Use of Reading Strategies in Anxiety Reduction Reading News Texts Class VII Students of SMP Negeri 1 Bantur

Putri Ramadhani ✉, Arti Prihatini, Eggy Fajar Andalas

FKIP Indonesian Education, University of Muhammadiyah Malang, Indonesia

Article Info	Abstract
	Reading is a competency that needs to be possessed in Indonesian learning which includes reading news texts. In reading news texts, students need to have a reading strategy to understand the text read. The purpose of this study is to determine the use of reading strategies in overcoming reading anxiety in Indonesian learning, especially in reading a news text in grade VII students at SMP Negeri 1 Bantur. The method used in this finding is qualitative using the case study method. The data collection uses qualitative and quantitative means. Quantitative data collection is carried out by distributing questionnaires with instruments proposed by Sheorey & Mokhtari to 47 grade VII students of SMP Negeri 1 Bantur. The accumulation of qualitative data is carried out using interviews and direct observation. The findings revealed that the overall level of use of reading strategies in news texts was moderate with an average of 2.94. The highest level of use of news text reading strategies is reading strategies Problem Solving (PROB) with an average of 4.13. Furthermore, the global problem reading strategy (GLOB) with an average of 2.88, and the support reading strategy (SUPP) with an average of 2.64. Thus, it can be concluded that in the news text material, grade VII students at SMP Negeri 1 Bantur are users of reading strategies and problem-solving.

INTRODUCTION

Literacy skills are one of the most important needs and need to be mastered in the 21st century. Literacy is a skill possessed by a person to use his abilities and skills in managing and gaining an understanding of information while doing reading and writing activities. Skills in reading certainly affect children's ability to understand various concepts easily (Hidayah &; Susilo, 2017; Oktariani &; Ekadiansyah, 2020)

However Indonesian students' literacy skills are still low. According to Survey Progress in International Reading Literacy Study (PIRLS) which was carried out in 2011, compared to other countries, the literacy skills of students in Indonesia are still at a low stage, namely The reading ability of students in Indonesia is in the 42nd position out of a total of 45 countries with an average score of 428. From these results, it is known that literacy skills in Indonesia are still below the average set by PIRLS, which is 500. In addition, the Ministry of Home Affairs explained that following the results of a survey organized by the Program for International Student Assessment (PISA) issued by the Organization for Economic Co-operation and Development (OECD) in 2019, which explained that the level of literacy ability in Indonesia ranks 62 out of a total of 70 countries, or is in the bottom 10 countries that have a low level of literacy ability (Azis et al., 2022; Ilmi et al., 2021; Susilowati &; Prihatini, 2023).

Low skills in literacy certainly affect the context of reading news texts. Because news texts are one of the materials that need to be mastered in learning Indonesian independent curriculum. In the independent curriculum, news texts are taught in class VII. According to Assegaf in (Andani &; Anggraini, 2023) explain that news is a report that contains facts or ideas that are timely and can attract the attention of readers because of something important and extraordinary that includes the human interest in the form of suspense, emotion, and humor. Thus, it can be concluded that reading news texts is an activity to read events or facts that are important and can attract the attention of many people.

Reading news texts is an activity in reading that uses the method of reading aloud. The parameters that need to be possessed and the basic competencies that need to be mastered are that students can read news texts with proper and clear intonation, volume, and articulation. According to Chaer, all news text must include 5W+1H elements, namely what, who, why, when, where, and how. There are four news text structures, namely (1) headlines, (2) news cores, (3) news bodies, and (4) news tails. In addition to the elements and structure of news text, the language of news text also needs to be considered. For students to read news texts correctly, they must pay attention to elements, structure, and rules (Putri &; Ratna, 2020; Sunarya, 2019).

However, based on observations and initial interviews with Indonesian educators, grade VII students of SMP Negeri 1 Bantur still have difficulty reading news texts. The main factor is that they feel anxious and nervous. The anxiety is caused because students feel less confident in reading a news text. In addition, students also feel afraid of being wrong and fixating on the text so that the news delivered is not conveyed properly. Then reading strategies are indispensable to overcome reading anxiety.

Reading strategy is the knowledge and method used by a reader to process a text read so that he can understand the text. Reading strategies can also be interpreted as activities that can be used as tools for students, readers, educators, listeners, or other individuals to capture and understand the thoughts, information, and feelings of the author. According to Mokhtari & Seorey, reading strategies are divided into Three categories global reading strategies (Global Reading Strategies), problem-solving strategies (problem-solving strategies) as well and support strategies (Support Strategies) (Sari et al., 2023; Tazkiyah &; Ambarwati, 2022; Wahyudi, 2020)

Concerning this research, several previous findings are appropriate. First, the findings of (Tambunan &; Harputra, 2023) entitled

"Analisis Strategi Pemahaman Membaca teks Bahasa Inggris Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Graha Nusantara." The results of the study revealed that students in the English Language Education Study Program FKIP UGN have used three reading strategies, namely the global reading strategy (GLOB), problem-solving strategy (PROB), and support reading strategy (SUPP). The application of the three reading strategies is classified into the Moderate category because the average score in general is 3.12.

Second, research carried out by (Diniya &; Puspitasari, 2020) with the title "Strategi Membaca Pembelajar Bahasa Inggris SMA." The findings in this study show that learners are users at a high level of all three reading strategies, namely the global reading strategy (GLOB), problem-solving strategy (PROB), and supporting reading strategy (SUPP). Of the three reading strategies, the problem-solving strategy (PROB) got the highest average than the other strategy. This finding also explains that the reading strategy often used by students is reading repeatedly, a strategy used to improve comprehension (M = 4.21).

Third, research carried out by (Antasari et al., 2021) with the title "Strategi Pemahaman Membaca Siswa di Kelas yang Berbeda di MA Darul Ishlah (Pondok Pesantren Al-Azhaar Lubuklinggau)." The main findings are: first, the use of reading strategies in all students in each class at different levels is at a moderate level. Second, students only use several strategies to improve reading comprehension, because several strategies are considered difficult to implement and these strategies are not conveyed directly in learning. For example, students in first-grade global reading strategies, students do not often use memorizing strategies, reading aloud, playing charades, and making summaries. The reading strategy that is often used by students in different classes is the global reading strategy, then the problem-solving reading strategy, and finally the supporting reading strategy.

Previous research has been able to explain reading strategies in English lessons. However, the research has not focused on any particular type of text. Reading strategies need to be studied specifically on the type of text because the type of text will affect the way or reading strategy is used to understand the content of the text. So research is needed that discusses reading strategies used to overcome reading anxiety in news texts. Thus, this finding aims to seek knowledge about the strategies used by grade VII students of SMP Negeri 1 Bantur in overcoming reading anxiety.

The results of these findings are expected to be able to contribute to the field of education. For academics, it is hoped that the results of these findings can be used as a source of scientific reference related to reading strategies. Then for teachers, these findings can be used as a reference in making models or learning media using the strategy of reading a text.

METHODOLOGY

The method used in this finding is qualitative using the case study method. The qualitative method is a method that prioritizes ways of working that explain the findings by the assessment and meaning of the data that has been obtained, and this method is also used if the data obtained from the findings cannot be measured using numbers or with other measurements that have exact properties (Noviar et al., 2019).

Data collection is carried out using two methods, namely qualitative and quantitative. Quantitative data collection is carried out using questionnaires with instruments proposed by Sheorey & Mokhtari that have been tailored to research needs (Lien, 2011). There are 25 statements related to the strategy of reading news texts used by students. There are 25 statements related to the strategy of reading news texts used by students. In the questionnaire, there are three groupings or types of reading strategies including global reading strategy (GLOB), problem-solving strategy (PROB), and support strategy (SUPP). The three categories are mapped in the following table.

Reading Strategy	Indicators	Item Number
Global reading strategy (GLOB)	Read headings or headings, read sub-headings, read the initial paragraph and read the final paragraph of reading, use pictures and tables, remember, and skim the news text read.	1.3 5. 7. 11. 14 16 19 21 22 and 24.
Problem-solver reading strategy (PROB)	Re-read, guess, change reading speed, and think hard about the news text read.	6 8 10 13 15. 18 23 and 25.
Support reading strategy	Use tools such as dictionaries or glossaries, translated or parallel texts, thesaurus, use images or diagrams, use notes or summaries, and use video or audio.	2 4 9 12 17 and 20.

Furthermore, the data obtained can be analyzed in a simple quantitative descriptive way using Microsoft Excel by calculating the total number, number per indicator, average, and level of use. The criteria for high, low, and medium in the use of news text reading strategies are described in the following table.

Score	Strategy Usage Rate
3.5 – 5.0	High
2.5 – 3.4	Moderate
2.4 and below	Low

At In the table above, as Mokhtari &; Sheorey argued, the level of use of news text reading strategies is at a high level when the average score of students is between 3.5 and 5.0. If the average student is between 2.5-3.4, it means medium. And if students get a score below 2.4 it means low.

Furthermore, qualitative data are used to give an idea of the real situation, as well as to answer questions related to the status of the subject from the findings. Qualitative data is used to strengthen and complement quantitative data on the problem being studied, namely the Use of Reading Strategies in Overcoming Anxiety in Reading News Text for Class VII Students of SMP Negeri 1 Bantur. Qualitative data collection is carried out using interviews and direct observation in the field.

According to Moleong, An interview is a conversation carried out by two people, namely the interviewer who submits questions and the interviewer who gives answers to the questions asked (Pentury, 2017). Interviews were conducted with MDN and MR as class VII Indonesian lesson educators at SMP Negeri 1 Bantur and three grade VII students of SMP Negeri 1 Bantur with extreme left and right. The subjects used in this finding were 47 students from class VII.

Observation is the collection of data carried out systematically and deliberately carried out by observing and recording the symptoms that have been investigated (Putrawan, 2019). Observations were carried out before and after learning class VII news text material. Then the results of observations and interviews were used to produce accurate descriptions of news text reading strategies to overcome the reading anxiety of grade VII students at SMP Negeri 1 Bantur.

RESULTS AND DISCUSSION

A. Strategy for Reading News Text for Class VII Students of SMP Negeri 1 Bantur

In this finding, students filled out the questionnaire by choosing one from a score of 1-5 in each statement on the questionnaire.

Students circle the numbers that are felt to be by the choice of each text reading strategy used. In the questionnaire, there are three categories or types of reading strategies including global reading strategies (GLOB), problem-solving strategies (PROB), and support strategies (SUPP). There are 25 statements divided into 11 GLOB statements, 8 PROB statements, and 6 SUPP statements. These findings use averages as a benchmark measure of the level of use of each reading strategy used.

Table 1 Frequency of Use of Reading Strategies Per Category and Overall

Reading Strategy	Average	Usage Rate
Global	2.88	Moderate
Problem Solving	4.13	High
Support	2.64	Moderate
Sum	2.94	Moderate

Based on Table 1, it can be seen that the level of use of reading strategies in news texts as a whole is at a moderate level with an average of 2.94. The table above shows that the highest level of use of reading strategies in news texts is reading strategies Problem Solving with an average of 4.13. Furthermore, the global reading strategy with an average of 2.88, and the support reading strategy with an average of 2.64. Thus, it can be concluded that in the news text material, class VII participants at SMP Negeri 1 Bantur are users of reading strategies and Problem-Solving. As Mokhtari and Sheorey suggest if the average of each category reaches 3.5 or even higher, then the use of reading strategies is at a high level. An average of 2.5 to 3.4 means that the application of students' reading strategies is at a moderate level, and if students reach an average of 2.4 or even lower then the application of reading strategies is also low (Diniya &; Puspitasari, 2020).

The findings are reinforced by the results of interviews as follows.

"... Students have creativity in reading news texts. But some of the students lack confidence when reading news texts. So what is conveyed is not good." (MR, interview)

According to the results of the interview, it can be seen that although the use of news text reading strategies is at a moderate level, some of the students feel insecure when reading news texts. So that the news text is less masterful and not conveyed well to the audience.

There are similarities between these findings and previous findings implemented by (Tambunan &; Harputra, 2023) which reveals that the use of three reading strategies falls into the category Moderate or medium. However, the average score in Tambunan & Harputra's findings was higher than the findings in this study with an average general score of 3.12.

1. Global Reading Strategy (GLOB)

In reading news texts, some students apply global reading strategies. In this strategy, students read to get a general idea of the text read as proposed by Mokhtari &; Sheorey, which states that the global reading strategy is a reading strategy that supports the reader in getting a general or overall picture of the reading. This strategy also involves reading the first paragraph, reading the final paragraph, reading the title, and reading the subheadings of a reading to get a sufficient idea of what is being discussed. Thus, the global reading strategy supports the reader in gaining knowledge about the content of the reading globally or generally (Tambunan & Harputra, 2023). There are 11 statements in the global reading strategy (GLOB). Next, the application of the global reading strategy (GLOB) that has been accumulated from 47 respondents, can be seen in the table and diagram as follows.

Global Reading Strategy Diagram (GLOB) for Class VII Students of SMP Negeri 1 Bantur

(Bar chart values by question)

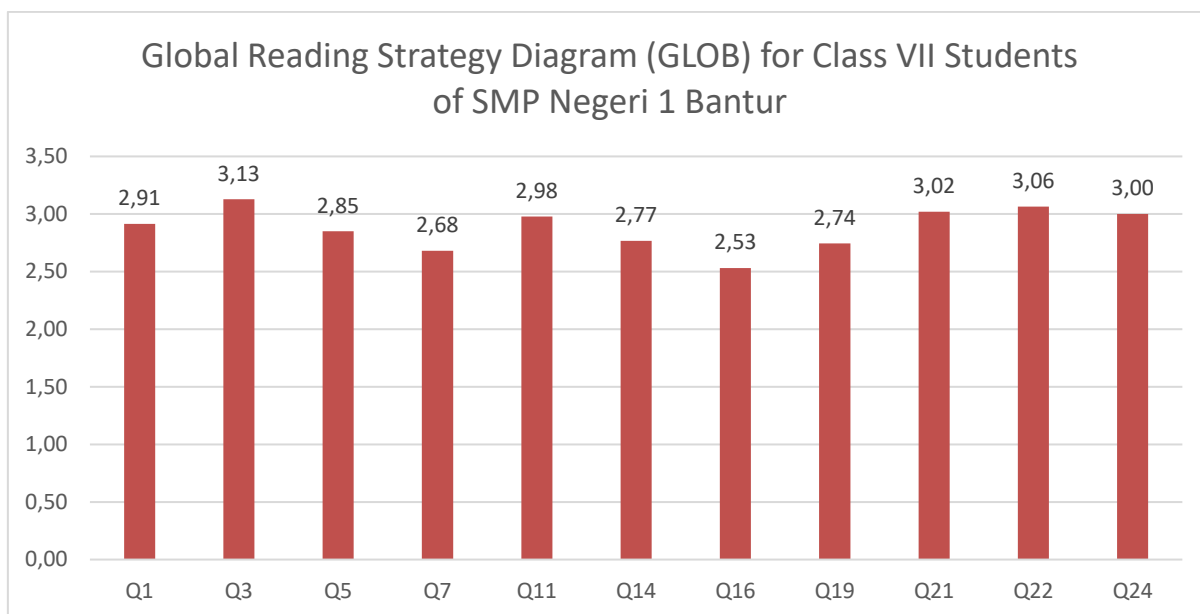| Q1	Q3	Q5	Q7	Q11	Q14	Q16	Q19	Q21	Q22	Q24
2,91	3,13	2,85	2,68	2,98	2,77	2,53	2,74	3,02	3,06	3,00

Diagram The lowest use of news text reading strategies is indicated by statement number 16 with an average of 2.53 followed by statements number 7, 19, 5, and 14. The highest use of reading strategies is indicated by statement number 3 with an average of 3,013 followed by statements number 22, 24, 21, 11, and 1. A more detailed explanation is presented in the following table.

Table 2. Global Reading Strategy News Text for Class VII Students of SMP Negeri 1 Bantur

No	Statement	Average	Min	Max	Standard Deviation	Category
1	I have a goal in mind when I'm reading a news text	2,91	1	5	1,07	Moderate
3	When I read the news text, I think about what I know about the news text to make it easier for me to understand the text.	3,13	1	5	1,18	Moderate
5	I wondered if the content of the news text was in line with my reading goals	2,85	1	5	1,22	Moderate
7	I review the news text first by making notes about its characteristics such as length and organization in the news text (structure, elements, and other important parts)	2,68	1	5	1,29	Moderate
11	When reading news texts, I can decide what is important to read carefully and what should be ignored	2,98	1	5	1,14	Moderate
14	When reading news texts, I use tables and figures in the text to improve understanding.	2,77	1	5	1,17	Moderate
16	When reading news texts, I use context cues to help make it easier for me to understand more about what I'm reading.	2,53	1	5	1,18	Moderate
19	When reading news texts, I evaluate and analyze the information presented critically.	2,74	1	5	1,23	Moderate

21	When reading news texts, I review my understanding when I get new information.	3,02	1	5	1,19	Moderate
22	I try to guess what the news text is about while I'm reading the news text	3.06	1	5	1.19	Moderate
24	I reviewed whether my guess about the information in the news text was true or false	3.00	1	5	1.09	Moderate

Based on the results shown in Table 2, it can be seen that all GLOB statements are at a moderate level. This is evidenced by the average of each item being between 2.5 to 3.4. Thus, it can be concluded that some of the students in grade VII SMP Negeri 1 Bantur use a global reading strategy by relating reading to reading the initial paragraph, reading the final paragraph, reading the title, and reading the subtitle of reading to get a sufficient picture of the topic being discussed. However, in the medium category, there is a strategy that is most often used, namely in statement number 3 "When I read news texts, I think about what I know about news texts to make it easier for me to understand the text."

The findings are reinforced by the results of interviews as follows.

"... Because I think this method is very easy. When I read the news text, I try to find what I understand so that later if someone doesn't understand I can ask the teacher." (MXRW, interview)

Deep Excerpts of the interview, explained that of all statements in the global reading strategy, statement number 3 is the easiest because when reading news texts, there is a need for a thought process to find out what is known in the news text, then if there are things that are lacking or incomprehensible can be asked to the teacher.

There are similarities between the findings in this study and previous findings, namely that the global reading strategy (GLOB) is at a moderate level. However, the average global reading strategy of students of the English Language Education Study Program FKIP UGN is greater with a score of 3.42. The average strategy for reading news texts for SMP Negeri 1 Bantur students only reached a score of 2.88. This is very likely to occur due to differences in subject and object of study.

2. Support Strategy (SUPP)

In reading news texts, students also apply reading strategies Support. Supporting strategy (SUPP) is the use of tools used to help readers to understand news text. This reading strategy also involves using supporting tools or other resources to help the reader understand the text. These supporting tools or other resources can be translated or parallel text, dictionaries or glossaries, thesaurus, video or audio, notes or summaries, and drawings or diagrams. The use of supporting tools or resources can also make it easier for readers to understand a news text that is difficult to understand (Tambunan & Harputra, 2023). There are 6 statements contained in the Problem-solving strategy (PROB). Then, the use of the Problem-Solving Strategy (PROB), can be seen in the table and diagram as follows.
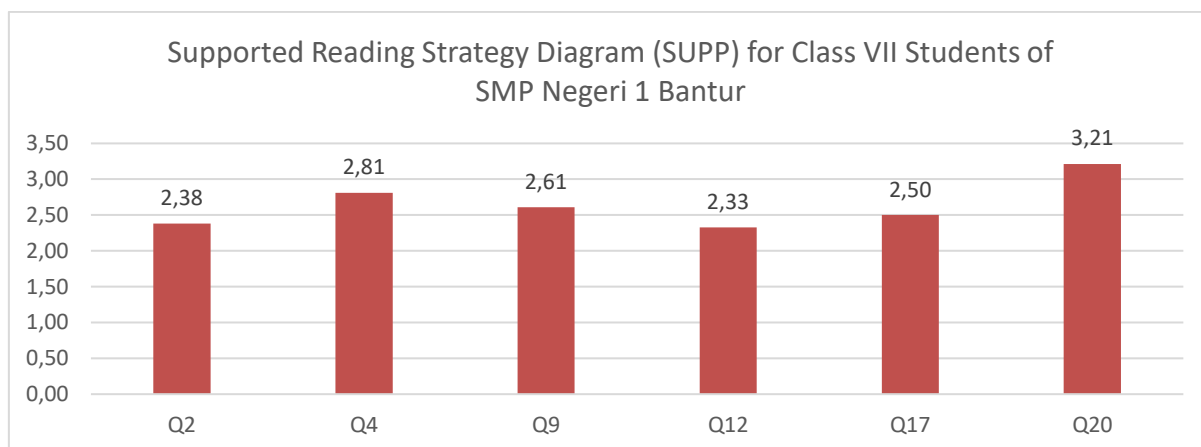
The diagram above shows that in the reading strategy Support, The lowest support reading strategy is indicated by statement number 12 with an average of 2.33 followed by statements number 2 and 17. While the use of the highest support reading strategy is indicated by statements numbers 20, 4, and 9. A more detailed explanation is presented in the following table.

Table 3 Reading Strategy Support Text News Students of Class VII SMP Negeri 1 Bantur

No	Statement	Average	Min	Max	Standard Deviation	Category
2	When reading news texts, I take notes so that I can easily gain an understanding of the content of the news text I am reading.	2.38	1	5	1.02	Low
4	When the news text I was reading was difficult, I read it aloud to help me understand what I was reading.	2.81	1	5	1.38	Moderate
9	When reading news text, I underline information or circle information that I feel is important in the news text to make it easier for me to remember it	2.61	1	5	1.15	Moderate
12	When reading news texts, I use reference materials (e.g. dictionaries) to make it easier for me to understand what I'm reading.	2.33	1	5	1.14	Low
17	When reading news texts, I try to paraphrase (re-present ideas using my own words) in order to better understand what I am reading.	2.50	1	5	1.28	Moderate
20	When I read a news text, I repeatedly read the text to find connections between ideas in it.	3.21	1	5	1.27	Moderate

From the results of the table, it can be seen that the use of support strategies by grade VII students is classified as moderate because the overall average of support reading strategies only obtained a score of 2.64. There are 4 statements in the support reading strategy that are at a moderate level, namely in statements number 4, 9, 17, and 20. In this reading strategy, the most widely used strategy is statement number 20 "When I read a news text, I repeatedly read the text to find connections between ideas in it." It is followed by statements numbers 4, 9, and 17. While two statements number 2 and 12 are at low levels.

The findings are reinforced by the results of interviews as follows.

"... In reading the news, children are still lacking in vocabulary mastery. So sometimes they have difficulty in interpreting the news read. So, it is necessary to multiply references." (MDN, interview)
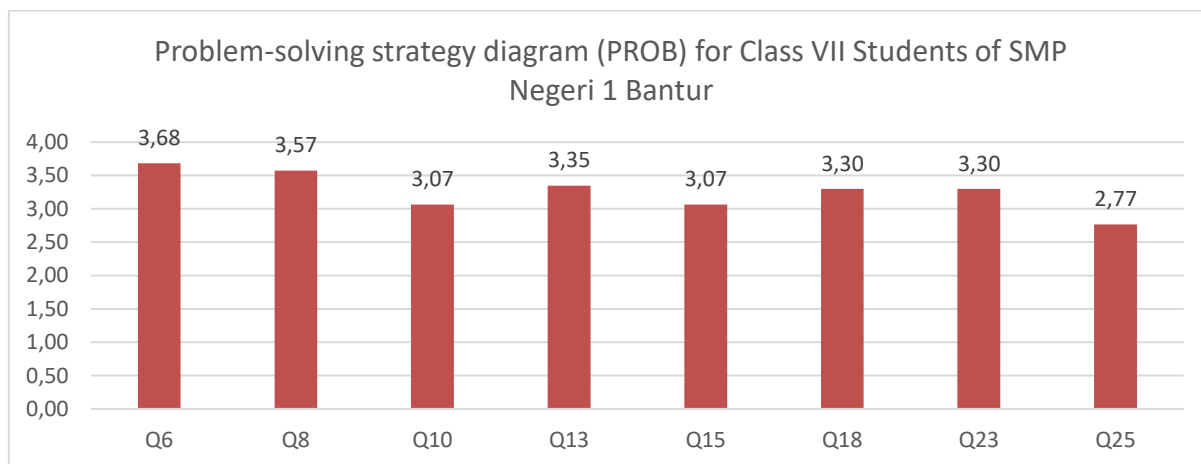
Based on the data above and observations that have been carried out, it can be concluded that students tend to prefer to read news texts repeatedly to understand the content of the news texts read. While the use of support strategies by taking notes and using reference materials is less desirable.

The findings in this study are different from the findings in research conducted by (Diniya & Puspitasari, 2020) which explains that the use of support strategies by students is included in the high category because the overall average of support strategies reaches a score of 3.63. In this study, the reading strategy of support by students was low with an average score of 2.64. These differences can be caused by

differences in levels of students and the type of text read. The subjects of research in previous studies were high school students while reading strategies were not focused on a single text. Meanwhile, this finding uses junior high school students as research subjects and reading strategies focused on reading news text material.

3. Problem-Solving Strategy (PROB)

Problem-solving strategies (PROB) are strategies in reading used by students to overcome difficulties that are being faced when reading news texts. PROB is not an action performed when reading a compound that is considered difficult, but a strategy used to help in understanding the text thoroughly. There are 8 statements contained in the Problem-solving Strategy (PROB) (Tambunan & Harputra, 2023). Next, the use of problem-solving strategies (PROB), can be seen in the table and diagram as follows.

Problem-solving strategy diagram (PROB) for Class VII Students of SMP Negeri 1 Bantur

	Q6	Q8	Q10	Q13	Q15	Q18	Q23	Q25
	3,68	3,57	3,07	3,35	3,07	3,30	3,30	2,77

Based on the diagram above, it can be seen that the use of problem-solving reading strategies (problem-solving) The lowest is indicated by statement number 25. The highest use of reading strategies is indicated by statement number 6 with an average of 3.68. A more detailed explanation is presented in the following table.

Table 4 Strategies for Reading Problem Solving News Text for Class VII Students of SMP Negeri 1 Bantur

No	Statement	Average	Min	Max	Standard Deviation	Category
6	When I read news texts, I read slowly and carefully to ascertain what I was reading	3.68	1	5	1.03	High
8	While reading news texts, I try to re-concentrate when I lose focus	3.57	1	5	1.25	High
10	When reading news texts, I set my reading speed according to what I read.	3.07	1	5	1.28	Moderate
13	When the news text I read is difficult, I will pay more attention to the text.	3.35	1	5	1.24	Moderate
15	While reading the news text, I paused and thought about what I was reading.	3.07	1	5	1.13	Moderate
18	When reading news texts, I imagine or visualize information to make it easier to remember what I read	3.30	1	5	1.07	Moderate
23	When the text I read is difficult, I reread it to improve my comprehension.	3.30	1	5	1.30	Moderate
25	When I read news texts, I guess the meaning of words or phrases that I don't know	2.77	1	5	1.28	Moderate

By the results displayed in the table, it can be seen that problem-solving strategies in reading news texts in grade VII students at SMP Negeri 1 Bantur are included in the high category. This is indicated by an average of 4.13. Furthermore, 2 statements in the problem-solving strategy are at a high level, namely statements number 6 and 8, namely "When reading news texts, I read slowly and carefully to ascertain what I am reading" and "When reading news texts, I try to re-concentrate when I lose focus." While statements number 10, 13, 15, 18, 23, and 25 are at moderate levels.
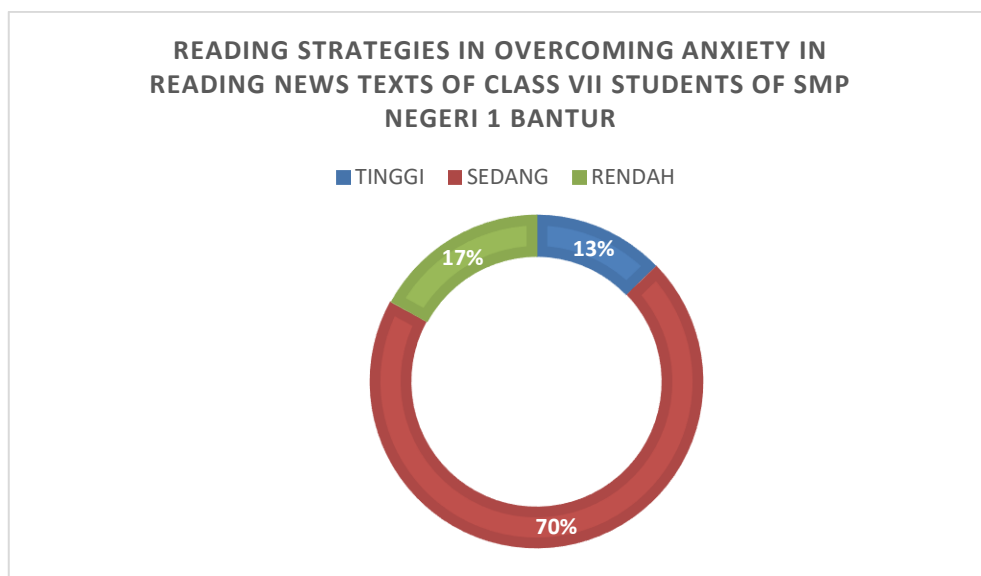
The findings are reinforced by the results of interviews as follows.

"Because it's the easiest way. When reading, we try to think first about what we want to convey in the text we read and what purpose it is for." (DAS, interview)

In the interview, students stated that this method is easiest because it relates the thought process to the purpose and what things are known about the text read. This can make it easier for students to understand the news text read. Thus students can understand the content of news texts easily.

The findings in this study are different from previous findings implemented by (Antasari et al., 2021) In this study reading strategies Problem Solving Obtained the highest score of the Global Reading Strategy and Support Reading Strategy with an average score of 4.13. While in previous research it was mentioned that the reading strategy that is often used by students in different classes is the global reading strategy. These differences can be caused by differences in the text read and different levels of education. Previous research also used a broader scope, namely three different grade levels so that the material for reading the text is certainly different for each class.

READING STRATEGIES IN OVERCOMING ANXIETY IN READING NEWS TEXTS OF CLASS VII STUDENTS OF SMP NEGERI 1 BANTUR

■ TINGGI ■ SEDANG ■ RENDAH

13%

17%

70%

The pie chart shows that in reading news texts, students have used reading strategies. This is evidenced by the lack of students who have low scores, which is only 8 out of 47 students, with a percentage of 17%. While students who have a medium score are 33 students, with a percentage of 70%, and students who have a high score of 6 students with a percentage of 13%.

CONCLUSION

The overall level of use of reading strategies in news texts was at a moderate level with an average of 2.94. Table 1 shows that the highest level of use of the reading strategy in news text was the support reading strategy with an average of 4.13. Furthermore, the problem-solving reading strategy with an average of 2.88, and the global reading strategy with an average of 2.64. Thus, it can be concluded that in the news text material, class VII students at SMP Negeri 1 Bantur are users of problem-solving reading strategies.

Despite the importance of the findings of this study, this study still has shortcomings or limitations because it has not yet tested the effectiveness of reading strategies used on students' ability to overcome reading anxiety. Thus, future studies are advised to carry out experimental research to see the role of this

reading strategy in the process of overcoming reading anxiety.

REFERENCES

Andani, S. T., & Anggraini, D. (2023). Kemampuan menulis teks berita siswa kelas viii smp. *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, *3*(2), 48–58.

Antasari, Y., Sofyan, D., & Azwandi, A. (2021). Reading Comprehension Strategies Used by Students in Different Grades at MA Darul Ishlah (Al-Azhaar Boarding School Lubuklinggau). *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, *4*(1), 1–12. https://doi.org/10.31540/silamparibisa.v4i1.1142

Azis, M. V. N. Al, Akbar, F. H., Hida, A. N., Istiningdias, D. S., & Raharja, D. M. (2022). Implementasi Kelas Belajar Masyarakat (Kelarmas) dalam Meningkatkan Literasi dan Mutu Pendidikan di Desa Kertamukti Kecamatan Cibitung Kabupaten Bekasi. *Edukatif: Jurnal Ilmu Pendidikan*, *4*(4), 6110–6119. https://doi.org/10.31004/edukatif.v4i4.3253

Diniya, M., & Puspitasari, I. (2020). Strategi Membaca Pembelajar Bahasa Inggris

Sma. *Jurnal Gama Societa*, *3*(1), 1. https://doi.org/10.22146/jgs.55574

Hidayah, R., & Susilo, E. A. (2017). Pelaksanaan Fungsi Perpustakaan Sd Negeri Rahayu. *FKIP Journal System*, 249–255.

Ilmi, N., Wulan, N. S., & Wahyudin, D. (2021). Gerakan Literasi Sekolah dalam Meningkatkan Minat Baca Siswa Sekolah Dasar. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(5), 2866–2873. https://edukatif.org/index.php/edukatif/article/view/990

Lien, H.-Y. (2011). EFL Learners' Reading Strategy Use in Relation to Reading Anxiety. *Language Education in Asia*, *2*(2), 199–212. https://doi.org/10.5746/leia/11/v2/i2/a03/lien

Noviar, H., Jayanti, E., & Badli, S. (2019). Perang Paradigma: Dapatkah Mendamaikan Metodologi Pendekatan Kuantitatif dan Kualitatif. *Jurnal Ekombis*, *5*(1), 28–37.

Oktariani, O., & Ekadiansyah, E. (2020). Peran Literasi dalam Pengembangan Kemampuan Berpikir Kritis. *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K)*, *1*(1), 23–33. https://doi.org/10.51849/j-p3k.v1i1.11

Pentury, H. J. (2017). Pengembangan Kreativitas Guru dalam Pembelajaran Kreatif Pembelajaran Bahasa Inggris. *Jurnal Ilmu Kependidikan*, *4*(3), 265–272.

Putrawan, N. E. (2019). Peningkatan Hasil Belajar Kognitif PPKn Siswa SMP Melalui Model Pembelajaran Kooperatif Tipe STAD. *Jurnal Ilmiah Ilmu Sosial*, *5*(1), 13–22. https://doi.org/10.23887/jiis.v5i1.18776
.

Putri, W., & Ratna, E. (2020). Korelasi Keterampilan Menyimak Teks Berita Dengan Keterampilan Menulis Teks Berita. *Pendidikan Bahasa Indonesia*, *8*(3), 461. https://doi.org/10.24036/108235-019883

Sunarya, T. (2019). UPAYA MENINGKATKAN KEMAMPUAN MEMBACA TEKS BERITA DENGAN MENGGUNAKAN TEKNIK BERMAIN PERAN (Penelitian Tindakan Kelas di Kelas VIII-A SMP Negeri 14 Tasikmalaya). *Jurnal Wahana Pendidikan*, 1–23.

Susilowati, Y., & Prihatini, A. (2023). Motivasi Belajar Siswa dalam Berliterasi di SD Negeri Kebonsari Kulon 6 Kota Probolinggo. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *4*(2), 221–241. https://doi.org/10.19105/ghancaran.v4i2.6850

Tambunan, E. E., & Harputra, Y. (2023). *Analisis Strategi Pemahaman Membaca teks Bahasa Inggris Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Graha Nusantara ELISSA*. *3*(1), 1–13.

Tazkiyah, S., & Ambarwati, E. K. (2022). Mengeksplorasi Penggunaan Strategi Metakognitif Terhadap Pemahaman Membaca Teks Berbahasa Inggris Pada Siswa SMP Di Daerah Tertinggal. *Jurnal Profesi Pendidikan (JPP)*, *1*(2), 92–105. https://doi.org/10.22460/jpp.v1i2.11776

Wahyudi. (2020). IMPLIKASI LAYANAN BIMBINGAN DAN KONSELING DALAM MEREDUKSI KESULITAN MEMBACA. *At-Taujih: Bimbingan Dan Konseling*, *3*(2), 31–44.