

THE CORRELATION AMONG READING HABITS, READING MOTIVATION, AND READING COMPREHENSION OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 10 PALEMBANG

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ABSTRACT

The effect of comprehension is determined not only by whether or not the text makes sense but also by the information it contains. The purpose of this research was to determine whether or not there was a correlation among class XI students' reading habits, reading motivation, and reading comprehension at SMA Negeri 10 Palembang. 130 students from classes XI MIA 5, XI MIA 6, and XI MIA 7 were chosen using the purposive sampling technique. The correlational method applies to this study. Questionnaires and tests have been data collection instruments. To analyze the data, the writer used Kolmogorov-Smirnov normality testing, SEM-PLS for correlation analysis, with SmartPLS version 3.2.9. The latent variable correlation results for the significance of reading habits and reading comprehension in students show the correlation value (0,989) was higher than r-table (0,172). This means that the significant value of correlation was included in the very high category, and the results of the latent variable correlation on the significance of students' reading motivation and reading comprehension show that the correlation value (1,000) was higher than the r-table (0,172). This means that the significant value of correlation was included in the very high category. The correlation coefficient was found to be significant. It also implies there was a statistically significant correlation among their reading habits, reading motivation, and reading comprehension. The null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, as determined by the writer. In conclusion, this result is explained by the fact that there was a significant relationship among reading habits, reading motivation, and reading comprehension.

Introduction

Language is essential in human activity because it is used to communicate with others and keep things running smoothly. Language allows individuals to communicate with each other. According to Cochrane (2012) and Bonvillain (2019), language is primarily a means of communication, and communication occurs primarily in a social context. Language is used in a variety of activities in everyday life, so it can be considered as a mode of communication. English is also considered as the first foreign language in Indonesia, and it is formally has been taught from primary school until university. It is taught as a required

subject in school. Habibah (2016) stated that English is required as the first foreign language for all Indonesian students from lower secondary to university levels.

Furthermore, when learning English the students must be able to understand some of the language skills. The language abilities include speaking, reading, listening, and writing. Besides that, Lotherington (2004, p. 65) and Burns and Siegel (2018) stated that the four basic language skills are speaking, listening, reading, and writing. Once students have mastered these abilities, they are expected to incorporate them into their communication acts.

Reading is an individual's ability to recognize a visual form, associate it with a sound or meaning learned in the past, and understand and interpret its meaning based on that knowledge. Reading ability is essential in today's society. Reading is essential for English learners because it expands their knowledge, vocabulary, and information (Harmer, 2001, p. 82 & Müller-Spitzer et al., 2018).

Students should be able to learn effectively by using effective language learning strategies and cultivating positive reading habits. Good learning practices are required for students to acquire languages effectively and succeed, particularly in reading. Reading habits can provide numerous benefits to students. Reading is a powerful and long-lasting habit that helps students achieve academic success. Making reading a routine practice for students allows them to learn more and concentrate and focus better.

Moreover, Jack (2008) and Huettig and Pickering (2019) mentioned some advantages of reading on a regular basis, they are : 1. Regular reading helps the mind function well; 2. Regular reading helps us have a strong vocabulary; 3. A love of reading inspires intellectual curiosity; 4. Regular reading indicates psychological activity; and 5. Regular reading fosters an optimistic outlook.

Furthermore, Wigfield et al. (2016) explained that a lack of reading motivation in students can have an impact on their learning performance, from comprehension to learning outcomes. There are numerous influences on reading comprehension. According to Duke (2001) and Fajardo et al. (2014), many factors influence children's ability to understand texts. Motivation, language knowledge, and reading fluency, among other factors, can all have an impact on children's comprehension. Fluent reading involves reading the text of a word quickly, accurately, and automatically, as well as comprehending what you read. As a result, the teachers must be able to understand their students in order to increase their motivation and understanding. In other words, students can use motivation to gain knowledge, comprehension, or skill.

Furthermore, one of the skills that can affect a person's ability to understand a text is the ability to draw inferences. Words, phrases, clauses, and sentences are the first steps in reading comprehension. The reader's ability to infer meaning from printed words is critical for an accurate perception of information (Ganie et al., 2019). Reading comprehension is the ability to understand the information contained in the words and phrases necessary to extract information from a reading text.

According to Duke (2001) and Mamajanova and Artikova (2022), reading is comprehension, and comprehension is what reading is. The effect of comprehension is determined not only by whether or not the text makes sense but also by the information it contains. According to Klingner et al. (2007) and Kočiský et al. (2018), reading comprehension is a multi-component, highly complex process that includes numerous interactions between the reader and what they contribute to the text, as well as text-related

variables. As a result, reading comprehension is an active activity in which students interact with the researcher while reading.

Based to some previous studies, there is a positive relationship between reading motivation and reading comprehension. Knoll (2000), Eun-Kyung, and Jung-im (2016) investigated the relationship between motivation and reading comprehension and concluded that there is a strong significant relationship between motivation and reading comprehension in his study. Samrotul (2014) attempted to quantify the correlation between students' reading habits and reading comprehension (a correlation study in the second grade of SMA Dua Mei Ciputat). During the academic year 2013/2014, she investigated discovered a strong correlation between students' reading habits and reading comprehension in the second grade at SMA Dua Mei Ciputat. Moreover, after she calculated the formula for product moment, it showed that the correlation index between students' reading habits and their reading comprehension score was high. The correlation index ($r_{xy} = 0.779$) falls between 0.70 and 0.90. It means that the relationship between students' reading habits and their reading comprehension is highly correlated.

Furthermore, based on the writer's observations of English learning at SMA Negeri 10 Palembang, it was found that some students had of lack strong motivation. The English teacher confirmed that the eleventh graders in the academic year 2022/2023 were indeed unmotivated.

Therefore, based on the background above the writer was interested in conducting the study entitled "The Correlation among Reading Habits, Reading Motivation, and Reading Comprehension of the eleventh grade students of SMA Negeri 10 Palembang".

Method

1. Research Design

The writer used a quantitative methodology for this investigation. It indicates that the writer compiled and statistically analyzed data from students' scores on various variables to determine the relationship among reading habits, reading motivation, and reading comprehension of a specific type of narrative text that comes from fairy tales, fables, and legends for eleventh grade students at SMA Negeri 10 in Palembang City. According to Creswell (2019), a correlation is a statistical test that determines and measures the correlation between two or more variables or a set of scores. As a result, the writer correlated three research variables.

2. Research Variables

Research variables are attributes or values of objects or activities that have certain variations that have been determined by researchers to be studied and then drawn conclusions from. Research variables are two kinds of variables. They are independent and dependent variables. According to Creswell (2019), the dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable. Meanwhile, an independent variable is an attribute or characteristic that affects the dependent variable. In this study, the independent variables were reading habits and reading motivation. Then, the dependent variable was reading comprehension.

3. Population and Sample

"Population," according to Fraenkel et al. (2012), "is the group of interest to the writer, the group to whom the writer would like to generalize the study's results" (p. 93). As a result, the population of the study was the students from the eleventh science class at SMA Negeri 10 Palembang.

The sample consists of the students from the populations who were chosen to participate in the study. According to Creswell (2019), it is the subgroup of the target populations that the writer intends to study in order to generalize about the target populations. In this study, the writer used purposive sampling. According to Johnson and Christensen (2019), in both qualitative and quantitative research, purposeful sampling (judgmental sampling) is used. This technique was chosen for a variety of reasons, the first was based on students' prior knowledge of the same grade level, material, and characteristics. The second was a teacher recommendation from SMA Negeri 10 Palembang to take eleventh-grade students MIA 5, 6, and 7.

4. Technique for Collecting Data

A reading habits questionnaire, a reading motivation questionnaire, and a reading comprehension test were used to collect data for this study.

A questionnaire is a set of questions about a specific topic or topics that the respondent is expected to answer Richard and Schmidt (2011). The reading habit questionnaire (RHQ) on this study, which originally contained 20 questions, was designed to gather information about students' reading habits. This questionnaire included 20 items, each of which evaluates a different aspect of reading habits. The writer adopted RHQ from (Janthong & Sripetpun, 2010) to be used in collecting data.

In this study, the writer adopted a reading motivation questionnaire (RMQ) from Guthrie (2000) in collecting the data. It was a student-rated assessment of reading motivation.

The reading comprehension test on this study, which could take the form of multiple-choice questions or essays, was a tool for assessing students' reading comprehension. Multiple-choice questions was used by the writer in this study. This study investigated students reading comprehension using multiple-choice questions. The students were required to answer the reading comprehension tests. The reading comprehension exam consisted of multiple-choice questions. They were 40 multiple-choice questions used by the writer. Multiple-choice questions had five possible answers (a, b, c, d, and e).

Results and Discussion

1. Descriptive Statistics

Descriptive statistics have been overviews of general information from the student's reading habits questionnaire, reading motivation questionnaire, and reading comprehension test results. As a result, the following components have been included in these analyses: (1) descriptive statistics on reading habits, (2) reading motivation, and (3) reading comprehension.

The descriptive statistics shown that the mean score in reading habits was 72,41, with a minimum score of 43, a maximum score of 99, and a standard deviation of 9,913. The

reading habits of students were divided into five categories: very good, good, average, poor, and very poor. There were 6% of students in very good category, 51% students in good category, 42% students in average category, 2% students in poor category, and 0% student in very poor category.

The mean reading motivation score was 72,12, with a minimum score of 46, a maximum score of 94, and a standard deviation of 9,311. There have been three levels of student reading motivation: high, moderate, and low. There were 37% students in the high category, 62% students in the moderate category, and 1% student was in the low category.

The final category was reading comprehension, with a mean of 76,92, a minimum score of 49, a maximum score of 100, and a standard deviation of 9,794. The levels of student reading comprehension have been as follows: very good, good, adequate, low, and failed. There were 8% students in very good category, 33% students in good category, 39% students in enough category, 16% student in low category, and 4% student in failed category.

2. Normality Test

The test determines whether the data is normally distributed. In this study, the writer calculated the normality test using SPSS 24. The data is normally distributed if the significance value is greater than 0,05, according to the normality test. The data are not normally distributed if the significance value is less than 0.05.

The significance of the normality test for reading habits was 0,075. Reading motivation revealed that the significance was 0.192. Furthermore, the significance r-value for reading comprehension was 0,200. It means that with $0,075 > 0,05$, $0,192 > 0,05$, and $0,200 > 0,05$, the writer concluded that the data of reading habits, reading motivation, and reading comprehension were normally distributed.

3. The Correlation Analysis

The Correlation Analysis between Reading Habits and Reading Comprehension.

To find out whether there was a significant correlation between reading habits and reading comprehension, the researcher used SEMPLS to calculate it by using SmartPLS version 3.2.9.

After the calculated, it was found that the latent variable correlation between reading habits and reading comprehension was 0,989 at the significant level 0,000. It means reading habits and reading comprehension was correlated since the p-value (0,989) was higher than r-table (0,172). It means H_{01} (null hypothesis) was rejected and H_{a1} (alternative hypothesis) was accepted. It can be concluded that there was a significant correlation between reading habits and reading comprehension.

The Correlation Analysis between Reading Motivation and Reading Comprehension.

Furthermore, it was found that the latent variable correlation between reading habits and reading comprehension was 1,000 at the significant level 0,000. It means reading habits and reading comprehension was correlated since the p-value (1,000) was higher than r-table (0,172). It means H_{02} (null hypothesis) was rejected and H_{a2} (alternative hypothesis) was accepted. It can be concluded that there was a significant correlation between reading motivation and reading comprehension.

The Correlation Analysis among Reading Habits, Reading Motivation, and Reading Comprehension.

Based on the correlation analysis, the writer concluded that there was significant correlation among reading habits, reading motivation, and reading comprehension. It means H_{03} was rejected and H_{a3} was accepted.

Tables, Figures and Formulas

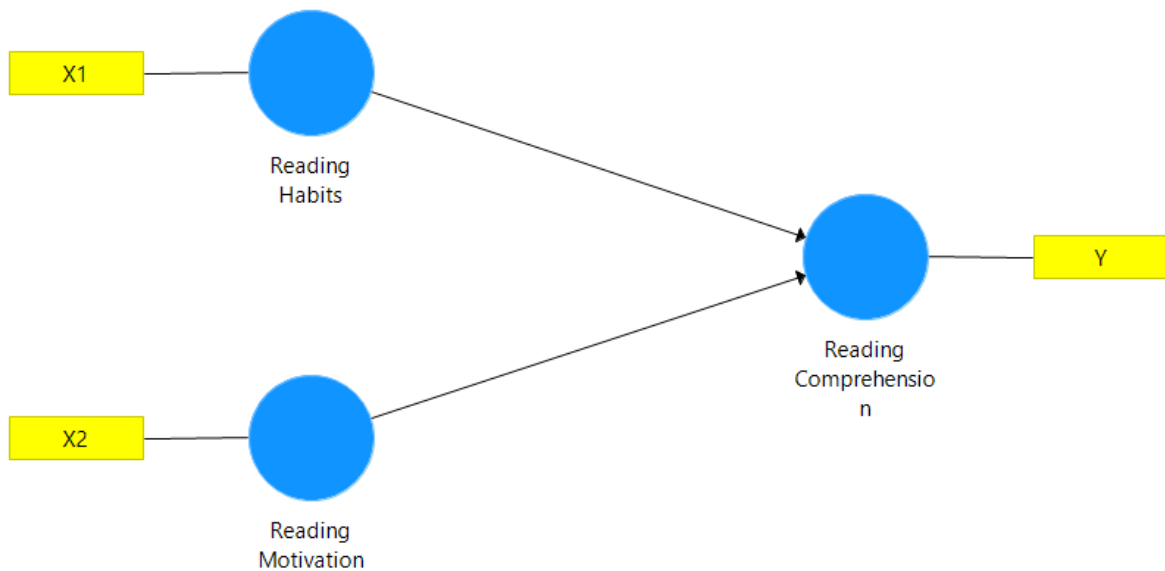


Figure 1. Research Design

Table 1
The Result of Validity of Reading Motivation

Statement	Rvalue	Rtable	Sig. (2-tailed)	Result	Conclusion
1	0,583	0,294	0,000	Sig. <0,05	Valid
2	0,316	0,294	0,034	Sig. <0,05	Valid
3	0,324	0,294	0,030	Sig. <0,05	Valid
4	0,398	0,294	0,007	Sig. <0,05	Valid
5	0,366	0,294	0,013	Sig. <0,05	Valid
6	0,477	0,294	0,001	Sig. <0,05	Valid
7	0,422	0,294	0,004	Sig. <0,05	Valid
8	0,426	0,294	0,004	Sig. <0,05	Valid
9	0,303	0,294	0,043	Sig. <0,05	Valid
10	0,774	0,294	0,000	Sig. <0,05	Valid
11	0,260	0,294	0,084	Sig. >0,05	Not Valid
12	0,140	0,294	0,359	Sig. >0,05	Not Valid
13	0,607	0,294	0,000	Sig. <0,05	Valid
14	0,773	0,294	0,000	Sig. <0,05	Valid
15	0,507	0,294	0,000	Sig. <0,05	Valid
16	0,341	0,294	0,022	Sig. <0,05	Valid
17	0,355	0,294	0,017	Sig. <0,05	Valid

18	0,440	0,294	0,003	Sig. <0,05	Valid
19	0,456	0,294	0,002	Sig. <0,05	Valid
20	0,087	0,294	0,571	Sig. >0,05	Not Valid
21	0,062	0,294	0,685	Sig. >0,05	Not Valid
22	0,313	0,294	0,036	Sig. <0,05	Valid
23	0,454	0,294	0,002	Sig. <0,05	Valid
24	0,238	0,294	0,116	Sig. >0,05	Not Valid
25	0,448	0,294	0,002	Sig. <0,05	Valid
26	0,614	0,294	0,000	Sig. <0,05	Valid
27	0,557	0,294	0,000	Sig. <0,05	Valid
28	0,502	0,294	0,000	Sig. <0,05	Valid
29	0,416	0,294	0,005	Sig. <0,05	Valid
30	0,427	0,294	0,003	Sig. <0,05	Valid

Based on the table above, there were 25 valid and 5 items were invalid statements. It was based on using the corrected item total correlation.

Table 2
The Result of Validity of Reading Comprehension Test

Question	Rvalue	Rtable	Sig. (2-tailed)	Result	Conclusion
1	0,726	0,294	0,000	Sig <0,05	Valid
2	0,789	0,294	0,000	Sig <0,05	Valid
3	0,420	0,294	0,004	Sig <0,05	Valid
4	0,443	0,294	0,002	Sig <0,05	Valid
5	0,623	0,294	0,000	Sig <0,05	Valid
6	0,726	0,294	0,000	Sig <0,05	Valid
7	0,605	0,294	0,000	Sig <0,05	Valid
8	0,670	0,294	0,000	Sig <0,05	Valid
9	0,150	0,294	0,326	Sig >0,05	Not Valid
10	0,560	0,294	0,000	Sig <0,05	Valid
11	0,420	0,294	0,004	Sig <0,05	Valid
12	0,701	0,294	0,000	Sig <0,05	Valid
13	0,487	0,294	0,001	Sig <0,05	Valid
14	0,451	0,294	0,002	Sig <0,05	Valid
15	0,802	0,294	0,000	Sig <0,05	Valid
16	0,069	0,294	0,652	Sig >0,05	Not Valid
17	0,269	0,294	0,215	Sig >0,05	Not Valid
18	0,929	0,294	0,000	Sig <0,05	Valid
19	0,707	0,294	0,000	Sig <0,05	Valid
20	0,556	0,294	0,000	Sig <0,05	Valid
21	0,674	0,294	0,000	Sig <0,05	Valid
22	0,700	0,294	0,000	Sig <0,05	Valid
23	0,530	0,294	0,000	Sig <0,05	Valid
24	0,735	0,294	0,000	Sig <0,05	Valid

25	0,659	0,294	0,000	Sig <0,05	Valid
26	0,222	0,294	0,143	Sig >0,05	Not Valid
27	0,514	0,294	0,000	Sig <0,05	Valid
28	0,403	0,294	0,006	Sig <0,05	Valid
29	0,824	0,294	0,000	Sig <0,05	Valid
30	0,824	0,294	0,000	Sig <0,05	Valid
31	0,556	0,294	0,000	Sig <0,05	Valid
32	0,187	0,294	0,218	Sig <0,05	Not Valid
33	0,534	0,294	0,000	Sig <0,05	Valid
34	0,140	0,294	0,359	Sig >0,05	Not Valid
35	0,420	0,294	0,004	Sig <0,05	Valid
36	0,266	0,294	0,078	Sig >0,05	Not Valid
37	0,041	0,294	0,787	Sig >0,05	Not Valid
38	0,530	0,294	0,000	Sig <0,05	Valid
39	0,160	0,294	0,295	Sig >0,05	Not Valid
40	0,166	0,294	0,274	Sig >0,05	Not Valid

Based on the table above, there were 30 valid questions and 10 invalid questions. It was based on using the corrected item total correlation.

Table 3
The Result of Reliability of Reading Motivation Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,832	30
Reliability Statistics	
Cronbach's Alpha	N of Items
,871	40

Table 4
The Result Reliability of Reading

Comprehension Test

Table 5
The Result of Descriptive Statistics

Variables	Mean	SD	Categories	Frequency	Percent age
Reading Habits	72,41	9,913	Very Good (86-100)	8	6%
			Good (71-85)	66	51%
			Average (52-70)	54	42%
			Poor (36-51)	2	2%
			Very Poor (20-35)	-	-
Reading Motivation	72,12	9,311	High (76-100)	48	37%
			Moderate (51-75)	81	62%
			Low (25-50)	1	1%
Reading Comprehension	76,92	9,794	Very Good (90-100)	10	8%
			Good (80-89)	43	33%
			Enough (70-79)	51	39%

			Low (60-69)	21	16%
			Failed (<59)	5	4%

Table 6
The Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Habits	,074	130	,075	,990	130	,499
Reading Motivation	,071	130	,192	,989	130	,392
Reading Comprehension	,067	130	,200*	,988	130	,343
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Table 7
The Correlation Analysis SEM PLS

	Reading Comprehension	Reading Habits	Reading Motivation
Reading Comprehension	1,000	0,989	1,000
Reading Habits	0,989	1,000	0,989
Reading Motivation	1,000	0,989	1,000

Interpretation

Based on the results of descriptive statistics, most of the students got 51% in good category of reading habits. Then, there were 62% students in moderate category of reading motivation, and 39% students in enough category of reading comprehension.

The correlation analysis with SmartPLS revealed a level of correlation between reading habits and reading comprehension, the latent variable correlation was classified as very high based on the r-table. It can be concluded that H_{01} was rejected and H_{a1} was accepted. This research was in line with the study conducted by Fajr (2022). The statistical test results showed that the r-value was greater than the r-table. It can be concluded that there was a relationship between reading habit and reading comprehension in the third grade English Language Education program at Universitas Islam Riau.

Furthermore, there was a high correlation between reading motivation and reading comprehension. The latent variable correlation was classified as very high based on the r-table. This means H_{02} was rejected and H_{a2} was accepted. It was in line by Ikhsan (2018). The results showed the r-value was higher than the r-table. The result of his research was that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected, which means there was a strong correlation between students' motivation and reading comprehension.

Conclusion

Based on the findings and interpretation of the study, all of the problems in the study were answered. The researcher has drawn some conclusions as follows:

1. There was a significant correlation between reading habits and reading comprehension, since the r-value was higher than the r-table ($0,989 > 0,172$). It's included in the very high correlation category.

2. There was a significant correlation between reading motivation and reading comprehension, since the r-value was higher than the r-table ($1,000 > 0,172$). It's included in the very high correlation category.

3. There was a significant correlation among reading habits, reading motivation, and reading comprehension. Since the r-value of reading habits and reading motivation to reading comprehension was higher than the r-table. It can be concluded that there was a very high category correlation coefficient.

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