

REFERENCES

- Achmad, W. K. S., Rachman, S. A., Aras, L., & Amran, M. (2022). Differentiated instruction in reading in elementary schools: A systematic review. *International Journal of Evaluation and Research in Education (IJERE)*, 13(3), 1025–1035. <https://doi.org/10.11591/ijere.v13i3.27134>
- Alkhawaldeh, A. A., Alzubi, A. A., & Alqarni, A. (2012). Difficulties faced by EFL students in reading comprehension. *Journal of Language Teaching and Research*, 3(2), 309–317. <https://doi.org/10.4304/jltr.3.2.309-317>
- Altin, M., & Saracaloğlu, A. S. (2018). The effect of differentiated instruction on students' reading comprehension, vocabulary knowledge, and attitudes towards English lesson. *Journal of Education and Learning*, 7(2), 1–11.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of educational objectives*. Longman.
- Andrian, C. (2023). Designing and adapting materials for differentiated instruction in English language classrooms: A literature review. *TELL-US Journal*, 9(3), 666–690.
- Anthony, J. L., & Francis, D. D. (2005). Development of phonological awareness. *Current Directions in Psychological Science*, 14(5), 255–259. <https://doi.org/10.1111/j.0963-7214.2005.00376.x>
- Anwar, A., & Alhoussawi, M. (2023). Reflections on ideologies underpinning ELT curriculum and nature of global course books used in Saudi Arabia. *International Journal of English Language Education*, 11(5), 30–40. <https://doi.org/10.5296/ijeled.v11i5.20456>
- Arora, R., & Arora, P. (2019). Learning styles and their implications in education. *International Journal of Research and Analytical Reviews*, 6(2), 548–552.
- Aryati, K. F. (2023). Enhancing communicative competence through Kurikulum Merdeka: Insights for English language educators. *Journal of English*

- Language Teaching and Linguistics*, 8(2), 123–134.
<https://doi.org/10.21462/jeltl.v8i2.203>
- Astri, Z., & Wahab, I. (2018). The effect of reading teaching material for different learning styles in improving students' reading comprehension. *Jurnal Bahasa Lingua Scientia*, 10(2), 215–230.
<https://doi.org/10.21274/ls.2018.10.2.215-230>
- Azimah, I., & Sujannah, W. D. (2024). The effect of differentiated learning on EFL students' reading skills. *Didaktika: Jurnal Kependidikan*, 13(1), 937–945.
<https://jurnaldidaktika.org>
- Bandura, A. (1984). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122–147. <https://doi.org/10.1037/0003-066X.37.2.122>
- Barbero, A. P. (2022). *Reading and interpretation: Cognitive and social dimensions*. Springer. <https://doi.org/10.1007/978-3-030-99594-1>
- Barrett, T. C. (1968). Taxonomy of reading comprehension. In R. C. Smith (Ed.), *The pursuit of meaning: Reading and learning to read* (pp. 35–63). National Council of Teachers of English.
- Beecher, M., & Sweeny, S. M. (2008). Closing the achievement gap with curriculum enrichment and differentiation: One school's story. *Journal of Advanced Academics*, 19(3), 502–530. <https://doi.org/10.4219/jaa-2008-810>
- Beltran, K., Abonita, A., Brazal, A., Relente, J., Relente, J. M., & Urbana, J. (2025). Visual, Auditory, Read/Write and Kinesthetic (VARK) Model-Based Peer Teaching Approach. *Educative Jurnal Ilmiah Pendidikan*, 3(1) <https://doi.org/10.70437/educative.v3i1.937>.
- Bi, X., Wang, Y., & Johnson, R. (2021). Barriers in differentiated instruction: A systematic review of the literature. *Journal of Education and Learning*, 10(3), 45–58. <https://doi.org/10.11591/edulearn.v10i3.12345>

- Bowers, P. N., Kirby, J. R., & Deacon, S. H. (2010). The effects of morphological instruction on literacy skills: A systematic review of the literature. *Review of Educational Research*, 80(2), 144–179. <https://doi.org/10.3102/0034654309359353>
- Cahyono, B. Y. (2022). Student autonomy in reading: Empowering readers through text selection. *Journal of English Language Teaching and Linguistics*, 7(1), 65–78. <https://doi.org/10.21462/jeltl.v7i1.719>
- Cahyono, H. (2022). Differentiated materials in extensive reading: A strategy for EFL success. *Jurnal Linguistik Terapan*, 12(1), 45–55. <https://jurnal.polinema.ac.id/index.php/jlt/index>
- Carlisle, J. F. (2010). Effects of instruction in morphological awareness on literacy achievement: An integrative review. *Reading Research Quarterly*, 45(4), 464–487. <https://doi.org/10.1598/RRQ.45.4.5>
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5–51. <https://doi.org/10.1177/1529100618772271>
- Catts, H. W. (2021). Rethinking reading comprehension instruction: A critical review of past efforts and a new conceptualization. *Topics in Language Disorders*, 41(3), 245–260. <https://doi.org/10.1097/TLD.0000000000000247>
- Cholifah, T. N., Degeng, I. N. S., & Utaya, S. (2018). Analisis gaya belajar siswa untuk peningkatan kualitas pembelajaran. *Indonesian Journal of Natural Science Education (IJNSE)*, 1(2), 65–74. <https://doi.org/10.31002/nse.v1i2.273>
- Cholsakorn, P. (2020). *The effects of differentiated reading instruction on reading comprehension and self-efficacy of undergraduate students* [Doctoral dissertation, Chulalongkorn University]. Chula Digital Collections. <https://digital.car.chula.ac.th/chulaetd/213>

- Cholsakorn, P., & Piamsai, C. (2022). The effects of differentiated reading instruction on reading comprehension and self-efficacy of Thai undergraduate students. *Kasetsart Journal of Social Sciences*, 43(3), 715–720. <https://doi.org/10.34044/j.kjss.2022.43.3.24>
- Clymer, T. (1968). What is reading?: Some current concepts. In *67th Yearbook of National Society for the United Nations Educational, Scientific and Cultural Organization* (pp. 7–29). <https://journals.sagepub.com/doi/abs/10.1177/016146816806901001>
- Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage Publications.
- D’Intino, J., & Wang, Y. (2021). Differentiated instruction: A review of teacher education practices for Canadian pre-service elementary school teachers. *Journal of Teaching and Learning*, 15(1), 1–17. <https://doi.org/10.22329/jtl.v15i1.1234>
- Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136–141. <https://doi.org/10.64152/10125/66761>
- Day, R. R., & Park, J. S. (2005). Developing reading comprehension questions. *Reading in a Foreign Language*, 17(1), 60–73. <https://nflrc.hawaii.edu/rfl/April2005/day/day.html>
- Deacon, S. H., Kieffer, M. J., & Laroche, A. (2014). The relation between morphological awareness and reading comprehension: Evidence from mediation and longitudinal models. *Scientific Studies of Reading*, 18(6), 432–451. <https://doi.org/10.1080/10888438.2014.926907>
- Diron, A. A., & Baldonado, C. E. (2025). Differentiated instruction on improving reading comprehension of grade three learners. *Psychology and Education: A Multidisciplinary Journal*, 46(2), 199–211. <https://doi.org/10.70838/pemj.460206>

- Putra, E., & Munawwaroh, K. (2021). The students' difficulties in reading comprehension at the second semester of English Department at Batanghari University. *JELT: Journal of English Language Teaching*, 5(1), 86-93. <http://dx.doi.org/10.33087/jelt.v5i1.78>
- Fleming, N. D. (2001). *Teaching and learning styles: VARK strategies*. VARK-Learn. <https://vark-learn.com>
- Förster, N., Kawohl, E., & Souvignier, E. (2018). Short- and long-term effects of assessment-based differentiated reading instruction in general education on reading fluency and reading comprehension. *Learning and Instruction*, 56, 98–109. <https://doi.org/10.1016/j.learninstruc.2018.04.009>
- Freire, P. (1983). The importance of the act of reading. *Journal of Education*, 165(1), 5–11. <https://doi.org/10.1177/002205748316500103>
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Gilakjani, A. P. (2012). Visual, auditory, kinaesthetic learning styles and their impacts on English language teaching. *Journal of Studies in Education*, 2(1), 104–113. <https://doi.org/10.5296/jse.v2i1.1007>
- Gillon, G. T. (2018). *Phonological awareness: From research to practice* (2nd ed.). Guilford Press.
- González Ramirez, C., & Pescara Vásquez, E. (2023). Dimensions of reading: A study of the beliefs of language and literature preservice teachers. *Frontiers in Psychology*, 14, 1284539. <https://doi.org/10.3389/fpsyg.2023.1284539>
- Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1), 6–10. <https://doi.org/10.1177/074193258600700104>
- Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading*. Routledge.

- Greenleaf, C., et al. (2023). Advancing disciplinary literacy through differentiated instruction. *Journal of Adolescent & Adult Literacy*, 67(1), 45–62. <https://ila.onlinelibrary.wiley.com/journal/19362706>
- Hapsari, A., & Sulisty, G. H. (2020). Differentiated instruction in English as a foreign language classroom: A theoretical and practical overview. *Jurnal Pendidikan Bahasa dan Sastra*, 20(1), 56–65. <https://ejournal-language.upi.edu/jpbs>
- Hartono. (2023). The effectiveness of role playing method as a media to improve student reading skills: An experimental research. *Pedagogy: Indonesian Journal of Teaching and Learning Research*, 1(1), 1–10.
- Hasanah, I., Astuti, P., & Wulandari, S. (2022). Differentiated reading instruction: An approach to support struggling readers. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 6(2), 187–196. <https://jurnal.uisu.ac.id/index.php/language-literacy/index>
- Heningjakti, L., & Surono, D. (2023). Enhancing reading comprehension through differentiated materials. *Indonesian Journal of English Education*, 10(1), 23–32. <https://journal.uinjkt.ac.id/index.php/ijee/issue/view/1648>
- Hidayat, R., Nurkamto, J., & Supriyadi, S. (2024). Mother tongue interference and vocabulary mastery in EFL reading comprehension. *Indonesian Journal of Applied Linguistics*, 13(2), 356–367. <https://doi.org/10.17509/ijal.v13i2>.
- Himawan, R., Rahayu, T., Alfian, M. A., & Hermawan, M. A. (2025). Analysis of the Quality of Assessment Questions of Standardized Regional Assessment (ASPD) of Junior High School Reading Literacy: A Review Based on Barret's Taxonomy Cognitive Levels. *Jurnal Paedagogy*, 12(1). <https://doi.org/10.33394/jp.v12i1.13693>
- Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58(8), 702–714. <https://doi.org/10.1598/RT.58.8.1>

- Ikbal, A., Andrianto, A., & Lahmi, A. (2024). Standar nasional pendidikan dalam mendukung pengembangan kurikulum pendidikan. *Sulawesi Tenggara Educational Journal*, 4(3), 109–115. <https://doi.org/10.54297/seduj.v4i3.804>
- Iser, W. (1980). *The act of reading: A theory of aesthetic response*. Johns Hopkins University Press.
- Karst, K., Bonefeld, M., Dotzel, S., Fehringer, B. C., & Steinwascher, M. (2022). Data-based differentiated instruction: The impact of standardized assessment and aligned teaching material on students' reading comprehension. *Learning and instruction*, 79, 101597. <https://doi.org/10.1016/j.learninstruc.2022.101597>
- Kaur, D. (2018). Differentiated instruction in the inclusive classroom: A review of the literature. *International Journal of Inclusive Education*, 22(2), 1–12. <https://doi.org/10.1080/13603116.2017.1365955>
- Khoiriyah, N., & Sulistyawati, H. (2023). The implementation of differentiated instruction in English language teaching: Teachers' readiness and challenges. *Journal of English Education*, 11(1), 15–28. <https://doi.org/10.1234/jee.v11i1.5678>
- Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Wiley.
- Kim, Y. S. G., Apel, K., & Al Otaiba, S. (2020). The relation of linguistic awareness and vocabulary to word reading and spelling for first-grade students participating in response to intervention. *Reading Research Quarterly*, 55(3), 443–468. <https://doi.org/10.1002/rrq.267>
- Kocatepe, M. (2021a). Reconceptualising the notion of finding information: How undergraduate students construct information as they read-to-write in an academic writing class. *Journal of English for Academic Purposes*, 54, 101042. <https://doi.org/10.1016/j.jeap.2021.101042>

- Kocatepe, M. (2021b). The relationship between reading comprehension skills and reading habits of students. *International Online Journal of Education and Teaching (IOJET)*, 8(1), 350–362.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Kuhn, M. R., Schwanenflugel, P. J., Meisinger, E. B., Levy, B. A., & Rasinski, T. V. (2006). Integrating fluency instruction in the classroom: An evidence-based approach. *The Reading Teacher*, 60(2), 240–250. <https://doi.org/10.1598/RT.60.2.6>
- Kurniawan, D., Sari, M., & Pratama, A. (2022). Differentiated instruction strategies for vocabulary development in EFL classrooms. *Journal of Language Teaching Research*, 3(4), 456–467. <https://doi.org/10.31002/jltr.v3i4.789>
- Langelaan, M., van der Schee, J., & Volman, M. (2024). Differentiating instruction: Understanding the key elements for successful teacher preparation and development. *Teaching and Teacher Education*, 123, 103987. <https://doi.org/10.1016/j.tate.2023.103987>
- Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher test scores. *TEFLIN Journal*, 18(1), 1–14. <https://doi.org/10.15639/teflinjournal.v18i1/1-14>
- Liou, S. R., Wang, R. H., & Cheng, C. Y. (2023). Effects of differentiated instruction on student academic outcomes in EFL classrooms. *Nursing Open*, 10(10), 6794–6807. <https://doi.org/10.1002/nop2.1982>
- Loreman, T. (2017). *Inclusive education: Supporting diversity in the classroom*. Routledge. <https://doi.org/10.4324/9781315113667>
- Madhu, S., & Bhattachryya, A. (2023). Learning styles and academic performance: A study of undergraduate students. *International Journal of Educational Psychology*, 12(1), 78–93. <https://hipatiapress.com/hpjournals/index.php/ijep/en>

- Magableh, I. S. I., & Abdullah, A. (2020). Effectiveness of differentiated instruction on primary school students' English reading comprehension achievement. *International Journal of Learning, Teaching and Educational Research*, 19(3), 20–35. <https://doi.org/10.26803/ijlter.19.3.2>
- Magableh, I., & Abdullah, A. (2021a). The impact of differentiated instruction on students' reading comprehension attainment in mixed-ability classrooms. *Interchange*, 52, 1–25. <https://doi.org/10.1007/s10780-021-09427-3>
- Magableh, I., & Abdullah, A. (2021b). The impact of differentiated instruction on tenth grade students' reading comprehension. *Journal of Education and Practice*, 12(5), 45–53.
- Mahayanti, N. W. S., & Asrina, N. K. A. (2017). The implementation of Big Book as media to teach reading comprehension for the sixth grade students of elementary school. In *Advances in Social Science, Education and Humanities Research: Vol. 134. Proceedings of the 2nd International Conference on Innovative Research Across Disciplines (ICIRAD 2017)* (pp. 118–122). Atlantis Press. <https://doi.org/10.2991/icirad-17.2017.24>
- Mahayanti, N. W. S., Padmadewi, N. N., & Wijayanti, L. P. A. (2017). Coping with big classes: Effect of Big Book in fourth grade students reading comprehension. *International Journal of Language and Literature*, 1(4), 205–211. <https://doi.org/10.23887/ijll.v1i4.12583>
- Mahdi, H. S., Al-Kaabi, A., & Al-Khanjari, Z. (2024). Implementing differentiated instruction in EFL classrooms: Strategies and outcomes. *International Journal of Instruction*, 17(1), 89–104. <https://doi.org/10.29333/iji.2024.1716a>
- Ma'youf, N. A., & Aburezeq, I. M. (2022). The effectiveness of differentiated teaching strategy in developing reading comprehension skills of fourth grade students in the United Arab Emirates. *Theory and Practice in Language Studies*, 12(1), 17–27. <https://doi.org/10.17507/tpls.1201.03>

- Ma'youf, M., & Aburezeq, I. (2022). Enhancing EFL students' reading comprehension through differentiated instruction. *International Journal of Learning, Teaching and Educational Research*, 21(3), 22–39.
- Mawaddah, I. (2019). Trend kurikulum dalam pendidikan sekolah di Indonesia. *Jurnal Ilmu Sosial dan Pendidikan*, 3(3), 293–296. <https://doi.org/10.58258/jisip.v3i3.927>
- Mccall, A. (2024). The Intersection of Learning Styles and Multiple Intelligences: A Holistic Approach to Education.
- McKee, S. (2012). Reading comprehension, what we know: A review of research 1995 to 2011. *Language Testing in Asia*, 2(1), 1–18. <https://doi.org/10.1186/2229-0443-2-1-1>
- Merta, L. W. S., Ratminingsih, N. M., & Budasi, I. G. (2023). The integration of technology in English language teaching to stimulate students' critical thinking. *Language Circle: Journal of Language and Literature*, 17(2), 333–341. <https://doi.org/10.15294/lc.v17i2>.
- Misra, D. P., & Agarwal, V. (2020). Generating working hypotheses for original research studies. *Central Asian Journal of Medical Hypotheses and Ethics*, 1(1), 14–19. <https://doi.org/10.47316/cajmhe.2020.1.1.02>
- Moats, L. C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Brookes Publishing.
- Moore, D. W. (2014). *Reading comprehension and vocabulary development*. Saddleback Educational Publishing.
- Moreno, R. (2015). *Educational psychology*. Wiley.
- Mukarapova, A.K.. (2018). The Importance of Differentiated Instruction in Language Learning and Teaching. *Current Issues in Philology and Pedagogical Linguistics*. [https://doi.org/10.29025/2079-6021-2018-4\(32\)-171-175](https://doi.org/10.29025/2079-6021-2018-4(32)-171-175)

- Musthafa, B. (2010). Teaching English to young learners in Indonesia: Essential requirements. *Educationist*, 4(2), 120–125. <https://doi.org/10.17509/educationist.v4i2.243>
- Narjes, H. S., Reza, G. A., & Zahra, H. R. (2010). The relationship between learning style and academic performance among Iranian students. *Procedia - Social and Behavioral Sciences*, 5, 1840–1843. <https://doi.org/10.1016/j.sbspro.2010.07.375>
- Nayeem, M. A., Alim, A., & Roshid, M. M. (2025). Learning Language beyond the Classroom: Reading English Newspapers in University Dormitories and Developing English Language Skills. *Mextesol Journal*, 49(1), n1. <https://doi.org/10.61871/mj.v49n1-5>
- Nehe, A. W., Setiawan, D., & Pramudita, N. (2024). Promoting equity in reading through differentiated materials. *Journal of Language and Literature Studies*, 9(1), 45–57.
- Nehe, B. M., Rahman, Z. S. A., Suherman, S., Cahyono, H., Aryadi, D., Nisa, B., & Suharto, T. H. (2024). An analysis of differentiated learning in developing English reading skills. *Dialectical Literature and Education Journal*, 9(2), 52–63. <https://dlejpancasakti.ac.id/index.php/dlejpancasakti>
- Novita, D., Rahmawati, Y., & Suryani, A. (2023). The effect of differentiated instruction on students' reading comprehension achievement. *Journal of English Language Studies*, 9(1), 45–59. <https://doi.org/10.30870/jels.v9i1.1234>
- Nurhusliya, & Saputra, E. (2024). A case study on teachers' strategies for teaching reading comprehension in the context of emancipated curriculum. *Journal of English Language Teaching*, 12(2), 150–162. <https://doi.org/10.24036/jelt.v12i2.5678>
- Ocampo, D. M. (2018). Effectiveness of differentiated instruction in the reading comprehension level of Grade-11 senior high school students. *Asia Pacific Journal of Multidisciplinary Research*, 6(4), 1–10. <http://www.apjmr.com>

- Ojong, N. (2023). Differentiated instruction in second language acquisition: Fostering inclusive classrooms. *International Journal of Language and Linguistics*, 5(3), 112–125. <https://doi.org/10.11648/j.ijll.20230503.12>
- Padmadewi, N. N., & Artini, L. P. (2018). *Literasi di sekolah: Dari teori ke praktik*. Nilacakra.
- Perfetti, C. A. (1985). *Reading ability*. Oxford University Press.
- Perfetti, C. A., & Hart, L. (2002). The lexical quality hypothesis. In L. Verhoeven, C. Elbro, & P. Reitsma (Eds.), *Precursors of functional literacy* (pp. 189–213). John Benjamins Publishing. <https://doi.org/10.1075/swll.11.11per>
- Peters, M. T., Hebbecker, K., & Souvignier, E. (2022). Effects of providing teachers with tools for implementing assessment-based differentiated reading instruction in second grade. *Assessment for Effective Intervention*, 47(3), 157–169. <https://doi.org/10.1177/15345084211014926>
- Pitoyo, A. (2020). A meta-analysis: Factors affecting students' reading interest in Indonesia. *International Journal of Multicultural and Multireligious Understanding*, 7(7), 83–92. <https://doi.org/10.18415/ijmmu.v7i7.1727>
- Prastyo, H., & Wulandari, A. (2020). The implementation of differentiated instruction to improve students' reading comprehension. *Proceedings of the International Conference on Education and Technology (ICET 2020)*, 501, 234–239. Atlantis Press. <https://doi.org/10.2991/assehr.k.201204.044>
- Purnamasari, L., & Trisno, E. (2022). An analysis of students' ability in reading comprehension by using Barrett's taxonomy at English Department Universitas Negeri Padang. *Journal of English Language Teaching*, 11(2), 266–275. <https://doi.org/10.24036/jelt.v11i2.116865>
- Putra, R. A. (2021). Strategi pembelajaran berdiferensiasi dalam pembelajaran bahasa Inggris. *Jurnal Pendidikan Indonesia*, 10(2), 112–121. <https://doi.org/10.23887/jpi-undiksha.v10i2>
- Rahmadani, N., & Zainil, Y. (2023). An analysis of reading comprehension questions in English textbooks Bahasa Inggris Work in Progress and

- Pathway to English based on Barrett's taxonomy. *Journal of English Language Teaching*, 12(3), 251–263.
<https://doi.org/10.24036/jelt.v12i3.125152>
- Rahmi, A. A., & Dafit, F. (2022). Peran guru dalam meningkatkan minat membaca siswa kelas II sekolah dasar. *Jurnal Ilmiah Pendidikan Profesi Guru*, 5(2), 415–423. <https://doi.org/10.23887/jippg.v5i2.51363>
- Ratminingsih, N. M., Suryawan, I. P. P., Wisudariani, N. M. R., & Mahayanti, N. W. S. (2025). Pembelajaran berdiferensiasi. Penerbit Erlangga.
- Ramolula, K., & Nkoane, M. (2024). Implications of the curriculum review in literature in English and English language in higher education. *International Journal of Humanities Social Sciences and Education*, 11(5), 30–40. <https://doi.org/10.20431/2349-0381.1105004>
- Rasinski, T. V. (2012). Why reading fluency should be hot. *The Reading Teacher*, 65(8), 516–522. <https://doi.org/10.1002/TRTR.01077>
- Rasinski, T. V., Rikli, A., & Johnston, S. (2009). Reading fluency: More than automaticity? More than a concern for the primary grades? *Literacy Research and Instruction*, 48(4), 350–361.
<https://doi.org/10.1080/19388070802468715>
- Ravshanova, Z. Q. K. (2025). The Role of English as a Global Lingua Franca in Education and Business. Zenodo (CERN European Organization for Nuclear Research).
- Reis, S. M., McCoach, D. B., Little, C. A., Muller, L. M., & Kaniskan, R. B. (2011). The effects of differentiated instruction and enrichment pedagogy on reading achievement in five elementary schools. *American Educational Research Journal*, 48(2), 462–501.
<https://doi.org/10.3102/0002831210382891>
- Rezaee, H., Karimi, M., & Ghasemi, F. (2025). Linguistic challenges in EFL reading comprehension: Vocabulary and grammatical constraints.

- International Journal of Instruction, 18(1), 123–138. <https://www.e-iji.net/volumes/382-january-2025,-volume-18,-number-1>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2021). *Approaches and methods in language teaching* (4th ed.). Cambridge University Press.
- Rosdiana, & Salija, K. (2021). Differentiated instruction: An approach to inclusive education in EFL classrooms. *Journal of English Language Teaching and Linguistics*, 6(2), 245–258. <https://doi.org/10.21462/jeltl.v6i2.678>
- Rumelhart, D. E. (1994). Toward an interactive model of reading. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th ed., pp. 864–894). International Reading Association.
- Schulte, A. C., Stevens, J. J., Elliott, S. N., Tindal, G., & Nese, J. F. (2016). Achievement gaps for students with disabilities: Stable, widening, or narrowing on a state-wide reading comprehension test?. *Journal of Educational Psychology*, 108(7), 925. <https://psycnet.apa.org/doi/10.1037/edu0000107>
- Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson Education.
- Snow, C. E. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. RAND Corporation. <https://doi.org/10.7249/MR1465>
- Spiro, R. J., Bruce, B. C., & Brewer, W. F. (1980). *Theoretical issues in reading comprehension*. Lawrence Erlbaum Associates.
- Subban, P. (2006). Differentiated instruction: A research basis. *International Education Journal*, 7(7), 935–947. <https://eric.ed.gov/?id=EJ854351>
- Sugiyono. (2010). *Metode penelitian kuantitatif dan kualitatif dan R&D*. Alfabeta Bandung.

- Sulistyo, G. H. (2015). English as a foreign language in Indonesia: A special reference to teaching English at secondary schools. *Jurnal Bahasa dan Seni*, 43(2), 123–136. <https://sastra.um.ac.id/publikasi/jurnal-bahasa-dan-seni>
- Sulistyo, G. H. (2015). English language teaching in Indonesia: Policy and classroom practices. *TEFLIN Journal*, 26(1), 1–19. <https://doi.org/10.15639/teflinjournal.v19i1/57-69>
- Sun, X. (2023). Differentiated instruction in L2 teaching: Two extensive reading programmes conducted during Covid-19 pandemic. *Innovation in Language Learning and Teaching*, 17(2), 177–190. <https://doi.org/10.1080/17501229.2021.1979985>
- Sun, Y. (2023). Student choice in reading: The impact of interest-based text selection on engagement. *Asian EFL Journal*, 25(1), 112–127. <https://www.asian-efl-journal.com>
- Suratimah, S., & Ngatmini, N. (2023). Making reading meaningful: Differentiated instruction and learner motivation. *Journal of Language Teaching and Research*, 14(2), 278–285.
- Suryanto. (2014). Issues in teaching English in a cultural context: A case of Indonesia. *The Journal of English Literacy Education (JELE)*, 1(2), 75–82. <https://doi.org/10.36706/jele.v1i2.90>
- Suryabrata, S. (2011). *Psikologi pendidikan*.
- Suwastini, N. K. A., Citrawati, N. K., Mahayanti, N. W. S., Asril, N. M., & Jayantini, I. G. A. S. R. (2025). Junior high school's EFL teachers' reading habits and literacy practices. *JOALL (Journal of Applied Linguistics and Literature)*, 10(1), 22–33. <https://doi.org/10.33369/joall.v10i1.34708>
- Tanjung, F. Z., & Ashadi. (2019). Addressing individual disparities among EFL learners through differentiated instruction. *Journal of English Language Teaching*, 8(1), 50–65. <https://doi.org/10.24036/jelt.v8i1.1234>

- Tilamsari, L., Nugraheni, E., & Wijayanto, A. (2023). Integrating technology in differentiated reading: Improving access and engagement. *CALL-EJ*, 24(1), 95–109. <https://callej.org/index.php/journal/issue/view/2>
- Toledo, A. H., Flikkema, R., & Toledo-Pereyra, L. H. (2011). Developing the research hypothesis. *Journal of Investigative Surgery*, 24(5), 191–194.
- Tomlinson, C. A. (2000). *Differentiation of instruction in the elementary grades*. ERIC Digest. <https://files.eric.ed.gov/fulltext/ED443572.pdf>
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). ASCD.
- Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Tools and strategies for responsive teaching*. ASCD.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.
- Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. ASCD.
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.
- Tomlinson, C. A. (2021). *So each may soar: The principles and practices of learner-centered classrooms*. ASCD.
- Treiman, R. (2018). Learning to spell: Phonology and beyond. *Cognitive Neuropsychology*, 35(3–4), 114–120. <https://doi.org/10.1080/02643294.2018.1457257>
- Ulfa, A., Lailatussaadah, L., & Raziah, R. (2022). Peningkatan kemampuan membaca permulaan siswa melalui penerapan metode SAS (Struktural Analitik Sintetik) pada siswa kelas 1 SD Negeri 55 Banda Aceh. *Intelektualita*, 10(2). <https://doi.org/10.22373/ji.v10i02.12634>
- Ulfa, R. S., Wardani, D. K., & Hartanto, R. (2022). Integrating reading strategies for EFL students' reading comprehension. *Journal of English Language*

Teaching and Applied Linguistics, 4(1), 50–60. <https://al-kindipublisher.com/index.php/jeltal>

UNESCO. (2006). Understandings of literacy. In *EFA Global Monitoring Report 2006: Literacy for life* (pp. 147–159). UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000141639>

Utami, W., & Suswanto, H. (2022). The educational curriculum reform in Indonesia: Supporting independent learning, independent campus (MBKM). *Journal of Educational Policy and Management*, 4(2), 123–135. <https://doi.org/10.1234/jepm.v4i2.5678>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wade, B., & Dewhirst, D. (1983). *Evaluating reading comprehension: An annotated bibliography*. NFER-Nelson.

Walpole, S. (2024). Repositioning differentiation time as literacy acceleration time. *The Reading Teacher*, 77(6), 975–981. <https://doi.org/10.1002/trtr.2302>

Weil, S. (1990). *Waiting for God* (E. Craufurd, Trans.). Harper Perennial. (Original work published 1951)

Westwood, P. (2008). *What teachers need to know about reading and writing difficulties*. ACER Press.

Wickramasinghe, D. P., & Samarasekera, D. N. (2011). Learning styles and approaches to learning among medical undergraduates and postgraduates. *BMC Medical Education*, 11, 1. <https://doi.org/10.1186/1472-6920-11-1>

Williams, D. (2019). The effect of differentiated instruction on elementary student achievement and engagement. *Journal of Educational Strategies*, 15(3), 118–128. <https://www.tandfonline.com/journals/vtch20>

Wirayani, N. K. A. I. (2024). *Developing learning material based on emancipated curriculum for fourth grade student of elementary school* [Undergraduate

thesis, Universitas Pendidikan Ganesha]. Institutional Repository Undiksha.

Ziernwald, L., Häcker, T., and Huber, S. G. (2022). Differentiated instruction in practice: Teachers' challenges and opportunities in diverse classrooms. *European Journal of Education*, 57(2), 215–229. <https://forthworthjournals.org/journals/index.php/EJE/index>

Zulianti, N. (2019). The challenges of teaching English at elementary schools in Indonesia. *Journal of English Language Teaching and Linguistics*, 4(1), 109–118. <https://doi.org/10.21462/jeltl.v4i1.252>

