



## Factors Determine the Success of Learning Reading English Texts

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### ABSTRAK

Kemampuan membaca teks Bahasa Inggris merupakan kemampuan dasar yang sangat penting dalam penguasaan Bahasa Inggris terutama dalam konteks Pendidikan formal dan profesional. Namun keberhasilan membaca teks Bahasa Inggris sering kali dipengaruhi oleh berbagai faktor. Penelitian ini bertujuan untuk mengeksplorasi berbagai faktor yang mempengaruhi efektivitas pembelajaran membaca teks Bahasa Inggris. Adapun faktor yang dianalisis yaitu (1) aktivitas guru; (2) fasilitas dan layanan sekolah; (3) aktivitas siswa; dan (4) proses pembelajaran. Penelitian dilakukan menggunakan pendekatan survei kuantitatif dengan subjek siswa kelas XI sejumlah 279 siswa. Hasil analisis menunjukkan bahwa aktivitas guru dalam proses pembelajaran tidak berpengaruh terhadap efektivitas pembelajaran ( $t_{hitung} = 0,314 < t_{tabel}$ ;  $pvalue > 0,05$ ), begitu juga dengan ketersediaan fasilitas dan layanan sekolah ( $t_{hitung} = -0,652 < t_{tabel}$ ;  $pvalue > 0,05$ ). Sementara itu, pengaruh positif terhadap efektivitas pembelajaran ditunjukkan oleh aktivitas siswa ( $t_{hitung} = 3,441 > t_{tabel}$ ;  $pvalue < 0,05$ ) dan proses pembelajaran ( $t_{hitung} = 2,080 > t_{tabel}$ ;  $pvalue < 0,05$ ). Secara keseluruhan, keempat faktor tersebut berkontribusi sebesar 27,3% terhadap keberhasilan pembelajaran membaca teks Bahasa Inggris di sekolah tersebut. Hasil penelitian ini memberikan implikasi penting bagi pengembangan strategi pembelajaran yang lebih efektif dengan memperhatikan kualitas fasilitas pendidikan dan peran aktif guru dalam proses pembelajaran, yang pada akhirnya dapat meningkatkan efektivitas pembelajaran dalam membaca teks bahasa Inggris.

### ABSTRACT

The ability of reading English texts is an essential in English mastery, especially in the context of formal and professional education. However, the success of reading texts is often influenced by various factors. This research aims to explore various factors that influence the effectiveness of learning to read English texts. The factors that were analysed are (1) teacher activities; (2) school facilities and services; (3) student activities; and (4) the learning process. The research was conducted using a quantitative survey approach with 279 students in 11th grade. The subjects of this research are 11th grade students with a sample size of 279 students. The analysis results show that teacher activity in the learning process does not affect learning effectiveness ( $t_{count} = 0.314 < t_{table}$ ;  $pvalue > 0.05$ ), as well as the availability of school facilities and services ( $t_{count} = -0.652 < t_{table}$ ;  $pvalue > 0.05$ ). Meanwhile, the positive influence on learning effectiveness is shown by student activity ( $t_{count} = 3.441 > t_{table}$ ;  $pvalue < 0.05$ ) and learning process ( $t_{count} = 2.080 > t_{table}$ ;  $pvalue < 0.05$ ). Overall, these four factors contribute 24.9% to the success of English text reading learning at the school. The results of this study provide important implications for the development of more effective learning strategies by considering the quality of educational facilities and the active role of teachers in the learning process, which can ultimately enhance the effectiveness of learning in reading English texts.

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## 1. INTRODUCTION

Reading ability is one of the important components in learning English, especially at the secondary education level. Reading not only helps students improve literacy but also hones the critical and analytical thinking skills necessary for success in various fields of study (Fitrawati et al., 2023; Muthoharoh & Hartono, 2022). In this era of globalization, proficiency in English, especially in reading academic and non-academic texts, has become a necessity for students to face the challenges of an increasingly interconnected world (Indriyani & Usriyah, 2022; Silverman et al., 2015). Successful learning needs to combine innovative teaching approaches, active student participation, and the availability of adequate educational facilities. Some studies show that student engagement in learning is a key factor for success (Amerstorfer & Freiin von Münster-Kistner, 2021), although the results vary depending on the context and teaching methods applied (Amerstorfer & Münster-Kistner, 2021; Diniya & Puspitasari, 2019; Pahamzah et al., 2021; Rita, 2022). Moreover, the role of teachers as facilitators and mediators in the learning process is recognized as a key factor that can enhance students' reading skills, especially if the learning environment is supportive and equipped with adequate facilities (Dewantara et al., 2022; Khair & Kholik, 2023).

Reading as a complex skill involves cognitive processes, ranging from word recognition to understanding and interpreting the meaning of texts (Hariato, 2020; LaRusso et al., 2016). At the high school level, reading proficiency in English becomes one of the indicators of students' success in mastering advanced academic skills, including understanding other subjects taught in that language. This indicates that reading instruction requires a comprehensive teaching strategy tailored to the needs of the students (Muilenburg & Berge, 2005; Subadiyono, 2014). Active student involvement during the learning process is one of the important factors that influence success in reading instruction. Students who actively participate in learning tend to have a better understanding and can apply more effective reading strategies (Radovanović et al., 2015; Wihartanti, 2022). Nevertheless, the results of this research vary depending on the educational context and the support received by the students. In Indonesia, although students are often asked to actively participate in learning, the effectiveness of student engagement in improving reading skills is still debated. In addition to student involvement, the quality of educational facilities also plays an important role in supporting effective English language learning. Adequate facilities, such as a complete library, access to digital resources, and comfortable study spaces, although not always directly correlated with student learning outcomes. However, these facilities can enhance students' motivation to learn and actively participate in the learning process, which ultimately has a positive impact on students' learning outcomes (Daulay et al., 2022; Syakur et al., 2020). Access to various reading materials allows students to expand their vocabulary and improve their text comprehension.

The role of the teacher is also very important in determining the success of learning. The role of teachers in building relationships with students significantly impacts students' motivation, engagement, and emotional well-being, which contributes to improved academic performance. A teacher who shows empathy, warmth, and respect can create a conducive learning environment, making students feel more motivated and confident (Nwikpo, 2024; Zainullah et al., 2023). Teachers also play a role in helping students develop effective reading strategies, such as skimming, scanning, and understanding the structure of academic texts. In addition, the teaching strategies and media used by teachers also play an important role in improving reading skills (Fatmawaty et al., 2024; Hismarliza & Fathor, 2024). Therefore, creating an interactive and conducive learning environment by teachers is very important to improve students' reading skills.

Based on the above background, a study is needed to analyse comprehensively the impact of four main factors, namely student engagement, the quality of educational facilities, the role of teachers, and the learning process on students' academic achievement in reading English. This research offers a new perspective by integrating these four factors into one analytical framework, which has not been widely explored in previous studies. The urgency of this research lies in the importance of understanding the synergy between these factors in improving the quality of learning to read English texts, especially amidst the challenges of globalization and the demands of 21st century literacy. The results of this research are expected to be a basis for designing more holistic and contextual learning strategies, as well as providing practical recommendations for teachers, school administrators and educational policymakers.

## 2. METHOD

This research uses a quantitative approach with a survey method to analyze the factors affecting the effectiveness of English text reading learning at SMA Negeri 4 Purwokerto (Oducado, 2021). The research sample was taken from eleventh-grade students using purposive sampling technique. The number of samples taken was 279 students. The main instrument used in data collection is a questionnaire designed to measure the influence of four independent variables, namely (1) the teacher's activities in facilitating and directing reading skills instruction; (2) the quality of school facilities and services including access to libraries and learning media; (3) student activities in the learning process; and (4) the overall English learning process on one dependent variable, which is the achievement of learning objectives. The questionnaire used is in the form of a Likert scale with a value range of 1 – 4 to measure students' responses to statements related to the research variables. The questionnaire that has been created based on the predetermined indicators is then tested and subjected to validity testing using the product moment and reliability testing using Cronbach's alpha. The research variable indicator is show in Table 1.

**Table 1.** Research Variable Indicators

No.	Variables	Indicators
1	Learning goal achievement (Y)	1. Reading for information 2. Reading for enjoyment
2	Teacher activities (X <sub>1</sub> )	1. Teaching techniques 2. Teacher presence in the classroom 3. Teacher guidance 4. Material presented by the teacher

No.	Variables	Indicators
3	Availability of school facilities and services (X <sub>2</sub> )	1. Comfort of facilities 2. Learning media
4	Student activities (X <sub>3</sub> )	1. Student habits outside the classroom 2. Reading interest 3. Problem-solving methods 4. Student participation in class 5. Book ownership
5	Learning activities (X <sub>4</sub> )	1. Student engagement in completing assignments 2. Teaching methods 3. Communication engagement 4. Relevance of material to objectives 5. Structured assignment giving 6. Classroom atmosphere

Data analysis begins with classical assumption testing/prerequisite tests, which include normality tests, linearity tests, and multicollinearity tests. This test is used to obtain a good regression model. After all the requirements are met, hypothesis testing is conducted using significance tests (t-test) and ANOVA (F-test). Subsequently, multiple regression analysis is used to identify the relationship between independent variables (teacher activities, school services and facilities, student activities, and learning activities) and the dependent variable (learning goal achievement). In addition to primary data collected through questionnaires, secondary data regarding students' academic performance in English subjects were also used to support the analysis. Observation of school facilities and services was also conducted to validate students' responses regarding the school's condition.

### 3. RESULT AND DISCUSSION

#### Result

##### Anova Test (F Test)

The F test was conducted to test the simultaneous influence of the independent variables, namely teacher activities (X<sub>1</sub>), school facilities and services (X<sub>2</sub>), student activities (X<sub>3</sub>), and learning activities (X<sub>4</sub>) on the dependent variable, namely the achievement of learning objectives (Y). The initial hypothesis and alternative hypothesis in the F test. The summary of the F-test is presented in Table 2.

Table 2. F test Results

	Model	Sum of Squares	df	Mean Square	F	Sg.
1	Regression	474.678	4	118.668	11.270	0.000 <sup>a</sup>
	Residuals	1263.519	120	10.529		
	<b>Total</b>	<b>1738.192</b>	<b>124</b>			

Based on Table 2, the results of the F test, the calculated F value is 11.270 > the table F value of 2.45 with a significance level of 0.000, which is less than 0.05, meaning H<sub>0</sub> is rejected. Therefore, it can be concluded that all independent variables simultaneously have a significant effect on the achievement of learning objectives. Next, to determine the influence of each variable on the achievement of learning objectives, a partial test is conducted (t test).

##### Partial Test (t Test)

The t-test is conducted to examine the partial influence of independent variables, namely teacher activities (X<sub>1</sub>), school facilities and services (X<sub>2</sub>), student activities (X<sub>3</sub>), and learning activities (X<sub>4</sub>) on the dependent variable, which is the achievement of learning objectives (Y). The null hypothesis and alternative hypothesis in the t-test. The summary of the t-test results can be seen in Table 3.

Table 3. Summary of t-test Results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.274	2.383		2.633	0.05
Teacher Activity (X <sub>1</sub> )	0.02153	0.069	0.034	0.314	0.754

Facilities and Services School (X <sub>2</sub> )	-0.006835	0.105	-0.064	-0,652	0.515
Student Activities (X <sub>3</sub> )	0.216	0.063	0.339	3.441	0.001
<b>Activities Learning (X<sub>4</sub>)</b>	<b>0.415</b>	<b>0.070</b>	<b>0.253</b>	<b>2.080</b>	<b>0.004</b>

Based on Table 3, the results of the t-test indicate that student activities (X<sub>3</sub>) and learning activities (X<sub>4</sub>) significantly influence the achievement of learning objectives, while teacher activities (X<sub>1</sub>) and school facilities and services (X<sub>2</sub>) do not affect the achievement of learning objectives.

#### Multiple Regression Analysis

The regression coefficient values (B) for each independent variable are obtained:  $b_1 = 0.021$ ;  $b_2 = -0.0068$ ;  $b_3 = 0.216$ ; and  $b_4 = 0.415$ , while the constant value  $a$  is 6.274. These prices can be used to create the following regression. The form of the multiple regression equation indicates that each increase of one score in teacher activities (X<sub>1</sub>) will increase the achievement of learning objectives by 0.021; every increase of one score in school facilities and services (X<sub>2</sub>) will decrease the achievement of learning objectives by 0.0068; every increase of one score in student activities (X<sub>3</sub>) will increase the achievement of learning objectives by 0.216; and every increase of one score in learning activities (X<sub>4</sub>) will increase the achievement of learning objectives by 0.415. The value of the constant ( $a$ ) indicates that when all independent variables (predictors) are zero, the learning achievement is 6.274.

#### Determination Coefficient Analysis (R<sup>2</sup> Test)

The coefficient of determination (R<sup>2</sup>) presented in Table 4 shows a value of 0.273, meaning that 27.3% of the factors influencing the achievement of learning objectives can be explained by teacher activities, school facilities and services, student activities, and learning activities. Meanwhile, the remaining 72.7% can be explained by other factors not examined in this study.

**Table 4 . Result of R<sup>2</sup> Test**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.523 <sup>a</sup>	0.273	0.249	3.24

## Discussion

### Student Activities and Learning Activities Towards Achieving Learning Objectives

Student Activities and Learning Activities have a significant influence on the achievement of reading comprehension goals in English texts at SMAN 4 Purwokerto. This result is consistent with the theory of constructivism in education, which states that students actively build knowledge through interaction with their learning environment, including participation in activities that directly involve them (Dewi, 2021; Kumar & Nanda, 2019). These findings are also consistent with the research results which revealed that students' comprehension of reading English texts increases in proportion to their active involvement in the learning process (Pahamzah et al., 2021; Silverman et al., 2015).

In the learning activities, students as the main subjects are required to take an active role both in the classroom and outside of class hours. This is especially true for English text reading lessons, which require special skills and willingness from students to master them. Meanwhile, the teacher acts as a facilitator who provides stimuli and guidance simultaneously during the learning process (Ahmad et al., 2019; Sofiana & Mubarak, 2020). From the observations, the author found that most students in the class are actively involved in the English learning process. High attendance and positive responses to questions posed by the teacher indicate that students have a desire to learn and master English. This is reinforced by a student survey showing that 90% of students want to actively participate in the learning process. Of those 90% of students, 80% provided the reason that the teacher often uses varied teaching methods. All the methods used encourage students to actively engage in learning. In addition, the teacher always appreciates the answers given by the students without rejecting or interrupting them.

Although students have made efforts to answer questions in English, many still feel anxious about their responses. Factors influencing this include fear of making mistakes, lack of understanding of the questions, or concern about being negatively evaluated by teachers and classmates. According to this anxiety can hinder academic achievement in English language learning (Masuwd et al., 2024). Therefore, the role of teachers in creating a learning environment is essential to support, provide constructive feedback, and boost students' confidence, thereby enhancing overall engagement and performance in learning (Day et al., 2020; Ginting, 2021).

The achievement of learning objectives at SMAN 4 Purwokerto is also influenced by students' reading and studying habits outside the classroom. The interview results show that 80% of students do not take the time to study in groups, whether with classmates or other communities. Only a small portion of students participate in

tutoring to enhance their English skills. When compared to the previous semester's academic results, students who attend tutoring outside of school generally have better English achievements. In addition, they also have a higher level of confidence and motivation in reading English texts. Reading is a skill that can be significantly developed through independent practice outside of the classroom. Although teachers and facilities can provide guidance, if students do not practice reading skills consistently, the impact of facilities and teacher activities becomes limited. This habit of reading independently will improve reading skills (Abid et al., 2023; Hassan et al., 2021; Nurhayati & Najooan, 2023).

### ***Teacher Activities Towards Achieving Learning Objectives***

The t-test results show that teacher activities do not have a significant impact on the achievement of English reading learning objectives at SMA Negeri 4 Purwokerto. This finding reinforces by previous study state that the task of teaching is fundamentally to help and facilitate students in the learning process, as well as to create a conducive learning environment (Brown, 2007). The main role of the teacher is only to encourage and assist students in the process, while the success of learning largely depends on the students' own efforts.

Based on the results of the author's analysis and observations in the field, the teacher does not always explain the meaning and purpose of the reading material to be taught in each session. Nevertheless, the material provided by the teacher to the students has been adjusted to the objectives outlined in the curriculum. The method used by the teacher in delivering reading material can almost be said to be the same in every meeting. First, the teacher asked the students to look at the picture in the reading. Then, the teacher asked each student to make a sentence related to that picture. Here, the teacher guides students to be able to make sentences with correct grammar and pronunciation. After it was deemed sufficient, the teacher then instructed two to three students to take turns reading the script aloud. The other students listen to the reading while the teacher occasionally corrects the pronunciation of words/phrases/sentences that are read incorrectly. Next, to determine the vocabulary possessed by the students, the teacher asked the students to mention words whose meanings they did not know, and the teacher explained the meanings of these vocabulary items one by one.

Although the analysis results show that teacher activities do not influence the achievement of learning objectives, it cannot be denied that the teacher's role remains crucial in helping students understand English texts. Teachers need to make various efforts so that reading instruction achieves the expected results (Basma & Savage, 2023; Didion et al., 2020). The teacher should also provide guidance on predicting the content of the reading through the available cues, such as pictures or the title and subtitles of the reading. A text consists of words, sentences, main ideas, and general descriptions. A competent teacher can help students understand those components thoroughly, especially when assigning tasks. Teachers become the most influential external factor in fostering students' intrinsic motivation to read and understand English texts. The influence of that teacher includes teaching methods and relevant materials. Teachers who use engaging approaches and relate learning to everyday life will increase students' interest in reading (Somdee & Suppasetsee, 2013; Taladngoan et al., 2020).

Students' interest in the text being read greatly influences their understanding of the text (Abdul Rahman & Mohamad, 2023; Zur et al., 2022). To understand the text well, students need to know the meanings of the words present, which can be aided by a dictionary or pictures provided in the text. However, students often feel that when they get unsatisfactory results, the teacher is to blame. Students believe that their failures are caused by the teacher's ineffective teaching methods, such as unclear explanations, overly strict attitudes, or the use of monotonous learning strategies.

### ***School Facilities and Services on Learning Achievement***

The t-test results show that the availability of facilities and services at SMA Negeri 4 Purwokerto does not affect the achievement of learning to read English texts. This result is consistent with the findings which revealed that learning achievement is not influenced by school facilities (Yany et al., 2023). School facilities and services that do not have an impact can be caused by factors such as how the facilities are used, the facilities not functioning optimally, or because physical facilities do not always have a direct impact on learning outcomes. In an interview with the teacher, it was revealed that the location of the classroom also affects the quality of student learning (Kusumawardani et al., 2018; Supeni et al., 2019). Classes that are far from the crowd tend to have students with better achievements compared to classes that are near the canteen or exit. Distractions from noise and foot traffic can reduce students' concentration, which ultimately affects their ability to answer questions quickly and accurately.

The school library, as one of the learning resources, is still not optimal in providing interesting books for high school students. The available books are mostly printed by the Ministry of Education and Culture, with a limited collection of English textbooks and designs that are less appealing to students. Nevertheless, some studies show different results. Complete school facilities have a significant impact on students' learning outcomes, where complete facilities increasing learning motivation so that it positively impacts student achievement (Siregar & Aziza, 2021; Susanti et al., 2021). Another study by previous study states that physical facilities such as



classrooms, laboratories, libraries, as well as desks and chairs, positively contribute to the academic performance of high school students in Tanzania (Mkwama, 2023). The availability of these facilities facilitates learning and increases students' interest and motivation. Further research highlights the importance of school libraries as essential facilities that can enhance students' academic achievements, with the condition of the building playing a role in supporting students' academic performance in Eti Osa, Lagos (Gloria et al., 2022).

Factors such as spacious classrooms, adequate facilities, and good interaction between teachers and students in the classroom have been proven to enhance academic performance. Meanwhile, overcrowded classrooms have a negative impact on students' academic achievements (Gloria et al., 2021, 2022). School laboratories also play an important role, especially in facilitating students' practical work and enhancing their understanding in a hands-on manner (Akmal et al., 2022; Holstermann et al., 2010). Information and communication technology (ICT) also plays an important role in the learning process. Studies show that the use of ICT enhances communication between students and teachers, facilitates distance learning, and makes it easier for students to understand the material. However, not all students have access to adequate learning facilities, whether at home or at school. Therefore, schools need to empower the existing facilities to support more effective learning (Arclinwibowo et al., 2022; Gubbels et al., 2020).

### ***The Interactive Role of Students and Learning Activities on Learning Achievement***

Active student activities and a learning process that directly involves students are important components that can enhance the achievement of learning objectives. Active student participation not only strengthens concept understanding but also encourages critical and creative thinking skills. Research shows that students who are actively engaged in learning activities have better problem-solving skills and can apply knowledge in real-world contexts (Pongsatornipat, 2021). Thus, creating an interactive learning environment is key to improving the quality of education. Student participation in the learning process includes various methods, such as group discussions, collaborative projects, and the use of educational technology. These methods not only make learning more engaging but also provide opportunities for students to share their ideas and perspectives. A study shows that collaborative learning can enhance students' reading motivation. High reading motivation can boost students' self-confidence and reduce their anxiety when reading English texts, ultimately improving their reading skills (Abdul Rahman & Mohamad, 2023; Ahmed Abdel-Al Ibrahim et al., 2023). The role of teachers in facilitating interactive learning is very crucial. Teachers must be able to create a supportive atmosphere and provide constructive feedback to students. According to research teachers who act as facilitators can encourage students to take initiative in their own learning (Udu, 2021). This not only strengthens student engagement but also enhances their intrinsic motivation to learn. Therefore, training for teachers in interactive teaching techniques must be a priority in professional development.

External factors such as school infrastructure and educational policies also have an influence, but it is not comparable to the impact of student engagement itself. Research by previous study shows that although good educational facilities can support the learning process, the level of student participation remains the main indicator of academic success (Susanti et al., 2021). Therefore, focusing on the development of interactive and empowering learning methods is a strategic step to improve overall educational outcomes. This research is also limited to a quantitative approach and a particular school context, so it is less able to explore subjective experiences or provide a broader picture. Therefore, it is recommended that further research explore other relevant factors, use a mixed-methods approach, and involve samples from various regions and educational levels. This will provide a deeper and more comprehensive understanding and help design more effective and contextual learning strategies.

## **4. CONCLUSION**

Factors that influence the achievement of reading comprehension goals in English texts at SMA Negeri 4 Purwokerto include student activities and learning activities, while teacher activities and school facilities and services do not significantly affect the achievement of reading comprehension goals in English texts. Based on the research results, the four factors studied only contributed 27.3% to the success of learning to read English texts. This shows that 72.7% of success is influenced by other factors that have not been analyzed, such as family support, students' intrinsic motivation, or the influence of digital technology.

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