REFERENCES

- Dillenbourg, P. (1999). Collaborative learning: Cognitive and computational approaches. advances in learning and instruction series. Elsevier Science, Inc., PO Box 945, Madison Square Station, New York, NY 10160-0757.
- Hall, T., Strangman, N., & Meyer, A. (2003). Differentiated instruction and implications for UDL implementation. *Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved July*, 29, 2010.
- Hammond, J. L., & Gibbons, P. (2005). The effects of collaborative learning on student learning and motivation. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 78(6), 288-292.
- Johnson, C. I., & Mayer, R. E. (2009). A testing effect with multimedia learning. *Journal of Educational Psychology*, 101(3), 621.
- Mayer, R. E. (2002). Multimedia learning. In *Psychology of learning and motivation* (Vol. 41, pp. 85-139). Academic Press.
- Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *Journal of Asia TEFL*, 15(3), 618.
- Sweller, J. (2011). Cognitive load theory. In *Psychology of learning and motivation* (Vol. 55, pp. 37-76). Academic Press.
- Tomlinson, C. A. (2014). The differentiated classroom: Responding to the needs of all learners. Ascd.
- Topping, K. J., & Ehly, S. W. (2001). Peer assisted learning: A framework for consultation. *Journal of Educational and Psychological Consultation*, 12(2), 113-132.