



SUBLIM: Jurnal Pendidikan

E-ISSN : 2985-5357

Volume 02, Issue 02 Oktober 2023

<https://ummaspul.e-journal.id/Sublim>

## The Analysis of Students Reading Interest in Reading English Scientific Article of English Education Students

<sup>1</sup>Ahmad Arafah Assabiq, <sup>1</sup>Sitti Nurjannah, <sup>1</sup>Jusmaniar N, <sup>2</sup>Elihami

<sup>1</sup>English Teaching Departement, Faculty of Teacher Training, Education and Literature, Makassar Islamic University

<sup>2</sup>Universitas Muhammadiyah Enrekang

Email: [assabiqahmadarafah@gmail.com](mailto:assabiqahmadarafah@gmail.com)

### ABSTRACT

*This research aims to find out how interested in reading scientific articles in English is among students of the English Language Education study program, Faculty of Teacher Training, Education and Literature, Makassar Islamic University. This research is qualitative research using a descriptive analysis approach. The sample taken was 15 students consisting of 5 students in semester 4, 5 students in semester 6, and 5 students in semester 8. The research method used was observation. The instrument used was an interview guide. The collected data is then verified, classified and analyzed, then conclusions are drawn. The results of the research show that interest in reading scientific articles in English for English Language Education study program students is in the High category with a percentage of 78.77 %. The research results were obtained through three main indicators, namely; 1) frequency and quantity of reading (66.83 %); 2) desire to find reading material (81 %); and 3) quantity of reading sources (88.5 %). The inhibiting factors that influence students' interest in reading scientific articles are: 1) Students are still less interested in visiting the campus library because the library's location is not strategic and the availability of scientific articles is very limited; 2) there are still some students who feel burdened by international scientific articles; 3) the average student's English ability is still poor; 4) the internet network facilities provided by the university are very limited; and 5) international scientific article writing training for students is very lacking.*

**Keywords:** *An analysis reading interest, scientific articles, reading comprehension*

### A. Background

Reading activities are nothing new in education. Reading is an important and inseparable activity for scholars. Reading is beneficial for both academics and students as it can improve critical thinking. Reading skill is cognitive abilities that are used to absorb information in written text, although everyone has different cognitive abilities in reading, it will be used automatically when interacting with written text (M. Bojovic, 2010). The reading skill includes identifying writer's technique, drawing inferences,



SUBLIM: Jurnal Pendidikan

E-ISSN : 2985-5357

Volume 02, Issue 02 Oktober 2023

<https://ummaspul.e-journal.id/Sublim>

identifying word meaning finding answers to questions, and recognizing mood of passage. Meanwhile, if defines reading comprehension, reading comprehension could be called the ability to understand the text that is being read (M. Bojoviv, 2010). Reading ability refers to the ability to understand a passage of reading, such as the content of text, main ideas of writing, or any information from the written text.

Reading scientific writing in the realm of education such as higher education or university is not new thing because professor, lecturer, or students are academics who are directly involved in this matter. Scientific writing is used as research reference, reading material, lecture material, or writing and producing scientific writing itself. A Scientific article such as journal are one of the known scientific writing within the scope of higher education. Reading journal is highly recommended even for student. Journal could be said to be an excellent reference for student. Therefore, a scientific article such as journal is very suitable to be used as reading material or research reference.

Meanwhile the result of preliminary observation in study program of English Language Education of Faculty of Education and Teacher Training at Universitas Islam Makassar showed that student in the use of various scientific sources has different level. Student from the last semester could be said to have the top level in the use of scientific sources due to the need for references in completing the final project namely thesis. Meanwhile, students whose semesters are below the last semester only use scientific sources if needed in doing coursework, making paper, or presentation material. The use of scientific sources by students from first semester to sixth semester is not too frequent to be used as reading material but only limited to completing college assignment because the student also usually complete the assignment not from original scientific sources but through online searching on internet.

Reading interest can be measured using several indicators that refer to several previous studies conducted by Dewi et al. (2020) and Fitria (2019) which consist from: (1) fondness of reading, (2) awareness of reading, (3) benefits, (4) reading frequencies, (5) reading quantity, (6) pleasure, (7) willingness, (8) consciousness, and (9) attention. Reading Comprehension can be measured using several indicators that refer to several research such as that conducted by Sharpen (2005) and Fitria (2019), namely: (1) found detailed information that requires the reader to scan certain factuals, (2) find the main ideas developed in paragraphs, (3) recognize the meaning of certain words that are not familiar by associating the close meaning of foreign words with the text and the topic of the text, (4) identifying references that recognize reference words and are able to identify the words that they are refer to help readers understand the reading, (5) identify possible conclusions is a point of view, conclusion or information that is not mentioned from the text, (6) finding main ideas, (7) finding explicit information, (8) finding implicit information, (9) looking for word references, and (10) finding



SUBLIM: Jurnal Pendidikan

E-ISSN : 2985-5357

Volume 02, Issue 02 Oktober 2023

<https://ummaspul.e-journal.id/Sublim>

certain words based on the context.

Interest in reading is one aspect that encourages the process of reading comprehension. However, the level of interest in reading in Indonesia is still low. In this situation, as an academic component, undergraduate students also have an obligation to read. This is driven by the academic life of lectures which requires students to have reading comprehension skills. The researcher chose this method to find out and analyze the reading interest of English students in scientific articles at the English Department of the Faculty of Teaching and Education, Islamic University of Makassar. When students are interested in reading articles, of course this is a fairly effective method for students in the English Department of the Teaching and Education Faculty of Makassar Islamic University to restore interest in reading to students.

On the other hand, reading English text is also a challenge in itself. Besides having to know the topic, theme, main idea of the text, it is also necessary to have sufficient knowledge of English which has a different system, including vocabulary and structure (Dzul Rachman, 2018). Simply, the purpose of reading could improve one's understanding in understanding the reading content. There are several variations of reading purpose, including reading for study purpose (scientific analysis), reading for the purpose of capturing a reading outline, reading to enjoy literature, reading to fill spare time, and reading to find information about a term (Dalman, 2018).

## **B. Research Method**

The research method is a scientific way to get data with a specific purpose and use. Which is used by scientists as a tool to open the veil of knowledge. Through research conducted, researcher can find a way that can be used as a solution to solve the problem. Because indeed research is a scientific activity that is very important for the development of science and problem-solving. According to Creswell (2016), qualitative research is a type of research that explores and understands the meaning of some individuals or groups of people originating from social problems.

According to Arikunto (2013) human and thing can be classified as a subject of research. The population of the research was English Education Department of the Teaching and Education Faculty of Makassar Islamic University, The researcher takes 15 students as a subject in this research. The students will be the main subject in this research, because the researcher wants to find out some of the students' reading interest and find out the factors that influence students' reading interest

The data analysis technique is the process of collecting data systematically to facilitate researcher in improving conclusions. Qualitative data analysis is inductive, namely analysis based on the data obtained. The analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, and conclusion drawing/verification (Matthe B. Miles and A. Michael Huberman, 1994).



In identifying the research needs instruments that are used to collect the data, so that the researcher is easy to finish the research. The researcher will do direct observation to collect and analyse the data. During the process of the research, the researcher takes roles as a data collector, data interpreter and the result reporter of the research. To make it clearer, the researcher explains the process of collecting the data as follows by Interview and documentation.

### C. Research Results and Discussion

#### 1. Research Results

##### 1.1 Interest in reading scientific articles for students in the English Education study program

This research aims to find out how interested in reading scientific articles students of the English Education study program (RM 1) are. In the following, the researcher will show and describe the results of the research according to the results of interviews that were carried out with 15 students who were used as respondents. A total of 13 questions were interviewed to all respondents. In the following, the researcher will describe the results of the interview sequentially and systematically.

##### 1.1.1 Hobbies

Every human being definitely has different hobbies, even though there are similarities between one and another in one or more types of hobbies. Hobbies are a strength to achieve something. Therefore, the hobby of reading is very important for students in completing their academic assignments. Based on the results of interviews conducted by researchers with 15 students in the 5th, 7th and 9th semesters of the English Language Education study program, it shows that very few students have a hobby of reading with a percentage of only 13%, and very many students have hobbies other than reading with a percentage of 87%. . For more details, see the following table:

Table 1 Student hobbies

No	Type of Hobby	Number of Respondents	Percentage (%)
1	Reading	2 Students	13,5 %
2	Sports	3 Students	20 %
3	Traveling	1 Students	6 %
4	Listen to Music	2 Students	13,5 %
5	Playing games	2 Students	13,5 %
6	Watching Movies	3 Students	20 %
7	Cooking	2 Students	13,5 %
<b>Total</b>		<b>15 Students</b>	<b>100 %</b>

##### 1.1.2 Reading Frequency

A person's level of understanding and intelligence can be seen and assessed from the aspect of how often he reads. For those who have a high frequency of



reading, they will definitely have broad insight. Based on the results of interviews that researchers conducted with 15 students, the researchers found that students' reading frequency was high, namely 80% or only 20% at a low level. For more details, see the following table:

Table 2 Frequency of reading

No	Frequency of reading	Number of Responden	Percentage (%)
1	Often	7 students	46 %
2	Less often	5 students	34 %
3	Rarely	2 students	14 %
4	Very rare	1 student	6 %
<b>Total</b>		<b>15 students</b>	<b>100 %</b>

### 1.1.3 Frequency of Reading Visits at the Library

The frequency of visits by English Language Education study program students to the library is in the medium category with a percentage of 47% and 53% is in the weak category. Based on the results of interviews conducted by researchers with 15 students of the English Language Education study program, 7 students often visit the library, 5 students only visit the library once a month, and 3 students have never visited the library. For more details, see the following table:

Table 3 Frequency of reading visits to the library per month

No	Frequency based on number of month	Number of Respondents	Percentage (%)
1	4 Times	1 Students	7 %
2	3 Times	3 Students	20 %
3	2 Times	3 Students	20 %
4	1 Times	5 Students	33 %
5	Never	3 Students	20 %
<b>Total</b>		<b>15 Students</b>	<b>100 %</b>

### 1.1.4 Frequency of Time Spent Reading

The frequency of the amount of time spent reading by English Language Education study program students per day is in the medium category with a percentage of 54% with an average of reading between 40 minutes to 2 hours per day. And the low category is between 10 to 30 minutes per day with a percentage of 40%. Researchers also found that 6% of students never read in one day. Based on the results of interviews conducted by researchers with 15 students in the 5th, 7th and 9th semesters of the English Language Education study program regarding student hobbies in general, the researchers found that 13 students (%) did not answer that reading was their hobby. And as many as 2 students (%) have a hobby of reading. For more details, see the following table:



Table 4 Frequency of the amount of time spent reading

No	Frequency number of hours of reading in the day	Number of Respondents	Percentage (%)
1	2 hours in the day	1	6 %
2	1 hour in the day	2	14 %
3	40 -50 minutes in the day	5	34 %
4	20 – 30 minutes in the day	5	34 %
5	10 – 15 minutes in the day	1	6 %
6	No time to read	1	6 %
<b>Total</b>		<b>15 orang</b>	<b>100 %</b>

### 1.1.5 Purpose of Reading Scientific Articles

Every activity must have a purpose. Reading scientific articles aims to broaden students' knowledge in the academic field. Based on the results of interviews with 15 students of the English Education study program, it shows that reading scientific articles is generally for academic assignments both related to final assignments and lecture assignments with a percentage of 94% and only 6% of students only use reading to fill their free time. . For more details, see the following table:

Table 5 Purpose of reading scientific articles

No	Tujuan Membaca	Jumlah Responden	Persentase (%)
1	Doing paper assignments	5 Students	34 %
2	Thesis writing	5 Students	34 %
3	Just fill a free time	1 Student	6 %
4	Looking for references to the thesis title	4 Students	24 %
<b>Total</b>		<b>15 Students</b>	<b>100 %</b>

### 1.1.6 Types of Scientific Articles Read

The types of literature sources read by English Language Education study program students support the student's academic potential development program. Based on the results of interviews conducted by researchers with 15 students of the English Education study program, it shows that the type of scientific articles read that support and suit their field to be used as a primary source for students is high with a percentage of 68%, and only 32% of scientific articles are read as supporting literature in completing academic assignments. For more details, see the following table:

Table 6 Types of Scientific Articles read by students

No	Type of Source	Number of Respondents	Percentage (%)
1	Education	5 students	34 %



2	Languages	5 students	34 %
3	Law	1 student	6 %
4	Socio-cultura	1 student	6 %
5	Islamic Studies	3 students	20 %
<b>Total</b>		<b>15 students</b>	<b>100 %</b>

### 1.1.7 Student Understanding of the Benefits of Reading Scientific Articles

Reading scientific articles for students is very beneficial not only for completing coursework and final assignments but can have a positive influence on the development of ideas and insights. Based on the results of interviews conducted by researchers with 15 students of the English Education study program, it shows that reading provides very significant benefits with a percentage of 66%, and 34% of students have not felt the benefits of reading scientific articles. For more details, see the following table:

Table 7 Benefits of reading scientific articles

No	Benefits obtained from reading scientific articles	Number of Respondents	Percentage (%)
1	Helps	4 students	26 %
2	Very influential	6 students	40 %
3	Normaly	3 students	20 %
4	Don't know	2 students	14 %
<b>Total</b>		<b>15 students</b>	<b>100 %</b>

### 1.1.8 Scope of Scientific Articles Read

The scope of scientific articles read is one measure of the quality of the strength of the information obtained. The scope of scientific articles includes international, national and local. Based on the results of interviews conducted by researchers with 15 students, it shows that scientific articles with an international scope are still low with a percentage of 33%, and 67% of students still read scientific articles with a national and local scope. More details can be seen in the following table:

Table 8 Scope of scientific articles

No	Skop Artikel ilmiah yang dibaca	Number of Respondents	Persentase (%)
1	International	5 students	33 %
2	National	3 students	20 %
3	Local	7 students	47 %
<b>Total</b>		<b>15 students</b>	<b>100 %</b>



### 1.1.9 Significance of Reading Scientific Articles

Reading scientific articles of course provides direct benefits to the reader. These direct benefits also have implications for the quality of the presentation of ideas. Based on the results of interviews conducted by researchers with 15 students, it shows that 83% of students received direct benefits as well as providing motivation and being challenged to read more and actively read scientific articles. And only 17% of students feel stressed when reading international scientific articles. For more details, see the following table:

Table 9 Significance of reading scientific articles

No	Significance Reading Scientific Articles	Number of Respondents	Percentage (%)
1	Provide new information from existing research results	2 students	13 %
2	Motivation to better understand the contents of relevant scientific articles	3 students	20 %
3	It is a challenge in itself to find additional references	6 students	40 %
4	Quite stressful, especially international journal articles	4 students	17 %
<b>Total</b>		<b>15 students</b>	<b>100 %</b>

### 1.1.10 Level of Understanding of International Scientific Articles

Reading international scientific articles requires sufficient English skills. Apart from that, it requires special skills to understand key sentences based on the theme and scope of the study. Based on the results of interviews conducted by researchers with 15 students, it shows that 50% understand quite well, although there are still 34% who still need quite a long time to understand. And only 6% of students don't understand. For more details, see the following table:

Table 10 Level of understanding of international scientific articles

No	Level of Understanding	Number of Respondents	Percentage (%)
1	Understand	2 students	13 %
2	Some understanding	7 students	47 %
3	It takes a long time to understand	5 students	34 %
4	Not understand	1 student	6 %
<b>Total</b>		<b>15 students</b>	<b>100 %</b>

### 1.1.11 Access Sources of Scientific Articles





Scientific articles can be obtained through several sources both online and offline. Based on the results of interviews conducted by researchers with 15 students, it shows that 100% of students can obtain scientific articles from several sources such as the internet, peers, lecturer assistance and provided by the campus. For more details, see the following table:

Table 11 Access source for articles

No	Article Source	Number of Respondents	Percentage (%)
1	Downloading on the internet	8 students	54 %
2	Through colleagues	5 students	34 %
3	Guided by lecturer	1 student	6 %
4	Provided by campus	1 student	6 %
<b>Total</b>		<b>15 students</b>	<b>100 %</b>

### 1.1.12 Relationship between Reading and Achievement

Student academic presentations can be obtained in various ways. One of them is by reading a lot. Because reading is the gateway to knowledge. However, there are still some students who think that there is no connection between presentation and reading. Based on the results of interviews conducted by researchers with 15 students studying English Language Education, it shows that there is no significant influence on academic achievement by reading with a percentage of 60% and 40% of students believe that academic achievement can be obtained through reading. For more details, see the following table:

Table 12 The relationship between reading scientific articles and achievement

No	Relationship between reading and academic achievement	Number of Respondents	Percentage (%)
1	Influenced	6 students	40 %
2	No guarantee	6 students	40 %
3	Normaly	3 students	20 %
<b>Total</b>		<b>15 students</b>	<b>100 %</b>

## 1.2 Supporting and Obstacle Factors

In the previous section the researcher presented the results of the research according to the results of the interviews that had been carried out. In this section, the researcher will describe the supporting and inhibiting factors through the results of interview analysis. In the following, the researcher will explain it sequentially and systematically.

### 1.2.1 Supporting factors

Based on the results of interviews conducted by researchers with 15 students who were used as research respondents, interest in reading scientific articles



SUBLIM: Jurnal Pendidikan

E-ISSN : 2985-5357

Volume 02, Issue 02 Oktober 2023

<https://ummaspul.e-journal.id/Sublim>

for students in the English Education study program at the Faculty of Teacher Training, Education and Letters, Makassar Islamic University can be said to be high. These results are supported by, among others; 1) Students' reading interest is high with an average percentage of 73%; 2) Students' reading frequency is quite high with an average percentage of 80%; 3) The frequency of reading scientific articles is quite good with the average time spent reading between 30 minutes to 2 hours per day; 4) Students are used to reading scientific articles for coursework and final assignments; 5) Students have felt the benefits of reading scientific articles; 6) The scope of scientific articles read by students combines national and international scientific articles; and 7) Students already know how to get international scientific articles.

### **1.2.2 Obstacle factor**

Based on data from interviews conducted by researchers with 15 students who were used as study respondents, researchers still found several obstacles that required solutions. The inhibiting factors in question are; 1) Students are still less interested in visiting the library; 2) There are still students who feel burdened by international scientific articles; 3) On average, students' English language skills are still poor; 4) The internet access facilities provided by the campus are very weak; and 5) Training on writing international scientific articles for students is very lacking.

## **2. Discussion**

This research aims to determine the interest in reading scientific articles of students in the English Education study program and the factors that support it and the factors that hinder it. According to Rachel, getting students used to reading is a process to create a hobby of reading, especially before starting learning activities (McCormack, Rachel L., and Susan Lee Pasquarcelli, 2016). Literacy is so important for life that Barton said that in reading there are three components that bind each other, namely literacy, life and knowledge (Barton et al., 2007).

Interest in reading is an activity that is carried out with full perseverance in order to build a communication pattern with oneself to find the meaning of writing and the information contained in it with a feeling of pleasure. There are 6 indicators to determine interest in reading, namely the need to read, interest in reading, desire to read, special attention when reading, satisfaction when reading, and the surrounding environment is adequate for reading. Therefore, Morrow (2005) and Muslimin (2018) said that to foster cultural interest in literacy and interest in reading, one must start by motivating people to read in the free time they have.

Students who have an interest in reading will develop sufficient understanding of the scientific articles or books they read. A high level of understanding is supported by reading frequency. The more often you read, the more insight and thinking you will have at the same time. Low interest in reading will affect students' way of thinking and argumentation. Because every idea we produce is greatly influenced by the literacy power we have. That is why Sweet (2003) emphasizes that students must be taught how to manage the interpretation of meaning



SUBLIM: Jurnal Pendidikan

E-ISSN : 2985-5357

Volume 02, Issue 02 Oktober 2023

<https://ummaspul.e-journal.id/Sublim>

through the reading process. Vacca (2005) and Allermann (2004) even suggested creating a reading literacy program in schools before learning begins. Therefore, researchers see the need to strengthen reading literacy in faculties through the let's read campaign because reading is a rare precursor to success.

Reading activities that are carried out programmed and routinely every day for students show that their interest in reading is very high. Overall, it can be said that the activity of reading scientific articles is only carried out by students who have taken the proposal exam and results exam because the demands must be completed immediately, compared to students who enter in semester 5 and students who have not taken part in the proposal seminar. The experience of Muslims in Gorontalo proves that getting into the habit of reading between 10-15 per day can foster a culture of literacy and people's interest in reading (Muslimin, 2018).

Reading scientific articles is not just reading like reading other books. Reading scientific articles has a level of difficulty, especially articles in foreign languages. Because scientific articles provide updated information regarding research results from various scientific disciplines. And the activity of reading scientific articles is carried out by students as the main source in completing the final assignment. If you start reading scientific articles in the first semester, you will eventually get used to it and even reading scientific articles will not be difficult. Moreover, getting guidance and direction from lecturers (Caldwell, 2008).

Taking the time to read scientific articles is a very powerful force for students. Although it is not uncommon for students to be faced with the problem of how to understand the meaning of the message in the article. The results of research conducted by Kamil in 1997 showed that the big problem faced by students was understanding the text and interpreting the messages contained in the text in the beginner class (Kamil, 1997). However, in this case students also find it difficult to search for and find articles that truly suit their needs. At the same time, they also hope that access facilities for scientific articles will be provided by campuses and faculties.

Even though students' ability to read scientific articles is high, this does not mean that overall they can get direct and indirect benefits from the articles they read. Based on researchers' observations, most students have not experienced direct benefits because every time they get an assignment they always ask for help from their friends who are used to reading scientific articles. And the average student like that is those who study while working. Another thing that is of concern to this research is the scope of scientific articles they read, for example international, national and local. The types of articles they read are journal articles published by the faculty. And journal articles written and published, especially by English Language Education lecturers.

Reading scientific articles certainly has direct significance for the reader. This significance can be positive or negative. Even though the number of respondents is not too large, it still gives a negative meaning because they are students of the



SUBLIM: Jurnal Pendidikan

E-ISSN : 2985-5357

Volume 02, Issue 02 Oktober 2023

<https://ummaspul.e-journal.id/Sublim>

English Language Education study program who should already be familiar with English language literature. According to Rosenblatt (2005) and Moskal (2006), the most important thing to do when carrying out reading activities is to find the keywords for each paragraph you read.

Another positive thing that was obtained from the research was the level of students' understanding of the content of the scientific articles they read. Reading without understanding the essence of the article you are reading also does not provide any benefit. Students who obtain scientific articles via the internet do so outside campus such as in cafes or at their homes because internet network access is stronger compared to the internet facilities provided on campus. and generally they are students who are completing research and writing a thesis. The students who get scientific articles from their peers are those who study while working because on average they don't have free time to access the internet themselves. Meanwhile, students who are still guided by lecturers are students who are new to information technology. This method also really helps students in improving their reading quality gradually. Even Caldwell (2008) said that assistance during the reading process was very good for training students to understand the meaning of the text. At the same time, it is facilitated to obtain articles that are already in the campus library. For research, obtaining scientific articles is very easy to obtain because everything can be accessed via the internet. This is in line with Graves (2001) who said that currently everything can be accessed and obtained via the internet network.

And at the end of this research is the direct influence of reading activities on achievement. It must be acknowledged that the quality of a student's writing is largely determined by the strength of the literacy they read. And this definitely has an influence on academic and non-academic achievements. This is because respondents do not feel there is anything special. They also saw that there were no special awards given by lecturers or heads of study programs, faculties and universities.

#### **D. Conclusion**

The research results show that interest in reading scientific articles is good with an average percentage of 63 %. The Factors that support the high interest in reading scientific articles for students are as follows; 1) students' reading interest is high; 2) students' reading frequency is high; 3) students have special reading time per day in the high category; 4) students are familiar with the scientific article assignments given by the lecturer; 5) students have felt the benefits of reading scientific articles; 6) the average student has combined national and international scientific articles in writing scientific articles; 7) students already know how to obtain and access scientific articles. There are five obstacles that can influence students' interest in reading scientific articles, especially students in the English Education study program, namely: 1) Students are still less interested in visiting the campus library because the library location is not strategic and the availability of scientific articles is very limited; 2) there are still some students who feel burdened by



SUBLIM: Jurnal Pendidikan

E-ISSN : 2985-5357

Volume 02, Issue 02 Oktober 2023

<https://ummaspul.e-journal.id/Sublim>

international scientific articles; 3) the average student's English language skills are still poor; 4) the internet network facilities provided by the university are very limited; and 5) international scientific article writing training for students is very lacking.

## BIBLIOGRAPHY

- Alvermann, D. et all., "Content Area Literacy Instruction for the Elementary Grades". New York: Pearson. 2004.
- Barton, D. et all. "Literacy, Lives and Learning". London: Routledge. 2007.
- Bean, R. M. "The Reading Specialist". New York: Guilford Press. 2004.
- Besser, S. et all. "Adult Learner's Difficulties in Reading: An Exploratory Study". London: NRDC. 2004.
- Bojovic, M. "Reading Skills and Reading Comprehension in English for Specific Purposes", *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures 2010*, 2010.
- Bynner, J. and Parson S. "New Light on Literacy and Numerasi". London: NRDC. 2006.
- Caldwell, J. S. "Reading Assesment: A Primer for Teacher and Coaches". New York: Guilford Press. 2008.
- Dalman, "Keterampilan Membaca", Jakarta: Rajawali Pers, 2014.
- Gardner, H. "Frames of Mind: The Theory of Multiple Intelligences". New York: Basic Books. 1983.
- Graves, M. F. et all., "Teaching Reading in the 21<sup>st</sup> Century", (2<sup>nd</sup> ed.). Needham Heights, MA: Allyn and Bacon. 2001.
- John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (Sage publications, 2016).
- Kamil, M.L. and Lane D. "A Classroom Study of the Efficacy of Using Information Text for First Grade Reading Instruction. Paper Presented at the Annual Meeting of The American Educational Research Association, Chicago. 1997.
- McCormarck, Rachel L. and Susan Lee Pasquarcelli. "Teaching Reading: Strategies and Resorurces for Grades K-6". New York: Guilford. 2010.
- Miles, Matthew B and A Michael Huberman, "*Qualitative Data Analysis: An Expanded Sourcebook*", (Sage, 1994).
- Morrow, L. M. "Literacy Development in The Early Years: Helping Childern Read and Write, (5<sup>th</sup> ed.), Boston: Pearson. 2005.



SUBLIM: Jurnal Pendidikan

E-ISSN : 2985-5357

Volume 02, Issue 02 Oktober 2023

<https://ummaspul.e-journal.id/Sublim>

- Moskal, M. K. and Blachowicz C. "Partnering for Fluency". New York: Guilford Press. 2006.
- Muslimin, "Menumbuhkan Budaya Literasi dan Minat Baca dari Kampung". Gorontalo: Ideas Publishing. 2018.
- Nurdin, "Pengaruh Minat Baca, Pemanfaatan Fasilitas dan Sumber Belajar Terhadap Prestasi Belajar IPS Terpadu SMP Negeri 13 Bandar Lampung", *Jurnal Ekonomi dan Pendidikan*, Vol. 8, Nomor 1, April 2011, p.90.
- Rachman, Dzul. "Students' Interest In Learning English and Reading Understanding Ability Using Story Texts", *JELE (Journal of English Language and Education)*, Vol. 4, Nomor 1, June 2018, p. 37
- Rosenblatt, L. M. "Making Meaning With Text". Portsmouth, NH: Heinemann. 2005.
- S, Arikunto. "Prosedur Penelitian Suatu Pendekatan Praktik. Edisi Revisi", Jakarta: PT. Rineka Cipta. Althof, dkk. 2006.
- Sweet, A. P. and Snow C. E (Eds). "Rethinking Reading Comprehension. New York: Guilford Press. 2003.
- Vacca, R. and Vacca J. "Content Area Reading Literacy and Learning Across The Curriculum". Boston: Pearson. 2005.