Exploring Reading Interest and Reading Literacy of Indonesian Language in Elementary School Students: A Correlation Study

Hardhika Wahyu Dewani
Universitas Negeri Surabaya, Indonesia
Email: hardhika.21012@mhs.unesa.ac.id

Wahyu Sukartiningsih
Universitas Negeri Surabaya, Indonesia
Email: wahyusukartiningsih@unesa.ac.id

H. Hendratno
Universitas Negeri Surabaya, Indonesia
Email: hendratno@unesa.ac.id

S. Suryanti
Universitas Negeri Surabaya, Indonesia
Email: suryanti@unesa.ac.id

Abstract
The purpose of this study was to analyze the correlation between reading interest and reading literacy skills of elementary school students. This study used a correlational research method. The subjects in this study were seventy-eight fourth grade elementary school students. The sampling technique used is simple random sampling. The data collection technique used in this study was through a questionnaire consisting of 14 multiple-choice questions and a reading literacy test consisting of 6 descriptive questions. The data obtained were analyzed using SPSS 26. Based on the research results, the reading interest indicators that have a weak positive correlation with reading literacy are the desire to read, reading frequency and use of time for reading. Meanwhile, the indicators of reading interest that have a significant positive correlation with reading literacy are reading motivation and attention when reading. Overall, reading interest does not have a significant impact on reading literacy skills. This study is expected to help teachers identify factors that have the potential to influence students' reading literacy skills.

Keywords: Reading interest; reading literacy; elementary school; correlation study

Introduction

Reading comprises receptive language skills, which are the reader's efforts to receive information, knowledge, and messages that the author wishes to communicate through written language. This skill is required during learning process when students want to enlarge their horizon. According to Senen et al. (2021) reading can help individuals continue to grow, develop, and build character. The ability to read and write is essential for interpersonal communication and for obtaining a wide range of life-saving information. Furthermore, students need to develop as proficient readers because reading is essential to their performance in the classroom because it increases understanding and knowledge. Reading can improve a person's understanding and knowledge, which benefits them as one of the country's change agents (Rintaningrum, 2019). In addition, Good reading comprehension is one of the success criteria in achieving mathematics and science (Akbasli et al., 2016; Koyuncu & Firat, 2020)

In the 21st century, students need a variety of skills that include cognitive and metacognitive skills (e.g., creative, critical thinking, learning to learn), social and emotional skills (e.g., self-efficacy, collaboration and empathy), and practical and physical skills (e.g., using new information and communication technology devices) (González-pérez & Ramírez-montoya, 2022). Literacy is one of the 21st century abilities that must be learned. The capacity to read, write, speak, count, or comprehend the meaning of reading or speech content that is related to a person's cognitive abilities is known as literacy (Sholeh et al., 2021). Reading literacy is an activity that involves higher-order thinking skills in comprehending deeper conceptualization. In other words, reading literacy is more than just understanding a reading passage, but also the ability to synthesize messages and use and evaluate information (Damaianti et al., 2020).

Literacy is a functional skill that underpins academic, personal, professional, and public success (Rintaningrum et al., 2009). Reading literacy skills are important in order to be able to reflect on the various information obtained as a provision for students to participate in the field of science and technology, as well as for self-capacity development. In addition, reading literacy is expected to build character, explore critical and creative thinking skills, and be able to foster positive student participation in communication and cooperation (Rahmah & Putri, 2023). In addition, reading literacy is one of the main skills in academics to convert information into comprehension because most knowledge is obtained from books, monographs, and written documents.

One of the factors that influence the reading process is reading interest (Maden, 2018). Reading interest plays an important role in reader's text processing (Hidi, 2001; Septhin, et al., 2018). In this case, it can raise reader's motivations to understand the text in depth and has a positive effect on the reader's memory in remembering information obtained from reading activities. Students' reading interest can make them more attached to the text and confident so when they get a question, students are able to connect it with what they have read previously (Hidi, 2001).

However, in reality, students' reading interest in Indonesia is low regarding the data reported by the Organization for Economic Cooperation Development (OECD) in 2006, Indonesian people's reading culture is at the lowest position of 52 countries in the East Asia region. In addition, based on a survey conducted by UNESCO in 2012, Indonesian people have a very low reading interest of 0.001 percent. This means that in a thousand communities, there is only one community that has an interest in reading.

Based on research conducted by Kirby et al. (2011) which examined the relationship between reading interest and reading skill with a sample of 117 elementary school students from the first to third grades, there was a weak relationship between reading interest and students' reading skills in the early years of elementary school. Similarly, Fitria (2019) research undertaken on 47 students in grade VIII of junior high school found that there was a high correlation between reading interest and students' reading comprehension. However, research conducted by Rahayu et al. (2018) on the correlation between reading interest and reading habits with students' reading comprehension ability showed a significance value of 0.416 (p > 0.05). This proves that the reading interest variable does not correlate with the reading comprehension ability variable.

A number of contradictory study findings suggest that further investigation is required to ascertain the connection between reading interest and literacy. The present study focused on revealing the nexus between reading interest and literacy in which the indicators of reading interest have not been employed. Employing this objective, the present study intends to intensely describe the fourth-grade elementary students' reading interest and literacy. This study formulated research questions as follows: 1) The level of reading interest and reading literacy of elementary school students, 2) The relationship between the desire to read and reading literacy, 3) The relationship between reading motivation and reading literacy, 4) The relationship between reading frequency and reading literacy, 5) The relationship between the use of time to read and reading literacy, 6) The relationship between attention when reading and reading literacy, 8) The relationship between reading interest and reading literacy.

Literature review

Reading is a cognitive process in understanding thoughts and symbols presented in writing (Gedik & Akyol, 2022). The definition of reading literacy according to PISA is the ability to understand, use, evaluate, reflect and be interested in texts to achieve goals, build potential and knowledge, and to participate fully in society (Rahmah & Putri, 2023). In this study, the reading literacy indicators studied consisted of 1) finding information related to text, 2) identifying and explaining problems in the text, 3) compiling inferences related to reading content, 4) reflecting on reading content and linking to personal experience, 5) evaluating the suitability of the title and reading content (OECD,2013). Reading literacy contributes significantly to mathematics and science achievement (Akbasli et al., 2016; Koyuncu & Firat, 2020). In addition, reading literacy is important because it can influence a person's way of thinking and acting (Rintaningrum, 2019).

Interest in reading is the desire and drive from within to carry out reading activities accompanied by efforts to read (Mirnawati, 2020). In this study, the reading interest indicators studied consisted of 1) desire to read, 2) reading motivation, 3) reading frequency, 4) use of time to read, and 5) attention when reading. According to Hidi (2001) interest plays an important role in processing reading texts. Interest has a positive and strong influence on readers' comprehension and memory. Interest can not only be aroused through text features, but can be aroused by other aspects of a situation. The reader's individual interest and situational interest (aroused by text segments, themes, and topics) contribute to increased comprehension and learning.

Reading interest in reading comprehension plays an important role as a basis for achieving reading goals (Wigfield et al., 2015). In addition, students need to have an interest in reading when understanding texts, because it can motivate them to read for pleasure (Guthrie et

al., 2013). The results of Becker et al (2010) study showed that students' reading interest in fourth grade had a positive and ongoing impact on their reading ability in sixth grade. Students who consider reading as a fun activity tend to read more often and thus can develop their reading ability to be better. However, research conducted by (Rahayu et al., 2018) on the correlation between reading interest and reading habits with students' reading comprehension ability showed a significance value of 0.416 ($p > 0.05$). This proves that the reading interest variable does not correlate with the reading comprehension ability variable.

Research method

Research design

The research design used in this study is a quantitative design. This study used a correlational research method. Correlational research was quantitative research that used correlational statistical analysis to determine the relationship between two or more variables (Cresswell, 2015). This study examined the relationship between reading interest (as the independent variable or X) and reading literacy (as the dependent variable or Y).

Subject of the research

This research was conducted in 3 elementary schools in Surabaya, East Java. The subjects of this study were 78 grade 4 students consisting of 23 students from Elementary School A, 29 students from Elementary School B, and 26 students from Elementary School C. The subjects consisted of 39 boys (50%) and 39 girls (50%) who were chosen using simple random sampling technique. Simple random sampling is a sampling technique where each member of the population has the same opportunity to be selected (Cresswell, 2015).

Research instrument and validation of instrument

Questionnaire and test were the instruments used to collect data in this study. Before being used, questionnaires and tests need to be validated theoretically based on content and language to obtain results that are appropriate to the research context. Theoretical validation was carried out by experts based on theoretical studies related to reading interest and reading literacy in order to test the instrument rationally. The questionnaires and tests were validated by Indonesian language assessment experts. Validation focused on language and content and the tests were tailored to the thinking abilities of fourth grade students. After being validated by experts, revised according to the experts' suggestions and the instrument has been declared valid, the researcher then carries out an empirical validation test. This trial aims to determine the level of difficulty, the discriminating power of the questions, the validity and reliability of the questions so that the test is suitable for use in research. Researchers conducted a trial reading literacy test on other classes that had the same characteristics as the research subjects.

Data collection prosedures

Data related to reading interest (X) was collected using a questionnaire, while data related to reading literacy (Y) was collected using a description test. The items on the questionnaire consist of 14 closed-ended questions arranged based on a four-choice Likert scale with reading interest indicators covering 1) desire to read, 2) reading motivation, 3) reading frequency, 4) use of time to read, and 5) attention when reading. The questionnaire is in the form of sheets that are distributed directly to respondents and must be completed within 30 minutes.

Reading literacy tests are designed according to research needs. The test is in the form of a description consisting of 6 questions arranged based on reading literacy indicators which include: 1) finding information related to text, 2) identifying and explaining problems in the text, 3) compiling inferences related to reading content, 4) reflecting on reading content and linking to personal experience, 5) evaluating the suitability of the title and reading content. Scoring the reading literacy test referred to the developed rubric. The reading literacy test is in the form of sheets that are distributed directly to students and must be completed within 60 minutes.

Data analysis

The data obtained from the research respondents were exported to Microsoft Excel and were analyzed using SPSS 26 to analyze inferential statistics to answer the research questions. Data normality test was examined using Kolmogrov-smirnov and the correlation test used Spearman.

Results
Level of students' reading interest and reading
Reading interest

The statements in the questionnaire are arranged based on reading interest indicators. Reading interest indicators consist of desire to read, reading motivation, reading frequency, use of time to read, and attention when reading. The summary results of the analysis of the student reading interest questionnaire are presented in the table below.

Table 1. Students' Reading Interest Questionnaire Results

Indicator	No.	Score							
		1		2		3		4	
		F	%	F	%	F	%	F	%
The desire to read	1.	1	1,28	3	3,85	37	47,43	37	47,43
	2.	7	8,97	31	39,74	36	46,15	4	5,13
	3.	54	69,23	20	25,64	3	3,85	1	1,28
	4.	32	41,02	6	7,69	28	35,89	12	15,38
Reading motivation	5.	0	0	11	14,10	46	58,97	21	26,92
	6.	45	57,69	9	11,54	22	28,20	2	2,56
	7.	7	8,97	52	66,67	15	19,23	4	5,13
	8.	3	3,85	14	17,95	19	24,36	42	53,85
Reading frequency	9.	12	15,38	47	60,26	19	24,36	0	0
	10.	6	7,69	40	51,28	31	39,74	1	1,28
	11.	14	17,95	59	75,64	5	6,41	0	0
The use of time for reading	12.	19	24,36	29	37,18	13	16,67	17	21,79
	13.	0	0	34	43,59	36	46,15	8	10,26
Attention when reading	14.	8	10,26	12	15,38	54	69,23	4	5,13

Based on table 1, the reading interest indicator consists of five indicators, namely the desire to read, motivation to read, frequency of reading, use of time to read and attention when reading. In the desire to read indicator, 47.43% of students read books because of their own desires. Meanwhile, in the reading motivation indicator, only 26.92% of students realize that reading is very important for them. In the reading frequency indicator, there are 60.26% of students who only read one book other than textbooks in a day. In addition, only 21.79% of

students use their free time to read. Then, there are 5.13% of students who focus their attention when reading.

In this study, students' reading interest was classified into high reading interest, moderate reading interest, and low reading interest. Students were stated to have high reading interest if their questionnaire scores were in the range of 42 to 54. This means that students have enthusiasm in reading. At the moderate reading interest level, the reading interest questionnaire scores obtained by students were in the range of 28 to 41. In other words, students were quite interested in reading. Meanwhile, students were stated to have low reading interest if their questionnaire scores were in the range of 14 to 27. This means that students have low interest in reading.
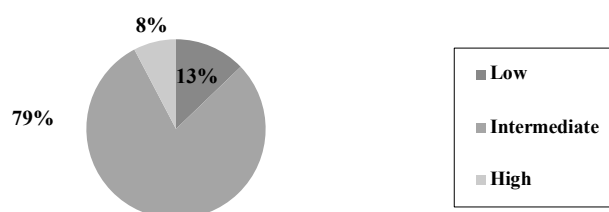

Figure 1. Level of students' reading interest

The reading interest questionnaire was analyzed and summarized based on the questionnaire indicators, then the scores of each individual were accumulated. Indicator 1 consists of four questions, indicator 2 consists of three questions, indicator 3 consists of three questions, indicator 4 consists of two questions, indicator 5 consists of two questions. Based on the results of the questionnaire recapitulation, as many as (13%) 10 students showed a low level of reading interest, (79%) 62 students showed a medium or moderate level of reading interest, and (8%) 6 students showed a high level of reading interest.

Reading literacy

Questions in the reading literacy test are arranged based on reading literacy indicators. Reading literacy indicators consist of finding information related to the text, identifying and explaining problems in the text, compiling inferences related to reading content, reflecting on reading content and linking to personal experience, and evaluating the suitability of the title and reading content. The summary results of the analysis of students' reading literacy tests are presented in the table below.

Table 2. Students' reading literacy

Indicator	No	Correct answer	
		F	%
Finding information related to text	1.	58	74,36
	2.	8	10,26
Identifying and explaining problems in the text	3.	31	39,74
Compiling inferences related to reading content	4	7	8,97

Reflecting on reading content and linking to personal experience	5	10	12,82
Evaluating the suitability of the title and reading content	6	10	12,82

Based on table 2, the reading literacy consist of five indicators, namely finding information related to the text, identifying and explaining the problems in the text, compiling inferences related to reading content, reflecting on reading content and linking to personal experience, and evaluating the suitability of the title and reading content. The indicator of finding information related to the text in question number 1, there were 74.36% of students who answered the question correctly. While in question number 2, only 10.26 students answered the question correctly. Furthermore, in the indicator of identifying and explaining problems in the text, there were 39.74% of students who answered the question correctly. Meanwhile, in the indicator of compiling inferences related to reading content, only 8.97% of students answered the question correctly. In addition, in the indicator of reflecting on reading content and linking to personal experience, and evaluating the suitability of the title and contents of the reading, only 12.82% of students answered the question correctly.

In assessing students' reading literacy, literacy is grouped into high reading literacy, intermediate reading literacy, low reading literacy, and very low reading literacy. The grouping is adjusted based on the data obtained. Students are declared to have high reading literacy if their reading literacy test scores are in the range of 19 to 24. At the intermediate reading literacy level if their reading literacy test scores are in the range of 13 to 18. At the low reading literacy level, the reading literacy test scores obtained by students are in the range of 7 to 12. While students are declared to have very low literacy if their reading literacy test scores are in the range of 1 to 6. Figure 2 shows the level of students' reading literacy.
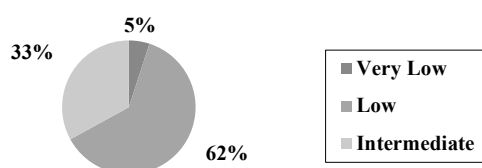

Figure 2. Level of students' reading literacy.

The reading literacy essay test was analyzed and summarized based on the test indicators, then each individual's score was accumulated. Indicator 1 consists of two questions, indicator 2 consists of one question, indicator 3 consists of one question, indicator 4 consists of one question, indicator 5 consists of one question. Based on the test recapitulation results, as many as (5%) 4 students showed a very low level of reading literacy, (62%) 48 students showed a low level of reading literacy, and (33%) 26 students showed a intermediate level of reading literacy.

The correlation between students' desire to read and reading literacy

The results of normality test undertaken using Kolmogrov-smirnov showed a significance level of 0.02 on desire to read and 0.00 on reading literacy, which meant that the data distribution was not normal. In this case, the correlation test used Spearman test. The correlation between *students' desire to read* and reading literacy is presented in the table below.

Table 3. Spearman's correlation questioner of students' desire to read and reading literacy

		Desire to read	Reading literacy
Desire to read	Correlation coefficient	1,000	,010
	Sig. (2-tailed)		,928
	N	78	78
Reading literacy	Correlation coefficient	,010	1,000
	Sig. (2-tailed)	,928	
	N	78	78

Table 3 shows that there is an insignificant positive correlation between students' desire to read indicator and reading literacy which has a significance of 0.928 (p> 0.05). The positive correlation means that the greater the desire of students to read, the greater the ability of reading literacy. This confirms that the students' desire to read has a positive impact on the ability of students to read literacy, although it is not significant.

The correlation between reading motivation and reading literacy

The normality test showed a significance level of 0.00 on motivation to read and 0.00 on reading literacy, which meant that the data distribution was not normal. Thus, the correlation test used Spearman test. The correlation between reading motivation and reading literacy is presented in the table below.

Table 4. Spearman's correlation test of students' reading motivation and reading literacy

		Reading motivation	Reading literacy
Reading motivation	Correlation coefficient	1,000	,269*
	Sig. (2-tailed)		,017
	N	78	78
Reading literacy	Correlation coefficient	,269*	1,000
	Sig. (2-tailed)	,017	
	N	78	78

Based on table 4, it shows that there is a significant positive correlation in the reading motivation indicator with reading literacy which has a significance of 0.017 (p <0.05). This significant positive correlation means that the higher the students' reading motivation, the higher the students' reading literacy will be. This means that reading motivation has a significant positive impact on reading literacy.

The correlation between reading frequency and reading literacy

The results of normality test showed a significance level of 0.00 for reading frequency

and 0.00 for reading literacy, which meant that the data distribution was not normal. Therefore, the correlation test used Spearman. The correlation between reading frequency and reading literacy is presented in the table below.

Table 5. Spearman correlation test of reading frequency and students' reading literacy

		Reading frequency	Reading literacy
Reading frequency	Correlation coefficient	1,000	,044
	Sig. (2-tailed)		,699
	N	78	78
Reading literacy	Correlation coefficient	,044	1,000
	Sig. (2-tailed)	,699	
	N	78	78

Based on table 5, it shows that there is a positive correlation that is not significant in reading frequency with reading literacy which has a significance of 0.699 (p <0.05). In other words, the higher the frequency of reading students, the higher their reading literacy scores will be. This confirms that the frequency of reading students has a positive impact on students' reading literacy skills, although not significant.

The correlation between the use of time for reading and reading literacy

The result of normality test obtained a significance level of 0.00 for the use of time for reading and 0.00 for reading literacy, indicating that the data distribution was not normal. Thus, the correlation test used Spearman test. The correlation between use of time for reading and reading literacy is presented in the table below.

Table 6. Spearman correlation test of students' use of time for reading and their reading literacy

		Use of time for reading	Reading literacy
Use of time for reading	Correlation coefficient	1,000	,021
	Sig. (2-tailed)		,854
	N	78	78
Reading literacy	Correlation coefficient	,021	1,000
	Sig. (2-tailed)	,854	
	N	78	78

Table 6 shows that there is a positive correlation that is not significant in the indicator of the use of time for reading with reading literacy which has a significance of 0.854 (p <0.05). This positive correlation means that the longer the time students use to read, the more their reading

literacy will increase. This confirms that the use of time for reading has a positive impact on students' reading literacy even though it is not significant.

The correlation between attention when reading and reading literacy

The normality test showed a significance level of 0.00 for attention when reading and 0.00 for reading literacy, which meant that the data distribution was not normal. Hence, the correlation test used Spearman. The correlation between attention when reading and reading literacy is presented in the following table.

Table 7. Spearman correlation test of students' attention when reading and reading literacy

		Attention when reading	Reading literacy
Attention when reading	Correlation coefficient	1,000	,241*
	Sig. (2-tailed)		,034
	N	78	78
Reading literacy	Correlation coefficient	,241*	1,000
	Sig. (2-tailed)	,034	
	N	78	78

Table 7 shows that there is a significant positive correlation between attention while reading and reading literacy with a significance of 0.034 (p <0.05). This positive correlation means that the greater the attention while reading, the greater the students' reading literacy will be. This confirms that attention while reading has a significant positive impact on students' reading literacy.

The correlation between reading interest and reading literacy

The normality test showed a significance level of 0.20 for reading interest and 0.00 for reading literacy, which indicated that the data distribution was not normal. Thus, the correlation test used Spearman test. The correlation between reading interest and reading literacy is presented in the table below.

Table 8. Spearman correlation test of students' reading interest and reading literacy

		Reading interest	Reading literacy
Reading interest	Correlation coefficient	1,000	,123
	Sig. (2-tailed)		,282
	N	78	78
Reading literacy	Correlation coefficient	,123	1,000
	Sig. (2-	,282	

tailed)	78	78
N		

Table 9 shows that reading interest and reading literacy have a weak positive correlation with a significance value of 0.282 > 0.05. This positive correlation means that the higher the students' reading interest, the higher their reading literacy will be. This confirms that reading interest has a positive impact on students' reading literacy skills, although it is not significant.

Discussion

According to this study's findings, the majority of elementary school students had medium levels of reading interest. This indicated that efforts must be made to increase elementary school students' reading interest. In line with Khairuddin (2013) and Noortyani (2018) research findings, students' reading interests and habits are at a moderate level. According to Marin & Bocos (2021) an important factor that influences students' interest in reading books is the personal example given by parents and teachers

The results of this study also indicated that students typically perceived low reading literacy. Hal ini ditunjukkan melalui perolehan skor literasi membaca mayoritas siswa tergolong rendah. This exhibits the necessity to raise students' reading literacy. Some previous studies also revealed similar findings to this study where most of them obtained that students' reading literacy was inadequate (Chintia et al., 2018; Linnakyla¨ et al., 2004). Low student interest or engagement in reading became one of the factors contributing to low student reading literacy since students' moods were affected by their interest in the reading material, which helped them concentrate when reading (Lustyantie & Aprilia, 2020; Meldawati et al., 2023). In order to increase their comprehension, students who were highly interested in reading would be immersed in and thoroughly involved in reading activities (Lubis, 2018). Based on the results of several previous studies reading interest and reading literacy can be increased through providing interventions in learning. The interventions are in the form of implementing reading strategies and learning models, as well as using learning media and teaching materials (Maulida et al., 2022; Fisher et al. 2002; Barus et al., 2021; Kuşdemir & Bulut, 2018; Käsper et al, 2018; Hendratno et al., 2022; Dewani et al., 2020; Yusnia et al., 2023).

Overall, our findings show that reading interest and reading literacy have a positive but insignificant correlation. This means that reading literacy will increase along with increasing students' reading interest, although it does not have a significant impact. Thus, in general, reading literacy can also be influenced by other factors so that reading interest is not the only factor that contributes to reading literacy. In addition, this study examines the correlation between reading interest and reading literacy in more detail. This study found that the indicators of reading frequency, desire to read and use of time for reading have a positive but insignificant correlation with reading literacy. This means that reading frequency, desire to read, and use of time for reading do not have a significant effect on students' reading literacy.

However, this study also found that there were two indicators of reading interest that were positively and significantly correlated, namely reading motivation and attention when reading. This showed that the higher the motivation to read and attention when reading, the higher the students' reading literacy. In the same line, studies conducted by Kuşdemir & Bulut (2018) which proved that there was a significant correlation between reading motivation and reading comprehension in elementary school students. Similarly, Lan &Yu (2022) also found that reading motivation played an important role in the achievement of reading literacy in formal schools. On the other hand, the findings of McGeown et al. (2015) showed that reading

motivation was also a predictor of students' reading comprehension and summarizing skills. In addition to reading motivation, this study also found that the indicator of attention when reading was also positively and significantly correlated with reading literacy. Similarly, a study undertaken by Yildiz & Çetinkaya (2017) proved that attention when reading had a significant effect on reading comprehension. In this case, to improve reading skills, activities that increased attention were necessary.

Conclusion

In this study, students' reading interest levels were classified into three groups, namely low, medium, and high. According to this study's findings, the majority of elementary school students had medium levels of reading interest. According to the study's findings and the discussion, reading motivation and attention when reading are two indicators that have a major influence on reading literacy. This showed that the higher the motivation to read and attention when reading, the higher the students' reading literacy. Then, it was followed by reading desire, reading frequency, and use of time to read. Therefore, teachers must motivate students to read by developing learning models, media and teaching materials that can motivate and focus students' attention while reading, because they can help improve students' reading literacy.

This study is only limited on examining the correlation of reading interest and reading literacy in elementary school students. Therefore, in order to gain more knowledge related to the correlation of reading interest with reading literacy, future research should use wider scope of research setting, for instance, at the junior high school, senior high school, or college levels.

References

Akbasli, S., Sahin, M., & Yaykiran, Z. (2016). The effect of reading comprehension on the performance in science and mathematics. *Journal of Education and Practice*, *7*(16), 108–121.

Barus, I. R. G., Simanjuntak, M. B., & Resmayasari, I. (2021). Reading literacies through evieta-based learning materials: students' perception (study case taken from vocational school–IPB University). *Journal of Advanced English Studies*, *4*(1), 15–20.

Becker, M., McElvany, N., & Kortenbruck, M. (2010). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. *Journal of Educational Psychology*, *102*(4), 773–785. https://doi.org/10.1037/a0020084

Chintia, G. R., Vianty, M., & Rosmalina, I. (2018). An investigation into students' pisa reading literacy performance and reading engagement. *The Journal of English Literacy Education*, *5*(2), 118–143.

Cresswell, J. W. (2015). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Pearson.

Damaianti, V. S., Abidin, Y., & Rahma, R. (2020). Higher order thinking skills-based reading literacy assessment instrument: An Indonesian context. *Indonesian Journal of Applied Linguistics*, *10*(2), 513–525. https://doi.org/10.17509/ijal.v10i2.28600

Dewani, H. W., Kisyani, & Hendratno. (2020). Development of media pop up card folklore to improve the critical reading skills of grade-iv students elementary school. *International Journal of Innovative Science and Research Technology*, *5*(1), 901–907. https://www.ijisrt.com/development-of-media-pop-up-card-folklore-to-improve-the-critical-reading-skills-of-gradeiv-students-elementary-school

Fisher, D., Frey, N., & Williams, D. (2002). Seven literacy strategies that work. *Educational Leadership*, *60*(3), 70–73.

Fitria, W. (2019). Reading interest and reading comprehension : A correlational study. *Journal Educative : Journal of Educational Studies*, *4*(1), 95. https://doi.org/10.30983/educative.v4i1.1333

Gedik, O., & Akyol, H. (2022). Reading difficulty and development of fluent reading skills: An action research. *International Journal of Progressive Education*, *18*(1), 2022. https://doi.org/10.29329/ijpe.2022.426.2

González-pérez, L. I., & Ramírez-montoya, M. S. (2022). Competencies types (learning skills, literacy skills, life skills) components of education 4.0 in 21st century skills frameworks: Systematic review. *Sustainability (Switzerland)*, *14*(3), 1–31

Guthrie, J. T., Klauda, S. L., & Ho, A. (2013). Modeling the relationships among reading instruction, motivation, engagement, and achievement for adolescents. *Reading Research Quarterly, 48*, 9–26. doi: 10.1002/rrq.035

Hendratno, H., Yermiandhoko, Y., & Yasin, F. N. (2022). Development of Interactive story book for ecoliteration learning to stimulate reading interest in early grade students elementary school. *IJORER : International Journal of Recent Educational Research*, *3*(1), 11–31. https://doi.org/10.46245/ijorer.v3i1.179

Hidi, S. (2001). Interest, reading, and learning: Theoretical and practical considerations. *Educational Psychology Review*, *13*(3), 191–209. https://doi.org/10.1023/A:1016667621114

Käsper, M., Uibu, K., & Mikk, J. (2018). Language teaching strategies' impact on third-grade students' reading outcomes and reading interest. *International Electronic Journal of Elementary Education*, *10*(5), 601–610. https://doi.org/10.26822/iejee.2018541309.

Khairuddin, Z. (2013). A study of students' reading interests in a second language. *International Education Studies*, *6*(11), 160–170. https://doi.org/10.5539/ies.v6n11p160.

Kirby, J. R., Ball, A., Geier, B. K., Parrila, R., & Wade-Woolley, L. (2011). The development of reading interest and its relation to reading ability. *Journal of Research in Reading*, *34*(3), 263–280. https://doi.org/10.1111/j.1467-9817.2010.01439.x

Koyuncu, İ., & Fırat, T. (2020). Investigating reading literacy in PISA 2018 assessment. *International Electronic Journal of Elementary Education*, *13*(2), 263–275. https://doi.org/10.26822/iejee.2021.189.

Kuşdemir, Y., & Bulut, P. (2018). The relationship between elementary school students' reading comprehension and reading motivation. *Journal of Education and Training Studies*, *6*(12), 97. https://doi.org/10.11114/jets.v6i12.3595.

Lan, X., & Yu, Z. (2022). A Bibliometric review study on reading literacy over fourteen years. *Education Sciences*, *13*(1), 27. https://doi.org/10.3390/educsci13010027.

Linnakyla¨, P., Malin, A., & Taube, K. (2004). Factors behind low reading literacy achievement. *Scandinavian Journal of Educational Research*, *48*(3), 231–249. https://doi.org/10.1080/00313830410001695718.

Lubis, M. A. (2018). The development of teaching comics to improve interest in reading civic

education in MIN Ramba Padang, South Tapanuli Regency, Indonesia. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, *I*(3), 71–83.

Lustyantie, N., & Aprilia, F. (2020). Reading Interest and achievement motivation: A study in an EFL context. *TESOL International Journal*, *15*(4), 147–166.

Maden, S. (2018). Digital reading habits of pre-service turkish language teachers. *South African Journal of Education*, *38*(December), 1–12. https://doi.org/10.15700/saje.v38ns2a1641.

Marin, D.-C., & Bocoș, M. (2021). Strategies to improve children's interest in reading activities. *Educatia 21*, *20*(April), 39–46. https://doi.org/10.24193/ed21.2021.20.05.

Maulida, I., Suma, K., & Sudiana, N. (2022). Thematic handouts teaching materials based on picture stories improving reading interest and learning outcomes of fourth grade elementary school students. *Journal for Lesson and Learning Studies*, *5*(3), 334–341.

McGeown, S. P., Duncan, L. G., Griffiths, Y. M., & Stothard, S. E. (2015). Exploring the relationship between adolescent's reading skills, reading motivation and reading habits. *Reading and Writing*, *28*(4), 545–569. https://doi.org/10.1007/s11145-014-9537-9.

Meldawati, S. F. ., & Hamid, A. H. A. . (2023). Students' strategies and self-efficacy in reading comprehension. *Journal of Language Learning and Assessment*, *1*(1), 9–18. Retrieved from https://e-journal.naifaderu.org/index.php/jlla/article/view/75

Mirnawati. (2020). Penggunaan media gambar dalam pembelajaran untuk meningkatkan minat baca siswa. *Jurnal Didaktika*, *9*(1), 98–112.

Noortyani, R. (2018). An exploratory study on students' reading interest development through independent reading-retelling activity. *Arab World English Journal*, *9*(2), 108–117. https://doi.org/10.24093/awej/vol9no2.7

OECD. (2013). *PISA 2012 Assessment and analytical framework: Mathematics, reading, science, problem solving and financial literacy,* OECD Publishing.

Rahayu, R. (2018). Korelasi antara minat baca dengan kemampuan membaca pemahaman mahasiswa PBSI FKIP Universitas Syiah Kuala. *Jurnal Bahasa Dan Sastra*, *12*(1), 103–109.

Rahmah, A. N., & Putri, R. F. (2023). Literacy, numeracy, and scientific literacy levels for junior high school students in Banjarmasin. *JOURNAL of EDUCATIONS*, *23*.

Rintaningrum, R. (2019). Explaining the important contribution of reading literacy to the country's generations: Indonesian's perspectives. *International Journal of Innovation, Creativity and Change*, *5*(3), 936–953.

Rintaningrum, R., Author, S., & Pack, P. D. F. (2009). Changes in the concept and definition of reading literacy . pdf. *TEFLIN Journal*, *20*(1), 8.

Senen, A., Sari, Y. P., Herwin, H., Rasimin, R., & Dahalan, S. C. (2021). The use of photo comics media: Changing reading interest and learning outcomes in elementary social studies subjects. *Cypriot Journal of Educational Sciences*, *16*(5), 2300–2312. https://doi.org/10.18844/cjes.v16i5.6337.

Septhin, K., Mulawarman, W. G., & Suhatmady, B. (2018). Hubungan minat baca dengan kemampuan menulis teks ekposisi siswa kelaa xi smk negeri 9 Samarinda. *DIGLOSIA : Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, *1*(2), 89–100. https://doi.org/10.30872/diglosia.v1i2.pp89-100.

Sholeh, M., Murtono, M., & Masfuah, S. (2021). Efektivitas pembelajaran google classroom dalam meningkatkan kemampuan literasi membaca siswa. *Jurnal Educatio FKIP UNMA*, *7*(1), 134–140. https://doi.org/10.31949/educatio.v7il.889.

Wigfield, A., Eccles, J. S., Fredricks, J. A., Simpkins, S., Roeser, R. W., & Schiefele, U. (2015).

Development of achievement motivation and engagement. In M. E. Lamb., & R. M. Lerner (Eds.), *Handbook of child psychology and developmental science* (pp. 657–700). Hoboken, NJ: John Wiley & Sons.

Yildiz, M., & Çetinkaya, E. (2017). The Relationship between Good Readers' Attention, Reading Fluency and Reading Comprehension. *Universal Journal of Educational Research*, *5*(3), 366–371. https://doi.org/10.13189/ujer.2017.050309.

Yunisah, N., Arifin, A., & Ridwan, R. (2023). Improving reading comprehension of narrative text by using l-b-a (literature-based approach) at the ninth-grade students of SMP Negeri 1 Nunukan. *Journal of Language Learning and Assessment*, *1*(2), 62–72. Retrieved from https://e-journal.naifaderu.org/index.php/jlla/article/view/100