

Reading Attitude, Reading Interest, and Reading Achievement among Eleventh-Grade Students

By:

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Abstract: The study aimed to determine whether students' psychological factors, particularly their attitudes and interests toward reading, were significantly related to their academic performance in reading English texts. This study employed a quantitative correlational design. The population consisted of all eleventh-grade students at SMA Negeri 21 Palembang, with a total of 388 students, and a sample of 105 students was selected through cluster random sampling. Data were collected using two questionnaires and a reading test. The collected data were analyzed using Pearson Product-Moment correlation and multiple regression analysis to determine both partial and simultaneous relationships among the variables. The results showed that there was no significant correlation between reading attitude and reading achievement. Provides a concise summary of purpose, methods, results, and conclusions. The key statistics ($r = 0.028$, $r = 0.377$, $R^2 = 0.143$) are appropriately included. indicating that students with higher reading interest tended to achieve better reading performance. Furthermore, multiple regression analysis revealed a significant simultaneous relationship between reading attitude and reading interest toward reading achievement ($r = 0.378$, $p = 0.000$), with a combined contribution of 14.3%. These findings suggest that reading interest plays a more influential role in supporting students' reading achievement.

Keywords: eleventh-grade students, reading achievement, reading attitude, reading interest

INTRODUCTION

Language is a fundamental component of human society, as it enables individuals to communicate ideas, construct knowledge, and participate effectively in social and educational interactions. According to Bonvillain (2019),

language functions primarily as a communicative system that facilitates interaction in different social settings. In the global era, English has become a widely used international language in areas such as education, technology, business, and cross-cultural communication. Therefore, mastering English has become essential for individuals who aim to access global information and participate in international communication. In Indonesia, English is introduced as the main foreign language in the school curriculum and contributes significantly to the development of students' communicative competence and academic abilities.

The process of learning English involves four essential language skills, namely listening, speaking, reading, and writing. These skills are closely interconnected and collectively support the development of learners' communicative competence. According to Pradhani (2025), effective language instruction integrates the four language skills to enable learners to use the language meaningfully in both spoken and written communication. Among these skills, reading occupies a particularly important role because it allows students to access information, comprehend academic texts, and expand their knowledge across various disciplines. Students who possess strong reading abilities are generally better able to understand complex ideas and achieve higher academic performance (Alharbi, 2023; Banat & Pierewan, 2019). Therefore, reading is widely acknowledged as a fundamental component of academic success and lifelong learning (Muller-Spitzer et al., 2018).

Despite the widely recognized importance of reading, many students still demonstrate low engagement in reading activities. In many educational contexts, including Indonesia, students often show limited interest in reading and tend to perceive it as a difficult or less enjoyable activity. Such perceptions may negatively influence their motivation to read and reduce their exposure to written texts. Rohimah (2021) argues that students who lack enthusiasm for reading are less likely to interact with texts meaningfully, which may ultimately affect their comprehension and overall literacy development.

Two important psychological factors that may influence students' reading performance are reading attitude and reading interest. Reading attitude refers to

individuals' feelings, perceptions, and predispositions toward reading activities, including whether they perceive reading as enjoyable, valuable, or burdensome (Conradi et al., 2022).

Reading interest, in contrast, refers to the level of curiosity and motivation that encourages individuals to engage in reading activities or explore particular reading materials. Students who demonstrate positive attitudes toward reading and strong reading interest are generally more motivated to participate in reading activities and are more likely to develop stronger reading comprehension abilities.

Within the Indonesian educational context, students' reading achievement remains a persistent challenge. Evidence from the Programme for International Student Assessment (PISA) 2018 showed that Indonesia ranked 74th out of 79 participating countries in reading literacy (Organization for Economic Co-operation and Development, 2019). The PISA 2022 results further revealed that Indonesian students continue to be categorized among the lower-performing groups worldwide, although modest progress has been reported (Organization for Economic Co-operation and Development, 2023). These findings highlight ongoing difficulties faced by Indonesian students in developing adequate reading proficiency. Researchers have attributed this issue to several factors, including limited access to quality reading resources, insufficient literacy programs in schools, low parental engagement, and the growing influence of digital entertainment that often reduces students' engagement in academic reading (Damaianti et al., 2021 & Setyorini et al., 2023).

Several previous studies have explored the relationship between affective factors and students' reading performance. Agustiani (2017), for example, examined the relationship between students' reading attitudes and their reading comprehension achievement and found that the contribution of reading attitude to comprehension performance was relatively small. In another study, Resta (2023) investigated the relationship between students' reading habits and their reading comprehension achievement and reported a significant positive relationship between these variables. In a similar vein, Marsela (2017) revealed a strong correlation between reading motivation and reading comprehension achievement among eleventh-grade students.

These studies suggest that affective and motivational aspects may play an important role in shaping students' reading performance. However, the magnitude of their influence appears to vary depending on the research context and the variables under investigation.

Despite these contributions, limited research has simultaneously examined the relationship among reading attitude, reading interest, and reading achievement, particularly within the Indonesian educational setting. This gap indicates the need for further investigation to better understand how these psychological factors interact in influencing students' reading performance. Such understanding is essential for educators and policymakers in designing more effective literacy programs that address students' motivational and attitudinal dimensions.

Based on the issues discussed above, this study aims to investigate the relationship among reading attitudes, reading interests, and reading achievement among eleventh-grade students. Examining the interaction among these variables may provide empirical insights into the role of affective factors in shaping students' reading performance. The findings of this study are expected to contribute to the development of more effective literacy strategies and assist teachers in fostering greater student engagement and interest in reading activities.

METHODS

This study employed a quantitative approach using a correlational research design. Correlational research aims to identify the degree of relationship among variables through statistical analysis. According to Creswell (2012), correlational research examines whether relationships exist between two or more variables and determines the strength and direction of these relationships. In this study, the researcher examined the correlation among reading attitudes, reading interests, and reading achievement of eleventh-grade students.

The research was conducted at SMA Negeri 21 Palembang during the 2025/2026 academic year. The population of the study consisted of all eleventh-grade students at the school. The sample was selected using cluster

random sampling, in which intact classes were randomly chosen from the 388 students population. From the eleven existing classes, three classes were selected using a lottery technique to ensure that each class had an equal opportunity to be chosen. The selected classes were XI.2, XI.3, and XI.5, with a total of 105 students participating in the study.

This study involved three variables, consisting of two independent variables and one dependent variable. The independent variables were reading attitudes (X_1) and reading interests (X_2), while the dependent variable was reading achievement (Y). Reading attitudes and reading interests were examined for their relationship.

Three instruments were used to collect the data: a reading attitude questionnaire, a reading interest questionnaire, and a reading achievement test. Students' reading attitudes were measured using the Adult Survey of Reading Attitude (ASRA), originally developed by Smith (1991) and adapted from Wallbrown et al. (1981). The questionnaire consisted of 29 items measured using a five-point Likert scale ranging from strongly agree to strongly disagree. The instrument measured three aspects: reading activity, enjoyment of reading, and anxiety or difficulty in reading. The result of the reliability coefficient reported in the original study showed a Cronbach's Alpha value of 0.799, indicating good internal consistency.

Students' reading interest was measured using a questionnaire adopted from Satyianingsih (2016). The instrument consisted of 25 statements measured using a four-point Likert scale. Because the instrument adopted from the questionnaire assessed two main aspects: situational interest, which includes support from parents, teachers, and the learning environment, and individual interest, which includes students' personal motivation and reading habits. The reliability coefficient of the instrument was reported to be 0.881, indicating high reliability.

Reading achievement was measured using a multiple-choice reading comprehension test. The test initially consisted of 50 items covering several narrative topics included in the curriculum. Before the main data collection, the test was tried out with non-sample students to determine item validity and

reliability. Based on the results of the item analysis, 40 items were identified as valid and were used in the final test.

The data collection process was conducted in several stages. First, the researcher obtained permission from the school to conduct the study. Second, the reading attitude and reading interest questionnaires were distributed to the selected students. Finally, the reading comprehension test was administered to measure students' reading achievement.

Descriptive statistics were used to summarize the data obtained from the questionnaires and the reading test. The analysis included calculating the mean, standard deviation, and frequency distribution of each variable. To examine the relationship among the variables, the Pearson Product-Moment Correlation technique was employed. This statistical method is used to measure the strength and direction of the relationship between variables. All statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS).

RESULTS AND DISCUSSION

The descriptive statistics are used to provide a general overview of the data. The mean indicates the average score obtained by students, while the standard deviation reflects the degree of dispersion or variability of the scores around the mean.

Table 1. Result of Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Attitude	105	69.00	108.00	87.3524	8.14765
Valid N (listwise)	105				

A larger standard deviation indicates greater variability among students, whereas a smaller standard deviation suggests more homogeneous data. The minimum and maximum scores indicate the range of students' performance.

The Reading Attitude

While descriptive statistics provide a numerical summary of central tendency and variability, frequency distribution offers a clearer visualization of how students' scores are classified into specific performance categories. This

categorization helps identify dominant trends and reveals whether the distribution is balanced, skewed, or concentrated in certain levels.

Table 2. The Frequency Distribution of Reading Attitude

Score Interval	Category	Frequency (f)	Percentage (%)
122 – 145	Very High	0	0%
99 – 121	High	8	7.60%
76 – 98	Moderate	78	74.30%
53 – 75	Low	19	18.10%
29 – 52	Very Low	0	0%
Total		105	100%

The sample of this study was 105 students of SMA N 21 Palembang. The majority of students (74.30%) fall into the moderate category. Meanwhile, 18.10% are categorized as low and 7.60% as high. There were no students fall into very low categories. This distribution reinforces the descriptive finding that reading attitude is relatively homogeneous. The dominance of the moderate category indicates that most students neither strongly resist nor strongly favor reading activities. Instead, they maintain balanced perceptions.

The absence of low categories suggests stability in students’ attitudes. This stability may influence the strength of the correlation between attitude and achievement, since limited variability sometimes reduces the magnitude of statistical relationships.

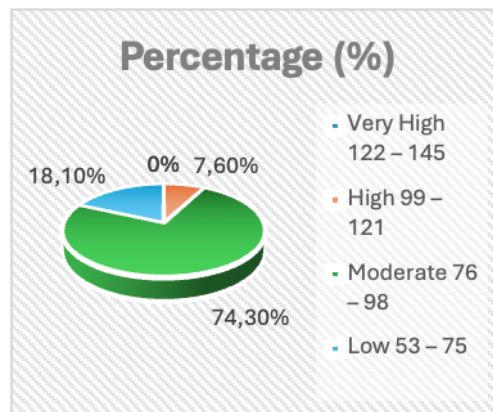


Figure 1. The Percentage of the Frequency Distribution of Reading Attitude

Based on the graph, most students’ reading attitude is in the moderate category. The percentage shows that moderate category 74.30% of the students fall into this category. Meanwhile, 18.10% of the students are in the low category,

and 7.60% are in the high category. In contrast, there are no students (0%) in the very high and very low categories. These results indicate that the majority of students have a moderate level of reading attitude.

Table 3. The Frequency Distribution of Reading Interest

Score Interval	Category	Frequency (f)	Percentage (%)
106 – 125	Very High	0	0%
86 – 105	High	24	22.90%
66 – 85	Moderate	67	63.80%
46 – 65	Low	14	13.30%
25 – 45	Very Low	0	0%
Total		105	100%

The sample of this study was 105 students of SMA N 21 Palembang. Most students (63.80%) are categorized as moderate. Meanwhile, 22.90% fall into the high category and 13.30% into the low category. The distribution indicates that reading interest is generally centered at the moderate level, with a considerable proportion of students demonstrating high engagement. Compared to reading attitude, reading interest shows slightly more representation in the High category, suggesting that some students display strong enthusiasm even if their general attitudes remain moderate. The presence of both moderate and high categories suggests potential variability that may meaningfully relate to reading achievement outcomes.

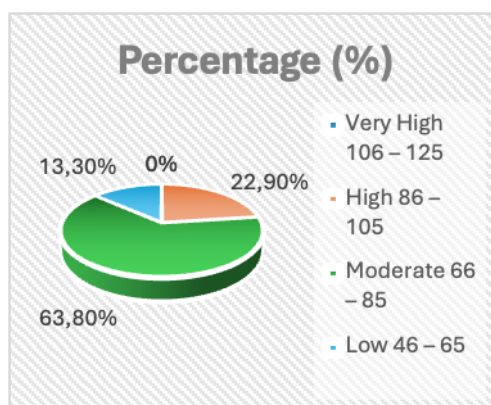


Figure 2. The Percentage of the Frequency Distribution of Reading Interest

Based on the graph of Reading Interest, most students are in the moderate category. The data show that 63.80% of the students fall into this category. Meanwhile, 22.90% of the students are in the high category, and 13.30% are in

the low category. On the other hand, there are no students (0%) in the very high and very low categories. These results indicate that the majority of students have a moderate level of reading interest.

Table 4. The Frequency Distribution of Reading Achievement

Score Interval	Category	Frequency (f)	Percentage (%)
86 – 100	Excellent	14	13.30%
71 – 85	Good	24	22.90%
56 – 70	Fair	28	26.70%
41 – 55	Poor	21	20.00%
0 – 40	Very Poor	18	17.10%
Total		105	100%

The sample of this study was 105 students of SMA N 21 Palembang. The largest proportion of students (26.70%) falls into the fair category. Meanwhile, 20.00% are categorized as poor and 17.10% as very poor. Combined, 37.10% of students belong to the lower achievement categories. On the other hand, 22.90% are classified as good and 13.30% as excellent, meaning that 36.20% of students reach higher levels of performance.

This distribution indicates that reading achievement is not predominantly concentrated in the high category. Instead, scores are relatively spread across categories, with a noticeable concentration in the middle and lower levels. This pattern supports the earlier finding of high variability in achievement scores and highlights the need for instructional attention to improve the students' comprehension skills.

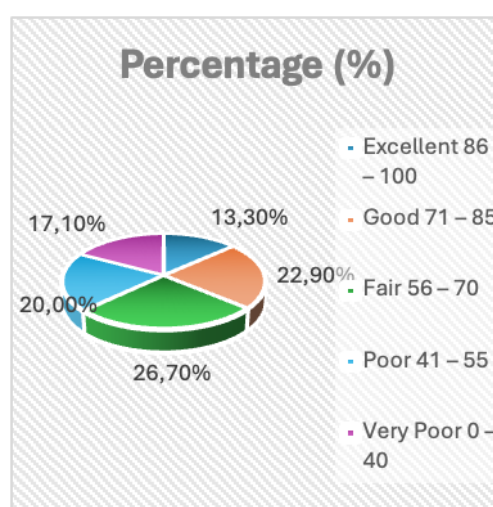


Figure 3. The Percentage of the Frequency Distribution of Reading Achievement

Based on the graph of Reading Achievement, the largest percentage of students is in the Fair category with 26.70%. This is followed by 22.90% of students in the good category and 20.00% in the poor category. Meanwhile, 17.10% of the students are categorized as very poor, and 13.30% of the students are in the excellent category. These results indicate that most students have moderate reading achievement, with the highest proportion in the Fair category.

Correlation between Reading Attitude (X1) and Reading Achievement (Y)

This analysis aims to determine whether Reading Attitude is associated with Reading Achievement among students. A positive correlation indicates that higher reading attitude scores tend to be associated with higher reading achievement scores. The Pearson correlation results are presented in Table 5.

Table 5. Correlation between Reading Attitude and Reading Achievement

		Correlations	
		Reading Attitude	Reading Achievement
Reading Attitude	Pearson Correlation	1	.028
	Sig. (2-tailed)		.780
	N	105	105
Reading Achievement	Pearson Correlation	.028	1
	Sig. (2-tailed)	.780	
	N	105	105

The Pearson correlation coefficient between Reading Attitude and Reading Achievement is $r = 0.028$. This value indicates a very weak positive correlation between the two variables. Based on commonly used interpretation guidelines, correlation coefficients ranging from 0.00 to 0.19 are categorized as very weak.

Furthermore, the significance value is $p = 0.780$, which is greater than 0.05. This means that the correlation is not statistically significant. Because the significance value exceeds the alpha level (0.05), the relationship between Reading Attitude and Reading Achievement cannot be considered meaningful. In other words, variations in students' reading attitudes are not associated with variations in their reading achievement in this sample. This result suggests that although students may demonstrate moderate reading attitudes, such attitudes do not necessarily translate into higher reading performance.

Correlation between Reading Interest (X2) and Reading Achievement (Y)

This subsection examines whether Reading Interest is associated with Reading Achievement among students. A positive correlation indicates that higher levels of reading interest tend to be followed by higher reading achievement.

The Pearson correlation results are presented in Table 6.

Table 6. Correlation Between Reading Interest and Reading Achievement

		Correlations	
		reading interest	reading achievement
Reading Interest	Pearson Correlation	1	.377**
	Sig. (2-tailed)		.000
	N	105	105
Reading Achievement	Pearson Correlation	.377**	1
	Sig. (2-tailed)	.000	
	N	105	105

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient between Reading Interest and Reading Achievement is $r = 0.377$. This value indicates a positive correlation of low-to-moderate strength. Based on commonly used interpretation guidelines, correlation coefficients ranging from 0.20 to 0.39 fall into the low category, approaching moderate strength.

The significance value is $p = 0.000$, which is lower than 0.05. This indicates that the correlation is statistically significant at the 0.01 level. Because the significance value is below the alpha level (0.05), the relationship between Reading Interest and Reading Achievement is statistically meaningful. This finding suggests that students with higher levels of reading interest tend to achieve better reading performance. Unlike Reading Attitude, which showed no significant relationship with Reading Achievement, Reading Interest demonstrates a meaningful positive association. This indicates that students' intrinsic engagement and attraction toward reading activities are more strongly related to their reading performance than their general attitude toward reading.

Multiple Correlation: Combined Relationship of Reading Attitude (X1) and Reading Interest (X2) toward Reading Achievement (Y)

To examine the simultaneous relationship of Reading Attitude (X1) and Reading Interest (X2) with Reading Achievement (Y), a multiple correlation analysis was conducted. The summary of the model is presented in Table 7.

Table 7. Multiple Regression Correlation

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.378 ^a	.143	.126	19.21678	.143	8.518	2	102	.000

a. Predictors: (Constant), Reading Interest, Reading Attitude

The results show that the multiple correlation coefficient is $R = 0.378$, indicating a positive combined relationship between Reading Attitude, Reading Interest, and Reading Achievement. Based on the commonly used classification of correlation strength, this value falls into the low-to-moderate category. The coefficient of determination (R Square) is 0.143, which means that Reading Attitude and Reading Interest together explain 14.3% of the variance in Reading Achievement. The remaining 85.7% of the variance may be influenced by other factors not examined in this study, such as vocabulary mastery, reading strategies, background knowledge, cognitive ability, instructional quality, or learning environment. The Adjusted R-Square value of 0.126 indicates that after adjusting for the number of predictors in the model, approximately 12.6% of the variance in Reading Achievement can be explained by the two independent variables.

Furthermore, the significance value of Sig. F Change = 0.000, which is less than 0.05, indicates that the combined relationship is statistically significant. This means that Reading Attitude and Reading Interest, when considered together, have a significant simultaneous relationship with Reading Achievement. However, considering that R Square is relatively small (14.3%), the overall predictive strength of the model can be categorized as modest. This suggests that while Reading Interest contributes meaningfully (as shown in the previous correlation analysis), Reading Attitude contributes very little to explaining students' reading achievement.

The Correlation between Reading Attitude and Reading Achievement

The first research problem states whether there was any significant correlation between reading attitude and reading achievement of the eleventh graders at SMA N 21 Palembang. The findings reveal that the Pearson correlation coefficient between Reading Attitude and Reading Achievement is $r = 0.028$ with a significance value of $p = 0.780$. This coefficient indicates a very weak positive correlation, and since the significance value is greater than 0.05, the relationship is not statistically significant. Therefore, the first research problem is answered: there was no significant correlation between reading attitude and reading achievement.

This finding is in line with the study conducted by Agustiani (2017), who reported that reading attitude contributed only a small proportion to students' reading comprehension achievement. Although students may express positive attitudes toward reading, such attitudes do not necessarily correspond to measurable improvements in reading performance. However, this result differs from Marsela (2017), who found a significant relationship between reading motivation and reading comprehension achievement. The difference may be explained by the distinction between attitude and motivation. Motivation reflects goal-oriented persistence and effort, which may relate more directly to performance, whereas attitude represents a general evaluation that does not automatically influence achievement outcomes. Thus, in the context of this study, reading attitude does not demonstrate a meaningful statistical relationship with reading achievement.

The Correlation between Reading Interest and Reading Achievement

The second research problem stated whether there was any significant correlation between reading interest and reading achievement. The statistical analysis shows that the Pearson correlation coefficient is $r = 0.377$ with a significance value of $p = 0.000$. This indicates a positive correlation of low-to-moderate strength, and since the significance value is lower than 0.05, the relationship is statistically significant. Therefore, the second research problem is

answered: there was a significant positive correlation between reading interest and reading achievement.

This finding supports the study conducted by Resta et al. (2023), who found a strong and significant relationship between reading habits and reading comprehension achievement. Reading interest, like reading habit, reflects students' engagement and willingness to read. When students are genuinely interested in reading activities, they are more likely to practice frequently and engage deeply with texts, which may contribute to better comprehension outcomes. Compared to reading attitude, reading interest shows a stronger and more meaningful relationship with reading achievement in this study. This suggests that students' intrinsic attraction to reading activities plays a more important role in their academic reading performance than their general evaluative attitude toward reading.

The Correlation among Reading Attitude, Reading Interest, and Reading Achievement

The third research problem stated whether there was any significant correlation among reading attitude, reading interest, and reading achievement. The multiple correlation analysis indicates that the combined correlation coefficient is $R = 0.378$ with a significance value of $p = 0.000$. Since the significance value is lower than 0.05, the simultaneous relationship among the three variables is statistically significant. The coefficient of determination (R^2) is 0.143, which means that Reading Attitude and Reading Interest together explain 14.3% of the variance in Reading Achievement. Although this relationship is statistically significant, the proportion of explained variance is relatively small. This indicates that most of the variance in reading achievement (85.7%) is influenced by other factors beyond reading attitude and reading interest. Therefore, the third research problem is answered: there was a significant correlation among reading attitude, reading interest, and reading achievement.

However, the relatively modest R-squared value suggests that while affective variables are related to reading achievement, their overall contribution is limited. This finding aligns with previous studies such as Agustiani (2017) and

Marsela (2017), which emphasized that affective factors are associated with reading comprehension, but are not the sole determinants of academic performance. The results of this study indicate that reading interest plays a more substantial role than reading attitude in relation to reading achievement.

While reading attitude alone does not significantly correlate with achievement, its presence together with reading interest contributes to a statistically significant combined relationship. Overall, the findings suggest that reading achievement is influenced by several factors. Although affective variables such as reading interest and reading attitude are important, cognitive abilities, vocabulary mastery, reading strategies, prior knowledge, and instructional factors likely play a more dominant role in determining students' reading performance.

CONCLUSION

This study reveals that affective factors do not equally contribute to students' reading achievement. While reading attitude shows no meaningful relationship with performance, reading interest demonstrates a statistically significant though modest association with students' reading outcomes. When considered together, both variables have a limited explanatory power, indicating that they account for only a small proportion of students' achievement.

These findings suggest that students' success in reading is influenced more strongly by other factors beyond general attitudes and interest, such as cognitive and instructional elements. Therefore, although fostering reading interest may support better performance, it should not be viewed as the primary determinant of reading achievement. A more comprehensive approach that integrates both affective and cognitive aspects is necessary to effectively enhance students' reading proficiency.

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