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THE KEY ROLE OF STUDENTS' READING ATTITUDES IN COMPREHENSION SKILLS

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Article Info	ABSTRACT
	This study was conducted to see whether or not there is a relationship between students' reading attitudes and their reading achievement. The method used in this study is a descriptive method with correlational analysis. The respondents in this study were eighth-grade students at The State Junior High School 17 Jambi City in the 2024/2025 Academic Year. The sampling technique used was random 31 students were obtained. Data were collected by distributing questionnaires to determine students' reading attitudes and conducting reading tests to assess students' reading achievement. The type of text used in this study is recount text. To measure the correlation of data, the researcher used Pearson-Product Moment using SPSS 25. The results of this study indicate that there is a low relationship between students' reading attitudes and their reading abilities

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1. INTRODUCTION

We agree that English is a language used to communicate universally, therefore students learn English with the aim of being able to understand English well and do it with hard work. English has four expertise that must be mastered: reading, speaking, listening, and writing. The two expertise are divided into passive and active. Listening and reading are classified as passive expertise; speaking and writing are classified as active expertise. Students must learn and master four expertise because they will be handy.

Reading skills are very important skills for most people in the world, therefore students are required to have this skill, especially in language learning. Good reading skills also play a good role in language acquisition for beginners. To gain knowledge and information, students need to have reading skills (Saori, 2022). Students must master reading skills because they will get more information from various sources. By reading, students can improve their knowledge and skills in the field of reading so that they have a lot of insight, therefore it is important for students to read a lot. In the learning process, reading is a very important and necessary skill because reading is an activity of contains messages or information from the reading to find out the ideas contained in the material being studied (Suyanto et al., 2024)

Reading comprehension is a skill that must be understood and become an expertise for students in Indonesia (Brilliananda & Wibowo, 2023). Teachers expect students to have reading skills and abilities, especially in foreign language learning. In the context of education, Students are expected to master reading skills because reading is an important skill in language learning. Students will get a lot of knowledge if they read a lot because by reading students get a lot of lessons and their knowledge becomes wider (Sulistyani et al., 2022).

The basic skill in learning English that students must have is reading because by having good reading skills, students are expected to have a lot of information. Reading skills are believed to be basic skills that are very useful for students to have because by reading, they can search for more information (Aulia & Ali Mirza, 2023). To obtain information and knowledge, reading skills are essential.

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528

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Students should be able to express opinions, and even to provide information both verbally and in writing. They also hope to be able to think scientifically and rationally (Rafi et al., 2021). Communication using text or written language is a form of reading activity. It is also a form of two-way communication between the writer and the reader (Nurdianti et al., 2019). In learning a foreign language, especially English, reading plays a very important role because reading is a primary skill that must be mastered by students, and by reading humans obtain information even though it is not a natural part of human development (Pido et al., 2022), and reading is the most important language skill, but it is not as natural as speaking and listening (Stiawati et al., 2024).

Reading texts can develop students' interests, especially reading English texts. By reading, students are involved in character development, which is related to complex cognitive processes because it requires a good understanding of the text (Faurismawan & Mubarok, 2024).

In second language learning, one of the components that students must have is attitude, which is an inseparable component of learning, especially in learning English (Ayudhia & Hafid, 2023). Reading is an activity to decipher symbols, this is included in the cognitive process with the aim of obtaining and building a meaning from the text. In the implementation of this cognitive process, there are complex difficulties that are also influenced by several factors including attitude and motivation factors. Attitude factors are the main factors that influence students in reading as a second language learning.

The reason why someone likes or dislikes reading is related to the feeling system, this is called reading attitude. Reading attitude is an emotional response, which is the reason for readers to like or dislike reading. However, in the evaluative aspect, attitudes are divided into two, namely positive attitudes and negative attitudes. Therefore, it is concluded that attitude is the way a person thinks or behaves.

The main factor that affects and decides reading success is reading attitudes, therefore this needs to be a concern for educators and the community. The failure or success achieved by students in learning English depends on their reading attitudes. It is concluded that reading results are influenced by reading attitudes.

Two reasons that encourage the importance of explaining attitudes towards reading. First, the level of skill achieved by an individual is influenced by attitude.

Second, a bad attitude can hurt the reader's fluency. Factors that influence students' reading attitudes are age, gender, family background, learning methods and materials, habits, and reading ability level (Marpaung & Sihombing, 2020).

Attitude is part of the emotional component and real action of the behavioral component. A positive reading attitude is the main goal of learning in the classroom and students with a positive attitude will impact their reading behavior and can improve their ability to understand the reading content. If students often read, it can be interpreted that they like to read. This is done to increase knowledge by reading many texts to increase reading comprehension.

Attitude is defined as the interest in reading something, namely the feeling of reading or avoiding reading and attitude is a natural or innate feeling system that directs someone to like or be interested in reading activities or not. Three interrelated factors of reading attitude are individual reading ability, reading experience, and reading appeal.

In conclusion, positive and negative attitudes towards reading are a system of feelings in evaluating or considering an expression of behavior in liking or disliking a reading. A positive environment can support a positive reading attitude, conversely, a negative environment can make a negative reading attitude. Students are required to have a positive reading attitude because it will have an impact on their attitudes and habits and influence the achievement of better academic achievement.

Reading practice must be accompanied by an attitude of reading with pleasure or perhaps resistance. Reading attitudes influence the final result of the text read, therefore teachers play an important role in directing students to enjoyable reading practice (Septianingsi & Atmanegara, 2021).

A person can gain understanding from reading which means he understands what he has read. If a person has good reading skills then he can understand textbooks easily, and gain information from the books he reads (Rahman & Mada Ali, 2023). The ability to read comprehension can be interpreted as the ability to find implicit or implicit ideas in a text. The essence of reading comprehension ability is that all information or messages contained in the text have been understood by the writer (Wahyuni, 2020). Students need to understand reading texts, especially in learning English texts. The type of text used in this study is recount text. According to (Azkiya & Hamzah, 2020) texts that tell about experiences with a chronology of events that occur in sequence and occurred in the past are called recount texts. Texts that tell or explain past experiences by recalling the past experiences chronologically are called recount texts (Ratmeilia et al., 2022). In conclusion, a story in the form of a text with the content of the story retelling events that occurred in the past according to the sequence of events to provide information to the reader, this text is called a recount text. The process of interpreting and understanding text is called reading comprehension (Wardani & Aswir, 2022). According to McMaster, Espin, and Van den Broek (2014) in Setiyadi et al., (2019), understanding the meaning

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contained in the text is a process that increases knowledge and active reading experience, this activity is called reading comprehension.

Student success in the field of learning can be assessed, one of which is reading comprehension, which is one of the things needed. Students can enrich their knowledge by having reading comprehension skills (Dewi & Salmiah, 2019)

According to Hiebert & Raphael in Sulistyani et al., (2022), it is essential to understand reading, so instructions are very effective for reading comprehension. The meaning contained in the text is built through interaction and an extraction process involving the text. The general understanding of reading comprehension is the skill of understanding the information contained in a text and deciphering it.

2. METHOD

The type of this research is quantitative research. Quantitative research gathers a range of numeric data. Specifically, the method used in this research is the correlation research. According to Gay et al., (2012) sometimes, correlation research is included in the descriptive type. This is because correlation research concerns conditions that occur in the field. The goal is to see and determine the relationship between variables or to make predictions about existing conditions.

Researchers chose correlation research because they wanted to know the relationship between one variable and another variable. The variables in this research are reading attitudes as the independent variable (X) and reading comprehension as the dependent variable (Y).

In this research, the population of this research was the eighth-grade students at The State Junior High School 17 Jambi City, there are nine classes in this school. In most secondary schools learning provides the foundation for reading comprehension (Sulistyani et al., 2022).

The researchers use random sampling in this research. The total number of respondents in this research is 31 students because, according to Gay et al., (2012), samples for correlational studies are selected using acceptable sampling methods, and a minimum acceptable sample size, generally 30 participants.

Reading Attitude Questionnaire

The researchers gave questioner reading attitudes 25 items to students, which can be seen in Table 1 below:

Table 1. The Questionnaires of Reading Attitude

No	Statement
1	I like reading lessons
2	For me, reading is an interesting activity
3	I like reading in front of other people
4	I learned a lot from reading
5	Reading is my favorite activity
6	I like reading in my spare time
7	For me, reading is a very easy thing
8	It is very easy for me to answer questions about the stories I read
9	I can read thicker and more difficult books than usual
10	If I start reading, I will read it to the end
11	I took a long time to read
12	I think I am a good reader
13	I like other people reading my writing
14	I really like teachers who reach reading lessons
15	I like sharing books with friends
16	It takes me a long time to read a book
17	I like going to the library to look for reading
18	I love getting books as gifts
19	I rarely read unless I have to report the contents of the reading
20	I hate reading
21	I make other people enjoy reading
22	I think people like to read it's weird
23	I like reading from various authors
24	I have a lot of reading books
25	I like reading to avoid other people

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530

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Reading attitude questions have a score range. The score range used by the researcher is the Likert Scale which has a score of 1 to 5 (Table 2).

Table 2. Reading attitude scores

Positive	Scores	Negative
Always	5	Never
Often	4	Seldom
Sometimes	3	Sometimes
Seldom	2	Often
Never	1	Always

The scoring system used this formula:
Reading attitude =
The score of students' reading attitude
The items in the questionnaire

How can students' reading attitudes be determined by looking at the division results following the formula above? If the result is greater than 3.0, it means that students have a positive reading attitude and if the result is less than 3.0, it means that students have a negative reading attitude. It is shown in the following Table 3.

Table 3. The Classification System Attitude Judgement

Score	Classification
<30	Negative
>30	Positive

Source: Kubiszyn & Borich in Windra & Agustiani (2017).

According to Fraenkel et al., (2012) state that reliability refers to the consistency of the score obtained. There were 25 items of the questionnaire of the students' reading attitude that were measured to get their internal consistency for their reliability levels. Researchers use Cronbach's Alpha on SPSS 25 to analyze and determine the reliability of the student reading attitude questionnaire. If the p-output result is greater than 0.05, then the student's reading attitude can be said to be reliable. Below is the Table reliability of the student reading attitude questionnaire, the results obtained are p-output of 0.911, which means that all questionnaire items can be said to be reliable.

Table 4. Reliability of the Questionnaire of the Students' Reading Attitude: Reliability Statistics

Cronbach's Alpha	N of Items
,911	25

Reading Test

Reliability is based on the harmony of scores and answers from one instrument to another and from one item to another (Fraenkel et al., 2012). It can be interpreted that the reliability and implementation of the test can be achieved correctly or certainly all students get the same quality, both in writing and audio. Researchers conduct reliability tests, which are evaluated through internal reliability, to measure the level of homogeneity or test the items' consistency. The formula used to determine reliability was Kuder-Richardson (KR 21), to use the reliability formula it must be based on the number of questions, the average value, and the standard deviation. In this study, the researcher used Kuder-Richardson (KR21). The formula is resented below:

$$KR21 = \frac{K}{(k-1)} \left[1 - \frac{M(k-M)}{k(SD)^2} \right]$$

In this regard, Fraenkel et al., (2012), stated that for a study there is a goal with the rule used being that the reliability is at least 0.70 and should be higher than that. Based on the calculation with the formulation above, the result is 0.76 it is > 0.70. This means the instruments of collecting data were valid.

3. FINDINGS AND DISCUSSION

The recapitulation result of the students' reading attitude questionnaire and reading comprehension achievement, can be seen in the Table below:

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Table 5. Recapitulation Result of The Students' Reading Attitude Questionnaire and Reading Comprehension Achievement

Students' Codes	Reading Attitude	Reading Comprehension	Students' Codes	Reading Attitude	Reading Comprehension
S1	3,56	7	S17	2,64	4
S2	2,8	6	S18	3,44	8
S3	3,16	6	S19	3,80	4
S4	2,72	10	S20	3,68	8
S5	3,88	8	S21	3,12	7
S6	4,12	7	S22	2,96	7
S7	2,72	2	S23	2,84	7
S8	2,52	7	S24	2,36	8
S9	2,88	3	S25	2,88	9
S10	2,48	9	S26	2,72	8
S11	2,56	9	S27	2,64	7
S12	3,12	8	S28	3,08	6
S13	1,84	6	S29	2,72	6
S14	3,00	6	S30	3,24	9
S15	2,52	4	S31	2,52	3
S16	2,68	5			

The result of students' positive reading attitude is 38.70% or 12 students and students' negative reading attitude is 61.30% or 19 students, can be seen in Table 6 below:

Table 6. The Total of Students' Positive and Negative Reading Attitude

Score	Classification	Total of Students	Percentage (%)
>30	Positive	12	38.70
<30	Negative	19	61.30
	Total	31	100

Based on the results obtained from descriptive statistics, student reading attitude scores were obtained between 46 to 103, with an average value of 73.55 and a standard deviation value of 12.361. For more details, the descriptive statistics of students' reading attitudes are in Table 7 below:

Table 7. Descriptive Statistics of Students' Reading Attitudes

	N	Minimum	Maximum	Mean	Std. Deviation
Reading_Attitudes	31	46	103	73.55	12.361
Valid N (listwise)	31				

Meanwhile, the descriptive statistical analysis of students' reading achievement scores, was shown in Table 8. With a maximum score of 100 and a minimum score of 20, the average score of students' reading achievement was 65.81 and the standard deviation value was 19.962. The descriptive statistics of students' reading achievement are shown in Table 8 below:

Table 8. Descriptive Statistics of Students' Reading Achievement

	N	Minimum	Maximum	Mean	Std. Deviation
Reading_Achievement	31	20	100	65.81	19.962
Valid N (listwise)	31				

The researcher conducted a normality test with the aim of assessing the normal distribution of data, including assessing students' reading attitudes and reading achievement. The results of the normality test used in this study are those shown in Shapiro-Wilk.   Sig. > 0.05. Tests of normality can be seen in Table 9 below:

Table 9. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading_Attitudes	.130	31	.192	.949	31	.148
Reading_Achievement	.164	31	.033	.942	31	.093

a. Lilliefors Significance Correction

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532

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According to the SPSS 25 calculations presented in Table 5, the normality test of reading attitudes in the Shapiro-Wilk Sig. A value of 0.148 is greater than 0.05 and the normality test of reading achievement in the Shapiro-Wilk Sig. Value of 0.093 is greater than 0.05. It means research data on reading attitudes and reading achievement are normally distributed.

The researcher also conducted an assessment of linearity, deviations from linearity were determined using SPSS 25 in order to ensure the linearity of the variables. The decision-making guideline is that if the probability exceeds 0.05, then the two variables are linear. The results of the linearity test produced are in Table 10 below:

Table 10. ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Achievement * Reading Attitudes	Between Groups	(Combined)	5288.172	22	240.371	.288	.990
		Linearity	205.818	1	205.818	.247	.633
		Deviation from Linearity	5082.354	21	242.017	.290	.989
	Within Groups		6666.667	8	833.333		
	Total		11954.839	30			

From the results displayed by the ANOVA output table, the resulting value is Sig. Deviation from linearity is 0.989>0.05, with this value a conclusion can be drawn that there is a linear relationship between two variables, namely the reading attitude variable and reading value. The purpose of this study is to determine whether there is a positive relationship between the two variables (students' reading attitudes and students' reading values), therefore the researcher used the Pearson Product Moment Correlation test. Therefore, the correlation results are shown in Table 11 below:

Table 11. Correlations

		Reading_Achievement	Reading_Attitudes
Reading_Achievement	Pearson Correlation	1	.131
	Sig. (2-tailed)		.482
	N	31	31
Reading_Attitudes	Pearson Correlation	.131	1
	Sig. (2-tailed)	.482	
	N	31	31

Based on the results of the correlation coefficient between the two obtained, the resulting correlation coefficient value is 0.131. Referring to the Decision-making guidelines, it is concluded that the level of relationship is included in the weak category. In addition, the results of the correlation significance coefficient are determined through a significance test, this is very important because it is used for decision-making in testing the hypothesis, namely by using the t-test, the results are in Table 12 below:

Table 12. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.221	22.163		2.266	.031
	Reading Attitudes	.212	.297	.131	.713	.482

a. Dependent Variable: Reading Achievement

The findings in Table 8 revealed that students' reading attitude significantly impacted their reading achievement, as indicated by a Sig value of 0.482 > 0.05 means that the findings in the table show that students' reading attitudes do not have a significant impact on their reading achievement, as shown by the sig value. (0.482) above the probability threshold (0.05). In other words, the Null Hypothesis (H0) which states there is no correlation between students' reading attitudes and reading achievement in the eighth-grade English class at The State Junior High School 17 Jambi City is accepted. On the other hand, the alternative hypothesis (Ha) is rejected.

Moreover, to determine the percentage of reading attitude influence on reading achievement, the R-square was obtained. The results of the analysis are presented in the Table 13 below:

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Table 13. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.131[a]	.017	-.017	20.128

a. Predictors: (Constant), Reading Attitudes

Table 13 below shows the R-square value of 0.017, from the reference to Decision the researcher concluded that students' reading attitudes have an insignificant impact because the value yields 1,7% variance in reading achievement. Therefore, it can also be concluded that students' reading attitudes do not contribute significantly to students' reading achievement, because 98.3% of the variance is likely other related and unrelated factors in this study. It is a mean, correlation between reading attitudes and students' reading comprehension, the results of which are still very weak, this finding is supported by (Windra & Agustiani, 2017).

4. CONCLUSION

Two conclusions have been drawn from the research results that have been presented. The first is the correlation between reading attitudes and students' reading comprehension at The State Junior High School 17 Jambi City, the results of which are still very weak. The second conclusion is that the reading attitudes of students at The State Junior High School 17 Jambi City have little influence on their reading achievement.

Based on the field, the affective side possessed by students is considered one of the fundamental factors that greatly influences the success or failure of students in language learning, especially English. This can function and be used well according to the needs of students, especially in language. However, students must have skills in understanding reading texts.

Students can develop their language skills independently, this can be done if students are willing to look for opportunities or chances to practice, especially reading, so that their language skills can develop well. One is through the interaction between the reading text and the reader, a schematic process towards the reading and the actualization of reading. The result of this interaction is expected that the reader will get the same meaning as the meaning intended by the author of the reading text. However, in reality, the ability to understand the reading between one person and another experiences differences and variations in ability. This is due to factors that influence the reader, including family factors, community and cultural environment as well as differences in internal characteristics of each individual such as motivation factors, attitudes, and other personal characteristics of the reader.

5. SUGGESTION

In addition, students' internal factors are very important. Internal factors must be a serious concern in learning to read. For example, students' attitudes must be maintained in learning to read, a culture of independent reading must be instilled, and reading must be a basic need in their development. Students achieve success or failure due to their reading attitudes and other internal aspects. This achievement can affect their enthusiasm for learning or vice versa, causing them to be frustrated in learning. So here, the role and contribution of language teacher teaching factors are assessed in helping students succeed in learning to read.

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