
Research Article

The Effects of Students' Perception on Learning Method and Students' Interest Towards Students' Reading Comprehension Skill (A Survey at State Vocational High School in Purwakarta)

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Abstract: The aim of this research is: 1) Showing the Effect of Students' perception on learning method and Students' Interest Towards Students' Reading Comprehension Skill, 2) Showing the Effect of Students' perception on learning method Towards Students' Reading Comprehension Skill, 3) The Effect of Students' Interest Towards Students' Reading Comprehension Skill. This research uses quantitative method. Research that uses a survey approach, the populations of tenth grade, as many as 537 students, and the sample as many as 81 students, analysis use t test and F test. Based on data analysis in the previous chapter, the following conclusions were obtained: 1) There is a significant effect of students' perception towards reading comprehension skill at State Vocational High School in Purwakarta. That is proved by sig. value = 0,04 < 0,05. It means that there is significance different Students' reading comprehension skill whose positive perception with students' reading comprehension skill whose negative perception. 2) There is significant effect of Students' interest towards students' reading comprehension skill at State Vocational High School in Purwakarta. That is proved by sig. value = 0,044 < 0,05. It means that there is significance different Students' reading comprehension skill whose high interest with students' reading comprehension skill whose low interest. 3) There are any significant interactive effects of Students' perception on learning method and Students' Interest towards Students' Reading Comprehension Skill at State Vocational High School in Purwakarta. That is proved by sig. value = 0.000 < 0,05.

Keywords: students' perception; students' interest; reading comprehension skill

Introduction

English is a mandatory lesson in Indonesian Curriculum. It plays a crucial aspect for student to proceed to a higher level. It is taught from elementary level until the University level. And Brown (2004: 118). It has productive (speaking and writing) and receptive skills (reading-listening). However, teaching English during pandemic is quite challenging. There are some different methods to apply in order to reach teaching and learning maximum potential.

Four skills of English are an essential part of teaching and learning English. Especially, the receptive skill required better comprehension due to lack information will make them fail to understand a context. One of the receptive skills is reading. It showed us how to comprehend text better as we are getting information from reading. Once we get better in receptive skill, the information will gets better in productive skill.

In the process of reading, writers usually transfer their thoughts to the readers while readers will try to get the thoughts that writers sent. With a limited knowledge, misunderstanding could happen anytime in this case. Therefore, making students better in reading will affect them much to the way they extract the content which lead them to have better motivation in classroom activity as Sitwat and Zyngier (2012: 261) claim that motivation guides learners' interest into important learning activities. At last, this could help

teachers to build a good environment. The better students extract the information, the better the environment will be.

The pandemic has generated a new education system in Indonesia. This situation brought us to the level where education system required to accommodate information and communications technology [ICT] through online platforms. In addition, the government regulated an online learning as a recommended alternatives during pandemic. This regulation made teacher eager to learn some online tools for teaching and learning. Moreover, they improved their ICT literacy, and they applied it to the learners in an online class.

Teacher needed to adapt better with this pandemic situation. Generally, Indonesian students have troubles on translating, extracting content, or when they understand in Bahasa Indonesia but cannot tell in English due to lack of the memorized. To help students in solving their problems in learning English, teachers need to find a good method, strategy or technique to make it easier for students to learn.

Hirsch (2006: 2) asserts that the basic knowledge of vocabularies and content understanding is very important to successful reading comprehension. To get a full comprehension on reading, students need full internal and external support. By encouraging their interests in reading and providing a proper technique, it will certainly support students to get better in reading comprehension.

Due to pandemic, students tend to lose their interest in learning. We believe that students' interest is really important to make them fully participated in online classroom activity. There are so many techniques to easily help student's learning, especially in learning English. Moreover, Students tend to choose an interesting learning activity. Blended learning method could facilitate students in a fun leaning.

According to Thorne (2003), blended learning is, "It represents the opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning". Without so many options to choose in conducting learning during pandemic. Teachers are required to be innovative in such method to lead students on keep learning while staying at home.

Method

Quantitative research was used in this study. The research was conducted at SMK N 1 Purwakarta, SMK N 2 Purwakarta and SMK N 3 Purwakarta. Multiple regression was used to determine the effect of the research variables.

Procedure

There were three variables of this study, They were students' perception (X1), students' interest (X1) and students' reading comprehension skill (Y). The analysis was done by using multiple regression. The Place of the research was at state vocational high school in Purwakarta and the research was conducted in July 2021. The design used in this study was :

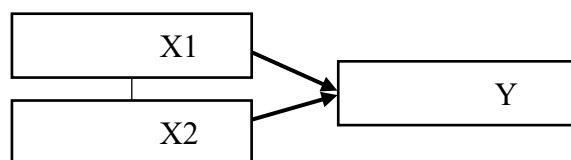


Figure 1. Research Design

X1 = Students' perception on learning method

X2 = Students' interest

Y = Students' Reading Comprehension Skill

Participant

Population of the research was 537. There were 81 sample used in this study. Purposive and Proportion sampling technique was used in this study. According to Arikunto (2013: 174), sample is part of researched population which represent the whole population. Later He added that sampling can be done

by taking 10-15% of population. Therefore 15% of the population is 81. It means that 81 students was researched as sample.

According to Sugiyono (2016:118), sampling technique is a technique used in determining the sample of study. In this study, the sampling technique used is the Simple Random Sampling technique, which is the sample taken based on the proportional technique, meaning that each population unit has the same opportunity to be taken as the research sample. The Simple Random Sampling technique in this study was carried out by drawing lots, so that the number of samples was obtained according to the table below.

Table 1. Determination of the Number of Research Samples

No	School	Population	Sample
1	SMKN 1 PURWAKARTA	216	$\frac{216}{537} \times 81 = 33$
2	SMKN 2 PURWAKARTA	179	$\frac{179}{537} \times 81 = 27$
2	SMKN 3 PURWAKARTA	142	$\frac{142}{537} \times 81 = 21$
Total		537	81

Research Instrument

The instrument in this study was formed in the survey form of students' perceptions on learning method and students's interest that was distributed by using online application which was shared by the teacher to their students. While the instrument for students' Reading comprehension skill, the test was used in this study. The test was given by the same application as survey of previous variables. The aim of the test is to measure the students' reading comprehension of English text.

The three instruments developed by the writer refer to the grid or indicators of the following three variables. Students' Comprehension in Recount text was based on three indicators are 1) Literal meaning, 2) Inferential meaning and 3) Evaluative meaning. The second was Students' perception on learning method Consisting of students, Objective, Condition, Facility, and teacher. The last variable was students' interest involving joyful feeling, interest, acceptance, and involvement of students

Table 2. Operational Variables

Variable	Definition	Indicator	Scale	Source
Students' Reading comprehension in Recount text (Y)	Recount text as a text that is used to retell events, experiences or activities for the purpose of informing or entertaining	1. Literal meaning 2. Inferential meaning and 3. Evaluative meaning.	Test	Documentation
Students' perception (X1)	The way how students percieve something	1) Students, 2) Objective, 3) Condition, 4) Facility, and 5) Teacher.	Likert scale	Documentation
Students' interest (X2)	Interest is things that come from feelings in the form of tendencies towards something that gives rise to certain actions or activities.	Interactive reading Read and answer the question	Likert scale	Documentation

Instrument Trial Test**a. Validity test**

This test was conducted to measure the validity of test item, Content and construct validity was used in this study to measure how valid the instrument was. Moreover, Sugiyono (2012: 352) added that judgement experts can be used for checking validity. In this study, the instrument will be consulted to the advisor of research and English teacher in SMK Negeri Purwakarta. In addition, Sugiyono (2012: 353). added if the instrument is a test, the content validity can be done by comparing between the instrument and lesson content.

For construct validity, Product Momen formulation was used in this study and to test the reliability of the test formula of Alfa Cronbach was used in this study. Data Analysis

The number of questions given to the respondents was 70 items. It consisted of 30 valid item for students' perception (X1), 30 valid items for students' interest (X2) and 10 valid questions for reading comprehension skill (Y). After the data was collected, the data was calculated by using SPSS application as the main data source of this study.

1. Students' Reading Comprehension Skill (Y)

The data of Students' reading comprehension skill was collected from 81 Students as a sample of this study.

The instrument was distributed by using online form. The result is listed below

No	Statistic detail	Value
1	Mean	62,35
2	Median	70,00
3	Mode	80
4	Std Deviation	22,709

Table 1 Data Description of Students' Reading Comprehension Skill (Y)

Based on table above, the lowest point is 10, the highest is 100, the mean is 62,35, the median is 70,00, the mode is 80 and the standard deviation is 22,709. From the table above, It can be concluded that the Students' reading comprehension is quite high. It is indicated by the acquisition of an average / mean score of 62,35. To clarify the data above, it is depicted in the histogram as follows:

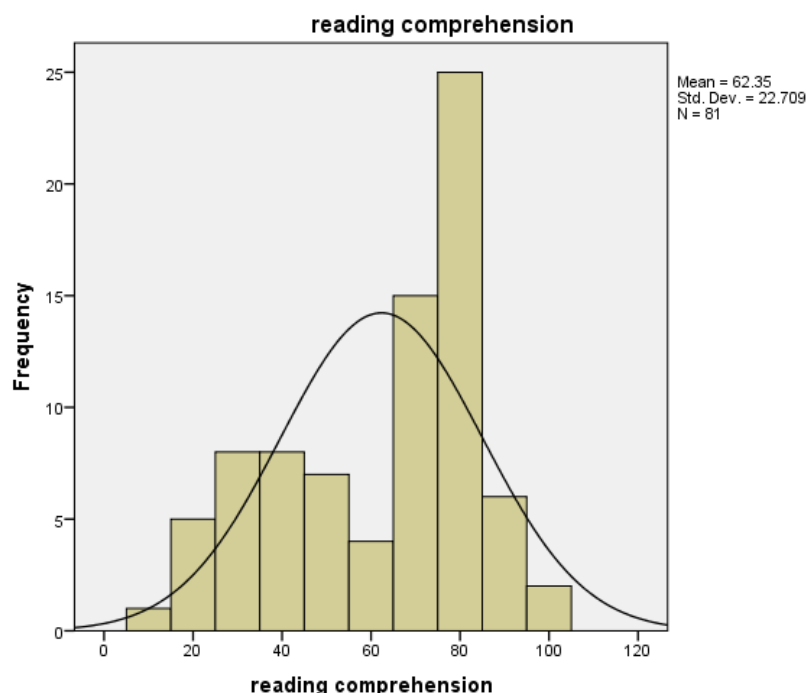


Figure 2. Polygon Histogram of Students' reading comprehension skill (Y)

From the histogram and frequency polygon above, it can be concluded that the Students' reading comprehension skill in recount text have a normal distribution.

2. Students' Perception (X1)

The data were collected from the survey result of 81 students who became the sample of the study. The questionnaire was distributed by using an online form with 30 questions. The result is shown below.

Table 3. Data Description of Students' Perception (X1)

No	Statistic detail	Value
1	Mean	104,63
2	Median	107,00
3	Mode	104
4	Std Deviation	17,963

Based on table above, the lowest point is 59, the highest is 150, the mean is 104,63, the median is 107,00, the mode is 104 and the standard deviation is 17,963. From the table above, It can be concluded that the Students' perception on learning method are high. It is indicated by the acquisition of an average / mean score of 104,63. To clarify the data above, it is depicted in the histogram as follows:

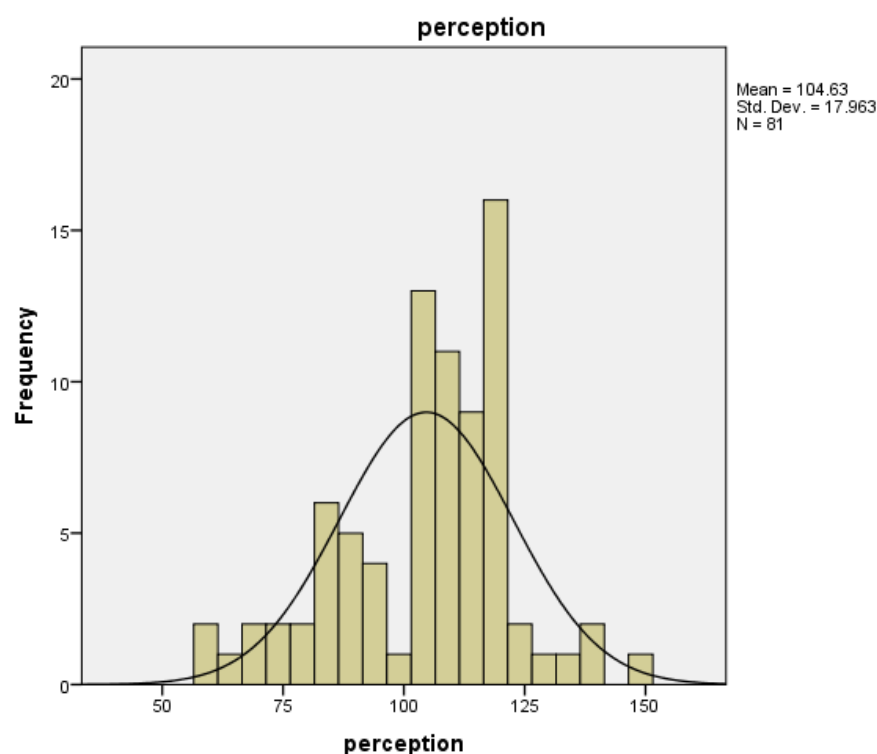


Figure 2. Polygon Histogram of Students' perception

From the histogram and frequency polygon above, it can be concluded that the Students' perception on learning method have a normal distribution.

3. Students' Interest (X2)

The data were collected from the survey result of 81 students who became the sample of the study. The questionnaire was distributed by using an online form with 30 questions. The result is shown below.

Table 4. Data Description of Students' Interest

No	Statistic detail	Value
1	Mean	105,43
2	Median	106,00
3	Mode	104
4	Std Deviation	17,963

Based on table above, the lowest point is 63, the highest is 148, the mean is 105,43, the median is 106,00, the mode is 105 and the standard deviation is 12,628. From the table above, It can be concluded that the Students' interest are high. It is indicated by the acquisition of an average / mean score of 105,43. To clarify the data above, it is depicted in the histogram as follows:

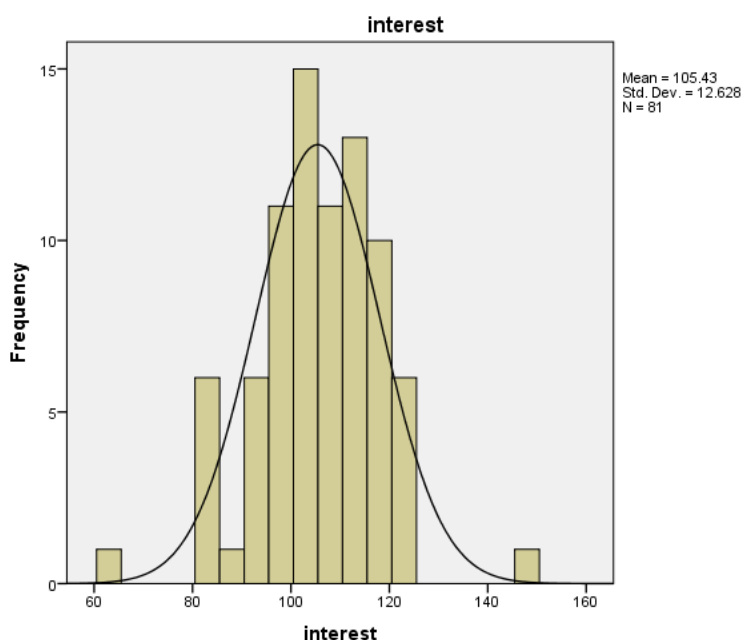


Figure 3. Polygon Histogram Students' perception

From the histogram and frequency polygon above, it can be concluded that the Students' perception on learning method have a normal distribution.

Results and Discussion

The Analysis Requirements Test

1. Normality Test

The normality test aims to test whether the dependent variable regression model and the independent variable both have a normal distribution or not. A good regression model is to have a normal or near normal data distribution. The data normality test will use the Kolmogorov - Smirnov formula, while the applicable tests are:

- a. If the Asymp. Sig < 0.05, the sample is not normally distributed.
b. If the Asymp. Sig > 0.05, the sample is normally distributed.

Statistic detail	Students' perception	Students' Interest	Students' Reading Comprehension
Asymp.Sig (2-tailed)	0,140	0,708	0,110

Table 4 Normality Test

The table above shows that the hypothesis test which states the distribution of data in this regression analysis follows the normal distribution. This is indicated by all Asymp. Sig > 0.05. This means that all sample data from normally distributed populations.

2. Multicollinearity test

Multicollinearity test aims to test whether the regression model found a perfect correlation between independent variables. One way to detect the presence of multicollinearity is to see at Varian Inflation Factor (VIF). If VIF value > 10, there will be multicollinearity.

Table 5. Multicollinearity Test

No	Statistic detail	Varriant Inflation Factor
1	Students' Perception	1,999
2	Students' Interest	1,999

Based on the table above is known that the results of Variant Inflation Factor (VIF) $1,999 < 10$. Thus it can be stated that there is no multicollinearity between each variables in this multiple regression analysis.

3. Heteroscedasticity Test

The heteroscedasticity test is used to determine whether or not there are deviations from the classic heteroscedasticity assumption, namely the inequality of variants of the residuals for all observations in the model of regression.

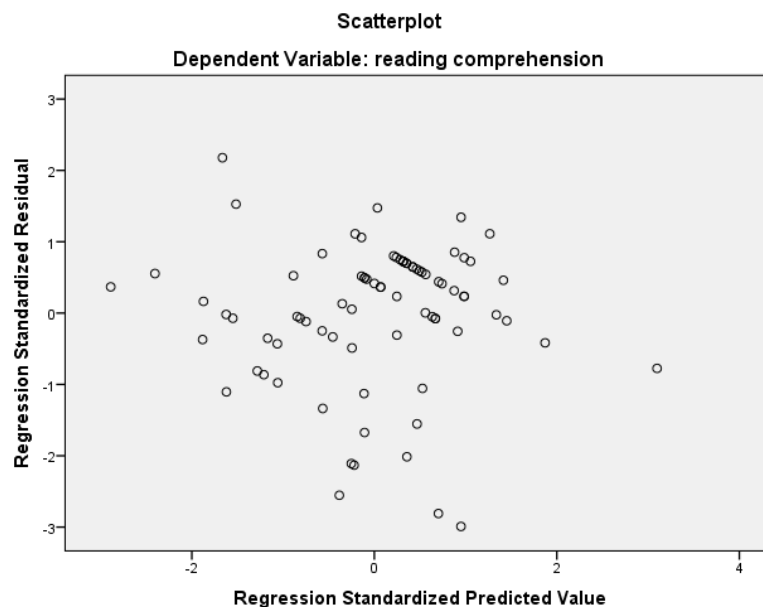


Figure 4. Heteroscedasticity Test

Based on the scatterplot image, it shows that there are patterns or points that spread above the number 0 on the Y axis. So it can be concluded that there is no heteroscedasticity in the model of regression.

4. Test for Error Normality

To ensure the result of the test, Error Normality test is conducted to know whether the data distribution is normal or not.

Hypothesis Formulation :

Ho: data distribution is normal

Ha: Data distribution is not normal

Criteria:

If Sig. > 0.05, then Ho is accepted

If Sig. < 0.05, then Ho is rejected

Table 6. Error Normality Test

Statistic detail	Students Perception
Asymp. Sig (2-tailed)	0,072

The table shows that hypothesis which stated residual distribution in multiple regression distributed normally. It is indicated by Sig. value = 0,072 > 0,05. It means that the requirement is fulfilled to be used as data source for this study.

5. Linearity test

Linearity test is conducted to determine the technique in regression analysis. Either independent variables (X1, X2) and dependent variable (Y) has linearity or not.

a. Regression Linearity X1 towards Y

The data collected from linearity test between students' perception and reading comprehension is listed below:

Variable	F	Sig
Reading comprehension * students' perception (Deviation from Linearity)	1,218	0,273

Tabel 7 Regression Linearity X1 towards Y

According to the table above, the result of Deviation from Linearity has Fo = 1,218 and Sig. value = 0,273 > 0,05. It means that students' perception variable and students' reading comprehension is linear.

b. Regression Linearity X2 towards Y

The data collected from linearity test between students' interest and reading comprehension is listed below.

Table 7. Regression Linearity X2 towards Y

Variable	F	Sig
Reading comprehension * students' interest (Deviation from Linearity)	0,941	0,573

According to the table above, the result of Deviation from Linearity has Fo = 0,941 and Sig. value = 0,573 > 0,05. It means that students' interest variable and students' reading comprehension is linear.

Result

1. Partial Test (t Test)

The t test was conducted to determine the effect of each independent variable partially on the dependent variable. The t test in this study was to determine the significant level of the

students' perception and students' interest on students' reading comprehension with a significant level of 5%.

Table 9. Partial Test (t Test)

No	Model	T	Sig
1	Students' perception	1,218	.004
2	Students' interest	2.044	.044

Based on the table above, the following explanation are:

- Students' perception (X1) has a positive and significant effect on students' reading comprehension. This is obtained from the t value of 2,967 > greater than the t table 1.98793, also the significance value of 0,004 < is smaller than 0,05. So Ho is rejected and H2 is accepted, so the hypothesis that stated there is a partial effect of students' perception on the students' reading comprehension skill in recount text.
- Students' interest (X2) has a positive and significant effect on students' reading comprehension. This is obtained from the t value of 2,044 > greater than the t table 1.98793, also the significance value of 0,044 < is smaller than 0,05. So Ho is rejected and H3 is accepted, so the hypothesis that stated there is a partial effect of students' interest on the students' reading comprehension skill in recount text.

2. Simultaneous Test (F Test)

The F test is carried out to test the effect of all independent variables simultaneously on the dependent variable.

Table 10. Simultaneous Test (F Test)

Model	F	Sig
Regression	21,547	.000

The value of the F table with a significance level of 5% is 310. From the table above, it is obtained that F count is 21,547 > greater than f table, with a significance of 0.000 below 0.05%, this shows that F count (21,547) > F table (3,07), then Ho is rejected and H1 is accepted. This means that the students' perception (X1) and student' interest (X2) together have an effect on the students' reading comprehension skill in recount text (Y).

3. Multiple Regression Test

Data analysis and hypothesis testing in this study using multiple linear regression, to test the extent to which the effect of students' perception (X1) and students' interest (X2) together have an effect on the students' comprehension skill on recount text (Y). The results of calculations using SPSS version 20.0 can be presented in the table below.

Table 11. Multiple Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-37.867	17.352		-2.182	.032
Students' perception	.482	.162	.381	2.967	.004
Students' interest	.472	.231	.263	2.044	.004

Based on the table above, the following explanation are:

$$Y = 37.867 + 0,482 (X1) + 0,472 (X2) + e$$

- Constant value of 37,867 Std. E. 17.352 states that if SMKN 1 Purwakarta, SMKN 2 Purwakarta and SMKN 3 Purwakarta don't use students' perception and students' interest

variables as indicators of students' reading comprehension, the students' reading comprehension increases to 37,867.

- b. The coefficient value on students' perception variable is 0.482, meaning that if the number of students' perception possessed by SMKN 1 Purwakarta, SMKN 2 Purwakarta and SMKN 3 Purwakarta are good, the student's reading comprehension will be better at 0.482.
- c. The coefficient value on the students' interest variable is 0.472, meaning meaning that if the number of students' perception possessed by SMKN 1 Purwakarta, SMKN 2 Purwakarta and SMKN 3 Purwakarta are good, then the students' reading comprehension will be better by 0.472.

4. Correlation Test

This test is conducted to determine the pattern of relationships that involve a close relationship between one variable and another. Based on the results of the calculation of SPSS v 20, the following results are obtained:

Table 11. Correlation test

Model	F	Sig
Regression	21,547	.000
Perception	2.967	.004
Interest	2.044	.044

1. The effect of students' perception on learning method (X1) and students' interest (X2) together simultaneously are related to reading comprehension (Y)

From the table 4.11, it can be concluded that there is a significant effect between students' perception on learning method (X1) and students' interest (X2) together simultaneously are related to reading comprehension (Y). It is indicated by Sig. Value = $0,000 < 0,05$ and $F = 21,547$.

2. The effect of students' perception (X1) towards reading comprehension skill (Y)

From the table 4.12, it can be concluded that there is a significant effect between students' perception on learning method (X1) towards reading comprehension (Y). It is indicated by Sig. Value = $0,004 < 0,05$ and $F = 2,967$.

3. The effect of students' interest (X2) towards reading comprehension skill (Y)

From the table 4.12, it can be concluded that there is a significant effect between students' perception on learning method (X2) towards reading comprehension (Y). It is indicated by Sig. Value = $0,044 < 0,05$ and $F = 2,044$.

5. Determination Coefficient Test

Determination coefficient test to determine how much the contribution of students' perception (X1) and students' interest (X2) to Students' reading comprehension (Y) is calculated using the coefficient of determination.

Table 12. Determination Coefficient Test

R	R Square	Adjusted R Square	Std. Error of the Estimate
.597 ^a	.356	.339	18.458

Based on the data above, it is known that the R Square value is 0.597 or 59,7 %, this figure means that Students' reading comprehension (Y) is influenced by students' perception 21,60% (X1) and students' interest (X2) by 14% while the rest is influenced by other factors outside the research variables.

Discussion

1. The Effect of Students' perception (X1) and students' interest (X2) towards Students' Comprehension skill (Y)

The value of the F table with a significance level of 5% is 3.10. From the simultaneous test (F test) it is obtained that F count is 21,547 > greater than f table, with a significance of 0.000 below 0.05%, this shows that F count (21.547) > F table (3.10), then H_0 is rejected and H_1 is accepted. This means that the students' perception (X1) and students' interest (X2) together have an effect on the students' reading comprehension skill (Y). Based on the correlation coefficient with the sig. (2-tailed) the calculation results obtained between the students' perception (X1) and students' interest (X2) together have an effect on the students' reading comprehension skill (Y) is calculated by the correlation coefficient of 0.597, which means that the degree of relationship between the students' perception (X1) and students' interest (X2) and students' reading comprehension skill (Y) is in quite strong category. Then based on determination coefficient test, it is known that the R Square value is 0.597 or 59,7 %, this figure means that Students' reading comprehension (Y) is influenced by students' perception 21,60% (X1) and students' interest (X2) by 14% while the rest is influenced by other factors outside the research variables.

2. The Effect of Students' perception (X1) on Students' comprehension skill (Y)

The Effect of students' perception (X1) on Students' comprehension (Y) as partially. students' perception (X1) has a positive and significant effect on students' comprehension skill. It is indicated by the t value of 2, 967 > greater than the t table 1.98793, also the significance value of 0,04 < is smaller than 0,05. So H_0 is rejected and H_2 is accepted, so the hypothesis that stated there is a partial effect of students' perception on the students' comprehension skill. In multiple correlation, students' perceptive has 21,60% effect towards students' reading comprehension while the rest is influenced by other variables.

3. The Effect of students' interest (X2) on Students' comprehension skill (Y)

The Effect of students' interest (X2) on Students' comprehension (Y) as partially. students' interest (X2) has a positive and significant effect on students' comprehension skill. It is indicated by the t value of 2, 044 > greater than the t table 1.98793, also the significance value of 0,044 < is smaller than 0,05. So H_0 is rejected and H_2 is accepted, so the hypothesis that stated there is a partial effect of students' interest on the students' comprehension skill. In multiple correlation, students' interest has 14% effect towards students' reading comprehension while the rest is influenced by other variables.

Conclusions

1) There is a significant effect of students' perception towards reading comprehension skill at State Vocational High School in Purwakarta. That is proved by sig. value =0,04<0,05. It means that there is significance different Students' reading comprehension skill whose positive perception with students' reading comprehension skill whose negative perception. 2) There is significant effect of Students' interest towards students' reading comprehension skill at State Vocational High School in Purwakarta. That is proved by sig. value =0,044<0,05. It means that there is significance different Students' reading comprehension skill whose high interest with students' reading comprehension skill whose low interest. 3) There are any significant interactive effects of Students' perception on learning method and Students' Interest towards Students' Reading Comprehension Skill at State Vocational High School in Purwakarta. That is proved by sig. value =0.000<0,05.

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