

REFERENCES

- Abdelhafez, H. A. & Abdallah, M. M. S. (2015). Making it authentic: egyptian efl student teachers' awareness and use of online authentic language materials and their learning motivation. *Journal of Research in Curriculum, Instruction and Educational Technology*, 1(1), 1-55.
- Airbania, F. (2014). The reading ability of recount text of eighth-grade students of SMP n 1 mejobo in the academic year 2013/2014 taught by using group work with talking stick (bachelor thesis, University of Muria Kudus)
- Al-Mohammadi, N. (2017). Effectiveness of using infographics as an approach for teaching programming fundamentals on developing analytical thinking skills for high school students in the city of makkah in saudi arabia. *Global Journal of Educational Studies*, 3(1), 22. <https://doi.org/10.5296/gjes.v3i1.10854>
- Alrwele, D. N. S. (2017). Effects of infographics on student achievement and students' perceptions of the impacts of infographics. *Journal of Education and Human Development*, 6(3), 104–117. <https://doi.org/10.15640/jehd.v6n3a12>
- Alsanie, R. (2019). Integrating cooperative learning in reading classrooms: an investigation of saudi efl learners' perception. *International Journal of Linguistics*, 11(3), 107. <https://doi.org/10.5296/ijl.v11i3.14856>
- Aminoto, T., & Pathoni, H. (2019). Penerapan media e-learning berbasis schoology untuk meningkatkan aktivitas dan hasil belajar materi usaha dan energi di kelas XI SMA N 10 Kota Jambi. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Anderson, M., & Anderson, K. (1997). *Text Types in English*. Australia: Macmillan.
- Aronson, E. (2002). Building empathy, compassion, and achievement in the jigsaw classroom. *Improving Academic Achievement*, 209–225. <https://doi.org/10.1016/b978-012064455-1/50013-0>
- Aronson, E., & Patnoe. (1997). *The jigsaw classroom: Building cooperation in the classroom (2nd ed.)*. New York: Addison Wesley Longman.
- Becker, L. A. (2000). Effect Size (ES). Retrieved Desember, 10th 2020 from <http://web.uccs.edu/lbecker/Psy590/es.html>
- Becker, L. A. (1999). Effect Size Calculators. Retrieved Desember, 10th 2020 <https://lbecker.uccs.edu/>.
- Bicen, H., & Beheshti, M. (2017). The psychological impact of infographics in education. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 8(4), 99–108.

<https://www.edusoft.ro/brain/index.php/brain/article/view/733/821>

- Borucu, A. (2015). Güzel sanatlar liselerinde grafik dersinin işlenişinde infogragik'in, öğrenme yöntemine katkısı. Süleyman Demirel Üniversitesi. Yüksek Lisans Tezi, Süleyman Demirel Üniversitesi, Isparta.
- Brassell, D & Rasinski, T. (2008). *Comprehension that works: Taking students beyond ordinary understanding to deep comprehension*. Huntington Beach, CA: Shell Education
- Broek, P., & Espin, C. A. (2012). Connecting cognitive theory and assessment: Measuring individual differences in reading comprehension. *School Psychology Review*, 41(3), 315-325
- Çifçi, T. (2016). Effects of Infographics on students achievement and attitude towards geography lessons. *Journal of Education and Learning*, 5(1), 154. <https://doi.org/10.5539/jel.v5n1p154>
- Cupita, L. A. L., & Franco, L. M. P. (2019). The use of infographics to enhance reading comprehension skills among learners. *Colombian Applied Linguistics Journal*, 21(2), 230–242. <https://doi.org/10.14483/22487085.12963>
- Dahmash, A. B., Al-Hamid, A., & Alrajhi, M. (2017). Using infographics in the teaching of linguistics. *Arab World English Journal (AWEJ)*, 8(4), 430–443.
- Davis, M., & Quinn, D. (2013). Visualizing text: the new literacy of infographics. *Reading Today*, 31(3), 16–18. <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=93288599&site=ehost-live&scope=site>
- Ertem, I. S. (2010). The effect of electronic storybooks on struggling fourthgraders' reading comprehension. *Turkish Online Journal of Educational Technology*, 9(4), 140–155.
- Fraenkel, J., Wallen, N., & Hyun, H. (2012). *How to design and evaluate research in education*. New York, NY: McGraw-Hill
- Gay, I. R., Mills, E. G., & Airasian, P. W. (2012). *Research method: Competencies for analysis and applications*. Boston, MA: Pearson Education
- Gehred. (2020). Canva. *Journal of the Medical Library Association*, 108(2), 338-340. DOI: [dx.doi.org/10.5195/jmla.2020.940](https://doi.org/10.5195/jmla.2020.940)
- Gilakjani, A. P. (2016). How can students improve their reading comprehension skills ?. *Journal of Studies in Education*, 6(2), 229-240 <https://doi.org/10.5296/jse.v6i2.9201>
- Gull, F., & Shehzad, S. (2015). Effects of cooperative learning on students' academic achievement. *Journal of Education and Learning (EduLearn)*, 9(3), 246. <https://doi.org/10.11591/edulearn.v9i3.2071>

- Hatch, E., & Lazaraton, A. (1991). *The research manual design and statistics for applied linguistics*. Boston, MA: Heinle and Heinle Publishers.
- Hall, J. L. (2016). *A guide to doing statistics in second language research using SPSS and R* (2nd eds). NY: USA, Routledge.
- Hung, B. P. (2019). Impacts of cooperative learning: A qualitative study with efl students and teachers in vietnamese colleges. *Issues in Educational Research*, 29(4), 1223–1240.
- Johnson, D. W., & Johnson, R. T. (2018). Cooperative learning: The foundation for active learning. *Intech, tourism*, 13. <http://dx.doi.org/10.5772/intechopen.81086>. Retrieved from <https://www.intechopen.com/books/advanced-biometric-technologies/liveness-detection-in-biometrics>
- Kagan, S., & Kagan, M. (2009). *Why do we need cooperative learning?*. CA: USA, Kagan Publishing
- Kardaleska, L. (2013). The impact of jigsaw approach on reading comprehension in an esp classroom. *Applied Linguistics and Language Research*, 1(1), 53–58.
- Kazemi, M. (2012). The effect of jigsaw technique on the learners' reading achievement: The case of English as L2. *Mjal*, 4(3), 170–184. <https://www.semanticscholar.org/paper/The-Effect-of-Jigsaw-Technique-on-the-Learners'-The-Kazemi/4dad4b86a3258b7917c748d78d930187771a06a6>
- Kemdikbud. (2017). *Model silabus mata pelajaran sekolah menengah atas/madrasah aliyah/sekolah menengah kejuruan/madrasah aliyah kejuruan (sma/ma/smk/mak)*.
- Kongwat, A., & Sukavatee, P. (2019). The effects of collaborative reading instruction using infographics on students' reading comprehension. *An Online Journal of Education*, 14(2), 1–12.
- Kordaki, M., & Siempos, H. (2010). The jigsaw collaborative method within the online computer science classroom. *CSEDU 2010 - 2nd International Conference on Computer Supported Education, Proceedings*, 2, 65–72. <https://doi.org/10.5220/0002810800650072>
- Lamb, A., & Johnson, L. (2014). Infographics Part 1: *Teacher Librarian*, 41(4), 54–58.
- Mahdy, M. T., Ryhan, J. M., & Hasn, A. A. N. (2018). The effect of jigsaw technique on enhancing EFL intermediate students' writing skill. *IRAQI Scientific Journal*, 39, 1498-1507. <https://www.iasj.net/iasj/download/5230e4c4931aefaf>

- Manowong, S. (2017). Incorporating online tools to promote english reading for EFL learners: an action research study. *PASAA Paritat Journal*, 32(2560), 98–124.
- Marin, J. H. M., & Moncada, A. G. (2010). Teaching reading comprehension in english in a distance web-based course: New Roles for Teachers. *PROFILE Issues in Teachers' Professional Development*, 12(2), 69–85.
- Márquez, L. M. T., Llinás, J. G., & Macías, F. S. (2017). Collaborative learning: use of the jigsaw technique in mapping concepts of physics. *Problems of Education in the 21st Century*, 75(1), 92–101.
- Marzban, A., & Alinejad, F. (2014). The effect of cooperative learning on reading comprehension of iranian efl learners. *Procedia - Social and Behavioral Sciences*, 116(1990), 3744–3748. <https://doi.org/10.1016/j.sbspro.2014.01.834>
- McEwan, E.K. (2007). *40 ways to support struggling readers in content classrooms, grades 6-12*. 10.4135/9781483329703.
- Meng, J. (2010). Jigsaw cooperative learning in english reading. *Journal of Language Teaching and Research*, 1(4), 501–504. <https://doi.org/10.4304/jltr.1.4.501-504>
- Mengduo, Q., & Xiaoling, J. (2010). Jigsaw strategy as a cooperative learning technique: focusing on the language learners. *Chinese Journal of Applied Linguistics (Foreign Language Teaching & Research Press)*, 33(4), 113–125.
- Mohammadian, A., Saed, A., & Shahi, Y. (2018). The effect of using video technology on improving reading comprehension of iranian intermediate efl learners. *Advances in Language and Literary Studies*, 9(2), 17. <https://doi.org/10.7575/aiac.all.v.9n.2p.17>
- Morales, D. & Campino, D. (2012). The effect of jigsaw technique on students' reading comprehension in eleventh grade of the I.E.M Ciudadela in Pasto. (Bachelor of Arts Thesis, University of Narino, Colombia, Spanyol).
- Nakagawa, J. J. (2006). Integrating global education and cooperative learning in a university foreign language reading class. In S. G. McCafferey, G. M. Jacobs & A. C. D. Iddings (Eds). *Cooperative Learning and Second Language Teaching*. NY: USA, Cambridge University Press.
- Namaziandost, E., Gilakjani, A. P., & Hidayatullah. (2020). Enhancing pre-intermediate EFL learners' reading comprehension through the use of Jigsaw technique. *Cogent Arts and Humanities*, 7(1). <https://doi.org/10.1080/23311983.2020.1738833>
- Naparin, H., & Binti Saad, A. (2017). Infographics in education : review on

- infographics design. *The International Journal of Multimedia & Its Applications*, 9(4/5/6), 15–24. <https://doi.org/10.5121/ijma.2017.9602>
- Nashiroh, P. K., Ekarini, F., & Ristanto, R. D. (2020). Efektivitas penerapan model pembelajaran kooperatif tipe jigsaw berbantuan mind map terhadap kemampuan pedagogik mahasiswa mata kuliah pengembangan program diklat. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 17(1), 43. <https://doi.org/10.23887/jptk-undiksha.v17i1.22906>
- Neltner, H. (2015). Using Canva and Powtoon to Promote your Library Program. *School Librarian's Workshop*, 35(5), 24-25.
- Nurbianta, N., & Dahlia, H. (2018). The Effectiveness of jigsaw method in improving students reading comprehension. *ETERNAL (English Teaching Journal)*, 9(1), 70–86. <https://doi.org/10.26877/eternal.v9i1.2416>
- Olson, J. P., & Diller, M. H. (1982). *Learning to teach reading in elementary school*. London. MacMillan Publishing Company.
- Ozdamli, H., & Ozdamli, F. (2017). The effect of infographics in mobile learning: case study in primary school. *Journal of Universal Computer Science*, 23(12), 1256–1275.
- Ozdamli, F., Kocakoyun, S., Sahin, T., & Akdag, S. (2016). Statistical reasoning of impact of infographics on education. *Procedia Computer Science*, 102(December), 370–377. <https://doi.org/10.1016/j.procs.2016.09.414>
- Özdemir, E. Ç., & Akyol, H. (2019). The development of a reading comprehension test. *Universal Journal of Educational Research*, 7(2), 563–570. <https://doi.org/10.13189/ujer.2019.070229>
- Papatga, E., & Ersoy, A. (2016). Improving reading comprehension skills through the SCRATCH program. *International Electronic Journal of Elementary Education*, 9(1), 124–150.
- Potash, B. (July, 2019). Canva for the classroom. Retrieved from <http://www.nowsparkcreativity.com/2019/07/canva-for-classroom.html>
- Rahayu, N. W. B., Suma, K., & Arnyana, I. B. P. (2018). Pengaruh model pembelajaran kooperatif jigsaw berbantuan mind map terhadap hasil belajar ipa dan self efficacy siswa smp. *Jurnal Pendidikan dan Pembelajaran IPA Indonesia*, 8(1), 36-45. <https://doi.org/10.23887/jpppp.v2i3.16282>
- Rama, A. N., & Rahim, A., Alberth. (2018). The use of Schoology to enhance students' reading comprehension at lakidende university. *Journal of Language Education and Educational Technology*, 3(1). <http://jayapanguspress.penerbit.org/index.php/cetta/article/view/285>
- Razalli, A. R., Thomas, R. O., Mamat, N., & Yusuf, N. (2018). Using text with

- pictures in primary school to improve reading comprehension for hearing impaired students. *Journal of ICSAR*, 2(1), 19–27. <https://doi.org/10.17977/um005v2i12018p019>
- Reeves, C. (2012). *Developing a Framework for Assessing and Comparing the Cognitive Challenge of Home Language Examinations*. Perseuor, Pretoria: UMALUSI
- Refai. (2012). Implementating jigsaw ii strategy to improve the reading comprehension. *Journal of English Education*, 1(1), 55–63.
- Reima, A. (2009). *Teaching extensive reading to efl secondary students' online (In Andrzej Cirocki (Ed.). Extensive Reading in English Language Teaching, 595-603. Verlag: LINCOM EUROPA, Munich, Germany.*
- Reinders, H. & White, C. (2010). “The theory and practice of technology in materials development and task design” In N. Harwood (Ed.) *English language teaching materials: theory and practice*. Cambridge: Cambridge University Press.
- Rinekso, A. B., & Muslim, A. B. (2020). Synchronous online discussion: teaching English in higher education amidst the covid-19 pandemic. *JEES (Journal of English Educators Society)*, 5(2), 155–162. <https://doi.org/10.21070/jees.v5i2.646>
- Saputro, I. E. (2018). The use of jigsaw ii to enhance the students reading comprehension in the first grade of papua senior high. *International Journal of Management and Applied Science*, 4(7), 66–71.
- Schlager, D. (2016). Schoology: The Adoption of a Learning Management System. Retrieved from Sophia, the St. Catherine University repository website: <https://sophia.stkate.edu/maed/191>
- Shafipoor, M., Sarayloo, R., & Shafipoor, A. (2016). Infographic (information graphic): A tool for increasing the efficiency of teaching and learning processes. *International Academic Journal of Innovative Research*, 3(4), 39–45. www.iaiest.com
- Siricharoen, W. V. (2013). Infographics: the new communication tools in digital age. 169-174. Retrieved on December 24th 2020 from <https://www.researchgate.net/publication/256504128>
- Slavin, R. E. (2008). Cooperative learning and achievement: theory and research. *Handbook of Psychology*. <https://doi.org/10.1002/0471264385.wei0709>
- Snow, C. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Santa Monica, CA: RAND Corporation.
- Sulistiawati, L., & Sriyati, S. (2016). Implementation of cooperative models jigsaw

with the assignment of mind map to improve the mastery of concepts and creative thinking abilities of students. *Prosiding Seminar Biologi*, 12(1), 212–216.

- Supraba, D., & Silvana, R. (2020). The effects of collaborative reading instruction using infographics on students' reading comprehension. *Globish (An English Indonesian Journal for English, Education, and Culture)*, 9(2), 21–42. <http://dx.doi.org/10.31000/globish.v712>
- Surahmawati, D., Hanafi, H., & Badara, A. (2016). The Effectiveness of using jigsaw technique to improve reading comprehension of first graders of smk 4 kendari in 2015/ 2016 academic years. *Journal of Language Education and Educational Technology*, 1(1), 1-14.
- Tahrin., Simaibang, B., & Iskandar. (2017). The influence of jigsaw technique and learning interest towards reading comprehension achievement of business letters on the eleventh graders of smk negeri 3 palembang. *ELTE Journal*, 060, 76–86.
- Trilling, B., & Fadel, C. (2009). *21st century skills learning for life in our times*. CA:USA, Jossey-Bass A Wiley Imprint.
- Wahyuni, E., & Thohiriyah, T. (2018). Infographic: avoiding monotony in presenting teaching materials. *2nd English Language and Literature International Conference (ELLiC)*, 2, 280–283. <http://103.97.100.145/index.php/ELLIC/article/view/3548%0Ahttps://jurnal.unimus.ac.id/index.php/ELLIC/article/download/3548/3368>
- Wibisono, D. (2554). The effects of kahoot! In teaching reading to tenth grade students. *Magister Scientiae*, 5(45), 86–105. <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>
- Yıldırım, S. (2016). Infographics for educational purposes: Their structure, properties and reader approaches. *Turkish Online Journal of Educational Technology*, 15(3), 98–110.
- Zidat, S., & Djoudi, M. (2010). Effects of an online learning on EFL university students' english reading comprehension. *International Review on Computers and Software*, 5(2), 186–192.