



EXTENDING THE CONCEPT LEARNING STATAGEY TO INCREASE THE STUDENTS' READING COMPREHENSION AND THEIR SELF-DETERMINATION

Apriana¹, Lesi Anggriani²

^{1,2}Institut Teknologi Pagar Alam

E-mail: ¹aprianasalim1993@gmail.com, ²lesiangrainiayra@gmail.com

Accepted :

10 May 2024

Published :

07 July 2024

Corresponding Author:

Apriana

Email Corresponding :

aprianasalim1993@gmail.com

ABSTRACT

This study set intended to determine whether or not students' reading comprehension may be improved by using the concept learning method technique. This study used a mixed method of methodology. Triangulation—questionnaires, interviews, and documentation—was used as a data collection method. The author employed data reduction, display data, and conclusion or verification data to analyze the data. Based on the conducted research, the study's conclusion was: (1) Based on the results of the questionnaire and interview, it can be concluded that using the Concept Learning Strategy technique in the learning process was beneficial. When studying reading comprehension, the idea learning strategy technique is more effective than the traditional teaching approach. Furthermore, there existed a discrepancy in the reading proficiency of students instructed through the concept learning strategy approach when analyzed from the perspective of self-determination. Additionally, there existed a relationship between the concept learning strategy approach and self-determination concerning students' reading comprehension when teaching reading comprehension skills through the principled learning strategy.

Keywords: Concept Learning Strategy technique, self-determination, Reading, comprehension.

1. INTRODUCTION

English language instruction has been available to students in Indonesia since the inception of the national education system, catering to their desire to expand their linguistic knowledge along their academic journey. The decision was made to switch from Dutch, the language of the colonists, to English due to the latter's global recognition and extensive use. This resulted from the fact that Dutch was not extensively used internationally. English is the only foreign language that is mandated to be studied in regular public schools and tested on in the national exam that is administered to junior and senior secondary school students at the conclusion of the

academic year. The United States is where this exam is given. This is despite the fact that, in the modern world, schools also teach Arabic, French, Mandarin, Spanish, German, and other languages. Hidayati (2016).

According to Uzer (2020), reading is a collaborative activity that incorporates the text, the reader's processing, and the reader's prior knowledge. The author comes to the conclusion that reading is the process by which a reader understands written content and derives information or knowledge from it. The idea that reading is the process serves as the foundation for this conclusion. Reading is an activity that demands both conscious and unconscious cognition, so students can develop

Vol 6, No 2 (2024): ESTEEM

their minds in order to gain knowledge from it. By reading more written content, people will comprehend more concepts. Certain historical events, including those that happened in this century, the past, and even the future, may be simpler for students to understand if they read about them. Reading comprehension refers to students' ability to understand, interpret, and analyze the text they read (Cain, K., & Oakhill, J., 2007). Improvement in this aspect will help students in mastering the subject matter and improve their overall academic performance.

One linguistic skill that is considered to be important is reading, which is actually a kind of negotiation between the writers and readers. Matsuda, and clarify that reading is a transactional activity where the reader haggles over the text's applicability or significance at the moment it is being read. Reading anything written down causes one to absorb the meaning of it gradually rather than understanding it right once. Reading is a difficult activity that needs a lot of commitment. The reading exercises entail a negotiation process, which is carried out again until the message is clear.

This process continues until the meaning is clear. The setting of the situation as well as the culture's context both have an impact on the procedure. The strategy for negotiating is presented in the form of a collection of concepts or thoughts that are found in the text. The reader is responsible for processing the interaction that occurs between the mind, the eye, and the text that is read as a representation of the person who is responsible for the opposite of communication, namely the writer. The interaction process that is involved in meaning analysis will take place more effectively for readers who have prior knowledge, concepts, and experiences (which have become schemata) as compared to readers who do not have the schema. It is necessary for readers to have prior information that is pertinent to the subject matter that is being read.

However, in the actual world, having knowledge that is pertinent to the subject of reading is not sufficient to improve one's

reading skills. To connect the knowledge that is already possessed with the subject being read about, further abilities are required. Reading instruction should help students apply what they already know to strengthen their reading skills, particularly their ability to interpret what they read. Reading can be viewed both as a process and as an outcome at the same time. Reading is a process that consists of numerous stages, each of which the reader completes by engaging in a variety of specific activities and making use of certain strategies. Decoding and motivated reading both count as reading processes that take place during reading activities. throughout this time, reading takes place as a result of communication achievements that take place between readers and writers throughout the process of transactions or negotiations. Reading comprehension refers to the process wherein a person is able to demonstrate their achievements in the form of ideas or thoughts. Reading is not a sedentary activity but rather one that requires effort and engagement. The reader makes an effort to fully comprehend the material that they are reading. Readers don't simply disregard it as a bargaining process since they take it for granted. Readers are also not the same as the activities associated with memorization. When participating in reading activities, the most important thing to focus on is getting a better grasp of the author's intended meaning or message, which is communicated through the text that is being read.

Sardiman (2014: 42) asserts that mental mastery over a subject is a prerequisite for knowing. Therefore, teachers must make sure that students have a strong conceptual comprehension of the concept's meaning and underlying philosophy in order for them to understand it. Understanding is something that learning students need to focus on a lot. The ultimate goal of learning should be to understand something and be able to explain it in one's own words. Understanding requires more than just knowing something; the subject

Vol 6, No 2 (2024): ESTEEM

of the learning must also be able to profit from the ideas that are understood.

"The process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency" is how reading comprehension is defined (Klingner et al., 2015). It is the ability to comprehend what is being stated in a text, taking into account the relationships between different concepts as well as the words themselves and the meanings they convey. He gave the instructor a three-step breakdown of how to teach reading comprehension to students: mentioning, practicing, and evaluating the student's progress. Put another way, teachers discuss the skills that they want their students to use, then they provide them with workbooks or worksheets to practice those skills, and lastly they assess the students' proficiency with those skills.

Reading skills are absolutely necessary in order to keep up with the pace of modern life. Reading is essential for many reasons, including gaining employment, achieving academic success, reading restaurant menus, determining which way the road leads if you become disoriented, and many more. Reading is a dynamic process, and it is essential for students to develop fluency in the activity in order to acquire knowledge. Reading is a natural process that may be understood and is beneficial for the students' development as language learners. It describes the relationship that exists between the reader and the text. According to Macceca (2014), in order to read, readers need to be able to make connections between the words they read and their own experiences and knowledge in order to understand what the writer intends for the reader to take away from the text. When a reader takes in more information, they are better able to comprehend what they are being presented with in subsequent reading.

Reading is a practice that aids with word recognition and comprehension. Providing reading materials written in English for students takes a lot of work because

English is regarded as a foreign language in Indonesia. Research on the subject has shown that reading comprehension is still a challenge for students. Because they were unable to get past the numerous obstacles they faced when reading the literature, the students were unable to read the prescribed text or chapter. These difficulties included poor reading technique and a deficiency of vocabulary. Indonesians find reading Bahasa more easier because the language's terminology and structure are instilled in them from an early age. To understand the chapter, readers must have a solid vocabulary foundation in the language they are attempting to learn. Sinambela, Manik, and Pangaribuan (2015) assert that readers employ a variety of strategies, skills, and knowledge to define the text's meaning.

Learning to read is a crucial ability for both general academic and educational objectives, as well as for the objective of understanding the content being read. Given that written material makes up the great majority of educational resources, it is indispensable.

Furthermore, reading is essential because it is a life-changing activity that can impact a reader's capacity for learning as well as their way of thinking. Professors will often assign readings from books or the internet to their students to demonstrate this concept. It is necessary for the students to read it before they can comprehend the subject matter. Reading also helps youngsters improve their critical thinking skills because it's an activity that naturally makes connections between the reader's experience and the social world. They apply the lessons they acquired from the text to their social relationships.

Reading helps readers enhance not only their vocabulary but also their spelling and their ability to write (Harmer, 2010). This is yet another advantage of reading. In today's world, written text is also used as a supporting resource to demonstrate to students how to build their phrases, paragraphs, and the overall text into a decent text. Reading texts provides a suitable illustration of how to write well in

Vol 6, No 2 (2024): ESTEEM

English in a manner that is appropriate. Readers pick up the habit of paying attention to the vocabulary, syntax, and punctuation that they use in their own work at the same time.

Reading is a skill that requires more complexity than it first appears to have. It takes more concentration on the part of the reader to grasp the meaning of what they are reading, particularly when it comes to reading comprehension. According to Clarke, Truelove, Hulme, and Snowling (2014), many students have a difficult time comprehending written content. Because of this, it is possible for students to get confused regarding the nature of the text. EFL students today have a tendency to read without making connections between what they have read and what they already know. Because they only read what they are interested in learning, kids do not truly absorb the material that they have completed reading.

Thinking about the aim or purpose of reading something is one of the first things we do when we decide to read it. There are several reasons why people read, but the most popular one is to fill a knowledge gap or learn more about subjects that pique their interest. For example, when we read online news, we usually read the headline first, followed by the title, and if we understand the title sufficiently, we read the first paragraph to have a general understanding of the story, and then we skim to read the full article. It's likely that we read books, magazines, novels, newspaper articles, short stories, or even Instagram captions to comprehend the information offered in the text, to pass the time, and to use the knowledge for certain purposes, like study.

Activities intended to assess a person's reading comprehension offer a great opportunity to apply the concept learning approach technique, claim Haerazi and Irawan (2020). The reading strategy that is outlined below is one that can be used. The concept learning strategy technique incorporates speaking, writing, listening, and other language

learning activities, even though it was originally designed for reading activities. Despite the fact that reading exercises were the main reason for the concept learning strategy method's development. This ability is helpful for both assessing the progress that children have made and interpreting their comprehension. This type of schooling is called the Concept Learning Strategy technique, and it involves creating individualized lesson plans for every student. As part of this learning strategy, students are encouraged to think critically and logically, take on a more active and creative role on a personal level, and conduct research to produce ideas that could be utilized to finish the commentary file's text. For students to effectively finish this learning method, they must exercise both critical and logistical thinking. Effective according to Jan Van Den Akker (1999) states that " The degree to which the experiences and results of the intervention align with the planned goals is referred to as effectiveness".

Language education is just one of the many fields that self-determination theory focuses on because it is a philosophy of human motivation and well-being (Ryan & Deci, 2017). Explaining how and why sustainable motivation and action develop is one of the explicit goals of self-determination theory. According to this theory, autonomous motivation is a better level of motive that can sustain itself and requires fewer material incentives and penalties. Controlled motivation is of inferior quality since it is less enduring and deteriorates in the absence of outside assistance and input (usually from parents and teachers). Self-determination theory contends that the quality of motivation is more significant than other theories, which largely suggest that motivation is quantitative in character. In order to get students to utilize the new language for interaction and learning without needing ongoing assistance from the teacher, the aim of language learning is to increase the level of high-quality autonomous

Vol 6, No 2 (2024): ESTEEM

motivation. Cognitive evaluation theory (CET) (Deci & Ryan 1980), which is one of SDT's six mini-theories, became well-known within the organizational psychology literature (Ambrose & Kulik 1999). The ability to comprehend, interpret and analyze written text refers to students' intrinsic motivation and their ability to make choices and control their own learning in order to enhance these psychological aspects alongside academic skills (Bloom, B. S., 1956).

Bandura's (1986) definition of self-determination can be regarded as the amount of effort and tenacity that students put forth in order to accomplish the obligations that have been assigned to them. Several research on self-determination have demonstrated that self-determination has a positive link with reading achievement and has become one of the factors that determines a student's success in learning a foreign language (Lin, Wong, & McBride-Chang, 2012; Yourtcu, 2013). In addition, self-determination has become one of the factors that has become one of the elements influencing student's success in reading. These results were discovered in the research conducted by Lin, Wong, and McBride-Chang (2012) as well as Yourtcu (2013).

Self-determination was identified as one of the characteristics that contribute to reading motivation, as determined by the outcomes of a study on reading motivation and reading comprehension carried out by Lin et al. (2012). The study was carried out in 2012. Reading in one's first language (L1), which in this case was Chinese, was related to a higher level of self-determination as compared to reading in one's second language (L2), which was English. It is implied that students are better at reading in Chinese as a result of the fact that they encounter less difficulties when reading. This is because reading poses fewer challenges for students.

When students get feedback from a range of sources, such as their friends, family, and the internet, their self-confidence in their

language skills usually increases. Since self-determination directly affects students' attitudes and motivation to pick up new language abilities, it is a crucial component of language learning. The data basically point to the fact that, in reading comprehension across all languages, self-determination becomes a crucial element.

According to Mccrudden, Perkins, and Putney's (2005) research, practicing and modeling cognitive skills like reading techniques might increase students' motivation in using strategies for learning and their sense of self-determination. These results are consistent with what Lin et al. (2012) found. Students' passion and sense of self-determination regarding reading are increased when they engage in reading practise that integrates the optimal reading method. Kids can increase their reading comprehension and level of skill competency by using the right reading strategies when they read and applying those strategies during reading practice.

When it comes to reading comprehension, students that possess a high degree of self-determination want to outperform their peers by doing their hardest and getting the highest score. They do this because they firmly believe in their own skills. Students with low levels of self-determination think that reading is hard and that learning from literature requires a lot of work. Additionally, these students think that their chances of succeeding in school are generally lower. This directly translates into a larger likelihood of giving up on these students before they've ever tried to complete the assignment. In conclusion, it is impossible to overstate the importance of creating a warm and supportive environment for students in order to encourage their desire to learn more. Zimmerman, Bonner, and Kovach (1996) assert that in order for students to determine the efficacy of their learning strategies, they must evaluate and monitor their learning progress. Students should evaluate and monitor their learning progress in order to do this. Following instruction or reading, students may

Vol 6, No 2 (2024): ESTEEM

be given an assignment or exam to gauge their level of comprehension of the material.

"Learning Concept Learning Strategy techniques encourage students to participate actively," write Haerazi and Irawan (2020), and "to realise learning as expected, learning techniques should be designed according to the right steps." Finding out what your communication goals are, practising silent reading, coming to an understanding through writing tasks, talking about what you wrote, and making comparisons are the processes involved in learning the concept learning strategy approach. One of the benefits of using the Concept Learning Strategy Technique is that it can help improve one's reading comprehension skills. b) Making use of the Concept Learning Strategy technique will encourage students to think more actively and learn, and it will also allow them to explore every potential and ability that they already owned to be developed in accordance with the content that has been acquired. c) Using the Concept Learning Strategy technique, students are able to monitor themselves and determine how well they grasp the material using their own personal level of comprehension. The Following Are Some Drawbacks to Using the Concept Learning Strategy Method: According to Smith-Burke, M. T. (2012), based on the steps followed, the shortcoming of the concept learning strategy technique is that when the students' create their own objectives at the beginning of reading and interpreting activities, each student then compares them with each other. This happens when the students' set their own goals at the beginning of reading and interpreting activities. Learning will become overly generalised and less focussed as a result of this. Students who struggle with self-assurance are more likely to become unengaged as a result of the discussions they have during the learning process. This makes it more difficult for students to actively participate in group projects.

According to Bandura (2014), self-determination is defined as people's beliefs

about their capabilities to achieve specific levels of performance that exercise influence over events that affect their life. Self-determination is a concept that has been studied extensively over the past few decades. Beliefs about one's own level of competence influence how a person thinks, feels, and acts, as well as what motivates them. The different consequences that these beliefs cause are brought about by four primary mechanisms. The cognitive, motivational, emotional, and selection processes are all included in this category.

2. METHOD

The investigator worked mostly with ninth-grade students at the Junior High School in 03 during the course of the inquiry. The researcher obtained his English education at Palembang's junior high school number three, where the Concept Learning Strategy Technique was the most commonly used method of instruction. The purpose of this study is to assess the ninth-grade students' reading comprehension levels and their assessments of their own abilities at Palembang number 24 Junior High School. A reading comprehension test will be given to the participants to complete.

The employed methodology employed a qualitative and descriptive approach. Individual words serve as the fundamental analytical building blocks for individual words, phrases, and sentences in qualitative research. A questionnaire, in-person interviews, and previously published documents were used in this inquiry to collect data. The triangulation technique was employed by the researchers to properly carry out this inquiry.

Technique of Collecting Data

The study would use a questionnaire with constrained response possibilities as its data collection approach. A questionnaire, according to Sugiyono (2014, page 199), is a technique for gathering data in which respondents are asked a series of questions or

Vol 6, No 2 (2024): ESTEEM

written questions to which they must respond. A questionnaire may also be called a written interview because it is question-based. It is the responders' responsibility to answer every question on their own. The author asked a yes/no question to ascertain the criteria for the questionnaire.

Technique of Analyzing Data

The strategy for gathering data that was employed in this investigation proved to be quite helpful in completing the investigation successfully. To gather the information required for the study, the researcher used questionnaires, interviews, and documentation. As a result, they were able to produce the intended outcome.

In order to evaluate the gathered data, the researcher will employ descriptive qualitative methodologies. Three distinct steps make up the data analysis process in descriptive qualitative research, according to Sugiyono (2008: 245). These steps work together to produce the overall process. These duties include the gathering, organizing, and presenting of data as well as the creation and verification of conclusions.

Based on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, conclusion drawing, and also analyzed with percentage through the following formula:

$$P = F/N \times 100\%$$

Where:

P = percentage

F = frequency being search percentage

N = total students

Source: Sugiyono, 2017, p. 43

3. FINDING AND DISCUSSIONS

The research was conducted at the Junior High School of 03 in this instance. The thirty students who responded to the survey are all enrolled in grade IX.10 classes. For the survey in this particular inquiry, the author used a forty-item questionnaire. In the questionnaire, the respondents are given a total of forty questions by the researcher to respond to. It is evident from the table and the following explanation of the questionnaire's results.

Table 1. The students questionnaire result

No.	Code	Score				Result
		YES	Percentage	NO	Percentage	
1.	Student 1	34	85%	6	15%	Effective
2.	Student 2	40	100%	0	0%	Effective
3.	Student 3	39	98%	1	3%	Effective
4.	Student 4	32	80%	8	20%	Effective
5.	Student 5	26	65%	14	35%	Effective
6.	Student 6	31	78%	9	23%	Effective
7.	Student 7	34	85%	6	15%	Effective
8.	Student 8	23	58%	17	43%	Effective
9.	Student 9	31	78%	9	23%	Effective
10.	Student 10	26	65%	14	35%	Effective
11.	Student 11	29	73%	11	28%	Effective

12.	Student 12	34	85%	6	15%	Effective
13.	Student 13	27	68%	13	33%	Effective
14.	Student 14	24	60%	16	40%	Effective
15.	Student 15	35	88%	5	13%	Effective
16.	Student 16	23	58%	17	43%	Effective
17.	Student 17	30	75%	10	25%	Effective
18.	Student 18	33	83%	7	18%	Effective
19.	Student 19	23	58%	17	43%	Effective
20.	Student 20	22	55%	18	45%	Effective
21.	Student 21	30	75%	10	25%	Effective
22.	Student 22	21	53%	19	48%	Effective
23.	Student 23	35	88%	5	13%	Effective
24.	Student 24	30	75%	10	25%	Effective
25.	Student 25	29	73%	11	28%	Effective
26.	Student 26	22	55%	18	45%	Effective
27.	Student 27	29	73%	11	28%	Effective
28.	Student 28	23	58%	17	43%	Effective
29.	Student 29	22	55%	18	45%	Effective
30.	Student 30	29	73%	11	28%	Effective

Based on the facts displayed in the table, it can be concluded that the Concept Learning Strategy approach is an effective teaching and learning aid. It was observed from the available questionnaire that a greater number of students indicated that they agreed with the following statements: "I believe that learning activities that use the concept learning strategy technique are more effective." This is supported by the questionnaire's results, which reveal that more students chose to answer "yes" than "no." The fact that more students chose to answer "yes" than "no" is proof of this. The percentage of students that responded positively is 90%, with 27 of them having done so. I focus more of my attention on the concept learning technique, Method of Studying. A total of 20 students, or 67% of the sample, gave an affirmative response.

When looking at reading achievement from a self-efficacy perspective, there was a difference in the students who were taught utilizing the concept learning strategy technique; this difference was further supported by the responses to many questionnaires. Regarding the conclusions that could be drawn from the answers to the

following survey: I find it uncomfortable to raise my hand in English class, even when I know the answers to the questions. Fifteen students gave a yes response, indicating a total success percentage of 83%. Twenty students responded in the affirmative, yielding a 67% ratio. 27% of the students replied, "I get so nervous in English class that I forget everything I learned." It indicates that children still have a very low level of self-determination, which makes it a highly significant aspect in the learning process. The following conclusion was reached based on the interview's findings: Though some students think learning English is a difficult subject, most students are interested in studying the language, especially in the area of reading. A few students continued to be quiet and did not engage in class because they were still unsure of their ability to speak English. The students felt that the overall caliber of the learning process was getting better after completing concept learning strategy-based trials. Students mistakenly believe that reading-intensive English language learning activities can effectively use the concept learning strategy technique.

4. CONCLUSIONS

- 1) From the result of questionnaire and interview can be conclude that the Concept Learning Strategy technique was effective to be use in the learning process
- 2) The concept learning strategy technique is more effectively used in learning reading comprehension compared to using the conventional teaching method.
- 3) There was the difference of reading achievement of students taught using the concept learning strategy technique viewed from the self-determinatio nand there was the interaction between concept learning strategy technique and self-determination towards students' reading comprehension in teaching reading comprehension skills using the concept learning strategy technique, self-determination is needed to support learning activities.

5. REFERENCES

- Akker, J. Van Den, Branch, R., Gustafson, K., Nieveen, N., & Plomp, T. (1999). *Design Approaches and Tools in Education and Training*. Kluwer Academic Publisher.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longmans, Green
- Cain, K., & Oakhill, J. (2007). *Children's Comprehension Problems in Oral and Written Language: A Cognitive Perspective*. Guilford Press.
- Dadapan, R. R., Tindowen, D. J., Mendezabal, M. J., & Quilang, P. (2022). *Graduate school students' self-determination toward online learning in the midst of the COVID-19 pandemic*. Int J Eval & Res Educ, 11(2), 555–564.
- Dimiyati. (2003). *Learning and Reading*. Gordon Dryden & Jeannette Vos.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to desIgn and evaluate research In educatIon* (8th ed.).
- Gani, H. R. A. (2019). The Use Of Team Game Tournament To Improve Students'elt Classroom Interaction And Reading Comprehension In Relation To Self-Efficacy. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 6(2), 84–90.
- Heilman, A. W., Blair, T. R., & Rupley, W. H. (2014). *Principles and practices of teaching reading*. Prentice Hall.
- Hidayah (2012), *The relationship between self determinationand speaking skill*. Vol 3(2)
- Hidayati, T. (2016). *English Language Teaching in Islamic Education in Indonesia: Challenges and Opportunities*. *Englisia*, 70-71.
- Jaya, A. (2020). *Approaches and Experiences of English Teachings in Indonesia*. *Edukasi Lingua Sastra*, 18(1), 57–65.
- Jaya, A. (2017). The Effects of Group Discussion on The Students' Speaking Achievement and Self-Efficacy. *English Empower: Journal of Linguistics and Literature*, 2(01),10-19.
- Jaya, et.al (2019). Improving The Students' Speaking Achievement Through Detailing Technique. *The 2nd International Conference on English Language Teaching and Learning (2nd ICON-ELTL) 2019*, 163.
- Jaya, et.al. (2019). The Implementation of Project Based Learning in Increasing Speaking Achievement anf Self Confiedence. *Indonesian Educational Administration and Leadership Journal (IDEAL)*,1.
- Keys, A. (2016). High school teachers' perceived self-determination in teaching literacy across the curriculum in Tennessee First Core region 1 high schools. East Tennessee State University.
- Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching reading*

- comprehension to students with learning difficulties*, 2/E. Guilford Publications.
- Lopes, J. M., Castro, J. G. F., Peixoto, J. M., & Moura, E. P. (2020). *Self-determination of medical students in two schools with different education methodologies (problem-based learning versus traditional)*. *Revista Brasileira De Educacao Medica*, 44.
- Miles, M. B., & Huberman, A. M. (2014). *Qualitative data analysis: An expanded sourcebook*. sage.
- Moleong, L. J. (2021). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.
- Muzaki, F. I. (2021). Self-determination Capabilities Reflected in Chinese Fantasy Children Stories.
- Nation, I.S.P. & Macalister, J. 2010. *Language Curriculum and Design*. New York: Taylor and Francis Group
- Pratiwi, N. (2014). Higher order thinking skill in reading exercise (An analysis of reading exercises in Pathway to English textbook for the eleventh grade of senior high school students).
- Ryan RM, Deci EL. 2017. *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness* New York: Guilford
- Sari, A., Jaya, A., Hermansyah, H., & Mortini, A. V. (2022). Using Mixidea Online Debating Strategy To Promote the Students' Speaking Ability. *Esteem Journal of English Education Study Programme*, 5(2), 298–303. <https://doi.org/10.31851/esteem.v5i2.8591>
- Serafini, F. 2012. Reading Multimodal Texts in 21st Century, *Research in the School*, Vol.19, No. 1, 26-23
- Snow, Sweet, C. a., & Anne. (2012). *Rethinking Reading Comprehension*. New York: Guilford.
- Simamora, Laura Febrianti. 2018. Pengaruh Technique Extending Concepts Through Language Activity (Concept Learning Strategy) Terhadap Kemampuan Menyimpulkan Isi Teks Laporan Hasil Observasi Siswa Kelas VII SMP Negeri 2 Percut Sei Tuan Tahun Pembelajaran 2018/2019
- Solvie, P., & Kloek, M. 2007. Using Technology Tools to Engage Students with Multiple Learning Styles in a Constructivist Learning Environment. *Contemporary Issues In Technology And Teacher Education*, 7(2), 7-27. Retrieved from <http://www.editlib.org/p/22811/>
- Tan, D., Gergle, D., Scupelli, P., & Pausch, R. 2006. *Physically Large Displays Improve Performance on Spatial Tasks*. *ACM Transactions on Computer-Human Interaction*, 13(1), 71–99
- T. Chow & S. Mohamed Ismail, *Curriculum Development, Materials Design and Methodologies: Trends and Issues* (1st ed.). Penang: University Sains Malaysia Press
- Stoller, F. L., Anderson, N. J., Grabe, W., & Komiyama, R. (2013). *Instructional Enhancements to Improve Students' Reading Abilities*. *English Teaching Forum*, 51(1), 2.
- Sumarsono, D., Muliani, M., & Bagis, A. K. (2020). The Forecasting Power Of Task-Based Language Teaching And Self-determination On Students' speaking Performance. *Journal of Languages and Language Teaching*, 8(4), 412–421.
- Sugiyono, 2008, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung.
- Sugiyono. (2019) *Metode Penelitian Pendidikan*. Yogyakarta. Alfabeta
- Sulaiman, M. (2017). *Teach Students Not The Books (A Handbook of TEFL)* (1st ed). Palembang: CV Amanah
- Unsworth, L. 2008. *Multiliteracies, E-Literature and English Teaching*. *Language and Education*, 22(1), 62–65.
- Unsworth, Len, & Wheeler, J. (2002). *Re-Valuing the Role of Images in Reviewing Picture Books*. *Reading*, 36(2), 68-74
- Uzer, Y. (2017). Penerapan Teknik Quantum Speed Reading Dalam Pengajaran

Vol 6, No 2 (2024): ESTEEM

- Pemahaman Membaca. *Wahana Jurnal Ilmu Kependidikan*, 14 (3)
- Uzer, Y. V. (2020). Teaching Reading Recount Texts Through Tri Focus Steve Snyder Technique. *Holistics*, 12(2), 41–50.
- Vayaravasamy, P., & Abdullah, A.C. 2011. *Students' and Teachers' Preferences of ESL Classroom Activities*. In A. Pandian,
- Walsh, M. (2010). Multimodal literacy: What does it mean for classroom practice? *Australian Journal of Language and Literacy*, 33(3), 211-239
- Walsh, S. 2006. *Investigating Classroom Discourse*. London: Routledge.
- Warman. L (2018). The Effect of Multimodal Texts on Students' Reading Comprehension. *International Conference od Educational Sciences*, (437-443). STMIK-AMIK Riau.
- Wibowo, Y., Syafrizal, S., & Syafriyadin, S. (2020). An analysis of English teachers' strategies in teaching reading comprehension. *JALL (Journal of Applied Linguistics and Literacy)*, 4(1), 20–27.
- Zuchdi, Darmiyati. 2012. *Terampil Membaca Dan Berkarakter Mulia*. Yogyakarta: Multi Persindo