Competence. *Materiales auténticos y tareas como mediadores para desarrollar competencias interculturales en estudiantes de inglés. HOW Journal*, 27(1), 29–46.
- Prus, J., & Johnson, R. (1994). Assessment and testing: myths and realities. In T. H. Bers & M. L. Mitder (Eds.), *New directions for community colleges* (Vol. 88, Issue 9). JOSSEY-BASS.
- Pujianto, D., Damayanti, I. L., Hamied, A., Nuridah, D., & Sari, K. (2023). Identifying the proficiency level of primary English language teachers' productive skills from Kurikulum Merdeka and CEFR. *Mengidentifikasi tingkat kemahiran keterampilan produktif guru Bahasa Inggris tingkat dasar dari Kurikulum Merdeka dan CEFR. Bahasa Dan Seni: Jurnal Bahasa, Sastra, Seni Dan Pengajarannya*, 51(2), 210–224.
<http://journal2.um.ac.id/index.php/jbs>
- Pujiyanti, A., Senowarsito, & Ardini, S. N. (2019). Analysis of

Acronym and Abbreviations in IJAL Journal. *Journal of English Language Learning*, 3(2), 9–21.

- Putrawangsa, S., & Hasanah, U. (2022). Analisis Capaian Siswa Indonesia Pada PISA dan Urgensi Kurikulum Berorientasi Literasi dan Numerasi Bagaimana trend capaian tersebut ? dan sejauh mana perubahan kurikulum selama ini berdampak pada. *Jurnal Studi Pendidikan Dan Pembelajaran*, 1(1), 1–12.
- Raiyn, J. (2016). The Role of Visual Learning in Improving Students' High-Order Thinking Skills. *Journal of Education and Practice*, 7(24), 155–121. www.iiste.org
- Raja, P., Setiyadi, A. B., & Riyantika, F. (2021). the Correlation Between Perceptions on the Use of Online Digital Interactive Media and Reading Comprehension Ability. *International Journal of English Language and Literature Studies*, 10(4), 292–319. <https://doi.org/10.18488/journal.23.2021.104.292.319>
- Read, J. (2019). The influence of the Common European Framework of Reference (CEFR) in the Asia-Pacific Region. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 12–18.
- Resor, C. (2020). *Urban Legends Aren't a New Thing: Teaching Media Literacy with Historical Examples*. Social Studies. <https://www.socialstudies.com/blog/urban-legends-arent-a-new-thing-teaching-media-literacy-with-historical-examples/>
- Reza Salehi, M., & Abbaszadeh, E. (2017). Effects of Pre-reading Activities on EFL Reading by Iranian College Students.

Linguistics and Literature Studies, 5(3), 169–178.

<https://doi.org/10.13189/lls.2017.050303>

Richards, C. (2005). THE DESIGN OF EFFECTIVE ICT-SUPPORTED LEARNING ACTIVITIES: EXEMPLARY MODELS, CHANGING REQUIREMENTS, AND NEW POSSIBILITIES. *Language Learning & Technology*, 9(1), 60–79.
https://scholarspace.manoa.hawaii.edu/bitstream/10125/44009/09_01_richards.pdf⁰<http://llt.msu.edu/vol9num1/richards/>

Rifiyanti, H. (2023). Implementing Framework of CEFR for Teaching English Language in Non-English Study Program. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 5(2), 1.
<https://doi.org/10.32503/proficiency.v5i2.3386>

Riswanto, & Kasmainsi. (2017). Text Types in the Frame of Genre Approach. *NUANSA*, 10(1), 34–42.
<https://doi.org/10.29300/nuansa.v10i1.633>

Rizki Perdiana, D., & Suryadi. (2022). The Use of Narrative Text on Students' Reading Comprehension Ability. *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 62(2), 2686–5106.
<http://journal.univetbantara.ac.id/index.php/ijelle/index>

Rodriguez, F. J. C. (2008). Esperando a los bárbaros: leyendas urbanas, rumores e imaginarios sobre la violencia en las ciudades. *Comunicación y Sociedad*, 9, 59–93.

Rohani, S., & Suyono, A. (2021). Developing an Android-based bilingual e-glossary Application of English for Specific Purposes

(ESP). *English Language Teaching Educational Journal*, 4(3), 225–234. <https://doi.org/10.12928/eltej.v4i3.5209>

Rustambekovna, A. F., & Adambayevna, K. I. (2020). the Effectiveness of Applying Video Materials in Communicative Language Teaching. *European Journal of Research and Reflection in Educational Sciences*, 8(2), 108–115. www.idpublications.org

Sa'adah, A. R. (2020). Writing Skill in Teaching English: An Overview. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 5(1), 21–35. <https://doi.org/10.21462/educasia.v5i1.41>

Sadiku, M. N. O., Shadare, A. E., & Musa, S. M. (2017). Digital education. *Scientific American*, 3(1), 2. <https://doi.org/10.1038/scientificamerican1213-8>

Saepa, Sudimantara, L. B., & Gumiandari, S. (2021). *ACADEMIC WRITING IN THE 21 ST CENTURY: VOICES FROM ENGLISH AND INDONESIAN*. 1–14.

Safitri, N. T., & Melati. (2023). EFL Learners' Reading Comprehension Level: What Do They Portray? *Scope : Journal of English Language Teaching*, 7(2), 247. <https://doi.org/10.30998/scope.v7i2.16359>

Sahoo, R. (2022). Interview as a Tool for Data Collection in Educational Research. *Tools for Data Collection*, 2(1), 1–13. <https://www.researchgate.net/publication/360313105>

Sakan, R. M., & Utanto, Y. (2019). The Use of Audio Media to

Improve Students Motivation in English Subject at Junior High School, Kupang District- East Nusa Tenggara. *ACM International Conference Proceeding Series*, 69–73.

<https://doi.org/10.1145/3345120.3345175>

Sangia, R. A. (2014). The Process and Purpose of Reading. *Applied Linguistics*, 1, 1–8. <https://doi.org/10.31227/osf.io/2jnf8>

Sangia, R. A. (2018). The Process and Purpose of Reading. *Applied Linguistics*, 1, 1–9. <https://doi.org/10.17605/OSF.IO/ZQG6P>

Sari, M. H., Susetyo, Noermanzah, Wardhana, D. E. C., & Kusumaningsih, D. (2020). Understanding the Level of Students' Reading Comprehension Ability. *Universal Journal of Educational Research*, 8(5), 1848–185.

<https://doi.org/10.31219/osf.io/mr62t>

Saricoban, A. (2002). Reading Strategies of Successful Readers Through the Three Phase Approach. *The Reading Matrix*, 2(3), 1–16.

Sarnok, K., Wannapiroon, P., & Nilsook, P. (2019). Digital Learning Ecosystem by Using Digital Storytelling for Teacher Profession Students. *International Journal of Information and Education Technology*, 9(1), 21–26.

<https://doi.org/10.18178/ijiet.2019.9.1.1167>

Seow, A. (2002). Teaching Writing. In J. C. Richards & W. A. Renandya (Eds.), *Methodology In Language Teaching: An anthology of current practice* (p. 315). Cambridge University Press.

- Shasqia, M. (2020). Teaching Narrative Text in Junior High School: Digital Story Telling in English as a Foreign Language (EFL) Context. *Utamax : Journal of Ultimate Research and Trends in Education*, 2(1), 19–23.
<https://doi.org/10.31849/utamax.v2i1.3395>
- Silvia Febrianti, M., Nur Arifin, M., & Siti Rohbiah, T. (2022). The Use of Pre-Reading Strategy in Teaching Reading Comprehension. *Journal of English Language Teaching and Cultural Studies*, 5(1), 12–21.
<https://doi.org/10.48181/jelts.v5i1.14363>
- Simarmata, J. (2016). Local legends : EFL materials development for Indonesian teenage learners. *Proceedings of the Fourth International Seminar on English Language and Teaching*, 434–439.
- Sinaga, R. T. P. (2020). The Students' Difficulties in Writing a Narrative Text at Grade Ten of Sma Negeri 4 Pematangsiantar. *Nommensen Journal of English Studies (NoJES)*, 1(1), 2746–1637.
- Sulistyaningrum, S. D., & Purnawati, P. (2021). Incorporating CEFR bands and ICT-competences in grammar syllabuses of English Language Education Study Program in Indonesia. *Journal on English as a Foreign Language*, 11(2), 335–357.
<https://doi.org/10.23971/jefl.v11i2.2863>
- Susyula, D., & Jaya, S. (2023). Digital Assessment in English Language Teaching (ELT): A Systematic Literature Review.

Journal of English Education and Linguistics, 7(1), 135–156.

<https://journals.unihaz.ac.id/index.php/edu-ling>

Syaripuddin, R., Razaq Ahmad, A., & Mahzan Awang, M. (2019).

The Use of Video in Teaching and Learning 21st Century History Education in Malaysia. 2, 182–186.

<https://doi.org/10.32698/gcs.0194>

Taherdoost, H. (2021). Data Collection Methods and Tools for

Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects.

International Journal of Academic Research in Management (IJARM), 10(1), 10–38. www.elvedit.com

Tan, P. J. B. (2013). Applying the UTAUT to Understand Factors

Affecting the Use of English E-Learning Websites in Taiwan.

SAGE Open, 3(4), 1–12.

<https://doi.org/10.1177/2158244013503837>

Tanjung, N., Lubis, Y., & Daulay, E. (2022). The Effect of Pre-

Reading , During Reading , and Post Reading Activities to Monitor Students ' Comprehension in Reading Narrative Text.

INSPIRATION: Instructional Practices in Language Education, 1(2), 16–30.

Taqwa, A., Masumbauw, F. E., & Christy Hoogendyk, F. W. (2019).

The Use of Webpage in English Teaching. *Indonesian Journal of English Language Studies (IJELS)*, 5(2), 59–68.

<https://doi.org/10.24071/ijels.v5i2.2865>

Tarihoran, N., & Rachmat, M. (2019). *Reading 1: Basic Skills*

- (Second). Loquen Press. <http://repository.uinbanten.ac.id/5025/>
- Togas, P. V., Naharia, O., Manggopa, H., Rompas, P. D. ., & Oroh, R. (2021). Development of Web-Based Digital System Learning Media. *Asia Pacific Journal of Management and Education*, 4(3), 22–34. <https://doi.org/10.32535/apjme.v4i3.1263>
- Uchida, S., Arase, Y., & Kajiwara, T. (2024). Profiling English sentences based on CEFR levels. *ITL - International Journal of Applied Linguistics*, March. <https://doi.org/10.1075/itl.22018.uch>
- UNESCO. (2022). *Transforming education together for just and sustainable futures* (Issue 1). <https://en.unesco.org/futuresofeducation/>
- UNICEF. (2021). *Effectiveness of Digital Learning Solutions To Improve Educational Outcomes: A Review of the Evidence*.
- Volkodav, T., & Shlyapina, S. (2021). DIGITAL LEARNING RESOURCES IN TEACHING. *International Scientific and Practical Conference Education in a Changing World: Global Challenges and National Priorities*, 211–216. <https://doi.org/10.15405/epsbs.2021.07.02.25>
- Wahdan, E. G. A. A., Maksoud, A. A., Khater, A. E., & Eldin, H. S. (2021). Evaluation of Secondary School Students' English Spoken Interaction skills in the light of Common European Framework of Reference for Languages: A Diagnostic and Remedial Study. *Buhūth*, 1(2), 95–125.
- Wahjudi, A. (2010). INTERACTIVE POST-READING ACTIVITIES THAT WORK. *Jurnal Bahasa, Sastra, Seni, Dan Pengajarannya*,

38(1), 84–92.

- Widyastuti, E., & Susiana. (2019). Using the ADDIE model to develop learning material for actuarial mathematics. *The Sixth Seminar Nasional Pendidikan Matematika Universitas Ahmad Dahlan*, 1188(1), 1–8. <https://doi.org/10.1088/1742-6596/1188/1/012052>
- Williams, J. D. (2003). *Preparing To Teach Writing: Research, theory, and practice* (K. H. Lacey (ed.); Third Edit). Lawrence Erlbaum Associates.
- Yoesoef, M., Rusdiarti, S. R., Djumala, R., & Nariswari, F. S. (2024). Urban Legend and Cultural Identity of the Indramayu Community in the Indramayu Traditional Play. *International Journal of Novel Research and Development*, 9(1), 1–10.
- Yokubjonova, S., Yunusov, A., & Ummatova, L. (2022). The use of post-reading activities in secondary schools in FLT. *Eurasian Journal of Learning and Academic Teaching*, 8(3), 181–182. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=The+Use+of+Post-Reading+Activities+in+Secondary+Schools+in+FLT&btnG=
- Yüce, E., & Mirici, İ. H. (2020). Standard Setting Through the CEFR in Language Education Contexts. In S. demirkol Orak (Ed.), *GLOBETSONline: International Conference on Education, Technology and Science* (Issue October, pp. 38–43). GLOBETSONline.
- Yusoff, S. bin M., Arepin, M. binti, & Marzaini, A. F. bin M. (2022).

Secondary School Teachers' Perspectives towards the Implementation of CEFR-Aligned English Curriculum. *Journal of Creative Practices in Language Learning and Teaching (CPLT)*, 10(1), 32–48.



UINSSC

**UNIVERSITAS ISLAM NEGERI SIBER
SYEKH NURJATI CIREBON**