

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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Ketua Penyunting

Feri Huda, S.Pd., M.Pd

Wakil Ketua Penyunting

Dra. Riki Suliana RS, M.Pd

M. Khafid Irsyadi, S.T., M.Pd

Penyunting Ahli

Suryanti, S.Si., M.Pd

Cicik Pramesti, S.Pd., M.Pd

Penyunting Pelaksana

Kristiani, S.Pd., M.Pd

M. Ali Mulhuda, S.Pd., M.Pd

Alamat Penerbit/Redaksi : Universitas PGRI Adi Buana Kampus Blitar: Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493. Langganan 2 Nomor setahun Rp. 200.000,00 ditambah ongkos kirim Rp. 50.000,00.

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THE INFLUENCE OF INTEREST AND LEARNING ENVIRONMENT ON SENIOR HIGH SCHOOL STUDENTS' NARRATIVE TEXTS READING ACHIEVEMENT

Muhamad Hafidz Shidiq¹⁾, Dessy Ayu Ardini^{2)*}
dessvardini@gmail.com
Universitas PGRI Adi Buana Kampus Blitar

Abstrak: Penelitian ini mengkaji pengaruh minat belajar bahasa Inggris dan lingkungan belajar terhadap prestasi membaca teks naratif pada siswa sekolah menengah kejuruan. Penelitian ini menggunakan desain korelasional kuantitatif dengan metode survei. Populasi penelitian terdiri dari 241 siswa kelas X di SMK PGRI 1 Kota Blitar pada tahun ajaran 2024/2025. Sebanyak 150 siswa dipilih menggunakan rumus Slovin, dan pengambilan sampel dilakukan dengan teknik purposive sampling. Data dikumpulkan menggunakan kuesioner berskala Likert dan tes pemahaman membaca teks naratif. Data dianalisis menggunakan teknik regresi linear berganda dengan bantuan perangkat lunak SPSS. Hasil penelitian menunjukkan bahwa minat belajar bahasa Inggris dan lingkungan belajar berpengaruh signifikan terhadap prestasi membaca siswa, baik secara parsial maupun simultan. Lingkungan belajar terbukti menjadi prediktor yang lebih kuat. Hasil ini mengindikasikan bahwa peningkatan minat siswa untuk 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 kondisi pembelajaran dalam pengajaran membaca bahasa Inggris.

Kata Kunci: *pengaruh, minat, lingkungan belajar, prestasi membaca*

Abstract: This study investigates the influence of interest in learning English and learning environment on students' achievement in reading narrative texts among senior high school students. This research used a quantitative correlational design with a survey method. The population consisted of 241 tenth-grade students at SMK PGRI 1 Kota Blitar in the academic year 2024/2025. A total of 150 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 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' interest 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, interest, learning environment, reading achievement*

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' skills because it can help students understand 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.

Among the many factors, interest is one of the important aspects in improving student achievement, especially in reading English narrative text. According to Halim (2019), interest in foreign language learning is a state of wanting to learn or know something with curiosity and a strong tendency in a person to learn a foreign language voluntarily. In this context, students' interest in learning English plays an important role in improving comprehension of reading English narrative texts. This suggests the need for more comprehensive interventions in English language teaching.

Besides interest in learning English, the learning environment also plays an important role in supporting literacy skills.

According to Harjali (2019), a supportive learning environment can affect students' learning processes and outcomes, both directly and indirectly. A supportive environment includes various factors, such as a comfortable learning space, availability of facilities, family support and a sense of security in learning. According to Kate (2023), the learning environment is an important area that must be studied and managed properly to improve students' academic performance. Thus, a supportive learning environment can create an atmosphere that encourages students to read more and improve students' academic performance.

However, while there have been many studies that discuss the effect of interest in learning English or learning environment on students' academic achievement, few studies have examined both factors together in the context of reading narrative texts. The interaction between interest in learning English and learning environment can provide a broader picture of the factors that influence students' reading achievement. Using regression method, this study aims to identify the extent to which English language learning interest and learning environment simultaneously and partially affect high school students' narrative text reading ability.

The regression method was chosen because it is able to reveal the relationship between two or more variables quantitatively. In the context of this research, the regression method is used to measure the effect of interest in learning

English and learning environment on the ability to read narrative text. Regression analysis allows to find out which variable has the dominant influence and see the interaction between the independent variable and the dependent variable

This research is expected to provide new insights in understanding the role of interest in learning English and the learning environment in improving students' reading skills. In addition, the results of this study can be used as a basis for designing more effective learning strategies.

Thus, this research aims to analyze the influence of interest and learning environment on senior high school students' narrative texts reading achievement, both partially and simultaneously.

MATERIALS

A. Narrative Text Reading Achievement

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. According to Halim (2019), interest is one of the factors in learning ability, because if there is no interest, students will not be enthusiastic about learning. Meanwhile, according to Harjali (2019), the learning environment is a determining factor in success in the process of forming student behavior. Therefore, student interest and student learning environment play a very important role in the ability to read narrative texts.

B. Students' Interest

Interest is a person's tendency to feel continuously attracted to a particular object or activity without any coercion from outside parties. According to Halim (2019), interest is a continuous tendency that reflects a person's pleasure and attachment to an activity. In the context of language education, interest plays an important role in determining the level of student involvement in the learning process.

According to Nisa, et al. (2017), interest in learning is the main drive that arouses students' enthusiasm for learning because of their interest in a lesson. Interest has a major influence on students' learning motivation. The higher a person's interest in a lesson, the greater the likelihood of achieving learning success in that field.

C. Learning Environment

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 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 to be external incentives. This motivation is key to fostering a long-lasting commitment to self-improvement and knowledge acquisition throughout life.

D. Previous Studies

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

(Elgi, 2022), found that the influence of reading interest on student learning achievement at SMA Negeri 1 Salang, Simeulu Regency, was analyzed through data collection carried out using observation, interview, and documentation techniques. Interviews were conducted directly with the principal, Islamic Religious Education teachers, and randomly selected students to obtain a comprehensive perspective on reading habits and their impact on academic achievement. Based on the results of the study, data was obtained showing that students who have good reading habits tend to achieve higher achievement compared to students who are less active in reading. This finding confirms that reading not only functions as a means of obtaining information, but also contributes significantly to students' academic success.

(Elva, 2024), found that research on the influence of the learning environment on student learning achievement in social science subjects at MTS Darul Hikmah Pekanbaru showed that there was a significant influence between the learning environment and student learning achievement in social studies subjects. This study used a quantitative descriptive approach and was analyzed using the product moment correlation technique using the SPSS program. The results of the analysis showed a t-value of 1.732 which

was greater than t-table 1.677 and a significance value of 0.006 which was less than 0.05. This indicates that H_0 is rejected and H_a is accepted, which means that there is a positive and significant relationship between the learning environment and student learning achievement. Thus, this study strengthens the finding that the learning environment contributes significantly to students' academic achievement.

(Putra & Suryani, 2022), found that research on the influence of reading interest on the ability to read fable texts in Class VII students, showed that reading interest had a significant effect on the ability to read fable texts. This study used a quantitative approach with a survey method and an associative research strategy, where data was collected through questionnaires. The regression equation obtained is $Y = 0.908 + 0.069X$ with a coefficient of determination (R Square) of 0.246. This shows that reading interest contributes 24.6% to the ability to read fable texts, while the remaining 75.4% is influenced by other factors not examined in this study.

(Adawiyah, 2017), found that research on the influence of school environment and reading interest on students' Indonesian reading skills conducted at MIN Paju Ponorogo in the 2016/2017 Academic Year showed that the school environment and reading interest significantly influenced students' reading skills.

This study used a quantitative approach with data collection techniques through questionnaires. The results of the statistical analysis showed that the school environment contributed 26.1% to reading skills, with an Fcount value = 5.645 and a significance of 0.030. Meanwhile, reading interest gave an influence of 30.8%, evidenced by Fcount = 7.109 and a significance of 0.017.

Simultaneously, the school environment and reading interest gave an influence of 36.4% on students' reading skills, with Fcount = 4.289 and a significance value of 0.034. Because all

significance values are less than 0.05, H_0 is rejected and H_a is accepted, which means that all these variables have a significant effect on students' reading skills.

(Chulasoh, 2013), found that the research conducted at SMA Negeri 2 Purworejo proved that learning interest and learning environment had a positive and significant effect on student learning achievement, both partially and simultaneously. This study used a quantitative and qualitative approach, with data collection through a questionnaire on a sample of 72 grade XI IPS students selected by random sampling. The results of the descriptive analysis showed that learning interest was in the good category (51.4%), the learning environment was in the sufficient category (36.1%), and learning achievement was low (43.1%). The results of multiple regression showed a determination coefficient (R^2) of 0.276, with a contribution of learning interest of 0.352 and a learning environment of 0.361. The partial test (t-test) showed that both learning interest (t count = 3.797; sig = 0.000) and the learning environment (t count = 3.337; sig = 0.001) had a significant effect on learning achievement.

Simultaneously, both also have a significant effect based on the ANOVA test (Fcount = 13.140; sig = 0.000).

Based on the previous studies reviewed, it can be concluded that both students' interest in learning and the learning environment consistently play important roles in improving academic achievement, particularly in reading skills. Previous research by (Elgi, 2022) and (Putra and Suryani, 2022) demonstrated that students with higher reading interest tend to achieve better reading performance, while studies by (Elva, 2024) and (Chulasoh, 2013) confirmed that a supportive learning environment significantly enhances students' academic achievement. Furthermore, (Adawiyah, 2017) found that reading interest and the school environment jointly have a significant effect on students' reading skills, indicating that internal and external

factors complement each other in promoting learning success. Although these studies were conducted in different educational contexts and focused on various subjects and reading materials, they consistently highlight that fostering students' learning interest and providing a conducive learning environment are essential for improving academic outcomes. However, most previous studies examined these variables separately or in different contexts, leaving a gap in understanding their combined influence on students' narrative text reading achievement, which the present study seeks to address.

RESEARCH METHOD

This study used a quantitative approach with a survey method and multiple regression analysis. The quantitative approach was chosen because it allowed the author to measure and analyze data in numerical form objectively. According to Rana, Gutierrez, and Oldroyd (2021), the quantitative method was the process of collecting and analyzing numerical data that aimed to answer research questions scientifically and in a structured manner.

The quantitative approach in this study focused on collecting data that could be measured and analyzed statistically. According to Creswell (2014), the quantitative approach was an approach that was oriented towards testing theories through the collection of numerical data and statistical analysis. This approach allowed researchers to identify patterns and relationships between variables, as well as to make generalizations from the research results.

Furthermore, the collected data were analyzed using multiple regression analysis techniques. According to Uyanık and Güler (2013), regression analysis was a statistical technique used to estimate and test the relationship between two or more variables, especially to see the effect of independent variables on dependent variables in a causal relationship.

This technique was very relevant to use in this study, to determine how much influence interest in learning English and the learning environment had on narrative text reading achievement, either partially or simultaneously.

POPULATION AND SAMPLE

1. Population

The population in this study was all grade X students of SMK PGRI 1 Kota Blitar in the 2024/2025 academic year, which totaled 241 students. This population was spread over several expertise programs or departments, namely Computer and Network Engineering (TKJ), Machining Engineering (TPM), Automotive Light Vehicle Engineering (TKR), and Motorcycle Engineering and Business (TSM). In detail, the population consisted of classes X TKJ, X TPM, X TKR 1, X TKR 2, X TSM 1, and X TSM 2.

2. Sample

The sample in this study was selected using purposive sampling technique. According to Etikan, Musa, and Alkassim (2017) purposive sampling is a non-random technique that is done by deliberately selecting participants who have certain qualities, based on their knowledge, experience, and ability to communicate information relevant to the focus of the study. In the context of this study, the sample criteria was set to be grade X students who have participated in English language learning, especially those who have understood and studied narrative texts in the teaching and learning process. To determine the sample size, the author used the Slovin formula with a margin of error of 5%. This formula is used so that the number of samples taken remains proportional to the total population, but still within the limits of research resource efficiency.

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

Where:

n = Sample size

N = Population size (241 students)

e = Margin of error (5%/0.05)

$$n = \frac{241}{1 + 241(5\%)^2}$$

$$\begin{aligned} n &= \frac{241}{1 + 241(0.0025)} \\ n &= \frac{241}{1 + 0.6025} \\ n &= \frac{241}{1.6025} = 150.39 \end{aligned}$$

Based on these calculations, a total of 150 respondents were obtained, spread over several classes, namely X TPM, X TKJ, X TKR 1, X TSM 1, and X TSM 2. Thus, these sampling techniques and procedures are expected to provide valid and relevant data to support the analysis in the study.

DATA COLLECTION PROCEDURE

Data collection was done through:

1. Questionnaires

In this study, the author collected data on the independent variables using the questionnaire method. This method was chosen because it was considered the most suitable for obtaining data that were subjective but could be processed quantitatively. According to Kuphanga (2024), questionnaires are a structured data collection method and are widely used in various types of research, especially in quantitative approaches. Questionnaires allowed the author to compile relevant and systematic questions, so that the data obtained could be compared and analyzed statistically. In its implementation, the questionnaire was prepared using a Likert scale with a value range of 1 to 5, where number 1 meant Strongly Disagree, number 2 meant Disagree, number 3 meant Neutral, number 4 meant Agree, and number 5 meant Strongly Agree. Thus, the use of the questionnaire method in this study was expected to provide an accurate and representative picture of the variables studied.

2. Reading Achievement Test

After the completion of the questionnaires, the author collected data on the dependent variable, namely narrative text reading achievement, using data collection techniques in the form of tests. This test was designed to measure students' ability to understand narrative reading, both in terms of content, structure, and

moral messages in the text. The test material consisted of 10 narrative reading texts that were selected and arranged according to the students' level of understanding. Each reading text was accompanied by 5 multiple-choice questions, so the total number of questions in this test was 50 items. The questions were designed to explore various aspects of reading achievement, such as recognizing the main idea, inferring text content, understanding vocabulary in context, and analyzing the intrinsic elements of narrative texts. Through the results of this test, the author obtained each student's reading achievement score, which was then used as data in analyzing the relationship with the independent variables in this study.

DATA ANALYSIS TECHNIQUE

The data collected from the questionnaires and the reading achievement test were analyzed using multiple regression analysis with the help of the IBM SPSS Statistic version 26 software. This statistical method was employed to determine the relationship between the independent variables (student interest and learning environment) and the dependent variable (reading achievement).

RESULT

Classic Assumption Test

Classical assumption tests were conducted to ensure that the regression model met the statistical requirements needed to produce accurate and reliable predictions regarding the relationship between English Language Learning Interest, Learning Environment, and Narrative Text Reading Achievement, here are several assumption tests were conducted:

Normality Test

The Kolmogorov-Smirnov normality test was used to determine whether the data in the independent variables (Learning Interest and Learning Environment) and the dependent variable (Reading Achievement) are normally distributed or not. The One-Sample Kolmogorov-Smirnov (K-S) test, a non-parametric method, was employed for this purpose. The analysis included 150

participants for each variable, ensuring a sufficiently large sample size for reliable normality assessment. The descriptive statistics and K-S test results are summarized below:

Table 1. The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test			
	Reading Achievement	Interest	Learning Environment
N	150	150	150
Test Statistic	0.063	0.046	0.045
Asymp. Sig. (2-tailed)	.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

Asymp. Sig. (2-tailed) score of Interest in learning English shows a significance value of 0.200 (>0.05) so that the data of Interest in learning English score is normally distributed.

Asymp. Sig. (2-tailed) Learning Environment score shows a significance value of 0.200 (>0.05) so that the Learning Environment score data is normally distributed.

Asymp. Sig. (2-tailed) Reading Achievement score shows a significance value of 0.200 (>0.05) so that the Reading Achievement score data is normally distributed.

Linearity Test

The linearity test is used to determine whether the relationship between the independent variables (Interest in learning English and Learning Environment) and the dependent variable (Reading Achievement) is linear. The data is considered linear if the linearity significance value is less than 0.05 and the deviation from linearity significance value is greater than 0.05.

Table 2. The Result of Linearity Test Interest in learning English (X_1) on Reading Achievement (Y)

ANOVA Table		
		Sig.
Reading Achievement * Interest	(Combined)	0.411
	Linearity	0.000
	Deviation from Linearity	0.737

The significance value in the Linearity row is 0.000 which is smaller than 0.05 (<0.05). This shows that there is a linear relationship between the interest in learning English variable and the reading achievement variable.

Meanwhile, the significance value on the Deviation from Linearity row is 0.737 which is

greater than 0.05 (>0.05). This means that there is no significant deviation from linearity, so the relationship formed between the two variables can be said to be linear.

Table 3. The Result of Linearity Test Learning Environment (X_2) on Reading Achievement (Y)

ANOVA Table		
		Sig.
Reading Achievement * Learning Environment	(Combined)	0.042
	Linearity	0.000
	Deviation from Linearity	0.286

The significance value in the Linearity row is 0.000 which is smaller than 0.05 (<0.05). This shows that there is a linear relationship between the learning environment variable and the reading achievement variable.

Meanwhile, the significance value on the Deviation from Linearity row is 0.286 which is greater than 0.05 (>0.05). This means that there is no significant deviation from linearity, so the relationship formed between the two variables can be said to be linear.

Multicollinearity Test

This test checks the correlation between independent variables. It is important to confirm that the Variance Inflation Factor (VIF) value is less than 10 and the tolerance value is above 0.1.

Table 4. The Result of Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Interest	0.801	1.248
	Learning Environment	0.801	1.248

Based on the results of the multicollinearity test, the VIF value for X_1 was 1.248 and X_2 was 1.248 while the tolerance for X_1 was 0.801 and X_2 was 0.801. Because all VIF values were <10 and tolerance > 0.1 , there was no multicollinearity.

Heteroscedasticity Test

The heteroscedasticity test was used to test whether in the regression model there was a variance disparity from the residual of one observation to another. The heteroscedasticity test in this study was through the Glejser test.

independent variables significantly affected the squared residuals (indicated by a p-value < 0.05 or a test statistic greater than the chi-square table), it could be concluded that heteroscedasticity

Table 5. The Result of Heteroscedasticity Test

Coefficients	
	Sig.
(Constant)	1.000
Interest	1.000
LearningEnvironment	1.000

From the Glejser test, the significance value for X_1 and X_2 were 1.000 (>0.05) so there are no symptoms of heteroscedasticity.

Regression Analysis Results

This section presents the results of the regression analysis conducted to determine the effect of Interest in learning English and Learning Environment on Reading Achievement.

Table 6. Regression Analysis Result

Coefficients			
Model		B	Std. Error
1	(Constant)	26.510	2.458
	Interest	0.032	0.015
	Learning Environment	0.065	0.020

Regression Model

Multiple linear regression equation obtained from the analysis results:

$$Y = 26.510 + 0.032x_1 + 0.065x_2$$

with:

Y = Reading Achievement

X_1 = Interest in learning English

X_2 = Learning Environment

The constant 26.510 indicated that if X_1 and X_2 were zero, then Y (Reading Achievement) was 26.510. Furthermore, the X_1 coefficient of 0.032 indicated that every 1 unit increase in the Interest in learning English Test increased Reading Achievement by 0.032, if other variables remained constant. While, the X_2 coefficient of 0.065 indicated that each 1 unit increase in the Learning Environment Test increased Reading Achievement by 0.065, if other variables remained constant.

t-test (Partial)

The t-test was used to find out whether Learning Interest and Learning Environment had a significant influence on listening comprehension partially. The test used a significance level of 0.05. Here are the results of the t-test;

Table 7. *t-test Result*

Coefficients			
Model		t	Sig.
1	(Constant)	10.787	0.000
	Interest	2.229	0.027
	Learning Environment	3.257	0.001

Because the sig value was <0.05 for both variables, H₁ was accepted. meaning that Interest in learning English (X₁) had a significant effect on Reading Achievement (Y), and Learning Environment (X₂) also had a significant effect on Reading Achievement (Y).

F-test (simultaneous)

The F-test was used to determine whether the independent variables Learning Interest and Learning Environment had a simultaneous effect on the dependent variable, Reading Achievement (Y). The decision criterion was that if the significance value (Sig.) was less than 0.005, then the regression model was considered statistically significant. Here are the results of the F-test;

Table 8. *F-test Result*

ANOVA			
Model		F	Sig.
1	Regression	13.762	.000 ^b
	Residual		
	Total		

Based on the results, the significance value was <0.05 , H₁ was accepted. This meant that simultaneously, Interest in learning English (X₁) and Learning Environment (X₂) had a significant influence on Reading Achievement (Y).

Coefficient of Determination

The coefficient of determination (R²) was used to measure how far the independent variables influence the dependent variable.

Table 9. *Coefficient of Determination*

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.397 ^a	0.158	0.146	3.768
a. Predictors: (Constant), Learning Environment, Interest			

Based on the table the R² value = 0.158. This meant that 15.8% of the variation in reading achievement could be explained by the variables Interest in learning English and Learning Environment. The remaining 84.2% was influenced by other variables not studied.

DISCUSSION

The findings of this study showed that: Interest in learning English (X₁) had a significant effect on Reading Achievement. Because the sig value of variable X₁ is $0.027 < 0.05$, then H₁ is accepted. This finding was in accordance with the theory put forward by Jumasih (2023), which stated that learning interest had a positive and significant effect on student learning achievement.

Furthermore, the Learning Environment (X₂) also had a significant effect on Reading Achievement, because the sig value of variable X₂ is $0.001 < 0.05$, then H₁ is accepted. This was in line with the theory Harjali (2019), which stated that the learning environment influenced the process and results of student behavior, both directly and indirectly.

Simultaneously, both variables contributed significantly to Reading Achievement, even though there were other variables that also had an effect. This is proven by the significance value of $0.00 < 0.05$, so H₁ is accepted. This means that simultaneously, English Interest (X₁) and Learning Environment (X₂) have a significant influence on Reading Achievement (Y).

Thus, the hypothesis in this research was proven: "There is a significant influence between interest and learning environment on students' English narrative text reading achievement, both partially and simultaneously."

The results of this study differed from previous research conducted by Chulasoh (2013), which stated that research at SMA Negeri 2 Purworejo proved that learning interest and learning environment had a positive

and significant effect on student learning achievement, both partially and simultaneously. This difference was thought to be due to variations in the research location context, the time period in which the research was conducted, the educational context, the number of respondents, and the dependent variable used. The results of the current study also differed from previous research conducted by Adawiyah (2017), which found that research on the influence of the school environment and reading interest on students' Indonesian language reading skills, conducted at MIN Paju Ponorogo in the 2016/2017 academic year, showed that both the school environment and reading interest had a significant effect on students' reading skills. These differences were assumed to be due to differences in the research context, educational levels, respondent characteristics, and the use of different dependent variables.

In the study conducted by Elgi (2022), it was found that students who had good reading interest tended to achieve higher academic performance compared to students who were less active in reading; therefore, interest significantly contributed to students' academic success. The research, conducted with student respondents at SMA Negeri 1 Salang.

The differences in findings were suspected to be due to differences in the dependent variable (which referred to general learning achievement), differences in sampling methods, and the exclusion of the learning environment variable from the study. Putra and Suryani (2022) stated that their study on the effect of reading interest on the ability to read fable texts among seventh-grade students showed that reading interest had a significant effect on the ability to read such texts. In their study, there were differences in respondent characteristics, the dependent variable, and the exclusion of the learning environment as a variable.

Meanwhile, Elva (2024) reported that research on the influence of the learning environment on student achievement in social science subjects at MTS Darul Hikmah Pekanbaru showed a significant influence between the learning environment and student achievement in social studies. The study differed in terms of respondent characteristics,

the dependent variable used, and the exclusion of interest as a variable.

When compared to these previous studies, the present study presented several new contributions (novelties). First, the findings showed that there was a simultaneous influence of interest in the English language (X_1) and the learning environment (X_2) on narrative text reading achievement (Y). In previous studies, none had examined these three variables simultaneously; rather, they were studied separately or in different academic contexts.

Second, this study was conducted in a vocational high school environment in Indonesia, specifically at SMKS 1 PGRI Blitar City, involving students from diverse backgrounds a context still underrepresented in the literature. This was especially relevant when compared to research conducted in general senior high schools (e.g., Chulasoh (2013); Elgi (2022)), Islamic junior high schools (e.g., Elva (2024)), and elementary schools (e.g., Adawiyah (2017); Putra & Suryani (2022)). These contextual and educational level differences added uniqueness to the present findings, particularly when considering the influence of the Indonesian national curriculum and classroom dynamics in private vocational high schools.

Finally, this study offered a unique combination of variables that had not been widely explored. While previous studies typically examined interest or the learning environment separately, or related them to different academic subjects (such as Indonesian language or social science), this study was among the first to explore the simultaneous influence of interest and learning environment on narrative text reading achievement. Therefore, the study contributed to the understanding of how students' interest and learning environment jointly influenced their reading achievement.

CONCLUSION

The research was conducted on grade X students at SMKS 1 PGRI Kota Blitar and found that English interest and the students' learning environment had a significant influence on their narrative text reading achievement. In accordance with the results of the regression analysis, these two independent

factors influenced students' reading achievement both partially and simultaneously. The novelty of this research lay in the integration of these two variables into one regression model, as well as its focus on the context of Indonesian education. The findings of this study were expected to serve as a reference for teachers, students, schools, and educational policymakers in developing more effective and adaptive reading comprehension practices.

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