REFERENCES

Adas, D., & Bakir, A. 2013. Writing Difficulties and New Solutions: Blended Learning as An Approach To Improve Writing Abilities. *International Journal of Humanities and Social Science*, 3(9), 254-266.

Aebersold, J.A and Field, M.L. 1997. *From Reader to Reading teacher: Issues and Strategies for Second Language Classroom*. New York: Cambridge University Press.

Al Fiky, A. I. 2011. *Blended Learning: Educational Design, Multi-media, Creative Thinking*. Amman (Jordan): Dar Athaqafa for publishing and distribution.

Albasthawi, Abeer H.&Albataineh Khaleel. 2020. The Effectiveness of Google Classroom Among EFL Students in Jordan: An Innovative Teaching and Learning Online Platform. *International Journal of Emerging Technologies in Learning*, 15(11), 78-88.

Alzubi, A. A. F. 2021. The Role of Mobile Technologies in Impacting Learner Autonomy in an EFL Context: A Systematic Review. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, *11*(3), 56-73.

Ananda Sari, E. 2022. *The Effect of Google Classroom as A Blended Learning Media Integrated with Inference Strategy on Students'reading Ability (An Experimental Study At Grade X Sman 6 Bengkulu Selatan)* (Doctoral dissertation, UIN Fatmawati Sukarno Bengkulu).

Ari, N. W., Wijayatiningsih, T. D., & Mulyadi, D. 2021. Students' Motivation in Learning Online of Reading Comprehension Narrative Text through Google Classroom. *JALL (Journal of Applied Linguistics and Literacy)*, *5*(1), 1-9.

Arias, X. P. B. 2015. A Comparison of Chinese and Colombian university EFL Students Regarding Learner Autonomy. *Profile*, 17(1), 35-53.

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Ary, Donald., Jacobs. J.C., Sorensen.C., & Razavieh, A. 2010. *Introduction to Research in Education 8th Edition*. Canada: Wadsworth Cenage Learning.

Bai, X., Wang, X., Wang, J., Tian, J., & Ding, Q. 2020. College Students' Autonomous Learning Behaviour in Blended Learning: Learning Motivation, Self-Efficacy, and Learning Anxiety. *International Symposium on Educational Technology (ISET)* (pp. 155-158). IEEE.

Benson, P. 2001. *Teaching and Researching Autonomy in Language Learning*. Essex: Pearson Education.

Bluman, Allan G. 1998. *Elementary Statistics: A Step by Step Approach*. Boston: McGraw-Hill.

Bozkurt, N., & Arslan, F. Y. 2018. Learner Autonomy in Language Learning: Syrian Refugee EFL Learners' Perceptions and Readiness. *Multidisciplinary Journal of Educational Research*, *8*(2), 115-145.

Brookes, A., & Grundy, P. 1988. *Individualization and Autonomy in Language Learning.* British Council.

Brown and Atkins. 2002. *Effective Teaching in Higher Education*. Rotledge: London and New York.

Brown, H. D. 2007. Teaching by Principles An Interactive Approach to Language pedagogy. White Plains, NY: Pearson Education, Inc.

Brown, H. Douglas. 2003. *Language Assessment Principle and Classroom Practices.* San Fransisco: Longman.

C. Pappas, *"Google Classroom Review: Pros And Cons Of Using Google Classroom In eLearning - eLearning Industry"*, eLearning Industry. 2017. [Online]. Available: https://elearningindustry.com/google-classroom-review-   pros-and-cons-of-using-google-classroom-in-elearning. [Accessed: 20*th* October 2021].

Callan, E. 1988. *Autonomy and Schooling*. Montreal: McGill-Queen's University Press.

Challob, A. I., Bakar N. A., & Latif, H. 2016. Collaborative Blended Learning Writing Environment: Effects on EFL Students' Writing Apprehension and Writing Performance. *English Language Teaching*, 9(6), 229-241.

Choi, H., & Lee, C. H. 2020. Learner Autonomy in EFL Reading with Digital Technology at Secondary School Level. *The Journal of AsiaTEFL*, *17*(4), 1323-1345.

Cohen, L., Manion, L. & Morrison, K. 2007. *Research Method in Education (6th ed.)*. New York: Routledge Falmer.

Colis, B., and Mooner, J. 2001. *Flexible Learning in a Digital World: Experiences and Expectations*. London: Kogan-page.

Coronado, Medina D., & Miyashiro, M. M. 2019. Autonomous Learning Strategies in the Reading Comprehension of High School Students. *Journal of Educational Psychology-Propositosy Representaciones*, *7*(2), 147-159.

Creswell, J. W. 2012. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston, MA: Pearson Education, Inc.

Dam, L. 1990. *Learner Autonomy in Practice*. In Gathercole, I. 1990. CILT. Great Britain: Bourne Press.

Dang, T. T., & Robertson, M. 2010. Impacts Of Learning Management System on Learner Autonomy in EFL Learning. *International Education Studies*, *3*(3), 3-11.

Dearden, R.F. 1972. *Autonomy and Education*. In Llaven-Nucamendi, M. E.2014. *Autonomy in Language Learning: The Teacher and Institution.* (pp.18). Mexico: Universidad de Quintana Roo.

Dewi, Nurmala, Zahrowi, Eva, and Sulistyawati, Eka. 2020. The Implementation of Google Classroom in Improving Students' Reading Comprehension at MAN 4 Jakarta. *Lingual*, 9(1).

DiCicco, K. M. 2016. The Effects of Google Classroom on Teaching Social Studies for Students with Learning Disabilities. Unpublished Master's thesis.

Dickinson, L. 1987. *Self-instruction in Language Learning.* Cambridge: Cambridge University Press.

Dieu, Nguyen, B. ., & Le Thi, H. V. 2022. EFL Learners' Perceptions of the Impact of Learning Management System on Learner Autonomy in Vietnam. *International Journal on E-Learning Practices (IJELP)*, *4*, 10-21.

Emadesti, T. 2020. Improving Students' reading Skills Through Punctuations By Using Google Classroom Application At Grade Xii Ms 1 Of Sma Negeri Plus Provinsi Riau. *JURNAL PAJAR (Pendidikan dan Pengajaran)*, *4*(6), 1189-1197.

Endris, A. A. 2018. Effects of Extensive Reading on EFL Learners' Reading Comprehension and Attitudes. *International Journal of Research in English Education*, *3*(4), 1-11.

Esch, E. 1996. *Promoting Learner Autonomy: Criteria For The Selection Of Appropriate Methods*. Cited in Google Play Book.

Everhard, C. J. 2015. The Assessment-Autonomy Relationship in C. Everhard & L. Murphy (Eds.), *Assessment and autonomy in language learning (*pp. 8-34). Palgrave Macmillan.

Gardner, D. and Miller, L. (eds.) 1994. *Directions in Self-access Language Learning*. Hong Kong: Hong Kong University Press.

Geddes, M., & Strurtridge, G. 1997. *Individualization*. London: Modern English Publications.

Geta, M., & Olango, M. 2016. The Impact of Blended Learning in Developing Students' Writing Skills: Hawassa University In Focus. *African Educational Research Journal*, 4(2), 49-68.

Grellet, F. 2006. *Developing Reading Sl*. Cambridge: Cambridge University Press

Gueudet, G., & Joffredo-Le Brun, S. 2021. Teacher Education, Students' Autonomy and Digital Technologies: A Case Study About Programming with Scratch. *Review of science, mathematics and ICT education*, *15*(1), 5-24.

Günes, S., & Alagözlü, N. 2020. The Interrelationship between Learner Autonomy, Motivation and Academic Success in Asynchronous Distance Learning and Blended Learning Environments. *Novitas-ROYAL (Research on Youth and Language)*, *14*(2), 1-15.

Guo, S.C. 2011. *Impact Of an Out-of-class activity on Students' English Awareness, Vocabulary, and Autonomy*. Language Education in Asia. In Hu,

Yiwen. 2016. *The role of Learner Autonomy for Learning English Out of Class in Chinese University. The* University of Victoria.

Harmer, Jeremy. 2007. *The Practice of Language Teaching Third Edition Completely Revised and Updated*. Longman.

Hedge, T. 2000. *Teaching and Learning in the Language classroom*. Oxford: Oxford University Press.

Higgs, J. 1988. *Planning Learning Experiences to Promote Autonomous Learning*. New York: Nichols Publishing Company.

Hilmi, L., & Addinna, A. 2021. The Effectiveness of Reading to Tell the Story to Students' Reading Comprehension Reviewed from Autonomy Level. In *Eighth International Conference on English Language and Teaching (ICOELT-8 2020)* (pp. 161-165). Atlantis Press.

Holec, H. 1981. *Autonomy in Foreign Language Learning*. Oxford: Pergamon.

Holec, H. 1995. *Autonomy And Foreign Language Learning*. Oxford: Pergamon Press.

Hossain, M.M. & Mustapha, Siti M. B. 2020. The Relationship between Learner Autonomy Readiness and English Performance of Undergraduates at Public Universities in Bangladesh. *Journal of Education and Social Sciences*, 16(1), 82-92.

Huang, R. H., Zhou, Y. L., & Wang, Y. 2006. *Blended Learning: Theory into Practice*. Beijing: Higher Education Press.

Hughes, P. 2003. *Autonomous Learning Zones*. UK: University of Durham.

Iamudom, T., & Tangkiengsirisin, S. 2020. A Comparison Study of Learner Autonomy and Language Learning Strategies among Thai EFL Learners. *International Journal of Instruction*, *13*(2), 199-212.

Kim, N. Y., & Yoon, S. Y. 2021. A Comparative Study on Blended Learning and Flipped Learning: EFL Students' Learner Autonomy, Independence, and Attitudes. *Korean Journal of English Language and Linguistics*, *21*, 171-188.

Koosha, M., Abdollahi, A., & Karimi, F. 2016. The Relationship among EFL Learners' Self-Esteem, Autonomy, and Reading Comprehension. *Theory and Practice in Language Studies*, *6*(1), 68.

Kurniadi, Ahmad. 2021. The Use of Google Classroom Application to Improve Students Reading Comprehension of Narrative Texts. *Journal of Research & Method in Education*, 11(1), 37-40.

Lai, C. 2019. Technology and Learner Autonomy: An Argument in Favor of The Nexus of Formal and Informal Language Learning. *Annual Review of Applied Linguistics*, *39*, 52-58.

Laili, Ela Nur&Muflihah, Tatik. 2020. The Effectiveness of Google Classroom in Teaching Writing of Recount Text for Senior High Schools. *Journal of Languages and Language Teaching*, 8(4), 348-359.

Leong, M. W., Chua, Y. P., Kannan, S., & Maulod, S. A. 2016. Principal Technology Leadership Practices and Teacher Acceptance of School Management System (SMS). *Educational Leader*, 4, 89-103.

Little, D. 1991. *Learner Autonomy 1: Definition, Issues and Problems*. Dublin: Authentik.

Lynch, R., & Dembo, M. 2004. The Relationship Between Self-Regulation and Online Learning in a Blended Learning Context. *The International Review of Research in Distance Learning*, 5(2), 1-16.

Macaron, E. 2008. *Learning Strategies In Foreign And Second Language Classrooms*. London: Continuum.

Maesaroh, A. N., Ramadhani, H. A., Fikriyah, L. Z., & Septiani, P. E. 2021. The Effectiveness of Google Classroom in Improving Students' Reading Skill During Pandemic Era. *Conference on English Language Teaching*, 1, 52-66.

Masita, D. D. 2016. EFL Students' Ability in Performing Autonomous Learning and Their Writing Proficiency Across Cognitive Styles. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(6), 1204-1215.

Masoumzadeh, E. 2016. The Relationship Between Iranian EFL Learners Autonomy, Commitment and Writing Ability. *International Journal of Educational Investigations*, 3(7), 96-105.

Meinawati, E., Purwaningrum, P. W., Setianingrum, H. W., Alawiyah, S., & Chodidjah, C. (2021). The Online English Extensive Reading Activities Using Google Classroom in Pandemic Covid-19. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, *5*(2), 459-469.

Melani, Maryann. 2020. The Effect of Google Classroom Assisted Extensive Listening on Listening Comprehension across Learning Autonomy. *Lingua Cultura*, 14(1), 129-142.

Mukti, G. E., Rachmawati, E., & Tarwana, W. 2021. The Implementation of Google Classroom to Teach Reading Narrative Text. *JEEP (Journal of English Education Program)*, *8*(2).

Murase, F. 2015. Measuring Language Learner Autonomy: Problems and Possibilities. In C. J. Everhard & L. Murphy (Eds.), Assessment And Autonomy In Language Learning (pp. 35-63). Palgrave Macmillan.

Palincsar, A.S., & Brown, A.L. 1984. *Reciprocal Teaching of Comprehension-fostering and Comprehension-monitoring Activities.* Cognition and Instruction, 1 (2) ,117-175.

Pardo, Laura S. 2004. *What Every Teacher Needs to Know about Comprehension*. International Reading Association.

Parody, Bencze. 2006. *Applied Linguistics I for BA Students in English*. Bolczes: Bolczes Konzorcium.

Patel, M.F. & M. Jain. 2008. *English Language Teaching (methods, tools & technique)*.Jaipur: Sunrise.

Rajab, Azizah, Zakaria, Wan, Z. W., Rahman, Hamidah, A., Hosni, Alia, D. and Hassani, S. 2012. Reading anxiety among second language learners. Malaysia. *Procedia - Social and Behavioral Sciences*., 66(7), 362-69.

Rohmawati, A., Rahmawati, E., & Hidayani, S. 2022. Google Classroom for Learning Reading Comprehension: A Students' Perception. *ELITE Proceeding*, *1*(1), 19-24.

Saranya, K., & English, I. I. M. A. 2019. Promoting Self Directed Learning through G-Suite or Google Classroom at Undergraduate level-A Study. *Language in India*, *19*(4), 369-381.

Sharma, Pete & Barrett, Barney. 2007. *Blended Learning: Using technology in and beyond the language classroom.* London: Macmillan Publishers Limited.

Siahaan, B. L. 2022. The Effectiveness of Using Google Classroom for Self-Directed Learning (SDL) Students in Learning English. *Jurnal Basicedu*, *6*(3), 4282-4288.

Skehan, P. 1989. *Individual Differences in Second–Language Learning*. London: Edward Arnold.

So, H. J. & Brush, T. A. 2008. Student Perceptions of Collaborative Learning English Writing? Integrating Facebook and Peer Assessment with Blended Learning. *Australasian Journal of Educational Technology*, 27(5), 829-845.

Song, L., & Hill, J. R. 2007. A Conceptual Model for Understanding Self-Directed Learning in Online Environments. *Journal of Interactive Online Learning*, *6*(1), 27-42.

Sudusinghe, W. S., & Kumara, W. G. C. 2021. Assessing the e-Learner Autonomy among ESL (English as a Second Language) Learners in Higher Education Institutes, Sri Lanka.

Sujannah, W.D, Cahyono, Bambang Y, and Astuti, Utari P. 2021. Effect of Blended Learning Using Google Classroom on Writing Ability of EFL Students across Autonomy Levels. *Journal of Teaching English with Technology*, 20(2), 82-97.

Sujianto, Agus Eko. 2009. *Aplikasi Statistik dengan SPSS 16.0*. Jakarta.

Sulistyanto, I., & Imada, D. A. 2020. Using Google Classroom to Teach Reading Hortatory Exposition Text. *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, *11*(1), 1-6.

Susanti, L., Junining, E., & Hamamah, H.2021. Investigating the Implementation of Google Classroom To Improve Reading Comprehension: Advantage and Disadvantage. *Journal of Languages and Language Teaching*, *9*(2), 204-211.

Swatevacharkul,R&Boonma, Nida. 2021. Learner Autonomy Assessment of English Language Teaching Students in An International Program in Thailand. *Indonesian Journal of Applied Linguistics*, 10(3), 751-761.

Tabiati, S. E. 2016. Factors Contributing to Learners' Autonomy in EFL Reading. *Jurnal Pendidikan Humaniora*,4(2), 82-94

Tanzeh, Ahmad. 2009. *Pengantar Metode Penelitian*. Yogyakarta: Teras.

Totanan, C. 2022. Is Google Classroom, Zoom, and Whatsapp Effective For Accounting Students during the COVID-19 Pandemic? *Journal of Education for Business*, 1–7.

Towndrow, P., & Cheers, C. 2003. Learning to Communicate Effectively in English through Blended E-Learning. *Teaching and Learning*. 24(1), 55-66.

Ventayen, R.J.M., Estira, K.L.A., Guzman, M.J.D., Cabaluna, C.M., & Espinosa, N.N. 2018. Usability Evaluation of Google Classroom: Basis for The Adaptation of Gsuite E-Learning Platform. *Asia Pacific Journal of Education, Arts and Sciences*, 5(1), 48-56.

Wenden, A. 1991. *Learner Strategies for Learner Autonomy*. Englewood Cliffs, New Jersey: Prentice-Hall.

White, C. 2008. *Language Learning Strategies in Independent Setting*: An overview. In T. W. Lewis and M. S. Hurd (Eds.), *Language learning strategies in independent settings.* (pp.5). Clevedon, England: Multilingual Matters.

Widyarini, L., & Prastanti, A. D. 2020. Google Classroom as an Alternative Media of Reading Logs In A Reading Course. *Journal of English Language and Pedagogy*, *3*(2), 11-16.

Wilkinson, David and Birmingham, Petter. 2003. *Using Research Instruments Guide for Researchers.* London: Taylor & Francis e-Library.

Wong, K. T., Hwang, G. J., Choo Goh, P. S., & Mohd Arrif, S. K. 2020. Effects of Blended Learning Pedagogical Practices on Students' Motivation and Autonomy for The Teaching Of Short Stories in Upper Secondary English. *Interactive Learning Environments*, *28*(4), 512-525.

Wooley, G. 2011. *Reading Comprehension: Assessing Students with Learning Difficulties*. Springer Science + Business Media.

Xu, J., Wu, W., & Peng, R. 2004. A Survey and Analysis of Non-English Major Undergraduates' Autonomous English Learning Competence. *Foreign Language Teaching and Research*, 1, 64-68.

Zarei, A.A & Gahremani, Kobra. 2010. On the Relationship between Learner Autonomy and Reading Comprehension. *TELL*, 3 (10), 81-99.