

CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH DAN
EKSPRESI KREATIF ILMU PENDIDIKAN**

**The Influence of Learning Environment and Student's Attitudes Towards
Student's Reading Comprehension in Senior High School**

**The Influence of Students' Motivation and Visual Learning
Style Toward Students' Reading Comprehension at Junior High School**

***Implementasi Model Pembelajaran Inquiry Berbantuan Metode Index Card
Match Materi Perkiraan (Estimasi) pada Mata Kuliah Statistika Matematika***

**The Influence of Interest and Learning Environment on Senior High School
Students' Narrative Texts Reading Achievement**

**The Influence of Self Regulation And Visual Learning Styles Towards
Students Reading Comprehension in Vocational High School**

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THE INFLUENCE OF LEARNING ENVIRONMENT AND STUDENT'S ATTITUDES TOWARDS STUDENT'S READING COMPREHENSION IN SENIOR HIGH SCHOOL

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Abstrak: Penelitian ini mengkaji pengaruh lingkungan belajar dan sikap siswa terhadap pemahaman membaca siswa di sekolah menengah. Penelitian ini menggunakan desain korelasional kuantitatif dengan metode survei. Populasi penelitian terdiri dari 208 siswa kelas sepuluh di SMK Pemuda 1 Kesamben pada tahun ajaran 2024/2025. Sebanyak 137 siswa ditentukan menggunakan rumus Slovin, dan sampel dipilih melalui teknik purposive sampling. Data dikumpulkan menggunakan kuesioner berskala Likert dan tes pemahaman membaca teks naratif. Data dianalisis menggunakan regresi linear berganda dengan bantuan perangkat lunak SPSS. Hasil penelitian menunjukkan bahwa minat belajar bahasa Inggris dan lingkungan belajar berpengaruh signifikan terhadap kemampuan membaca siswa, baik secara parsial maupun simultan. Lingkungan belajar terbukti menjadi prediktor yang lebih kuat. Hasil ini mengindikasikan bahwa peningkatan sikap siswa dalam belajar bahasa Inggris dan penciptaan lingkungan belajar yang mendukung dapat meningkatkan keterampilan membaca mereka. Temuan ini memberikan implikasi praktis bagi guru, pihak sekolah, dan pengembang kurikulum untuk menumbuhkan minat serta mengoptimalkan suasana pembelajaran dalam pengajaran membaca bahasa Inggris.

Kata Kunci: *pengaruh, lingkungan belajar, sikap siswa, pemahaman membaca*

Abstract: This study investigates the influence of the learning environment and students' attitudes towards Student's Reading Comprehension in senior high school. This research used a quantitative correlational design with a survey method. The population consisted of 208 tenth-grade students at SMK Pemuda 1 Kesamben in the academic year 2024/2025. A total of 137 students were selected using the Slovin formula, and the sample was chosen through purposive sampling. Data were collected using a Likert-scale questionnaire and a narrative text reading comprehension test. The data were analyzed using multiple linear regression with SPSS. The findings revealed that both interest in learning English and the learning environment significantly influenced students' reading achievement, both partially and simultaneously. The learning environment emerged as the stronger predictor. These results suggest that improving students' attitudes to learn English and creating a supportive learning environment can enhance their reading skills. The findings offer practical implications for teachers, schools, and curriculum developers to foster interest and optimize learning settings in English reading instruction.

Keywords: *influence, learning environment, student's attitudes, reading comprehension*

INTRODUCTION

English is an international language that has an important role in various aspects of life, including education, global communication, technology, and the world of work. According to Ilyosovna (2024), English is an international language that has official or dominant status in many countries, and is one of the main languages studied for advancement in global life. With this, mastery of English is one of the skills that students need to have in the current era of globalization. In the educational environment, English language skills are needed to support students' understanding of subject matter presented in the form of English texts, including narrative texts. Therefore, mastery of English is an important foundation in shaping literacy competencies and supporting students' academic achievement.

One of the important skills in mastering English is the ability to read. Reading is one of the basic skills that students must have in their education, especially in developing student literacy. Reading is not only a tool to obtain information but also the basis for understanding the broader context of culture and communication. At the senior high school level, reading narrative texts becomes a very important part of students' understanding of moral, social and cultural values.

According to Graham, S. and Hebert (2010), good reading skills not only improve literacy but also support academic success. Reading narrative texts also plays a role in developing students' empathy, as stated by Mar et al (2009), who mentioned that exposure to narrative texts can influence one's attitude towards issues. However, the reading achievement of high school students in Indonesia is still relatively low. Based on the results of the Program for International Student Assessment (PISA) survey, Indonesian students' reading skills are below

the international average ("PISA 2018 Results (Volume VI)," 2020). The low reading achievement in Indonesia is a significant weakness and a major challenge for human resource development. Therefore, efforts to improve reading achievement must be a priority, involving various parties, including the government, educational institutions, and the community itself

Reading is one of the receptive language skills, where someone receives and understands information from written text. According to Anderson et al. (1985), reading is a process that involves readers constructing meaning based on the interaction between information in the text and the knowledge they have. Meanwhile, according to Grabe and Stoller (2019), reading is the ability to take meaning and interpret text appropriately. Thus, reading is a complex process that involves the ability to recognize words, understand meaning, and interpret and evaluate information from a text. According to Snow (2001), reading achievement is an indicator of students' success in mastering reading skills, which include literal, inferential, and evaluative comprehension. Thus, reading achievement is not only measured by the number of words read, but also by the extent to which readers understand and use information from the text. In this study, the text used in reading achievement uses narrative text. Narrative text is a type of text that aims to tell a series of events arranged chronologically, usually to entertain or convey a moral message.

Achievement in reading narrative texts is not only determined by students' linguistic abilities, but also by various internal and external factors that influence each other. Like the factors of interest and learning environment greatly influence reading ability. The learning environment also influences achievement in this context, narrative text reading achievement. According to Harjali (2019), the learning

environment is a place with conditions and atmosphere that can influence changes in student abilities. Thus, the learning environment plays an important role in student learning achievement, especially in this context, narrative text reading achievement.

The Learning environment is all physical, social, and psychological conditions that are around students and can influence the learning process and outcomes. This is in line with the opinion of Kate (2023), who says that a supportive and good learning environment is enriched with adequate learning facilities, and a good atmosphere makes students more comfortable, more concentrated on their academic activities which result in high academic achievement. A conducive learning environment is very important because it can support students with external incentives. This motivation is key to fostering a long-lasting commitment to self-improvement and knowledge acquisition throughout life.

Student attitude is a key factor in achieving academic success and self-development. Lechu Zysberg (2005), a positive learning attitude includes three main components: motivation, interest and self-confidence. This attitude affects the quality of learning, academic results, and students' social abilities. Zysberg's research shows that students with positive learning attitudes tend to have higher academic achievement, better social skills, and the ability to adapt to change. Teachers and educators play an important role in developing students' positive learning attitudes. Effective strategies include: providing constructive feedback, developing an engaging curriculum, creating a supportive learning environment, and facilitating social interactions. Apart from that, implementing active learning methods, using technology, and developing critical skills can also increase positive learning attitudes. In this

way, students can develop optimal academic, social and emotional abilities. This will have a positive impact on academic success, career and personal life.

MATERIALS

A. Reading Comprehension

Reading is defined as the process of constructing meaning from written text. It requires cognitive skills such as decoding, comprehension, interpretation, and critical analysis. Reading is an active and complex process that involves interaction between the reader and the text to construct meaning. (Francoise Grellet, 1981) Reading is a process of constant guessing, and what one brings to the text is often more important than what one finds in it. This statement emphasizes the importance of the reader's background knowledge and experience in understanding the text. Reading can also be seen as an important life skill. In the context of education, reading is the foundation of learning in all subjects. A student who has good reading skills will find it easier to understand lessons, analyze information, and argument.

In reading there are several types of basic reading texts, namely descriptive, narrative, recount, report, and procedure. Of the five types, the choice is narrative. Narrative text is a type of text that tells a story. With the purpose of entertaining or informing the reader through a series of events that involve characters and settings. (Anderson & Anderson, 1997) argues that narrative text tells a story. Its purpose is to present a world view that entertains or informs the reader or listener. (Anderson & Anderson, 1997) also provides examples of narrative such as fantasy novels, bedtime stories (spoken), historical fiction and stories. (H Abbott, 2002) also emphasizes that

narrative is a representation of an event or series of events. (Anderson & Anderson, 1997) states that narrative text is a piece of text that tells a story and thus entertains or informs the reader or listener.

(Anderson & Anderson, 1997) explain that the steps in composing narrative text are: (1) Orientation, in this paragraph the narrator tells the audience who is in the story, when the story takes place, where the story takes place, and what is happening. (2) Complication, this is the part of the story where the narrator tells something that will start a series of events. These events will affect one or more characters. The Complication is the trigger. (3) Sequence of events, this is where the narrator tells how the characters react to the complications. This includes how they feel and what they do. Events can be told in chronological order (the order in which they occur) or with flashbacks. The audience is given the narrator's point of view. (4) Resolution, in this part of the narrative, complications are sorted out or problems are solved. (5) Coda, the narrator includes a coda if there is a moral or message that can be learned from the story.

Reading ability is a person's ability to understand, interpret, and evaluate the meaning of written text. In the context of English language learning, reading ability refers to students' capacity to recognize words, understand sentence structures, capture main ideas, and draw conclusions from English reading. (Snow, 2001) explains that reading is an active process in constructing meaning. (Snow, 2001) emphasizes that reading ability involves exploring and constructing meaning from written texts through the reader's interaction with the language used.

Reading ability can be defined as the ability to recognize words in a text, identify their meaning, and understand the relationship between ideas and information conveyed in the text. (Gray, 2019) argues that reading ability as an achievement is shown in reading speed, comprehension, and other phases of the reading act. Various forms of achievement depend on certain mental activities, such as reasoning, imagination, and perception. Readers who have good reading skills can not only read word by word but can also understand the message as a whole and connect the information with their previous knowledge.

B. Learning Environment

In the context of senior high schools in Indonesia, the learning environment plays a fundamental role in shaping students' academic experiences and determining their performance, particularly in reading. It refers to the total physical, social, psychological, and instructional setting in which learning takes place. Joy Palmer and Phillip Neal, (1994) describes the learning environment as the social, psychological, and pedagogical context that influences student engagement and learning outcomes. This includes the physical classroom setting, teacher-student interaction, classroom climate, instructional methods, and the availability of learning.

A positive and well-organized learning environment is especially important for Indonesian students, as it helps them navigate various academic demands while fostering confidence, motivation, and engagement in learning activities such as reading.

The learning environment includes classroom infrastructure (lighting,

seating, ventilation), access to reading resources (such as school libraries and digital texts), teacher competence, and school culture. Brown (2001) emphasizes that a positive learning environment enhances student motivation and engagement, which are essential for acquiring literacy skills.

When students feel safe, respected, and supported by both peers and teachers, they are more likely to participate in reading activities and improve their comprehension and critical thinking. classifies the learning environment into dimensions such as relationship, personal development, and system maintenance. These dimensions are particularly relevant in Indonesian schools, where community values, teacher authority, and peer dynamics significantly affect student behavior and attitudes toward learning.

Furthermore, schools in Indonesia that foster interactive and student-centered learning environments by incorporating group discussions, project-based learning, and varied reading tasks are more successful in enhancing students' reading abilities. In classrooms where students are encouraged to express opinions, access diverse reading materials, and receive constructive feedback from teachers, reading becomes not just an academic requirement but a meaningful and enjoyable part of learning.

Therefore, creating a conducive learning environment in Indonesian high schools is essential to support students' literacy development and to prepare them for higher education and lifelong learning.

C. Students' Attitude

The concept of students' attitudes towards learning, particularly in the context of reading, is a multidimensional construct that encompasses cognitive, emotional, and behavioral components. Zysberg (2005), attitudes are not merely passive reflections of internal preferences; rather, they actively shape and are shaped by the educational context in which students are situated. In his research on academic motivation and emotional intelligence, students attitudes towards the role of students' personal dispositions and emotional responses in influencing their engagement with learning tasks. Students who hold positive attitudes towards reading, for instance, are more likely to approach texts with curiosity, persistence, and a willingness to comprehend challenging material. These attitudes function as internal drivers that either facilitate or hinder their overall academic performance.

Students' attitudes are formed through a dynamic interaction between the learner's internal psychological state and external influences such as teacher support, classroom climate, and peer interaction. In this regard, students' attitudes towards reading cannot be separated from the broader learning environment. A supportive, intellectually stimulating environment tends to cultivate more favorable attitudes, which in turn lead to greater reading proficiency and comprehension. Conversely, a lack of encouragement or a stressful academic atmosphere can contribute to the development of negative attitudes, which may manifest in avoidance behaviors, reduced motivation, and low academic achievement. Therefore, understanding

students' attitudes towards reading involves not only assessing their expressed feelings or preferences but also exploring the contextual and emotional factors that sustain those attitudes over time.

From an educational standpoint, insights offer valuable implications for pedagogical practice. He suggests that fostering positive attitudes requires more than simply delivering content; it necessitates the intentional cultivation of emotional engagement and psychological readiness among students. Teachers play a pivotal role in this process by modeling enthusiasm for reading, creating opportunities for meaningful interaction with texts, and validating students' efforts and progress. By aligning instructional strategies with students' affective needs, educators can help transform reading from a compulsory task into a personally meaningful and intellectually enriching experience. As such, students' attitudes towards reading, as conceptualized by Zysberg, are not static traits but evolving dispositions that reflect and influence the complex interplay between learner, content, and environment.

D. Previous Studies

In this research, there are some reviews of related literature finding from the previous research, they are:

In the previous research, there was a title that was similar to this research, namely "The effect of information technology, learning environment, and library facilities on reading interest of students of SMAN 92 Jakarta by M.Bus, Ayu Sugiarti". This research is different from this previous research, namely the previous one focused on improving reading in the library environment, while mine

increases the influence of the learning environment by improving learning in the classroom.

In contrast, my study aims to investigate the influence of both the learning environment and students' attitudes simultaneously on senior high school students' reading ability. This approach provides a more comprehensive perspective by combining external factors (such as classroom conditions, teacher support, and school facilities) with internal factors (like students' interest, motivation, and perceptions toward reading). By integrating these two dimensions, the study seeks to uncover a more holistic understanding of what influences students' reading performance. This not only fills a gap in previous research but also contributes valuable insights for educators and policymakers in designing more effective strategies to enhance students' reading skills.

RESEARCH METHODOLOGY

Multiple linear regression analysis and survey methodologies are used in this study's quantitative methodology. Utilizing numerical data that can be statistically examined, the quantitative technique was chosen to methodically test hypotheses regarding the impact of independent variables on the dependent variable. According to Creswell (Creswell, 2009), Explanatory research, or research that uses hypothesis testing to explain the causal link between variables, is a good fit for the quantitative approach.

This research uses a quantitative design with a regression research method that uses a group structure of variables X1: Learning environment, X2: Student's Attitudes towards, and Y: Students reading. This design is used to calculate teaching data

based on student learning environments and student attitudes towards student reading skills. This research is included in quantitative research. Kasiram,(2008), explains that quantitative research is a research method which uses data processing in the form of numbers as a tool to analyze it and carry out research, especially regarding what has been researched previously.

POPULATION AND SAMPLE

1. Population

The subjects of this research were class X students at SMK Pemuda 1 Kesamben, located on Jl.A.Yani No.7 Kesamben, Blitar Regency, East Java Province. There are 208 students in the 2024/2025 academic year who are divided into 7 classes (A-G) according to their respective majors, namely: Accounting, Digital Business, TKJ, DKV, TKR. The number of students in a class ranges from 10-45 students, ensuring a diverse representation of academic abilities and interests.

Netra (1976) states that the population is the whole Individuals have common or general characteristics that are similar characteristics. The population in this study were all class X students Kesamben 1 Youth Vocational School.

2. Sample

A sample is a collection of items drawn from a population that are then examined. Using the sample, choices or estimates are made on population parameters (Graybill & Iyer, 1962). This study uses purposive sampling technique, which is a sampling technique based on specific considerations that are in conformity with the objectives and needs of the study. This technique is used because not all members of the population have the characteristics needed to answer the problem

formulation in this study. The sample selection criteria in this study are as follows:

Students in class X of SMK Pemuda 1 Kesamben, Blitar Regency, who are actively participating in the learning process in the even semester of the 2024/2025 school year.

Students who are willing to become respondents by filling out research instruments honestly and completely.

Learners who do not have obstacles in basic literacy, such as reading limitations or certain learning disorders.

The Slovin formula (with a 5% error rate) was used to determine the number of samples used in this investigation if the demographic data was available with certainty. Slovin's formula is as follows:

$$n = \frac{N}{1 + N \cdot e^2}$$

Notes:

n = number of samples

N = total population

e = error rate (error tolerance)

DATA COLLECTION PROCEDURE

There were various methods to acquire primary data, including:

1. Questionnaires

The The major instrument in this study was a questionnaire used to measure Learning Environment and Students' Atitude variables. The questionnaire is constructed in the form of a Likert scale with four alternative answers, namely: Very Rarely (SJ), Rarely (J), Sometimes (KK), Often (S), and Very Often (SS). The preparation of statement items in the questionnaire refers to the indicators of each variable, which have been validated

by expert judgment to ensure content validity.

2. Test

An instrument in the form of an objective test was used to gather information on students' reading comprehension skills, which were the dependent variable. This test is prepared in the form of multiple choice based on reading texts that are in accordance with the cognitive level of students.

DATA ANALYSIS TECHNIQUE

The purpose of the data analysis method in this study is to investigate how the independent factors, student's attitudes (X_2) and learning environment (X_1), affect the dependent variable, reading comprehension (Y). With the aid of the statistical processing software SPSS, a quantitative approach was taken in the analysis.

RESULT

Using the Kolmogorov-Smirnov method to ensure that the residuals are normally distributed. (Pallant, 2020) argues that Normal is used to describe a symmetrical, bell-shaped curve, which has the greatest frequency of scores in the middle with smaller frequencies towards the extremes. Data is declared normal if the significance value (Sig.) > 0.05. interpretation :If the Sig. The value is greater than 0.05, it indicates that the residual data are normally distributed, which means the regression model meets the assumption of normality. Assess the normality of the distribution of scores (Sig. Value of more than .05) indicates normality.(Pallant, 2020). Linearity Test: This test is conducted to verify whether the relationship between the independent variables (learning and Student's attitudes) and the dependent variable (Student's Reading Comprehension) is linear.

The relationship is considered linear if the significance value of Linearity <0.05 and

deviation from Linearity >0.05, then the model can be said to be linear." Conversely, If Deviation from Linearity <0.05, then there is a deviation from the linear relationship, so that the relationship between variables is not linear.(Ghozali, 2021) Data Analysis, data were analyzed using SPSS 20 software. Classical assumption tests including normality, linearity, multicollinearity, and heteroscedasticity were conducted. Regression analysis was then applied to determine the relationship and impact between the variables.

FIINDINGS AND DISCUSSION

The results of the multiple linear regression analysis revealed a strong and significant influence of both Learning Environment Students attitudes towards students' Reading ability. The regression model yielded an R value of 0.772, indicating a high correlation between the independent variables (X_1 : Learning Environment, X_2 : Students' Attitudes) and the dependent variable (Y : Students Reading Comprehension). The coefficient of determination ($R^2 = 0.596$) suggests that approximately 59.6% of the variance in English reading ability can be explained by students' levels of learning Environment and Students attitudes.

Table 1. Results

Variable	Coefficient (β)	t-value	Significance (p-value)
Learning Environment (X_1)	0.421	6.734	0.000
Student's Attitudes (X_2)	0.348	5.891	0.000

Indicates statistical significance at $p < 0.05$, confirming that each variable individually has a significant effect on

students' English reading ability. The F-test for overall model significance also showed $F = 134.21$, $p < 0.05$, validating the regression model's appropriateness. The descriptive statistics showed that the mean scores for learning environment and student's attitudes were above average, indicating that students generally perceive themselves as capable of learning autonomously and maintaining consistent study habits. However, variation in scores suggests room for improvement, particularly in developing deeper reading comprehension strategies. These findings also echo prior research by Patras et al. (2021), who established that discipline enhances students' responsibility and, consequently, their learning outcomes. Although their study did not directly measure English reading skills, the parallels are evident. Moreover, Jamil (2022) found that learning environment and discipline significantly predicted academic success, especially when students engaged in self-managed learning strategies-such as summarizing reading texts or using concept maps practices highly relevant to reading skill development.

The findings underscore the critical role of learner autonomy and behavioral self-regulation in enhancing reading proficiency among junior high school students. Students who demonstrated higher levels of independent learning were more likely to perform better on the English reading test, suggesting that the ability to set goals, seek resources, and evaluate progress independently enables students to engage meaningfully with texts. This supports Williams (2003), who noted that independent learning fosters ownership of knowledge construction, particularly in language learning contexts.

Similarly, student's attitudes emerged as a strong predictor of English reading achievement. Students who reported being able to manage their time effectively, avoid

distractions, and maintain consistent study habits had significantly higher reading scores. This aligns with Bear (2010), who emphasized the importance of student's attitudes in academic success. In the specific context of English reading.

CONCLUSION

This study explored the significance of the learning environment and student's attitudes on the English reading ability of tenth-grade students at SMK Pemuda 1 Kesamben. Through quantitative analysis using multiple regression, it was found that both independent learning and self-discipline had a significant and positive influence on students' English reading proficiency. The coefficient of determination ($R^2 = 0.596$) indicates that approximately 59.6% of the variance in reading ability can be explained by these two psychological and behavioral factors.

The findings highlight that students who exhibit stronger learning environment skills-such as setting learning goals, seeking learning resources, and monitoring their own progress tend to achieve higher levels of English reading comprehension. Likewise, students with a high level of student's attitudes characterized by time management, motivation, persistence, and resistance to distractions-are better able to sustain the focused effort required for reading and understanding English texts, particularly narrative genres.

The study confirms that the combination of learning environment and students attitudes produces a compounded positive effect, suggesting that these two constructs are not only individually beneficial but also mutually reinforcing. When nurtured simultaneously, they significantly enhance students' capacity to read, analyze, and comprehend English texts effectively.

In summary, the study contributes valuable empirical evidence to the field of English language education by demonstrating that fostering learner autonomy and behavioral regulation are essential for improving reading outcomes at the senior high school level.

RECOMMENDATIONS

Several recommendations for further research are as follows:

Mixed Methods

Combining quantitative and qualitative methods can provide deeper insights into how and why learning environments and students' attitudes affect reading achievement.

Add Other Variables

Factors such as IQ, EQ, learning motivation, intensity of learning outside school hours, learning strategies, use of technology in learning, interaction with peers and student absence rates.

Longitudinal Research

Because this study used a cross-sectional design, which only captures conditions at one point in time, future research could benefit from a longitudinal approach. This would allow researchers to see how changes in the learning environments and students' attitudes over time can affect students' reading achievement on an ongoing basis, thus providing insight into the dynamics of this relationship.

Sample Coverage

To increase the generalizability of future research results to involve more students from various educational and cultural backgrounds. In addition, conducting a comparative study between students in urban and rural areas to be able to reveal differences in how learning environments and students' attitudes affect students' reading achievement.

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