

**THE EFFECTIVENESS OF NEWSELA ONLINE BLOGS IN TEACHING
STUDENTS READING COMPERHENSION ON EXPLANATION TEXTS: A CASE
OF THE 10TH GRADE OF SMA NEGERI 1 TAYU**

Putri Eka Andriani¹, Rahmawati Sukmaningrum², Sri Wahyuni³
Universitas PGRI Semarang
adrputrii@gmail.com

ABSTRACT

This study aims to find out the effectiveness of using Newsela online blogs in teaching students' reading comprehension. Employing a quasi-experimental approach, the study included two pre- and post-test classes design as the approach for the research. The sample included 36 X-1 students' and 36 X-2 students' from SMA Negeri 1 Tayu while the course of the year 2023/2024. Two groups—the experimental and control groups—were established out of the pupils. The data that was gathered was examined using a t-test. As stated in the analysis, the t-test was more valuable than the t table ($t_{count} = 19.630$, $t_{table} = 2.030$ at the meaningful 5% level). Both groups' reading abilities have increased, although there is still a sizable gap between them. The experimental class's average post-test learning performance is 86.94, but the control class's average is 60.55. Consequently, it is feasible to draw the conclusion that by applying the Newsela online blogs is effective in students' reading skills.

Keywords: Newsela Online Blogs, Reading Comprehension, Explanation Text.

ABSTRAK

Penelitian ini mencoba mengetahui seberapa efektif penggunaan blog online Newsela dalam mengajar pemahaman membaca siswa. Penelitian ini memanfaatkan desain eksperimen semu yang dirancang untuk penelitian dua kelas yaitu pre-test dan post-test. Sampelnya terdiri dari 36 siswa X-1 dan 36 siswa X-2 SMA Negeri 1 Tayu pada tahun ajaran 2023/2024. Siswa dibagi menjadi dua kelompok: eksperimen dan kontrol. Data yang dikumpulkan dianalisis dengan uji-t. Hasil analisis menunjukkan bahwa uji-t mempunyai nilai yang lebih besar dibandingkan dengan t tabel ($t_{hitung} = 19,630$, $t_{tabel} = 2,030$ pada taraf signifikan 5%). Kemampuan membaca untuk kedua kelompok mengalami peningkatan, namun terdapat perbedaan yang signifikan di antara keduanya. Hasil pembelajaran rata-rata postes kelas eksperimen sebesar 86,94, sementara kelas kontrol rata-rata sebesar 60,55. Sebagai hasilnya, dapat disimpulkan bahwa penggunaan blog online Newsela efektif dalam keterampilan membaca siswa.

Kata Kunci: Blog Newsela Online, Pemahaman Bacaan, Teks Eksplanasi.

A. Introduction

Language is essential to students' academic, social, and emotional growth and is a crucial factor in determining their success

across all subject areas. It is anticipated that language learning will support students' self-awareness, cultural awareness, ability to communicate thoughts and feelings, engagement in language-using

groups, ability to make moral decisions in both social and private spheres, and development of their analytical and creative faculties.

(Qizi, 2023) There are four distinct definitions of English can be spoken EFL stands for foreign language, ESL for additional language, along with EAL for second language, or as a native language (ENL). The explanation of these definitions makes it possible for students to learn English as their mother tongue. The language that is spoken worldwide the most today is English, a Germanic language that was originally spoken in England in the early Middle Ages. (Crystal, 2003) "English is the respected language for transnational communication used by 85% of the multinational organizations in the arena. 90% of published academic publications in a variety of instructional subjects, including linguistics, are written in English, as are about 85% of the critical cinema productions and markets in the arena. The rising usage of English in many situations can be linked to globalization in education, whether it be financial or cultural. The four components of basic English skills are speaking, writing, listening, and reading. You will need to cover each of these skills in your instruction. Additionally, you should whenever feasibly benefit from tasks that incorporate all four skills because they are mutually reinforcing. The researcher will employ reading skills as one of the four English language proficiency areas for this study.

Reading proficiency is defined as having the capacity to deduce meaning from a text. Among the skills are phonology, word identification, vocabulary, decoding, and fluency. To read properly, a person has to possess these fundamental skills. Thus, the necessity to assist students

in developing their reading skills. The capacity to comprehend written material is referred to as reading skill. It is best to start schooling with this ability early on. Children's growth depends on their ability to read, and an overwhelming amount of research has shown that reading proficiency and total academic achievement (literacy attainment and other outcomes) are related. Moreover, there exist additional significant advantages to involving kids in reading from a young age. This is true since improving one's reading skills is essential for success in school and in life in the future. Parents can help to guarantee that children have the abilities they need to achieve in the future by encouraging reading in their free time at any age. (Rumelhart, 2022) Reading is a unique process that involves imposing constraints on multiple levels at once, ultimately leading to the most probable interpretation of the input string. The same old waft chart formalisms, which have arrows pointing back from higher ranges to lower levels, might still be used to represent such models, but they are not particularly herbal, and when applied to the extreme of a fully interacting system, they are not very informative (two manner arrows among every pair of levels).

According to what I learned from my observations at SMA Negeri 1 Tayu, I continued to use textbooks for daily learning in school and had never used internet blogs for that purpose. Thus, there by employing technology in the classroom to improve their English reading skills is subpar. These days, we have a plethora of programs at our disposal that help us improve our reading abilities by offering different reading levels within a single article. Newsela is an internet blog that one of them can use.

Newsela is an informative platform that increased students' interest in reading and their understanding of the subject. It is a web application that offers a digital reading platform to assist users in reading certain articles. Along with its online library of news testimonials and authentic evaluations, the website offers both a loose format and an expanding number of wide paid versions known as Newsela pro. Newsela provides "binders" to the two pupils and teachers so that records pertaining to assignments and assessments can be tucked away.

Educators and learners alike can benefit from the Newsela app by adding references to enhance scientific education. Additionally, using online blog learning to provide content to students works incredibly well. In order to do that, I conducted research and tried to observe how SMA Negeri 1 Tayu students were using internet blogs to improve their reading abilities.

B. Research Method

The data for this study were gathered using a quantitative methodology. According to (De Jesus & Punzal, n.d. 2010) collecting and analyzing numerical data is employed in the quantitative research methodology. It is applicable to analyze averages and trends, create hypotheses, investigate causality, and extrapolate results to bigger populations.

(Jongbo, 2014) argues that the foundation of experimental inquiry on a chosen topic is a cause-and-effect relationship. To ascertain the kind of relationship that exists between the variables under study, it makes use consisting those from the control and experimental groups, respectively. While the control sample is left alone, the experimental group is given

treatment. The methodology used for this investigation was quasi-experimental. quasi-experiments wherein individuals are not assigned to groups at random but rather the researcher employs control and experimental groups for the pre- and post-tests.

The researcher determined that the dependent and independent variables were the two variables. Teaching students' reading comprehension as the dependent variable and using Newsela online blog as the independent variable. Researcher applied Newsela in studying English reading comprehension, in order for the effectiveness to be obvious of Newsela to improve reading skills students' grade X of the SMA Negeri 1 Tayu. To gather the information, the researcher carried out a pre-test to see the students' reading skills before using Newsela. Next, the researcher used to treat the students Newsela in teaching, and the person conducting the study used a post-test. following the students' treatment. After the data were obtained the test result was compared and analyzed. The experimental group is the group which receive the treatment. The treatment used Newsela to improve students' reading skills. Besides, in the control group there is no treatment, the researcher just explained the material without application.

After the researcher get the pre-test results received through a multiple-choice test, the researcher analyzed the scores for initial results concerning students' reading comprehension skills.

In order to assess the students' reading comprehension, the researcher provided a pre-test consisting of 15 multiple-choice inquiries to each of the control and experimental groups. Then the

researcher calculated the pre-test suggest of the control group and the experimental group.

The researcher classified the Questions with multiple options on the post-test to find out how well the experimental group and the control group understood the content. Next, the observer evaluated the suggest of the control group and the experimental group. It becomes a benchmark for understanding reading comprehension after researcher used learning using Newsela online blogs to enhance student understanding of reading.

The researcher used SPSS Statistics to calculated the data whether the scores from the pre-test and post-test differed significantly or not. Researcher used IMB SPSS Statistics version 26 to calculate what data whether or not the experimental group and the control group differ significantly. The null hypothesis (H_0) is disregarded since the T-test value is bigger than the value of the T-table after computation. Because there is a statistically significant rise in scores between the experimental group and the control group, a different hypothesis (H_a) is adopted. Regarding reading comprehension taught using Newsela online blogs and taught without Newsela online blogs. Meanwhile, suppose the value of the T-test is low. Because after being calculated, the T-table's result indicates that the other assumption is rejected and the hypothesis of no significance is accepted. as it doesn't exist a significant increase between the control group and the experimental group which were taught using Newsela online blogs and taught without Newsela online blogs in learning reading comprehension.

The following step after accumulating accurate and reliable facts using the proper source

technique is obtaining related and important data. It is known as data analysis. The process of recapping the gathered data and organizing it to answer specific queries is referred to as analysis. It just means analyzing the data to identify the underlying truths. At some point of data collection, the data was arranged in a categorized and chronological sequence, verified, and continuously coded. For this research, the researcher analyzed participants' statements and described their strategies to comprehend reading skills through Newsela online blogs.

C. Findings and Discussion

The pre- and post-test results were distributed to the students, allowing the researcher to obtain ratings reflecting their proficiency in reading comprehension. The researcher desires to determine if their different result between the students with and without being taught through using Newsela online blogs. The test given by the researcher were 10 items. There were several multiple-choice questions on the test. The pre-test in the study was given to each the control group and the experimental group. Before conducting the treatment, the person conducting the investigation gave the participants a pre-test. students to determine their skill ability in learning reading comprehension. The assessment was utilized to determine an ability of the students before they receive treatment. The pre-test result verified the students' analyzing abilities was still medium. After getting the pre-test result, the researcher provided treatment. The researcher did activate inside the control organization without making use of Newsela online blogs and experimental group applying Newsela online blogs. The students had an experience and proper time

while studying in classroom. The teaching and learning method were finished successfully. After doing a treatment, both the experimental group and the control group completed a post-test by the researcher. The reason of this post-test was to determine the students' competence in reading comprehension. The researcher wants to understand how far the students' reading comprehension learning process after treatment was done. As a result, the post-test outcomes demonstrated that students' analyzing comprehension fulfillment effective than before using Newsela online blogs substantially.

1. Data results of control class

In the control group there are 36 students'. Pre-test was finished to assess how students are doing fulfillment in reading and the treatment without the usage of Newsela It seems that the online blogs. Obviously, the suggest of pre-test score was 52,08 and the mean of post-test score turned into 60,55. In the meantime, the pre-test score ranged from 35 to 70 at its maximum. In the meantime, the post-test's minimum and maximum scores increased to 45 and 80, respectively. It was determined by analyzing the data from the pre-test and post-test that accessing Newsela online blogs improved the students' reading comprehension.

2. Data results of experimental class

In the experimental group there are 36 students. Post-test was finished to determine how satisfied kids are with their reading and the care they receive without the usage of

Newsela online blogs. Evidently, the suggest of post-test score was 50,69 and the mean of post-test score turned into 86,94. The pre-test grade then had a maximum of 70 and a minimum of 30. In the meantime, the post-test's minimum and maximum scores increased to 75 and 100, respectively.

It was determined by examining the pre- and post-test data, it was shown that students' reading comprehension increased when they had access to Newsela's online blogs.

3. Categorizing the students' score

a. The students' reading comprehension of those who were taught without using Newsela online blogs.

The calculation of student scores both during the pre- and post-tests in the control group. After accumulating and calculating student scores, the next step was to categorize the scores. The category of pre-test and post-test scores of control groups was divided into 5 categories explained as follows:

The pre-test data shows the researcher that 19% of students are in the poor category and 69% of students are in the failed category. Furthermore, the students' who get adequate or common category are 11% students', then there are 0% students' that in good category. The final, there are 0% students in excellent category; it means that their analyzing reading comprehension is still low. While on table of post-test it

may be seen that there are 19% student in fail category, and 38% students' are in poor category. Then the students' get adequate in 19%, students got good category in 1%, and excellent category are 0%. The researcher found that there are a few differences between pre-test and post-test, and it turns out that there is a bit significant difference of the students' reading comprehension in the control group.

b. The students' of those who were taught using Newsela online blogs to

The effectiveness in teaching English reading comprehension.

The scores of experimental groups are divided into five categories, to be able to be discussed below:

The researcher can see the data in the pre-test that there are 72% students in failed category, and 17% students' are in poor category. furthermore, the students' who get adequate or common category are 11% students', then there are 0% students' that in good category. The final, there are 0% students in excellent category; it means that their analyzing reading comprehension is still low. While on table of post-test it may be seen that there are 0% student in fail category, and 0% students' are in poor category. Then the students' get adequate in 8%, students got good category in 19%, and excellent category are 53% the researcher found that the pre-test and post-test

differ in a few ways., and it turns out that there were significant difference of the students' reading comprehension in the experimental group after getting treatment by applying Newsela online blogs.

4. Data Analysis

a. Normality test

The researcher checked the data's normality before conducting the calculations. To determine whether the data were normal, the researcher used the SPSS software. the following statements are actual according to the hypothesis that the data follows a normal distribution if:

Sig.value > 0,05 = H0 accepted

Sig.value < 0,05 = H0 not accepted.

Because the statistically important given by the Shapiro-Wilk normality test for all variables is >0.05, the output above revealed a significant value indicating that all data groups in this research are normally distributed.b. T-test paired sample

The data collected for the study is paired and constantly distributed, according to the results of the normalcy test mentioned above. Therefore, the paired sample t-test can be used to determine how much there is a significant difference in the comprehension of literature capacity of the X grade

students at SMA Negeri 01 Tayu between those who taught using Newsela online blogs and those who did not.

The output above indicates that the experimental group's sig. (2-tailed) is 0.00 and the control group's is 0.000. 0.05 and 0.000 are less than 0.05. The learning grades of the learners in the experimental and control groups differ significantly. groups if the significance < 0.05 (H_0) is rejected and (H_a) is accepted.

c. Data interpretation

This interpretation concentrated on the findings of studies and data analysis that demonstrated how Newsela online blogs affected the reading comprehension skills of SMA Negeri 01 Tayu students. Analysis reveals that the experimental class, where Newsela online blogs were used as a means of instruction, had an increase in student proficiency. The mean score was 86,94. Then again, the control group become 60.55. It can be concluded that the Newsela online blogs increase score in reading comprehension.

d. Hypothesis testing

As the collected a demonstrated that it was normally distributed, and the researcher employed a t-test to identify any

significant variations between the reading proficiency of the learners in the control and experimental groups, respectively. The t-test with paired samples was employed by the researcher. The paired design t-test is a statistical study used to compare data from a group sample. Following data analysis, the t-test result provides an answer to the study issue. on significant or not Newsela online blogs in this research. It can be seen the data based on the table 4.6.

It is achievable to conclude that exists an distinction in the average student learning outcomes between the experimental class students' pre-test and post-test results based on the output pair 1's sig. (2 tailed) of $0.000 < 0.05$, and that there is a difference between the control class students' pre-test and post-test results based on pair 2's sig. (2 tailed) of $0.000 < 0.05$. The value of sig.tailed (p) was 0.000, as specified by the table above.

Because t-value is in the rejection region of H_0 , it could be determined that pupils' learning of reading comprehension had a significant influence. Who are taught with Newsela online blogs and who is taught without Newsela online blogs. Therefore, the positive hypothesis (H_a) says: "In SMA Negeri 01 Tayu academic year 2023/2024, The reading

comprehension differs significantly from one another. of the students who are taught using Newsela online blogs and who are taught without using Newsela online blogs" is acknowledged.

The research was conducted in SMA Negeri 01 Tayu. The populations of the research were the tenth-grade students' which consist of X-1 until X-11 classes. The populations were chosen because it shares similarities in terms of the number of lesson hours, learning resources, and English teachers who teach. Cluster purposive sampling was used to select the sample. In this research, there were two classes chosen as the sample; X-2 class was chosen as the control group, and X-1 class was chosen as the experimental group. The control group conducted the regular learning without utilizing Newsela online blogs, whereas the experimental group conducted the learning using the Newsela online blogs. Each class has the same number of students, there are 36 students in Control Group (X-2) and 36 students in Experimental Group (X-1). Then, this research was analyzed using statistical tests used SPSS 26 for windows and Microsoft Excel for windows.

In this case, the discussion focused on the research findings, which are discussed in detail. Thirty-six pupils in a pre- and post-testing class provided the data. Table 4.2 from the experimental class shows that, prior to receiving treatments via Newsela online blogs, the mean of the pre-test was 50,69. After receiving treatments, the post-test mean score climbed to 86,94. As a result, the experimental classes' mean post-test scores were higher than those of the other experimental classes. It might be

demonstrated that the experimental and controlled classes' results in the pre- and post-tests had statistical significance of given out normally after performing the normality test using SPSS Statistic Version 26. According to the pre-test results, the experimental class's Shapiro-Wilk data is 0.060, while the controlled class's is 0.144. Concurrently, the results of the post-test indicated that the experimental class's Shapiro-Wilk data was 0.106, while the controlled classes was 0.107. Given that both classes are greater than $\alpha = 0.05$, it may be said that the data is regularly distributed. Likewise, the paired sample t-test data analysis demonstrated the statistical significance of Newsela online blogs during the treatment period. The statistical significance p-value, also known as sig (2-tailed), is 0.000, which is less than $\alpha = 0.05$ (5%), as can be observed. It indicates that the first hypothesis (H_0) is rejected and the alternate hypothesis (H_a) is accepted. Thus, it has been demonstrated that using Newsela's online blogs helps students improve their reading comprehension.

The Effectiveness of Newsela Online Blogs in Teaching Students is the title of the study the researcher completed. Reading Comprehension on Explanation Texts: A Case of the 10th Grade of SMA Negeri 1 Tayu. This study proved to teach comprehension abilities of kids in reading from the pre-test and post-test outcomes. The study's findings include almost the same as previous research, namely from (Nisa Hasan, 2020) with the title "The impact that Newsela application has on second grade students' comprehension of the explanation text at SMAN 2 Tambang." The results of the t-test showed success in improving students' reading comprehension. The

similarities are found in using media for learning, namely using Newsela to enhance students' reading comprehension skills.

In conclusion, students' reading comprehension scores considerably rise when The Newsela web blogs are used to teach the material. One could argue that all of the Newsela online blogs help pupils improve their reading comprehension skills and solve their reading comprehension problems. The idea that "between the students who were taught using The Newsela online blogs and those who were taught without using The Newsela online blogs, there is a significant difference of reading comprehension in explanation text," has been accepted.

D. Conclusion and Suggestions

The researcher had computed and discussed the research's outcome in the previous chapter.. Based on that, the researcher concluded the result of the research about "The Effectiveness of Newsela Online Blogs in Teaching Students Reading Comprehension on Explanation Texts: A Case of the 10th Grade of SMA Negeri 1 Tayu". There are some points as follows:

1. The mean of the post-test score in the experimental group was 86,94.

The score ranged from 75 at the lowest to 100 at the highest. In light of the post-test's outcome, the post-test's overall score was 3.055. So, the students' reading comprehension interest taught with Newsela online blogs for the 10th grade students of SMA Negeri 01 Tayu categorized as good.

2. In the control group, the average post-test score was 60,55.

The minimum of the score was 45 and the top of the score was 80.

Based on the result of the post-test, the total score of the post-test was 2.180. So, the students' reading comprehension interest taught without Newsela online blogs for the 10th grade students of SMA Negeri 01 Tayu categorized as poor.

3. There was an identifiable difference between the students who received instruction via Newsela online blogs and those who did not receive such instruction. Newsela online blogs.

From the t-test score analysis, it was found that the tcalculate was higher than the ttable ($19.630 > 2.030$). So, the alternative hypothesis (H_a) was accepted and the Null hypothesis (H_o) was rejected.

Based on the conclusion above, the researcher gave some suggestions, which are essential for the teacher, students, and the next researcher.

1. For the teacher

Teachers may use the Newsela online blogs as an effective and innovative teaching technique to raise the reading comprehension of their learners. But it would better be the Newsela online blogs media is combined with other teaching techniques, so that the achievement in learning will be more maximal.

2. For students'

Students must be confident in their reading skill. Students should be more eager in studying, not just in the school but wherever they are. Students do not get stuck with the lesson they get in the class, but students also have to be more creative looking for various sources of learning, such as in the school library, on the internet etc.

3. The next researcher

The next researcher can use Newsela online blogs media It has been constructed to serve a guide for this final project. carrying out and creating additional research. The researcher has access to alternative classrooms with varying student levels and English material to improve learning.

Edition New York: Addison Wesley Longman. Inc.

Brown, H. D., & Abeywickrama, P. (2004). *Language assessment. Principles and Classroom Practices*. White Plains, NY: Pearson Education.

Chapelle, C. A., & Sauro, S. (2017). *Introduction to the handbook of technology and second language teaching and learning. The Handbook of Technology and Second Language Teaching and Learning*, 1–9.

Cohen, D., Bonnot, O., Bodeau, N., Consoli, A., & Laurent, C. (2012). *Adverse effects of second-generation antipsychotics in children and adolescents: a Bayesian meta-analysis*. *Journal of Clinical Psychopharmacology*, 32(3), 309–316.

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.

Crystal, D. (2003). *English as a global language*. Cambridge university press.

Dawes, L. (2001). *What stops teachers using new technology. Issues in Teaching Using ICT*, 61.

De Jesus, F. S., & Punzal, C. B. (n.d.). *Assessment on the Impact of Agricultural Cooperative on the Development of the Members of Kasapi: Samahan ng Magsasaka Cooperative*.

Djuharie, O. S. (2008). *Intensive Reading Bottom-up Reading*. Bandung: Penerbit Yrama Widya.

Duke, N. (2003). *Comprehension instruction for informational text*.

REFERENCES

Adams, M. J., & Collins, A. (1977). *A schema-theoretic view of reading*. Center for the Study of Reading Technical Report; No. 032.

Anderson, M., & Anderson, K. (2003). *Text Types in English 1*. Australia.

Macmillan. Retrieved April, 6, 2018.

Arabo, M., Budd, J. S., Garrison, S., & Pacheco, T. (2017). *The Right Tool for the Job: Improving Reading and Writing in the Classroom*. Thomas B. Fordham Institute.

Arundel, A. (2014). *Reading and Study Skill Lab: Skimming and Scanning*. Article.

Berutu, L. E. N. (2022). *Error Analysis Made By The Eight Grade Students of Mulak Tu Huta Education Centre in Writing Explanation Text*.

Best, J. W., & Kahn, J. V. (1981). *Research in Education*. Englewood-Cliff. New Jersey: Prentice-Hall Inc.

Brown, H. D. (2001). *Teaching By Principles: Interactive approach to language Pedagogy 2nd*

- Presentation at the Annual Meeting of the Michigan Reading Association, Grand Rapids, MI, 2020–2021.
- Fraenkel, J., Wallen, N., & Hyun, H. (2018). How to design and evaluate research in education (10th ed.). McGraw-Hill.
- Gay, L. R., & Airasian, P. W. (2002a). Educational Research: Competencies for Analysis and Applications S/G. Addison Wesley Longman.
- Gay, L. R., & Airasian, P. W. (2002b). Educational Research: Competencies for Analysis and Applications S/G. Addison Wesley Longman.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). Educational research: Competencies for analysis and applications. Pearson.
- Hartono, R. (2017). Acritical Review of Research on Negotiation of Meaning Insecond Language Learning. *Global Expert: Jurnal Bahasa Dan Sastra*, 6(1).
- Hasibuan, A., & Ritonga, M. R. Y. (2019). An error analysis of lexicogrammatical features in students' writing explanation text ability (A Study at the Fourth Semester English Department of Institut Pendidikan Tapanuli Selatan in 2018/2019 Academic Year). *Journal MELT (Medium for English Language Teaching)*, 4(1), 1–11.
- Hethesia, D., & Gandhi, S. M. G. (n.d.). The Navigation of Newsela as metacognitive reading strategy among engineering students.
- Hutasuhut, I. A. R., Lubis, M., & Daulay, S. (2019). Teaching material development of explanation text based on multiple intelligences on 11th Grade Students in Vocational High School 1 Padangsidempuan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(4), 363–370.
- Jongbo, O. C. (2014). The role of research design in a purpose driven enquiry.
- Review of Public Administration and Management, 400(3615), 1–8.
- Lynskey, A., & Stillie, M. (2009). Developing of comprehension. publisher. Basil Blackwell. School Textbooks & Study Guides: Literature, Arts
- Maxwell, M. J. (1972). Skimming and scanning improvement: The needs, assumptions and knowledge base. *Journal of Reading Behavior*, 5(1), 47–59.
- Mayer, F. S., Frantz, C. M., Bruehlman-Senecal, E., & Dolliver, K. (2009). Why is nature beneficial? The role of connectedness to nature. *Environment and Behavior*, 41(5), 607–643.
- McNamara, D. S., O'Reilly, T. P., Best, R. M., & Ozuru, Y. (2006). Improving adolescent students' reading comprehension with iSTART. *Journal of Educational Computing Research*, 34(2), 147–171.
- Mogea, T. (2019). The effectiveness of question and answer technique in teaching reading comprehension at SMP Negeri 3 Ratahan.

Nuttall, C. (1996). Teaching reading skills in a foreign language. ERIC.

Pun, J. K. H. (2019). Salient language features in explanation texts that students encounter in secondary school chemistry textbooks. *Journal of English for Academic Purposes*, 42, 100781.

qizi, E. S. U., & qizi, O. G. D. (2023). English as a mother tongue.

<https://doi.org/10.5281/ZENODO.7858459>.