EXPLORING THE COLLEGE STUDENTS' READING SOURCE PREFERENCES AND THEIR PERCEIVED IMPACT ON VOCABULARY AND COMMUNICATION SKILLS

[1]Adrallisman, [2]Mahyati, [3]Zaenal Abidin, [4]Eka Uliyanti Putri , [5]Gunawan
[1]Fakultas Sosial dan Humaniora, Universitas Buddhi Dharma
[2 3 5]Program Studi Sastra Inggris, Sekolah Tinggi Bahasa Asing Technocrat
[4]Program Studi Teknik Informatika, Institut Teknologi dan Bisnis Bina Sarana Global
e-mail**:** *adral_al@yahoo.com*

Abstract

Reading is considered elementary skill supporting the other language skill, such as writing, speaking, and listening. Despite the above importance, very few studies highlight the students' perceptions regarding the writing activities. The research study examined the students' perceptions on their reading activities. There were 40 active students, who were surveyed for this research. The research analyzed participants' responses describing their view on their reading activities and the other relevant factors affecting their reading activities, such as the preferred reading sources, the reasons when reading a novel, and the ideal teacher in teaching reading. The findings revealed the students' preference toward much shorter reading sources rather than the lengthy ones. The also stated that the preferred to read the news and relevant sources with their jobs/activities. Furthermore, they stated that the main reason for reading the novels was mainly due to the popularity of the novel. Lastly, it was revealed that reading activity was deemed important in improving both the students' vocabulary and communicative capacity. They suggested that the lecturers be the ones who could help facilitating the reading activities.

Keywords: *English literature, Students' perception, Reading activity*

INTRODUCTION

Reading constitutes a mandatory skill language learners should possess (Widdowson, 1977). As part of the four language skills, along with listening, speaking, and writing, reading is essential as it can assist English learners in acquiring sufficient information (Andoko, Hayashi, Hirashima, & Asri, 2020). It belongs to an active and fluent process allowing the readers to grasp the meaning of the texts (Anderson, 2003, as cited in Andoko et al., 2020). For a literature college student, reading is a mandatory skill the student should obtain. In terms of specific reading sources (i.e., novels, poems, essays, etc.), the students must undertake their reading activity to pass the required elective course.

Indeed, reading public sources and stories is different in terms of the techniques applied by the students. In fact, in reading literary works, the students should not only acquire enough linguistic elements, but they must also know some specific terms related to the words that belong to the literary works. These words are usually associated with the works of literature of particular periods (Rustan, 2021). The present study attempted to analyze the students' perceptions of reading activities in their academic setting. Besides, the study also focused on the student's perception of preferred sources when reading—identifying the students' preferences when reading is essential as it allows the administrators or literature department to figure out more specific programs for their students' reading activities. Westerveld, Armstrong, and Barton (2020) confirm that reading belongs to complex human behavior. The ultimate goal of all reading is reading comprehension, the ability to gain meaning from text. They further elaborate that the importance of successful reading comprehension for academic success,

socio-emotional well-being, and employment outcomes is has been widely acknowledged by many scholars (Westerveld, et al., 2020). Banat and Pierewan (2019) add on that reading literacy for common people or reading for a non-expert is very important in human life as the basis for achieving science and everyday activities. Likewise, OECD (2009) confirms that adults are expected to use information in a complex way. Therefore, reading literacy, which is defined as understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential and to participate in society (OECD, 2019), is important not only for personality development, but also for a positive result of education, society, and economy Banat and Pierewan (2019).

Smith (2004, as cited in Sari, 2017) defines *reading* as a creative and constructive activity with four distinctive and fundamental characteristics. Further, reading can also be considered purposeful, selective, and anticipatory. Clarke, Truelove, Hulme, and Snowling (2013, as cited in Almutairi, 2018) confirm that reading comprehension is a critical learning skill for all students. The students are generally required to have enough reading comprehension skills to accomplish the educational goals and expectations required in the classroom settings (Clarke, Truelove, Hulme, & Snowling, 2013, as cited in Almutairi, 2018). In sum, the importance of being able to understand written materials increases significantly in all academic areas as students move from one grade to another (Clarke, Truelove, Hulme, & Snowling, 2013 as cited in Almutairi, 2018).

This study adopted a descriptive quantitative survey approach to examine students' views of reading activities within their academic environment. The primary aim was exploratory and descriptive: to identify the principal elements influencing student reading preferences and analyze students' perceptions on the importance of reading for improving their vocabulary mastery and communicative capacity.

The importance of reading skill in relation to the English teaching/learning activities as a whole has been verified by numerous scholars. Hung and Ngan (2015 as cited in Riadil, 2020), for instance, confirm that reading is perceived to be a foundation to improve vocabulary, writing, fluency and speaking. With regard to the learning process in understanding the text in reading material, scholars consider that non-native English learners will generally spend more effort in understanding a reading material for EFL readers requires more effort compared with native readers (Bernhardt, 1986; Bernhardt & Kamil, 1995 as cited in Andoko, B.S., Hayashi, Y., Hirashima, 2020).

In suporting the above argument, Bakke (2010) elaborates that there are some strategies that can be used to improve reading skill or to get a better understanding when absorbing the writen text, such as activating prior knoweldge, answering question and elaborative interogations, constructing mental images, forming question, making asociations, monitoring, previewing, and summarization. Bakke further explaines the kinds of reading activites such as skimming as an activity of reading to get an overview over the text (Bakke, 2010). Scanning is a reading in search for specific information in the text. This strategy is often unconsciously used in school for example when the teacher asks a question and the pupils look in their textbooks for the right answer. The next one is Intensive reading. It is reading carefully to remember the details and understand all the words and meanings. The latter is extensive reading, it is used to understand the general meaning of a text (Bakke, 2010). While, there are some factors affecting reading skills such as vocabulary and grammar. (Akbari, 2014; Daryanti, 2015). Richards and Renandya (2002)

consider that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

For college students majoring in English Literature, reading is an essential element of their academic curriculum, frequently encompassing specific texts such as novels, poetry, and essays. Engaging with literary texts necessitates a unique skill set that transcends fundamental language components, requiring familiarity with terminology pertinent to many literary eras. This unique necessity creates a conflict: although these students must interact with extensive and intricate literary works, their intrinsic motivation and reading preferences typically favor materials that provide instant usefulness and ease of understanding. This study's importance is supported by the necessity to comprehend how students balance the academic requirements for extensive literary reading with their personal preferences in the modern, fast-paced EFL context.

METHOD

The design of the study was qualitative Model. Since the present study focused on the students' perceptions, the method used in the present study was related to identifying their perceptions, namely survey research (Cohen et al., 2012). The instrument is the tool researcher uses to elicit the data from the participants. The total sample size for this research was 40 active students. A convenience sampling method was employed, with participants recruited based on their expressed willingness to engage after being contacted by researchers. The participants were recruited during a designated literature class, assuring their active engagement in the academically relevant context of the study.

The instrument was a written questionnaire, which functioned as a main research instrument. This instrument was utilized to collect data on participants' perceptions of their reading abilities. The questionnaire sought to examine participants' perspectives on their reading activities and other relevant elements.The instrument addressed the following research areas. Preferred reading sources (e.g., novels, short stories/articles, news).Motivational reasons when reading a novel (e.g., interesting plot, popularity).perception of the ideal teacher's role in teaching reading (e.g., facilitator, explainer). The questionnaire reveals how "they are that way, and how the participants in the context perceive them (Ali & Prasatyo, 2023).

The responses for the perception items were measured using a Likert-type scale. After that, the questionnaires were distributed manually as they were having a literature class at the same time. The researchers implemented multiple careful procedures to enhance the validity and reliability of the study. This procedure involved notifying the university, securing a written request for authorization, and officially enlisting students who expressed their readiness to join. The data collection was conducted systematically: The researchers notified the language college and submitted a formal written request for permission to carry out the research. Subsequent to approval, researchers reached out to prospective volunteers via text messages. Students who explicitly expressed their intent to participate were recruited. The students received a briefing before to obtaining their questionnaire. The questionnaires were distributed in person during the students' literary class.

The data was examined utilizing descriptive statistics. The participants' perceptions were quantified as percentages for each option on the Likert scale. The percentage distributions were employed to determine the students' dominant perceptions and preferences concerning the significance of reading, preferred sources, and motivations for reading literary works. The investigation sought to discover

critical parameters influencing their reading activities.

FINDING AND DISCUSSION

The students' perceptions on the importance of reading skills.

Table 1. The Students' Perceptions on the Importance of Reading Skill

Students' Perceptions on the importance of reading skill	**SD**	**D**	**A**	**SA**
Useful to improve my English skill	15 %	17, 5 %	30 %	37, 5 %
Useful to learn grammar correctly	7, 5 %	12, 5 %	35 %	45 %
Useful to learn more vocabulary	5 %	7, 5 %	37, 5 %	50 %
Useful to improve my communication skills	20 %	25 %	30 %	50 %

The above finding indicated that basically, the students perceived that reading was important for them. However, the finding indicated that they emphasized that their reading skill was important to improve their vocabulary mastery and also their communication skill. In this case, the students are well aware that their reading skill is not a separate skill but an intertwined skill with other skills. With this finding, it can also be assumed that the students expect to have a reading text, which can extend their vocabulary mastery. The students' preferred reading sources for their reading activities

Table 2. The Students' Preferred Reading Source

Students' preferred English sources	**SD**	**D**	**A**	**SA**
I prefer to read English novels	12, 5 %	22, 5 %	37, 5 %	30 %
I prefer to have a relatively short stories/articles	5 %	7, 5 %	57, 5 %	30 %
I prefer to have an easier reading sources	5 %	12, 5 %	42, 5 %	40 %
I prefer to have some news to read or things, which are relevant to my jobs/activities.	7, %	12, 5 %	50 %	30 %
I prefer to have an English sources with some grammar explanation	10 %	15 %	32, 5 %	42, 5 %
I prefer to have an English sources with some vocabulary explanation	7, 5 %	15 %	40 %	37, 5 %

While expecting the reading text, which improves their vocabulary, the findings indicated that basically the students preferred to have a relatively short stories or articles to read than lengthy reading sources. Besides, they also stated that the preferred reading sources are the news or the ones, which are relevant to their jobs. Besides, having some aids (e.g., having grammar or vocabulary explanation) when reading the English sources was important for them. This conflicting data should be further investigated as the short text, will generally offer much shorter vocabulary.

The preference for short reading materials, such as news and job-related articles, over extensive texts is a deliberate behavioral adjustment to the exigencies of their demanding demographic circumstances, which frequently involve the need to balance academic responsibilities with employment (Daryanti, 2015; Sari, 2017)

Table 3. The Students' Reasons when Reading Novel

Students' reasons when reading novel	**SD**	**D**	**A**	**SA**
Interesting plot	12, 5 %	22, 5 %	37, 5 %	30 %
Famous or popular story	5 %	7, %	57, 5 %	30 %

Not very complicated English grammar	5 %	12, 5 %	42, 5 %	40 %
Famous author	7, 5 %	12, 5 %	42, 5 %	37, 5 %
An easy-to-understand story	10 %	15 %	32, 5 %	42, 5 %

In terms of the reasons for reading, the students indicated that besides preferring to have a popular story they also preferred to have relatively less complicated grammar to help improve their understanding. This latter finding was relevant to their first statements indicating their preference toward the less complicated reading sources/text.The analysis of novel reading motivations establishes that student engagement is primarily driven by factors of accessibility and external validation. The most dominant motivational driver was the text being "Famous or popular story," garnering an outstanding combined agreement of 87.5%. This statistical dominance indicates that social factors (popularity) serve as the primary catalyst for reading engagement, potentially compensating for lower intrinsic motivation toward required, complex academic texts. Equally significant is the desire for texts that facilitate comprehension: "Not very complicated English grammar" and "An easy-to-understand story" received combined support of 82.5% and 75%, respectively. This strong preference for simplified language validates the students' general aversion to complex reading sources and confirms that managing linguistic friction (Daryanti, 2015) is a priority. Collectively, the data suggests that novel reading motivation is primarily extrinsic and self-preservational—focused on minimizing difficulty and aligning with social trends—rather than being driven purely by literary curiosity. This finding necessitates pedagogical intervention to leverage popular culture as a strategic, low-friction entry point to encourage reading habits (Bakke,2010)

Table 4. The Students' Perceptions on the Preferred Teacher's Role

Students' preference on the teachers' role in teaching reading	**SD**	**D**	**A**	**SA**
I prefer the one who speaks English very well.	12, 5%	22, 5%	37, 5%	30%
I prefer the one who can help the students to understand the story.	5%	7, 5%	57, 5%	30%
I prefer the one who can explain the story well.	5%	12, 5%	2, 5%	40%
I prefer the teacher one who has imagination.	7, 5%	12, 5%	42, 5%	37, 5%

The data reveals a decisive hierarchy in student preferences for their reading instructors. The vast majority of students (a combined 87.5%) prioritize a teacher who can "help the students to understand the story" or "explain the story well" (82.5%). This high support for the Facilitator/Explainer role is a direct response to the students' perceived difficulty with long, complex academic texts. They are looking for a guide who can effectively manage the cognitive load associated with literary reading. Crucially, this preference for pedagogical skill is prioritized over the instructor's linguistic perfection. While two-thirds of students (67.5%) prefer a teacher who speaks English very well, this preference is subordinate to the need for clear explanation and comprehension support. This suggests that in this EFL context, students value the teacher's didactic capacity—the ability to simplify complexity and teach effective reading strategies (Harmer, 2007)—more than their mere demonstrative fluency. This

finding analytically reframes the ideal teacher not as a language model, but as a strategy coach and content mediator who can bridge the gap between their current skill level and the demanding requirements of English Literature texts. Furthermore, the strong support for a teacher with "imagination" (80% combined agreement) suggests students value creative teaching methods that make complex material accessible and engaging (Bakke, 2010). The fact shows that the students tended to emphasize the role of reading in their vocabulary mastery and communication skill. Interestingly, most students considered that their reading activities could impact their communication skills. These two findings must be further analyzed so that the reasons behind improving vocabulary and communication skills can be verified. It has been long acknowledged that reading is closely related to the student's vocabulary mastery. Again, this is also due to the commonly held conviction that developing communication skills must be supported by oral practice and not by reading. Scholars (see, e.g., Widdowson, 1977) have long considered that reading belongs to a receptive skill and not a productive one. Unlike speaking and writing, reading and listening are considered receptive skills. Thus they focus on receiving the message and not producing the message or meaning. This finding should be further investigated to validate the new alternative to teaching communication skills through reading instead of mere oral practice.

Although there are two other significant findings, such as the more accessible and grammar-supported sources, the findings show that the students prefer to have short stories/articles and the news. Previously, Alamsyah (2016) hinted that relatively short stories, mainly accommodating local sources, can be used as alternatives for reading sources. It is reasonable if the students usually tend to have a relatively short and simplified topic, which can probably be discussed soon after they read in the class. However, finding shorter reading articles is also challenging as most of the students being researched are primarily working students; therefore, it is essential to find an article which is also suitable and practically relevant to their employment background. Secondly, their preference for news-related reading sources indicates their preference for materials relevant to their activities. Further study needs to be conducted to identify this preference.

The present findings are relatively similar to Alfi's finding in that the students were identified to favor simple yet practical media (i.e. handouts) rather than audiovisual, which was the second option (2015). In short, Alfi's finding shows that on certain occasions, handouts or short articles are proven to be more helpful as they are briefer and more practical than textbooks. Alfi (2015) also confirms that the students she researched are found to prefer to have handouts as they are not burdened with thick textbooks since handouts are more thin and practical than textbooks. This finding also contrasts with Erdem's (2015), in which college students in Turkey tend to prefer to read a novel while the second choice is the newspaper.

Critically, the participants all agreed that reading is crucial for enhancing language proficiency and communicating ability (Richards & Renandya, 2002; Akbari, 2014). This viewpoint requires a crucial differentiation from conventional EFL theory, which frequently categorizes reading as a receptive skill (decoding and comprehension) distinct from the production abilities of speaking and writing (Widdowson, 1977). The data indicate that students view reading as a fundamental activity that directly enhances their productive fluency and communicative competence (Hung & Ngan, 2015, as cited in Riadil, 2020), likely due to its provision of essential vocabulary and structural frameworks necessary for effective output.

It is also important to note that the findings indicate the students' reasons when reading the novel, namely popularity. It means that the novel, popularly read by the people, can attract the students to spend their time attentively reading the novel. The other significant findings, which are also noteworthy, are the story's simplicity and the authors' popularity. Therefore, colleges need to provide more popular reading sources (i.e. novels or other reading sources) so that the students can be prompted to read the sources. Erdem (2015) considers that students mostly read the novel as one of their favorite sources. Although it is not stated the reason for reading the novel, it can be considered that they read the novel to spend their spare time, thus can be considered reading for pleasure. Working students require reading materials that optimize efficiency and instant applicability (Alamsyah, 2016), rendering extensive literary texts, the academic benchmark in their discipline, less attractive compared to resources that provide high-yield knowledge quickly. This finding reinforces the assertion that educational methodologies in Indonesian higher education must acknowledge and adapt to the constrained time and practical orientation of students managing both employment and academic commitments (Erdem,2015).

The final finding illuminates student expectations regarding the ideal teacher for handling reading classes: they prioritize an instructor who can facilitate the learning process by helping them understand complex texts more easily. This decision arises from their previously articulated challenges with extensive reading materials, which they regard as "demanding tasks" requiring specific assistance, including supplementary grammatical elucidation (Daryanti, 2015; Rustan, 2021). The students' expectation that the teacher should be capable of alleviating the cognitive load associated with understanding a book is a critical aspect of interpretation. Harmer (2007) presents a comprehensive framework of EFL teaching responsibilities, including prompter, organizer, and resource; nonetheless, the students' focus on the facilitator function highlights a distinct necessity in this advanced academic context. They do not merely desire motivation; they necessitate deliberate intervention to close the disparity between their existing language ability and the elevated linguistic requirements of literary texts (Richards & Renandya, 2002). Harmer (2007) confirms that an English teacher is generally considered to have several roles, such as prompter or motivator, facilitator, organizer, controller, assessor, participant, and resource. From the above concepts, the most crucial role considered by the students is being a facilitator. The students still think reading or absorbing lengthy written sources is tricky. Therefore, they expect the teacher to also perform as a facilitator in learning to read. However, it is undoubtedly important to note that Harmer (2007) argues the general concept of teaching English in an EFL context rather than in a higher academic setting. Therefore, further study needs to be done to identify the expected role based on the student’s perception.

CONCLUSION

Reading is undoubtedly important not only to the students of language colleges but also to all who appreciate knowledge and education. The present study indicates that, despite being mandatory, the teachers and the other relevant stakeholders should always be wise in considering the students’ preferences, linguistic capacity, and the other language or cultural backgrounds. Therefore, motivating, and implanting good reading habit should be nurtured and gradually implanted to them. In this case, the students will never be willing to learn in motivated manner unless they are given some of the aspects which are suitable with their characteristics. For instance, the

students who do not like reading longer text (i.e., novel) due to their linguistic limited capacity may be given an introduction to the short story, which may arouse and nurture their curiosity and their linguistic capacity, and certainly it does not happen in a short time.

Indeed, as the would-be literature graduates, they must also be explicitly trained as literature students to have a specific ability to understand literary works, particularly the English literature commonly appreciated in the English world. However, with the changes in the paradigm and the student's varied learning goal, the administrators or the lecturers should also be able to cater for their expectation wisely. The students, who are primarily working students, must also be trained to have specific capacities which are related to the more realistic world and an imaginary one.

The students' perceptions toward the preferred reading sources indicate that sometimes providing the students with more realistic and relevant English sources, such as current information on the job market and news on government or business, can provide more impetus for the students to read further. Besides, this information can also open up the students' minds toward the importance of having the newly related paradigm in facing the more competitive job market in the future. In sum, college stakeholders need to provide more varied reading sources for their students so that they can have more variety in their choices when having their reading activities.

The findings revealed a significant relationship between student preferences and academic engagement: a preference for concise, job-related materials over extensive academic texts, a motivation for new reading largely influenced by popularity, and a pronounced inclination for lecturers to serve as facilitators rather than mere conveyors of knowledge. The issue occurs particularly in Indonesian Higher Education, where students frequently combine rigorous academic requirements and the necessity for practical, instant language proficiency for the competitive job market. In light of these findings, we propose the following targeted and practical strategies for institutional replication within the local context. Indonesian higher education institutions must incorporate a Blended Reading Module (BRM), ensuring that required non-novel reading includes concise, professionally pertinent English texts (e.g., local industry news, business reports) to immediately link academic reading with practical applicability.

The present study was conducted through survey research. Therefore, the study may have some limitations in capturing the students' argumentative comments or expressions which are generally very articulate when being explored through oral/verbal instruments. Further study should be supported with more complex data gathering, such as verbal and written instruments, to elicit more articulate expressions indicating their perceptions. Some more variables, such as the student's linguistic background, potentially relevant jobs, and possible talents should also be incorporated as the students who have higher linguistic background can possibly absorb lots or more complicated reading sources compared with the relatively lower capacity students. Besides, the relevant jobs, such as part-time teachers, marketers, or managers may also have more exposure to English than the ordinary students, who do not work. Lastly, the analysis on the reading skill must also incorporate the students' capacity either their academic or natural predisposition. It is important for students who have good talent in English to absorb more English sources than those who do not.

REFERENCES

Akbari, Z. (2014). The Role of Grammar in Second Language Reading Comprehension: Iranian ESP Context. *Procedia - Social and*

Behavioral Sciences, 98, pp. 122 – 126. Retrieved on 7 May 2022 from:https://pdf.sciencedirectassets.com

Alamsyah, A. (2016). The Use of Local Short Story in English Language Learning (A Literary Review on the Use of Local Sources as an Alternative Teaching Media in EFL). *Konferensi Linguistik Tahunan Atma Jaya 14*. Retrieved January 2021 from https://files.eric.ed.gov/fulltext/ED577317.pdf

Ali, H. V., & Prasatyo, B. A. (2023). Investigating an English Teacher's Cognitive and Metacognitive Behavior: Thinking Aloud Protocols Analysis. *Jurnal Pendidikan Bahasa*, *12*(1), 300–311.https://doi.org/10.31571/bahasa.v12i1.6238

Almutairi, N.R. (2018). *Effective reading strategies for increasing reading comprehension level of third-grade students with learning disabilities* [A Docotral Dissertation, Western Michigan University. ScholarWorks at WMU. Retrieved 20 January 2022. from: https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=4212&context=dissertations

Andoko, B.S., Hayashi, Y., Hirashima, T., & Asri, A.N. (2020). Improving English reading for EFL readers with reviewing kit-build concept map. *Research and Practice in Technology Enhanced Learning, 15*, 7 (2020). https://doi.org/10.1186/s41039-020-00126-8

Astuti, S. P. (2015). *Teacher's and students' perceptions of motivational teaching strategies in an Indonesian high school context.* (Doctoral thesis). Victoria University of Wellington.

Bakke, M.H. (2010). *Teaching reading in EFL-instruction What are teachers' attitudes towards reading in EFL-instruction and how is it taught in class?* University of Oslo. Retrieved 20 January 2022 from: https://core.ac.uk/download/pdf/30900382.pdf

Banat, S.M., & Pierewan, A.C.(2019). Reading literacy and metacognitive strategy for predicting academic achievement. *Literacy Research: An International Journal*, *18*(3), 487–497. Retrieved from: 10.21831/ltr.v18i3.24806

Brown, H. D. (2000). *The Principle of English Language Teaching: FromTheory to Practice*. New Jersey: Pearson.

Cline, F., Johnstone, C., & King, T. (2006). *Focus group reactions to three definitions of reading (as originally developed in support of NARAP goal 1)*. National Accessible Reading Assessment Projects. https://files.eric.ed.gov/fulltext/ED506575.pdf

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education.* (6th ed.). London: Routledge.

Daryanti, T. (2015). The contribution of vocabulary mastery toward reading comprehension. Under Graduate Thesis. Retrieved 20 March 2022 from: https://eprints.uny.ac.id/26312/1/THESIS.pdf

Erdem, A. (2015). Research on reading habits of university students: (Sample of Ankara University and

Erciyes University). *Procedia - Social and Behavioral Sciences 174*, 3983 – 3990 Available online at www.sciencedirect.com

Harmer, J. (2007). *How to teach English*. Harlow, Essex: Longman.

OECD (2009). *PISA 2009 Assessment Framework Key Competencies in Reading, Mathematics And Science*. The Secretary-General of the OECD.Retrieved from: https://www.oecd.org/pisa/pisaproducts/44455820.pdf

OECD (2019), *PISA 2018 Assessment and Analytical Framework*, PISA, OECD Publishing, Paris, https://doi.org/10.1787/b25efab8-en

Pepe, T. M. (2016). *Teacher perceptions and attitudes of classroom technology integration related to iPad training*. [Doctoral dissertation, College of Education of Walden University].USA. Retrieved May 26 2016, from: http://scholarworks.waldenu.edu/dissertations

Riadil, I. G. (2020). Investigating learners' reading comprehension problems and strategies in Tidar University. *Journal of English Language, Literature and Teaching, 4*(1), 4858. https://ejournal.upstegal.ac.id/index.php/jellt/article/view/2102

Richards J.C., & W.A. Renandya. (2002). *Methodology in Language Teaching.* USA: Cambridge University Press.

Rustan, F.R. (2021). *Improving students' reading comprehension by using literary work (A Pre-Experiment Research at the eleventh of SMA Negeri 1 Gowa*). [Under Graduate Thesis, Universitas Muhamadiyah Makasar]. Digilab Unismuh. Retrieved 20 January 2022, from: https://digilibadmin.unismuh.ac.id/upload/13658-Full_Text.pdf

Sari, L. (2017). *Improving reading comprehension through directed reading thinking activity (DRTA) strategy for the eighth grade students of SMP Negeri 17 Medan in the academic year of 2016-2017*. [Master's thesis, State Islamic University of North Sumatera, Medan]. Retrieved 12 January 2022, from: https://core.ac.uk/download/pdf/130811644.pdf

Westerveld, M.F., Armstrong, R.M., Barton, G.M. (2020). Reading Success. In: *Reading Success in the Primary Years*. Springer, Singapore.https://doi.org/10.1007/978-981-15-3492-8_1.

Widdowson, H.G. (1977). *Teaching language as communication*. Cambridge: Cambrige University Press.