

**THE CORRELATION BETWEEN READING INTEREST AND  
READING COMPREHENSION OF THE NINTH GRADE STUDENTS OF  
PUBLIC JUNIOR HIGH SCHOOLS WITH “A” ACCREDITATION IN  
PALEMBANG**

**A Thesis**

**By**

**NOOR TIARA AJENG KHARISMANINGTYAS**

**Student Number: 06011181520022**

**English Education Study Program**

**Language and Arts Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2019**

**The Correlation between Reading Interest and Reading Comprehension of  
the Ninth Grade Students of Public Junior High Schools with "A"  
Accreditation in Palembang**

**A Thesis**

**By**

**Noor Tiara Ajeng Kharismaningtyas**

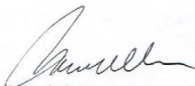
**0601181520022**

**English Education Study Program**

**Language and Arts Education Department**

Approved by,

Advisor 1,



Machdalena Vianty, M.Ed., M.Pd., Ed.D.  
NIP. 197411242000122001

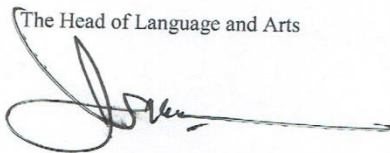
Advisor 2,



Fiftinova, S.S., M.Pd.  
NIP. 197911152006042028

Certified by,

The Head of Language and Arts



Dr. Didi Suhendi, S.Pd., S.Hum.  
NIP. 19691022199431001

Coordinator of English Education  
Study Program



Hariswan Putera Jaya, S.Pd., M.Pd.  
NIP. 197408220022121003

The Correlation between Reading Interest and Reading Comprehension of  
the Ninth Grade Students of Public Junior High Schools with "A"  
Accreditation in Palembang

Noor Tiara Ajeng Kharismaningtyas

Student Number: 06011181520022

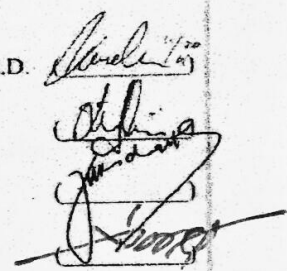
This thesis was defended by the writer in the final program examination and  
was approved by the examination committee on:

Day : Thursday

Date : December 26<sup>th</sup>, 2019

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Machdalena Vianty, M.Ed., M.Pd., Ed.D.
2. Secretary : Fiftinova. S.S., M.Pd.
3. Member : Dra. Zuraida, M.Pd.
4. Member : Somi Mirizon, M.A., Ed.D.

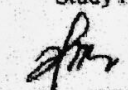


Indralaya, December 2019

Certified by,

Coordinator of English Education

Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd  
NIP. 197408220022121003

## DECLARATION

I, the undersigned

Name : Noor Tiara Ajeng Kharismaningtyas

Student number : 06011181520022

Study Program : English Education

Certified that thesis entitled "The Correlation between Reading Interest and Reading Comprehension of the Ninth Grade Students of Public Junior High Schools with "A" Accreditation in Palembang" is my own work, and I did not plagiarism or inappropriate quotation against the ethic and rules commanded by the ministry of Education of republic Indonesia number 17, 2010 regarding the plagiarism in higher education. therefore, I deserve to face the court if I am found to have plagiarized in this work.

Indralaya, December 2019

The Undersigned,



Noor Tiara Ajeng Kharismaningtyas

06011181520022

## ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum Wr. Wb

All praises to Allah SWT for His blessing, and strength, so the writer could fulfill one of the requirements prescribed for Bachelor Degree (S-1) at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education of Sriwijaya University. This thesis would never be finished without the helps of many people. Therefore, the writer would like to express her deepest gratitude to her two advisors, Machdalena Vianty, M.Ed., M.Pd., Ed.D. and Fiftinova, S.S., M.Pd. who gave their constructive advice, valuable knowledge, professional guidance and encouragement to the writer in writing the thesis.

The writer would like to express her gratitude to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University, Prof. Sofendi, M.A., Ph.D, the Head of Language and Arts Department (Dr. Didi Suhendi, M.Hum), the Coordinator of English Education Study Program (Hariswan Putra Jaya, S.Pd., M.Pd). Finally, the deepest respect and love are expressed to her beloved parents and brother for their support and prayer.

Indralaya, December 2019

The writer,

Noor Tiara Ajeng K.

## TABLE OF CONTENTS

APPROVAL.....	i
COMMITTEE APPROVAL.....	ii
DECLARATION.....	iii
THESIS DEDICATION .....	v
ACKNOWLEDGMENT.....	vi
TABLE OF CONTENT.....	vii
ABSTRACT.....	xii
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1 Background.....	1
1.2 Problems of the Study.....	4
1.3 Objectives of the Study .....	4
1.4 Significance of the Study.....	5
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>6</b>
2.1 Reading Interest.....	6
2.2 Reading Comprehension.....	7
2.3 Correlation between Reading Interest and Reading Comprehension.....	9
2.4 Education System in Indonesia.....	10
2.5 Previous Studies.....	11
2.6 Hypotheses of the Study.....	12
<b>CHAPTER III METHODOLOGY.....</b>	<b>13</b>

3.1	Research Design.....	13
3.2	Operational Definitions.....	13
3.3	Variables.....	14
3.4	Population And Sample.....	14
3.4.1	Population.....	14
3.4.2	Sample.....	16
3.5	Data Collection.....	15
3.5.1	Questionnaire .....	18
3.5.2	Test .....	19
3.6	Validity and Reliability.....	20
3.7	Data Analysis.....	20
<b>CHAPTER IV FINDINGS AND INTERPRETATION.....</b>		<b>22</b>
4.1	Findings of the Study.....	22
4.1.1	The Result of Students' Reading Interest.....	22
4.1.2	Students' Reading Comprehension.....	25
4.1.3	Correlation Analysis.....	26
4.1.4	Regression analysis.....	28
4.2	Interpretation of the study .....	28
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>		<b>31</b>
5.1	Conclusions.....	31

5.2	Suggestions.....	31
	<b>REFERENCES .....</b>	<b>33</b>
	<b>APPENDICES .....</b>	<b>39</b>



## **LIST OF TABLES**

Table 3.1 : Population of the Study.....	15
Table 3.2 : List of Sample School.....	16
Table 3.3 : Sample of the Study .....	17
Table 3.4 : Reading Interest Questionnaire Classification .....	19
Table 3.5 : Reading Comprehension Test Classification .....	20
Table 3.6 : Correlation Coefficient Interpretation.....	21
Table 4.1 : The Results of Item 1 of Students' Reading Interest .....	22
Table 4.2: The Results of Item 2 of Students' Reading Interest.....	23
Table 4.3 : The Results of Item 3 of Students' Reading Interest .....	24
Table 4.4 : The Results of Item 4 of Students' Reading Interest .....	24
Table 4.5 : The Results of Item 5 of Students' Reading Interest.....	25
Table 4.6 : Mean Scores of Students' Reading Comprehension.....	26
Table 4.7 : Result of Reading Comprehension Test.....	26
Table 4.8 : Correlation Analysis: Reading Interest and Students' Reading Comprehension.....	27
Table 4.9 : The Correlation Analysis between each aspect of Reading Interest and the Reading Comprehension.....	27
Table 4.10 : The Regression Analysis.....	28

## **LIST OF APPENDICES**

- Appendix A** Reading Attitude Questionnaire
- Appendix B** Reading Attitude Questionnaire filled by students
- Appendix C** Reading Test
- Appendix D** Reading Test answered by students
- Appendix E** Lecturers and Teachers' Reading Test Validations
- Appendix F** Result of Lecturers and Teachers' Reading Test Validations
- Appendix G** Letters of Statement from Validators
- Appendix H** Result of Reading Test Reliability
- Appendix I** Surat Usul Judul Skripsi
- Appendix J** Surat Penunjukan Pembimbing Skripsi
- Appendix K** Approval of Research Design Seminar
- Appendix L** Letter of Having Conducted the Research Design Seminar
- Appendix M** Research Design Seminar Suggestion List
- Appendix N** Surat Izin Penelitian FKIP
- Appendix O** Surat Izin Penelitian DIKNAS
- Appendix P** Surat Keterangan Telah Melaksanakan Penelitian
- Appendix Q** Approval of Preliminary Research Report Seminar
- Appendix R** Letter of Having Conducted the Preliminary Research Report Seminar
- Appendix S** Attendance List of Preliminary Research Report
- Appendix T** Preliminary Research Report Suggestion List
- Appendix U** Approval of Thesis Final Examination
- Appendix V** Thesis Consultation Card

## **The Correlation between Reading Interest and Reading Comprehension of the Ninth Grade Students of Public Junior High Schools with “A” Accreditation in Palembang**

### **ABSTRACT**

---

The purposes of this study were to find out whether or not there is a significant correlation between reading interest and reading comprehension, and whether or not there is a significant contribution of reading interest to reading comprehension achievement of students of public junior high school with “A” accreditation in Palembang. The participants of this study were 378 students of public junior high school with “A” accreditation in Palembang which were randomly selected by using slovin formula to figure out an appropriate sample size from a population. Reading interest questionnaire and reading comprehension test were used to collect the data. The data in this study were analyzed using correlation analysis and regression analysis in SPSS version 24. The results of the Pearson Product Moment Correlation Coefficient showed that there was a weak significant correlation between reading interest and reading comprehension with  $r$ -obtained was higher than  $r$ -table ( $0.304 > 0.101$ ) at the 0.05 level (two-tailed), and the  $p$ -value was lower than 0.05 ( $0.000 < 0.05$ ). Moreover, regression analysis revealed reading interest contributed 10.5% to reading comprehension. It can be concluded that once the reading interest is increased, the reading comprehension is also increased.

**Keywords:** *Reading Interest, Correlation, Reading Comprehension, Junior High Schools.*

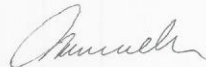
---

**A Thesis by an English Education Study Program Student, Faculty of  
Teacher Training and Education, Sriwijaya University**

**Name : Noor Tiara Ajeng Kharismaningtyas**

**Student Number : 06011181520022**

Advisor 1,



Machdalena Vianty, M.Ed., M.Pd., Ed.D.  
NIP. 197411242000122001

Advisor 2,



Fifinova, S.S., M.Pd.  
NIP. 197911152006042028

Certified by,

Coordinator of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.  
NIP. 197408220022121003

## **CHAPTER 1**

### **INTRODUCTION**

This chapter describes (1) background, (2) problems of the study, (3) objective of the study , and (4) significance of the study.

#### **1.1 Background**

Reading is an important skill that students must have to enhance their knowledge. Reading is an important consideration in language learning (Noor, 2011). In recognition of significance of reading comprehension it should be indicated that it is notably the principal aim for EFL and ESL learners to acquire apprehending of the environment, community and allows students to find out more about their reading material (Tierney & Readence, 2005). In reading activity, students can get much information. These days read carefully explained to direct EFL learners in learning and gather information to understand a text, both in printed form and other visual media to compensate for the technological era (Reutzel & Cooter, 2012). Students also have a simple access to this information either for all intents and purposes by means of web or through huge range of printed materials (Rajab & Al-Sadi, 2015). Koç (2005) explains that incorporating elements of technology into the learning curriculum aims as media for measuring students' thinking skills and as the additional media for teaching academic subjects. Therefore, students should read and understand the content of the passage in order to gain an information as it is stated by curriculum 2013(Kemendikbud, 2013).

Reading is not only a process to gain information, but also to improve learning ability. Students may read because they need for their study, or even students want to read because they are interested in the reading activity. For an EFL student, reading is necessary because it can help them in their study. Yukselir (2014, p. 66) states that the interaction between the text, background,

readers, background of the reader, reading strategy, L1 and L2, as well as decision making from the reader is the result of reading comprehension. Grabe and Stoller (2002) also state that reading comprehension is the ability to understand the contents of a text and interpret it appropriately and correctly. According to PIRLS 2011 (Progress in International Reading Literacy Study), the average score in Indonesia is only 428 where the results are below the PIRLS scale average (500) in terms of reading achievement. It indicates that most of students in Indonesia are lack in reading.

There are 3 factors that affect reading comprehension. A study done by Sakina (2014) with an English teacher in one of junior high schools in Palembang, showed that there were three main factors making the level of students' reading skill still low such as (1) lack of vocabulary, (2) lack of prior knowledge, and (3) low interest in reading. Apparently, this occurs for readers at all achievement levels as they strive to make sense of their reading. One of the factors that can influence EFL learners is knowledge of vocabulary. In recent decades, foreign language research has centered on the importance of vocabulary knowledge in reading comprehension (Anjomshoa, 2014).

The result of a study by Rosadi (2016) also showed that there was a significant correlation between reading interest and reading comprehension achievement of the eleventh grade students of SMA YPI Tunas Bangsa Palembang, and there was a significant influence of reading interest to reading comprehension achievement. As reported by Annamalai and Muniandy (2013), feelings and willingness to read related to their interest in reading and reading achievements have been shown to have a relationship with interest.

To improve students' reading ability, the reading activities used in teaching reading must be as enjoyable as possible. Hidayat and Aisah (2013) explain that without interest someone is impossible to do anything. As stated by Hornby (2010, p. 783), interest is the quality that something has when it attracts

somebody's attention or makes them want to know more about it. Slameto (2010, p.57) adds that interest has a bigger effect to the lesson, as if the material learned is not appropriate to the students' interest, students will not learn well. Ainley, Hidi, & Berndorff (2002, p.545) add that interest has a strong influence on individual's cognitive and affective functioning. Reading will be more fun if the reader feels pleasure or interest to read. Robinson and Samuel (1973, p.82) state that many techniques can be used to identify children's reading interests. Students' reading interest can be seen from how often students read each day, how many books students have, or how often students come to the library to read, because students who are interested in reading will spend more time to read many books. According to Slameto (2010, p.57), interest has a bigger effect to the lesson, as if the material learned is not appropriate to the students' interest, students will not learn well.

In Indonesia, there are some schools that are entrusted to get A accreditation. According to Badan Akreditasi Nasional Sekolah/Madrasah or National Accreditation Board School/Madrasah, an A accredited schools have passed the 8 Standar Nasional Pendidikan or National Education Standards which includes content standards, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards and assessment standards. An investigation by Darusmiyati (2018) found that there was a fair correlation between students' English achievement and public senior high school accreditation. The correlation was fair because it was between the range of 0.25 - 0.5. Siahaan (2018) found that there was a significant correlation between accredited private senior high school and students' English achievement and there was 30.6% contribution of school accreditation on students' English achievement was. It can be concluded that there is a contribution of school accreditation to students' English achievement. With the accreditation, the school will strive to improve the quality of education. One of the efforts to improve the quality of

education is through upgrading facilities such as a good library or varied books. By doing this, reading interest of the students and reading comprehension of the students will increase. Therefore, based on the description above, This study investigated the correlation between “Reading Interest and Reading Comprehension of students of Public Junior High Schools with “A” Accreditation in Palembang”.

### **1.2 Problems of the Study**

The problems of the study are formulated into the following reasearch questions:

1. Was there any significant correlation between reading interest and reading comprehension of ninth grade students of public junior high schools with “A” accreditation in Palembang?
2. Was there any significant contribution of reading interest on reading comprehension of ninth grade students of public junior high schools with “A” accreditation in Palembang?

### **1.3 Objectives of the Study**

Based on the problems, the objectives of this study were:

1. To find out whether or not there was a significant correlation between reading interest and reading comprehension of ninth grade students of public junior high schools with “A” accreditation in Palembang
2. To find out whether or not there was a significant contribution of reading interest on reading comprehension achievement of students of public junior high school with “A” accreditation in Palembang.

### **1.4 Significance of the Study**



By doing this study, the writer hopes this study will give meaningful contribution not only to the English lecturers but also for students. The result of the study gives information about reading interest and reading comprehension of public junior high school students. The writer also hoped that this study can be useful as a reference in an improvement effort school quality and school development. For the students, it is hoped that the result of this study can help the students know their interest, so that the students can improve their reading comprehension.

## References

- Ainley, M., Hidi, S., & Berndorff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology, 94*(3), 545-561.
- Aksan, N., & Kisac, B. (2009). A descriptive study: Reading comprehension and cognitive awareness skills. *Procedia Social and Behavioral Sciences, 1*, 834-837.
- Anjomshoa, L. (2014). The Effect of Vocabulary Knowledge on Reading Comprehension of Iranian EFL Learners in Kerman Azad University. *International Journal on Studies in English Language and Literature (IJSELL), 2*(5).
- Annamalai, S., & Muniandy, B. (2013). Reading habit and attitude among Malaysian polytechnic students. *International Online Journal of Educational Sciences, 5*(1), 32-41.
- Asgari, M. (2012). Integrating current issues of interest into class materials in teaching reading comprehensions. *Journal of Basic and Applied Scientific Research, 2*(5), 5299- 5308. Retrieved from [www.textroad.com](http://www.textroad.com)
- Belloni, L. F., & Jongsma, E. A. (1978). The Effects of Interest on Reading Comprehension of Low-Achieving Students. *Journal of Reading, 2*(2), 106.
- Bozack, A. R., & Salvaggio, A. N. (2013). Relational Effects of Reading Motivation and Academic Achievement Among Adolescent Boys. *Reading Psychology, 34*(6), 507-522.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education, Inc.
- Darusmiyati, P. (2018). *The correlation between school accreditation and students' english achievement of public senior high schools*. (Unpublished Undergraduate Thesis Sriwijaya University). Palembang: Faculty of Teacher Training and Education.
- Duke, N. (2003). *Comprehension instruction for informational text*. Presentation at the annual meeting of the Michigan Reading Association, Grand Rapids, MI.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. New York, NY: Cambridge University Press.
- Grabe, W., & Stoller, F.L. (2002). *Teaching and Researching Reading*. London: Pearson Education Limited.
- Harackiewicz, J. M., & Hulleman, C. S. (2010). The importance of interest: the role of achievement goals and task values in promoting the development of interest. *Social and Personality Psychology Compass*, 4(1), 42-52.
- Hidayat, H & Aisah, S. (2013). Read interest co-relational with student study performance in IPS subject grade IV (four) in state elementary school 1 Pagerwangi Lembang. *International Journal of Scientific & technology research*, 2(1), 101-114.
- Hidi, S. (2001). Interest, reading, and learning: Theoretical and practical considerations. *Educational Psychology Review*, 13(3), 191-209. Retrieved from <https://www.msu.edu>

- Hidi, S. (2006). Interest: A unique motivational variable. *Educational Research Review, 1*, 69-82.
- Hidi, S., & Renninger, K. (2006). *The Four-Phase Model of Interest Development: Educational Psychologist*. Toronto: Lawrence Erlbaum Associates, Inc.
- Hornby, A. S. (2010). *Oxford advance learner's Dictionary of current English* (8th ed.). New York, NY: Oxford University Press.
- Heilman, A. W. (1981). *Principle and Practices of Teaching Reading Fifth Edition*. Ohio: Charles E. Merrill Publishing Company.
- Intan, F. R., (2015). Functional Reading Achievement, Attitude Toward, and Interest in Reading of State Junior High School Students in Sako and Sematang Borang Districts Palembang. (Unpublished Undergraduate Thesis Sriwijaya University). Palembang: Faculty of Teacher Training and Education.
- Kemendikbud. (2013). *Pedoman kurikulum 2013 Bahasa Inggris tingkat SMP/MTs*. Jakarta, Indonesia: Depdiknas RI.
- Khairuddin, Z (2013). A study of students' reading interest in a second language. *International Educational Studies, 6*(11), 160-170.
- Koç, M. (2005). Implications of learning theories for effective technology integration and pre-service teacher training: A critical literature review. *Journal of Science Education, 2*(1), 1-16.
- Kurniawati, D. (2010). *The correlation between reading motivation and reading comprehension achievement of the eleventh year students of SMA Negeri 1 Belitang*. (Unpublished Undergraduate Thesis Sriwijaya University). Indralaya: Faculty of Teacher Training and Education.

- Larson, L. C. (2010). Digital readers: The next chapter in e-book reading and response. *The Reading Teacher*, 64(1), 15-22. Doi:10.1598/RT.64.1.2
- McKool, S. S. (2007). Factors that influence the decision to read: An investigation of fifth grade students' out-of-school reading habits. *Reading Improvement*, 44(3), 111-131.
- Ministry of Education and Culture. (2018). *Pedoman Akreditasi*. Retrieved from <http://bansm.kemdikbud.go.id/page/page/pedoman-akreditasi->
- Ministry of Education and Culture. (2019). *Data Pokok Pendidikan Dasar dan Menengah*. Retrieved from <http://dapo.dikdasmen.kemdikbud.go.id/sp/2/116000>
- Mora, C. F. (2000). Foreign language acquisition and melody singing. *ELT journal*, 54(2), 146-152.
- Ness, M. (2010). Explicit Reading Comprehension Instruction in Elementary Class-rooms: Teacher Use of Reading Comprehension Strategies. *Journal of Research in Childhood Education*. , 25(1), 98-117
- Noor, N. M. (2011). Reading habits and preferences of EFL post graduates: A case study. *Indonesian Journal of Applied Linguistics*, 1(1), 1-9.
- Nuttal, C. (1982). *Teaching Reading Skills in Foreign Language*. London: Heinemann Education Books.
- Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1, 117-175.
- Progress in International Reading Study (PIRLS). (2011). Highlights from PIRLS 2011. Retrieved from <http://nces.ed.gov/pubs2013/2013010.pdf>

- Rajab, H., & Al-Sadi, A. (2015). An Empirical Study of Reading Habits and Interests of Saudi University EFL Learners. *International Journal of Linguistics*, 7(2), 1-16.
- Reutzel, D. R., & Cooter, R. B. Jr. (2012). *Teaching Children to Read: The Teacher Makes the Difference*. (6th Ed.). Boston, MA: Allyn and Bacon/Pearson.
- Rosadi, P. P. (2016). *The correlation between reading interest and reading comprehension achievement of the eleventh grade students of SMA YPI Tunas Bangsa Palembang*. (Unpublished Undergraduate Thesis Sriwijaya University). Indralaya: Faculty of Teacher Training and Education.
- Robinson, H. M., & Weintraub, S. (1973). Research related to children's interests and to developmental values of reading. *Library Trends*, 22, 81-108.
- Roozafzai, Z. (2012). The Role of Comic Reading Materials in Enhancing the Ability to Read in EFL. *Journal On English Language Teaching*, 2(3), 7-15.
- Sakina, G. (2014). *The correlation between reading achievement and self efficacy of the eighth grade students of SMPN 4 Palembang*. (Unpublished Undergraduate Thesis Sriwijaya University). Palembang: Faculty of Teacher Training and Education
- Siahaan, N. S. U. (2018). *The correlation between school accreditation and students' english achievement of private senior high schools*. (Unpublished Undergraduate Thesis Sriwijaya University). Palembang: Faculty of Teacher Training and Education.
- Slameto. (2010). *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: PT. Rineka Cipta.

- Stevens, K. (1980). The effect of topic interest on the reading comprehension of higher ability students. *Journal of Educational Research*, 73(6), 365-368.
- Sugiyono. (2012). *Metode penelitian penddidikan (pendekatan kuantitatif, kualitatif dan R&D* (15th ed.). Bandung: PT. Alfabeta.Oxford University press.
- The US Department of Education. (2005). *Helping Your Child Succeed in School*. Washington, DC: ED Pubs.
- Tierney, R. J., & Readence, J.(2005). *Reading strategies and practices: A compendium*. (6th Edition), Boston: Allyn & Bacon.
- Warncke, E. W., & Shipman, D. A. (1984). *Group Assessment in Reading Classroom Teacher's Handbook*. Englewood cliff, NJ: Prestice Hall, inc.
- Wheldall, J. & Watkins, M (2004). Extracurricular reading and reading achievement: The rich stay rich and the poor don't read. *Reading Improvement, Winter*, 236- 242.
- Winkel, WS. (1995). *Psikologi Pendidikan dan Evaluasi Belajar*. Jakarta: Gramedia.
- Yukselir, C. (2014). An Investigation into the Reading Strategy Use of EFL Prep-Class Students. *Social and Behavioral Sciences Journal*, 158, 65–72.

