

The Significance of Students' Perception and Participation on Reading Comprehension at IAIN Padangsidimpuan

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Abstract

This article aimed to find out the influence of students' perception and participation of Tadris English Department students toward Reading Comprehension learning during the Covid-19 Era at IAIN Padangsidimpuan. The data were collected through students' perception questionnaires, students' participation questionnaires, and reading comprehension tests. This research was correlational research design using a quantitative method. The subject of the research was the students' 2nd year English department programs at IAIN Padangsidimpuan. The research sample was taken by using total population sampling. 65 students have been used as samples in this research. Simple linear regression and multiple regression formula were used to analyze the data. The research findings showed that first, there was a significant influence on students' perception and their Students' Reading Comprehension with a score ($0.000 < 0.05$). Second, there was a significant influence on students' participation and reading comprehension with scores ($0.000 < 0.05$). Third, there was a significant influence between perception and participation on students reading comprehension with a score ($0.000 < 0.05$) at IAIN Padangsidimpuan.

Keyword : *Students' Perception, Students' Participation, Reading Comprehension*

Abstrak

Artikel ini bertujuan untuk mengetahui pengaruh persepsi dan partisipasi mahasiswa Jurusan Bahasa Inggris Tadris terhadap pembelajaran Reading Comprehension pada Era Covid-19 di IAIN Padangsidimpuan. Data dikumpulkan melalui angket persepsi mahasiswa, angket partisipasi mahasiswa dan Test Reading Comprehension. Penelitian ini merupakan penelitian korelasi dengan menggunakan metode kuantitatif. Subyek penelitian ini adalah mahasiswa semester 2 program studi bahasa inggris di IAIN Padangsidimpuan. Sampel penelitian diambil dengan menggunakan Total population sampling. 65 mahasiswa dijadikan sebagai sampel dalam penelitian ini. Regresi sederhana dan rumus regresi berganda

digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa pertama, bahwa ada pengaruh yang signifikan antara persepsi siswa dan Pemahaman Membaca Siswa mereka dengan skor ($0,00 < 0,05$). Kedua, terdapat pengaruh yang signifikan dari partisipasi siswa dan pemahaman membaca dengan skor ($0,00 < 0,05$). Ketiga, ada pengaruh yang signifikan antara persepsi dan partisipasi terhadap pemahaman membaca siswa dengan skor ($0,00 < 0,05$) di IAIN Padangsidempuan.

Kata Kunci : Persepsi Siswa, Partisipasi Siswa, Pemahaman Membaca.

INTRODUCTION

Education is a dynamic potential in every individual's life, that influences their physical development, psyche, power (intelligence, sense, and desire), social and morality (Piaget, 2001). In other words education is the conscious effort and planned to create a learning environment and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character as well as the skills needed for their self, himself, society, nation, and country (Fajarwati et al., 2016; Maulida et al., 2021). The success of educational programs through teaching and learning activities in schools is certainly influenced by many factors including students, curriculum, lecturer, costs, infrastructure, and environmental factors.

The success of learning can be seen in terms of processes and results. In terms of process, the students can be successful if they are able to actively involve the learning process. While in terms of results, the students can be successful if the learning provided is able to change their behavior towards a good mastery of basic competencies.

Reading is one of the important skills that students need to have in language learning, especially for students who consider English as a Foreign Language (EFL) to be difficult to learn. According to the Ness (2009) stated the most important thing about reading is comprehension. Reading is an activity to get meaning by understanding it through text form. Reading allows the reader to gain knowledge depending on what is read (Maharsi et al., 2019). Nunan (2003) stated that Reading is the process of obtaining information which must be combined with the reader's knowledge to construct meaning.

Factors the spread of Covid-19, the teaching and learning process is carried out online at home. In the implementation of online learning, students often have obstacles during the learning process. This online learning is also still

too common for some students because they are not familiar with the online learning system (Gillies, 2008; Churiyah et al., 2020). There are many obstacles experienced related to online learning, namely: less effective learning system, availability of internet quota, unstable network, and other things. In addition to expecting a learning process between teachers and students, effectiveness in learning is very important.

Reading comprehension learning outcomes are always very worrying, this can be seen from the many materials that must be studied by the rest, especially if the existing materials cannot be given optimally and the media and learning models are not supported. In a more substantial sense, the learning process until now still gives teacher dominance and does not provide access for students to develop independence through discovery and thought processes (Suhendi et al., 2021). In addition, the reading comprehension learning process leads students to the ability to memorize information on existing theories, it can force the student's brain to remember and hoard knowledge without having to comprehend it or attempting to connect it to students daily experience.

To achieve this goal, students' special abilities are needed to correlate their perception and participation on reading comprehension based on their natural life to achieve their reading comprehension learning, especially during the Covid-19 period. That is why, the students got difficulties to comprehend reading comprehension, such as, determining topic sentences, main idea, supporting details, inference and reference.

Several previous studies suggest that students' perceptions of the effectiveness on learning during the COVID-19 period are that was ineffective and disliked by the majority of students (Paschal & Mkulu, 2020). Furthermore Sari et al., (2020) researched on Students Perception on Reading Comprehension, in their research it showed that several aspects of reading must be considered carefully because students consider it problematic for them and hinder their understanding. Several aspects are the main causes of their reading difficulties. From this aspect, students feel that they lack motivation, use inappropriate strategies, lack of background knowledge, difficulty in the reading process and lack of language knowledge as a source of students' reading problems.

Purnomo's (2021) research on Students' perceptions in online learning toward reading comprehension suggests that the benefits of online reading have a great influence on students' vocabulary knowledge, and students are very

focused on evaluating the learning they read during online learning. Based on the report, the highest percentage is 56% of students strongly agree that online media supports their reading activities during online learning. However, the lowest percentage is 5% of students who do not agree that online media supports their reading activities during online learning. For the disadvantages of their study, there is the incapability to leave a mark and make notation from reading materials, exhaustion while reading many sentences on the light screen, and the distraction from tools and signals when reading online.

Another factor that toward reading comprehension of students in learning is that students' participation in the learning process, students participation is very important to create active, creative and fun learning. Thus the learning objectives that have been planned can be achieved as much as possible. There is no learning process without the participation and active learning of students (Modell, 1996). Sulistianingsih (2018) on her research about Students' Participation in Reading Class via CIRC. Her research determine student participation in reading class activities by observing how students participate in reading class activities. Students are categorized into active students and passive students. Students who are categorized into active students are those who actively participate in reading class participation, while passive students are those who passively participate in reading class activities. The results of her research indicate that student participation is developed. The number of students who gave opinions, answered questions and provided comments in the teaching and learning process also increased. Most of the students pay attention and listen carefully when the teacher is teaching and when their friends give comments, give opinions and answer questions.

Syaveny & Johari, (2017) research, they said that the students' Participation on english learning achievement was a positive and significant relationship. A high value interpretation and a positive value of correlation r (coefficient of correlation) shows a positive correlation between students' participation on English learning achievement. This means, if students with high participation in English learning, so the English learning achievement will be high. On the other hand, if student participation is low, so the learning outcomes also will be low.

From the situation above, students' perception and participation must be considered on students' reading comprehension abilities during the covid 19

period which is an important factor affecting the effectiveness of residual reading comprehension. Students with high perception and participation can build clear ideas and use words competently in reading. Therefore, students should pay more attention to their perceptions and participation, because it can be a strong predictor of students' effectiveness in language learning including reading comprehension. Then, if students try to improve their perception and participation, their reading interest may also increase to achieve the goal of reading activities during the Covid-19 period.

Based on the results of the researcher's interview with the Reading Comprehension lecturer on Tuesday, 28 November, 2021, information was obtained that the students had difficulties to participate in learning reading comprehension, especially during the Covid-19 period. Student participation in learning varies, there are students who actively participate in class by always paying attention to the teacher, answering questions from the teacher, and willing to express opinions, but most of them are still who do not pay attention to the material presented. Moreover, The students of English Department Program, it was stated that students' comprehension of English learning was still lacking, especially in terms of reading comprehension learning theory. The students said that the lecturer sometimes use media such as power points and pictures, they should be able to improve the student learning outcome, but most of them are still less motivated to participate in reading comprehension learning. It can be proven from the results of interviews with students that most of the students have problems in understanding reading comprehension learning. Another problem is the lack of active participation of students in participating in the learning process during the Covid-19 pandemic, the factor of internet network facilities for students who live in remote areas which are inadequate to the internet network. This causes most students not to be actively involved in learning reading comprehension during the Covid-19 period.

RESEARCH METHOD

This research is a research that uses a quantitative design with the type of correlational research, which is used to test certain theories by examining the relationship between variables Creswell, (2011, p. 13). In this study, the researcher determined Students' Perception and Students' Participation as independent variables (X) and reading comprehension as dependent variables

(Y). The researchers chose the research population on students 2th year english department programs at IAIN Padangsidimpuan, with 65 of the students are the sample. This research used an instrument in the form of a questionnaire and test sheet to find out the student participation and participation toward reading comprehension learning during the Covid-19. The data was examined using SPSS to see whether there was a significant correlation between students' perception and participation toward mastering reading comprehension. The test score for variable Y as well as the questionnaire scores for factors X1 and X2 were employed by the researcher. Pearson product moment correlation, Simple regression, and multiple regression were used to analyze the data.

RESEARCH FINDINGS AND DISCUSSION

Data Presentation of Students' Perception and Participation on Reading Comprehension Learning

This research was carried out on students English Departmen Programs at IAIN Padangsidimpuan. The research was conducted to find out the influence on three variables, namely: independent variable students' perception (X1), students' participation (X2), and dependent variable is their reading comprehension (Y). In collecting data, the researcher used a set of questionnaire and test. The questionnaires were collected for the students' perception and students participation. The test was collected for reading comprehension. There were 65 students. The calculation of total scores from students questionnaire and test was obtained by using SPSS as follows:

Table 1. Descriptive statistics of Students' Perception and Participation on Reading comprehension
Statistics

		Perception	Participation	Reading Comprehension
N	Valid	65	65	65
	Missing	0	0	0
Mean		68.42	68.86	74.52
Std. Deviation		6.461	7.365	8.275
Variance		41.747	54.246	68.472
Range		42	46	43
Sum		4447	4476	4844

From the table above, it can be seen, the mean score of students' perception is 68.42, with the standard deviation of 6.46 and 42,00 for the range

and 4447,00 for the sum. The mean score of students' participation is 68.86 with the standard deviation of 7.36 and 46,00 for the range and 4476,00 for the sum. the mean score of students' reading comprehension is 74.52 with the standard deviation of 8.27 and 43,00 for the range and 4844,00 for the sum.

Students Perception and Reading Comprehension

The result of students perception on reading comprehension, this case when H0 is rejected, there is a significant correlation between students' perceptions and their reading comprehension. According to Siregar (2013), if the significance 2-tailed value is more than ($\text{sig-t} > \alpha$), H0 is accepted. 0.05 is the value in this case. In this study, Pearson correlation is used to establish whether there is a significant connection between the students' perceptions and their reading comprehension of IAIN Padangsidimpuan. The result of Perception and Reading Comprehension is analysed by using Pearson correlation in SPSS program.

Table 2. The Correlation between Students' Perception and Reading Comprehension

		Perception	Reading Comprehension
Perception	Pearson Correlation	1	.575**
	Sig.(2-tailed)		.000
	N	65	65
Reading Comprehension	Pearson Correlation	.575**	1
	Sig.(2-tailed)	.000	
	N	65	65

** . Correlation is significant at the 0.00 level (2-tailed).

According to the above data, the correlation coefficient between students' perception and reading comprehension is 0.575, with sig. (2-tailed) = 0.000. The probability score or sig. (2- tailed) is $0.000 < 0.05$. The probability score or sig value (2-tailed) is $0.000 < 0.05$. If $p < 0.05$, Ha is accepted. In addition, the table above shows that the coefficient correlation in this research was 0.575. It means that there is strong correlation between those variables. Based on the explanation above, it is clear that there is a positive correlation between Student' perception and reading comprehension at IAIN Padangsidimpuan. A positive correlation means the higher score in students' perception in reading is followed by the higher score in students' reading comprehension.

Several previous studies suggest that students' perceptions on reading comprehension learning during the COVID-19 period are that students have a positive attitude towards online education. However, the majority of students noted that online education was ineffective and disliked by the majority of students due to lack of computer facilities, lack of funds, inadequate facilities, lack of electricity, poor network, inadequate skills, and insufficient policies to support the implementation of online education (Paschal & Mkulu, 2020).

Purnomo's (2021) research on Students' perceptions in online learning toward reading comprehension suggests that the benefits of online reading have a great influence on students' vocabulary knowledge, and students are very focused on evaluating the learning they read during online learning. Based on the report, the highest percentage is 56% of students strongly agree that students' perception supports their reading activities during online learning. However, the lowest percentage is 5% of students who do not agree that online media supports their reading activities during online learning. Meanwhile, the perception of students is positive because most students agree that online learning helps them to improve their reading comprehension skills. For the disadvantages of their study, there is the incapability to leave a mark and make notation from reading materials, exhaustion while reading many sentences on the light screen, and the distraction from tools and signals when reading online.

Furthermore Sari et al., (2020) researched on Students Perception on Reading Comprehension, in their research it showed that several aspects of reading must be considered carefully because students consider it problematic for them and hinder their understanding. Several aspects are the main causes of their reading difficulties. From this aspect, students feel that they lack motivation, use inappropriate strategies, lack of background knowledge, difficulty in the reading process and lack of language knowledge as a source of students' reading problems.

Students' participation on Reading Comprehension

The result of students participation on reading comprehension, this case when H_0 is rejected, there is a significant correlation between students' participation and their reading comprehension. According to Siregar (2013), if the significance 2-tailed value is more than ($\text{sig-t} > \alpha$), H_0 is accepted. 0.05 is the value in this case. In this study, Pearson correlation is used to establish whether

there is a significant connection between the students' perceptions and their reading comprehension of IAIN Padangsidempuan. The result of the students' participation and reading comprehension was analysed by using Pearson correlation in SPSS program.

Table 3. Students' participation on Reading Comprehension
Correlations

		Participation	Reading Comprehension
Participation	Pearson Correlation	1	.563**
	Sig. (2-tailed)		.000
	N	65	65
Reading Comprehension	Pearson Correlation	.563**	1
	Sig. (2-tailed)	.000	
	N	65	65

** . Correlation is significant at the 0.00 level (2-tailed).

According to the above data, the correlation coefficient between students' participation on reading comprehension is 0.563, with sig. (2-tailed) = 0.000. The probability score or sig. (2-tailed) is 0.000 < 0.05. The probability score or sig value (2-tailed) is 0.000 < 0.05. If $p < 0.05$, H_a is accepted. In addition, the table above shows that the coefficient correlation in this research was 0.575. It means that there is strong correlation between those variables. Based on the explanation above, it is clear that there is a positive correlation between Student' participation on reading comprehension at IAIN Padangsidempuan. A positive correlation means the higher score in students' participation in reading is followed by the higher score in students' reading comprehension.

Every student must actively participate in their learning; the only variable is the degree or weight of that participation. Activities can be divided into low, medium, and high categories. Here we need the creativity of students in learning so that they are actively participate in learning. Active participation of students in learning includes activities or mental, emotional or physical processes. If students participate actively in the learning process, the learning process and outcomes will increase (Himmele & Himmele, 2011, p. 7, 2017, p. 5).

To produce active, creative, and enjoyable learning, students' participation in the learning process is needed. As a result, the targeted learning objectives can be met to the greatest extent feasible. Without student participation and active learning, there is no learning process. Every student

must actively participate in their education; the only variable is the degree or weight of that participation. Activities can be divided into low, medium, and high categories. Here we need the creativity of teachers in teaching so that students actively participate in learning.

Moreover, this research support by Syaveny & Johari, (2017) research. They said that the students' perception on english learning achievement was a positive and significant relationship. A high value interpretation and a positive value of correlation r (coefficient of correlation) shows a positive correlation between students' participation on English learning achievement. This means, if students with high participation in English learning, so the learning outcomes will be high. On the other hand, if student participation is low, so the learning outcomes also will be low.

The result of Students' Perception and Participation on Reading Comprehension

As mentioned earlier, the significant influence of perception and participation toward students reading comprehension existed when H_0 was rejected. Siregar (2013) indicates H_0 is accepted if the significance 2- tailed value is bigger than α ($\text{sig-t} > \alpha$). In this case, α value is 0.05. Pearson correlation is conducted in this research in order to determine significant correlation between perception and participation toward students reading comprehension at IAIN Padangsidimpuan.

Table 4. Significance value test (X1, X2,Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1583.126	2	791.563	17.533	.000 ^b
	Residual	2799.089	62	45.147		
	Total	4382.215	64			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Participation, Perception

Table 4 reveals the significant value test between variable X_1 , and X_2 Y. The criteria is determined by hypothesis if $\alpha < \text{Sig} = H_a$ is accepted. From table above, it can be seen the $\text{Sig.} = 0.000$ which means smaller than 0.05. In other words, equation of regression model is significant and met the linearity criteria of IAIN Padangsidimpuan. It can be concluded that there is any significant influence between perception and participation toward students reading comprehension at IAIN Padangsidimpuan.

Table 5. Multiple regression coefficients (X1, X2, Y)

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	21.936	9.022		2.431	.018
	Perception	.444	.215	.346	2.062	.043
	Participation	.323	.189	.287	1.711	.092

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Participation, Perception

Basically, regression analysis is used to obtain the regression equation by entering changes one by one so that the strongest to the weakest influence can be seen. In this study, multiple linear regression equations are used to determine the form of the relationship between perception and participation on students' reading comprehension. Basically, regression analysis is used to obtain the regression equation by entering changes one by one so that the strongest to the weakest influence can be seen. In this study, multiple linear regression equations are used to determine the form of the relationship between perception and participation on students' reading comprehension. Table 10 shows coefficient value of the regression equation from the output showing the regression equation model: $Y = 21.936 + 0.444X_1 + 0.323X_2 + \epsilon$.

Based on the multiple linear regression equation, how much influence each independent variable has on Students' reading comprehension could be identified. The explanation of the effect of each variable based on the multiple linear regression equation above is:

- a. The constant value (intercept) is 21.936; this shows that if the variable of perception (X1), participation (X2) is 0 (zero), then the students' English achievement (Y) is 21.936.
- b. The regression coefficient value (β_1) for the perception variable (X1) is 0.444 (positive). This shows that there is a unidirectional relationship, which means that the increase of perception in reading means the increase of students' reading comprehension (Y).
- c. The value of the regression coefficient (β_2) for participation variable (X2) is 0.323 (positive). This shows that there is a unidirectional relationship, which means that the higher the student's participation in reading, the greater their comprehension in reading (Y).

Table 6. The determination coefficient test results (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.601 ^a	.361	.341	6.719

a. Predictors: (Constant), Participation, Perception

The coefficient of determination (R²) test was carried out in order to determine how far the model's reading comprehension to explain the variation in the dependent variable. In this study, adjusted R² was used to describe the reading comprehension of the independent variable in explaining the variation of the dependent variable and was not fixated on R² because R² had weaknesses; bias towards the number of independent variables included in the model. Based on Table 10, it can be seen that the adjusted R square is 0.361 which explains that the independent variables consisting of perception and participation variables can explain 36.1% of the dependent variable; namely, students' reading comprehension. This means that the dependent variable had an influence on the independent variable together, which was 52.5%, while the remaining 47.5% was described by other variables which were not examined in this study. In other words, there were other factors that could affect students' reading comprehension apart from the variables under study.

In other words, there are other factors that can affect students' reading comprehension apart from the variables studied. The value of the correlation coefficient between perception and participation with the variable students reading comprehension is $(r) = 0.601$. It is known that the value of the correlation coefficient $r = 0.601$ is in the interval 0.60 – 0.799, which means that the correlation of the perception and participation variable with the students' reading comprehension variable is at a "Strong" level and the correlation shown in positive, which means that there is a significant relationship between perception and participation with students' reading comprehension, namely the higher the perception in reading and participation in reading, the higher the students' reading comprehension.

The multiple correlation coefficient result found that both students' perception and students' participation has a positive influence with students' reading comprehension. The multiple regressions also found that the relation is linear and significant. It revealed that every improvement of students' reading comprehension text will be followed by the improvement of perception in

reading and students' participation. However, the level of strength influence between perception, participation on reading comprehension has reached to moderate level of strength. To know how great the distribution of those two independent variables toward dependent variable.

The finding of the current study cannot support the previous study which found that both perception and participation have strong and great contribution whether to reading comprehension. It was assumed that the students' perception in reading will increase student participation in learning and the perception in reading will increase students' reading comprehension. In addition, the higher someone's participation in reading, the more he learn and the better his understanding will be. In fact, although there was a positive relationship between the three variables partially or multiply, but the strength of relation has not reached to the level of strong relation as what the researchers found before.

Based on the result, there were two assumptions arose: first, it can be assumed that the high relation between perception and participation might be caused there were other factors of affected Students reading comprehension. So that it cannot be concluded that participation was the only factors affecting students' reading comprehension. Increasing of students' participation and perception would be followed by improving students' reading comprehension. It can be created assumption that students' reading comprehension can be regressed, explained, and predicted from perception and participation.

The most important factor influencing reading comprehension material is student perception and participation. Students with good and high Perception and Participation are able to understand and implement reading comprehension materials effectively so that they are usually good at reading, playing word games, memorizing words, storytelling, and composing poetry.

CONCLUSION

Based on the data analysis which have been described on the basis of data collection using two sets of questionnaire and a reading test, some conclusions can be drawn about the the influence of students' perception and students' participation on reading comprehension at IAIN Padangsidimpuan.

There is a significant influence of students' perception on the reading comprehension at IAIN Padangsidimpuan. This result has been known that the coefficient of correlation between perception and Students' reading

comprehension is 0.575. Then, the r-obtained is compared to r-table. Since r-obtained is higher than r-table ($0.575 > 0.561$), it can be concluded that there is positive influence, which means the higher score in students' perception in reading is followed by the higher score in reading comprehension.

There is a significance influence of students' participation on the reading comprehension at IAIN Padangsidempuan. This result can be known that the coefficient of correlation between students' participation and reading comprehension is 0.563. Then, the r-obtained is compared to r-table. Since r-obtained is higher than r-table ($0.563 > 0.561$), it can be concluded that there is positive influence. which means that the increase of students' participation would increase their reading comprehension.

There is a significance influence of students' perception and participation on the reading comprehension at IAIN Padangsidempuan. The result can be known that the coefficient of correlation between perception and participation toward students' reading comprehension is 0.601. Then, the r-obtained is compared to r-table. Since r-obtained is higher than r-table ($0.601 > 0.561$), it can be concluded that there is positive influence, which means Students with good and high Perception and Participation are able to understand and implement reading comprehension materials effectively.

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