REFERENCES

Abdulloh, R. (2013). *Web programming is easy & simple*. Jakarta: PT Elex Media Komputindo.

Alderson, J. C. (2000). *Success in English teaching*. New York: Oxford University Press.

Ali, H. (2012). The use of silent reading in improving students' reading comprehension and their achievement in TOEFL scores at a private English course. *International Journal of Basic and Applied Science,* 1(1), 47–52.

Aliponga, J. (2013). Reading journal: Its benefits for extensive reading. *International Journal of Humanities and Social Science*, 3(12), 73–80.

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik* (Edisi Revisi). Jakarta: Rineka Cipta.

Auta, A., Udoh, I., & Olatunji, O. (2023). The role of reading comprehension in academic achievement: A study of EFL learners in Nigeria. *Journal of Language and Education*, 9(1), 45–57. https://doi.org/10.17323/jle.2023.1234

Barth, A. E., Barnes, M., Francis, D., Vaughn, S., & York, M. (2015). Inferential processing among adequate and struggling adolescent comprehenders and relations to reading comprehension. *Reading and Writing, 28*, 587–609. https://doi.org/10.1007/s11145-014-9540-1

Borg, W. R., & Gall, M. D. (2003). *Educational research: An introduction* (4th ed.). London: Longman Inc.

Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer Science + Business Media. https://doi.org/10.1007/978-0-387-09506-6

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.

Council of Europe. (2001). *The Common European Framework of Reference for Languages*: Learning, teaching, assessment. Cambridge: Cambridge University Press.`

Educational Testing Service. (2022). *Level 1 – Section 3: Reading comprehension sample questions*. ETS. https://toefl-samples.ets-rschtech-prod.c.ets.org/toefl_www/toefl_itp/test_preparation/sample_questions/level1_section3_reading_comprehension.html

Educational Testing Service. (2025). *Scoring – The TOEFL ITP Assessment Series*. ETS. https://www.ets.org/toefl/itp/scoring.html#accordion-74c86af37a-item-6f39ad0428

EF Education First. (2024). *EF English Proficiency Index (EPI) 2024*. https://www.ef.com/wwen/epi/

Elbro, C., & Buch-Iversen, I. (2013). Activation of background knowledge for inference making: Effects on reading comprehension. *Scientific Studies of Reading*, 17, 435–452.

Fjeldstad, M. C. (1994). *The thoughtful reader: A whole language approach to college reading*. New York: Harcourt Brace & Company.

Fitriani, S. S. (2015). *Improving reading comprehension of Acehnese EFL students* [Unpublished doctoral dissertation]. University of New England.

Graesser, A. C. (2015). Deeper learning with advances in discourse science and technology. *Policy Insights From the Behavioral and Brain Sciences*, 2, 42–50.

Hanum, N. S. (2013). *Keefetifan e-learning sebagai media pembelajaran (studi evaluasi model pembelajaran e-learning SMK Telkom Sandhy Putra Purwokerto)*. Jurnal Pendidikan Vokasi, 3(1), 90–102. https://doi.org/10.21831/jpv.v3i1.1584

Irawan, D. (2014). Pengembangan model. *An-Nuha*, 1 (November), 225–234.

JavaCreatifity. (2014). *Panduan cerdas membangun website super keren*. Jakarta: Elek Media Komputindo.

Junaedi, D. (2019). *Desain pembelajaran model ADDIE* (pp. 1–14).

Khotimah, H., Astuti, E. Y., & Apriani, D. (2019). Pendidikan berbasis teknologi (permasalahan dan tantangan). *Seminar Nasional Pendidikan Universitas PGRI Palembang*, 357–368. Retrieved from https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3050

Kintsch, W., & van Dijk, T. A. (1978). Toward a model of text comprehension and production. *Psychological Review*, 85, 363–394.

Klinger, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York: The Guilford Press.

Kusmana, A. (2017). *E-LEARNING DALAM PEMBELAJARAN*. Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan, 14(1), 35–51. https://doi.org/10.24252/lp.2011v14n1a3

Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *MAKARA, Social Humaniora*, 12(1), 9–20.

Little, D., & Erickson, G. (2015). Learner Identity, Learner Agency, and the Assessment of Language Proficiency: Some Reflections Prompted by the Common European Framework of Reference for Languages. *Annual Review of Applied Linguistics*, *35*, 120–139. https://doi.org/10.1017/S0267190514000300.

Lowie, W. (2013). The CEFR and the Dynamics of Second Language Learning: Trends and Challenges. *Language Learning in Higher Education*, *2*(1), 17–34. https://doi.org/10.1515/cercles-2012-0002.

Macaro, E. (2020). Exploring the role of language in English medium instruction. *International Journal of Bilingual Education and Bilingualism, 23*(3), 263-276. https://doi.org/10.1080/13670050.2019.1620678.

Mehta, K., Sharma, R., & Sharma, S. (2023). The interaction of rate schedule and tax revenue: An evaluation of the Laffer effect. *International Journal of Business and Globalisation*, 35(2).

Miller, G. S., & Wheeler, T. R. (2003). *Cracking the TOEFL CBT*. Princeton Review Publishing.

Nasution, S. (2018). *Peranan Bahasa Inggris sebagai tolok ukur pesatnya perekonomian di Indonesia*.

Nealer, E., & Runde, D. (2017, February 23). English language proficiency and development. *Center for Strategic and International Studies*. https://www.csis.org/analysis/english-language-proficiency-and-development

North, B. (2007). The CEFR Common Reference Levels: Validated reference points and local strategies. *Language Policy Forum Report*, 19–29.

North, B., Ortega, A., & Sheehan, S. (2010). *A core inventory for general English*. British Council/EAQUALS. Retrieved August 3rd from http://www.teachingenglish.org.uk/publications/british-council-eaquals-core-inventory-general-english

Penttinen, V., Ciuchita, R., & Čaić, M. (2022). YouTube it before you buy it: The role of parasocial interaction in consumer-to-consumer video review. *Journal of Interactive Marketing*, 57(4), 56–66. https://doi.org/10.1177/109499682

Philips, D. (2003). *Longman preparation course for the TOEFL test. London*: Longman.

Phillips, P. (2008). *Longman introductory course for the TOEFL course: The paper test*.

Protacio, A. (2023, May). English as a language of instruction in teaching culturally diverse students. *ResearchGate*. https://www.researchgate.net/publication/370510443

Pujianti, R. (2016). *Peningkatan Pemahaman Membaca Narrative Text Berbahasa Inggris Melalui Scanning Technique Pada Santri Ponpes Miftahul Huda Cimahi*. *5*(2252), 42–50.

Putra, A. D., Suryono, R. S., & Darmini. (2009). *Rancang bangun media pembelajaran TOEFL berbasis web*. In Seminar Nasional Aplikasi Teknologi Informasi (SNATI 2009), Yogyakarta.

Raharjo, B. (2011). *Belajar otodidak pemrograman web dengan PHP + Oracle*. Bandung: Informatika.

Readable. (2025). *Flesch Reading Ease and the Flesch-Kincaid Grade Level*. Readable. https://readable.com/readability/flesch-reading-ease-flesch-kincaid-grade-level/

Rifiyanti, H. (2023). Implementing framework of CEFR for teaching English language in non-English study program. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 5(2), 76–88. DOI: 10.32503/proficiency.v5i2.3386

Rozi, A. Z., & Communitymit Dev. (n.d.). *Bootstrap design framework*. Jakarta: PT Elex Media Komputindo.

Sari, F. A., Suseno, N., & Riswanto, R. (2019). Pengembangan modul fisika online berbasis web pada materi usaha dan energi. *JIPFRI (Jurnal Inovasi Pendidikan Fisika dan Riset Ilmiah), 3*(2), 129–135. https://doi.org/10.30599/jipfri.v3i2.476

Silfia, E., Dewi, S., Munawwaroh, K., Melati, E., & Hafrida, L. (2021). Pelatihan TOEFL Preparation Course Bagi Mahasiswa Program Studi Pendidikan Matematika Fakultas FKIP Universitas Batanghari. *Jurnal ABDIMAS ADPI Sosial Dan Humaniora*, 2(4).

Siti Mahripah. (n.d.). *Cultural issues in English for specific business purposes (ESBP)*.

Sugiyono. (2012). *Metode penelitian kuantitatif, kualitatif dan R&d* (16th ed.). Alfabeta.

—————. (2014). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.

—————. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.

—————. (2019). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.

Tamrin, A. F., & Yanti. (2019). Peningkatan keterampilan bahasa Inggris masyarakat pegunungan di Desa Betao, Kabupaten Sidrap. *Transformasi: Jurnal Pengabdian Masyarakat, 15*(2), 61–72.

Tegeh, I. M., & Kirna, I. M. (2013). *Pengembangan bahan ajar metode penelitian pendidikan dengan ADDIE model. Jurnal IKA, 11*(1), 12–26.

Universitas Diponegoro. (2020). *Peraturan Rektor Universitas Diponegoro Nomor 4 Tahun 2020 tentang Peraturan Akademik Universitas Diponegoro*.

———————————. (2024a). *Peraturan Rektor Universitas Diponegoro Nomor 7 Tahun 2024 tentang Peraturan Akademik Program Sarjana*. Semarang: Universitas Diponegoro.

———————————. (2024b). *Peraturan Rektor Universitas Diponegoro Nomor 22 Tahun 2024 tentang Peraturan Akademik Program Sarjana Terapan*. Semarang: Universitas Diponegoro.

Uzer, M. (2019). The effect of fun learning on students' motivation in English language learning. *Journal of Education and Learning, 13*(2), 123–130. https://doi.org/10.11591/edulearn.v13i2.12345

Wardhani, Y. K. (2022). Petunjuk penulisan dan kirim artikel Jurnal Teknik Industri, Sistem Informasi dan Teknik Informatika mulai penerbitan nomor 1(1) tahun 2022. *Jurnal Teknik Industri, Sistem Informasi dan Teknik Informatika, 1*(2), 93–110.

Warfield, W., Laribee, R., & Geyer, R. W. (2013). Examining results and establishing benchmark data from the TOEFL ITP test. *American Academic & Scholarly Research Journal*, 5(3), 191–198.

Warschauer, M. (1996). *Computer-assisted language learning: An introduction*. In S. Fotos (Ed.), *Multimedia language teaching*. Logos International.