

The Influence of Communication Culture on the Breadth of General Knowledge and Reading Comprehension of Students

Regi Damayanti¹, Ila Rosmilawati²

¹Department of Basic Education, Faculty of Teacher Training and Education, Banten-Indonesia

²Department of Non-Formal Education, Faculty of Teacher Training and Education, Banten-Indonesia

email correspondence: irosmilawati@untirta.ac.id

ABSTRAK

This systematic literature review examines whether the culture of daily communication in the surrounding environment affects the breadth of general knowledge and reading comprehension of elementary school students. By synthesizing findings from various studies over the past 7 years using google scholar and scopus data banks, this review aims to identify the patterns of everyday communication used in the surrounding environment that contribute to the general knowledge that a child has and the development of reading skills. The literature search process in this study is to determine keywords, search for sources using the publish or perish application, answer questions about keywords, and select relevant articles. After classifying the 24 literatures obtained, the results of the study have not found specific research that answers the topic they want to know. This review highlights the role of the home environment in contributing to the breadth of general knowledge and communication practices as an effort for students to gain language exposure. Based on the search for literature studies, discussions on this topic can be followed up.

Keywords: Communication Culture, General Knowledge, Reading Comprehension, SLR

INTRODUCTION

Reading is one of the complex abilities because it involves various variables and components such as the use of reading strategies as well as different knowledge backgrounds in each reader. Comprehension of what is read is an essential skill for academic success and lifelong learning. Reading comprehension has complex tasks that depend on understanding a series of cognitive and linguistic processes. Referring to Tazkiyah & Ambarwati (2022) and (Nation, 2019) The Organisation for Economic Co-Operation and Development (OECD) report on the results of PISA in 2022 which shows that students' literacy skills are below the average standard, no one even reaches levels 5 and 6 even though in terms of ranking, it has risen by 5 positions for reading literacy. The index of reading interest in Indonesia is also still relatively low. One of the factors that causes low PISA scores is a lack of understanding of reading. This is in line with the low interest of students in reading. The results of other research also answer this reason. Kompas.com conducted a survey to 1000 people. As a result, there was only 1 person who actually did reading activities (Yestina et al., 2024) (Yusmar & Fadilah, 2023) (Kusumawati et al., 2019). This data is corroborated by UNESCO which states that only 0.001% of Indonesian people have an interest in reading (Devianty, 2022). The Ministry of Education and Culture of the Republic of Indonesia views and defines reading literacy as an ability to search, process, and obtain information both in written and reading form. Based on this, it can be seen how the gap is regarding a person's low understanding in managing information (Sari & Setiawan, 2023).

A number of studies show that the home environment plays an important role in developing reading skills in children. However, the discussion of the relationship between the culture of daily communication that can affect the breadth of general knowledge and the understanding of reading has not been specifically discussed. So it is quite interesting to review further about the discussion. This

article is expected to contribute and novelty to the world of education in seeing the viewpoint of reading comprehension associated with communication habits in the surrounding environment. Furthermore, whether this link is related to the breadth of general knowledge that a child has if the topics discussed in daily life are not diverse enough. This review aims to systematically explore how the culture of daily communication in the home environment affects the reading comprehension of elementary school students.

RESEARCH METHODS

The method used in this article is systematic literature review (SLR). SLR is a methodological study that uses a database to map research results and aims to discuss a particular topic or theme objectively and theoretically. A systematic search for relevant literature is carried out in various academic data banks, including using the help of the Sugara & Sugito (2022) Publish or Perish, Google Scholar, and Scopus applications that are indexed by international and national journals. The keywords used in the search include: "reading comprehension", "elementary school students", "home environment", "language understanding", "communication culture", "reading literacy", "reading interest", "general knowledge", "vocabulary", and "language exposure". The search for published study literature has been limited for the last 7 years, namely between 2018 and 2024 and is considered to be included in the analyzed article. A total of 58 studies were identified, 24 of which met the criteria included in the topic of discussion.

RESULTS AND DISCUSSION

Result

The results of the classification of research articles are presented in the form of tables. There are two tables that show the results of the study. Table 1 contains articles categorized by the same topic, criteria for the year of publication of the article, name of the journal and publication index. From the results of the analysis of these articles, there is no specific answer to the relationship between the culture of daily communication in the home environment affects the breadth of general knowledge and reading comprehension of elementary school students. This can be seen from the list presented in the Scopus and Sinta indexed tables in the last 7 years.

Table 1. Indexed Journal Publications

Topic	Year	Journal Name	Publication Index
The relationship between reading comprehension and teaching strategies	2017	Reading Research Quarterly	Scopus Q1
	2019	The Journal of Educational Research	Scopus Q1
	2019	Reading and writing	Scopus Q1
	2020	Indonesian Education Journal	Sinta 2
	2018	Al-Ishlah; Journal of Education	Sinta 2
	2022	Pendas Horizon Journal	Sinta 3
	2023	Instructional Development Journal	Sinta 3
	2023	Journal of Civil Community Service	Sinta 3
	2023	Perseda Journal	Sinta 4
Reading comprehension influenced by language comprehension	2017	Campbell Systematic Reviews	Scopus Q1
	2021	Reading Research Quarterly	Scopus Q1
	2019	Campbell Systematic Reviews	Scopus Q1
	2021	Reading and writing	Scopus Q1
	2021	Australian Journal of Learning Difficulties	Scopus Q3
Reading comprehension is related to fluency in reading	2021	Journal of Research in Reading	Scopus Q1

	2021	Reading Research Quarterly	Scopus Q1
The relationship between reading comprehension and family roles	2020	Dwija Cendekia	Sinta 3
	2019	Education: Research Journals and Educational Articles	Sinta 4
	2022	Raudhah Journal	Sinta 4
	2022	Educational Treasures	Sinta 6
The relationship between reading comprehension and socioeconomics	2019	Reading and writing	Scopus Q1
	2019	Developmental Science	Scopus Q1
The relationship between reading comprehension and reading habits	2020	Journal Basis	Sinta 4
	2017	Acarya Pustaka	Sinta 6

Of the 24 research articles analyzed, in the topic category related to reading comprehension with teaching strategies, there are 3 articles indexed by Scopus and 6 articles indexed by Sinta. The reading comprehension category influenced by language comprehension contains 5 articles indexed by Scopus. The next category regarding reading comprehension related to fluency in reading has 2 articles indexed by Scopus. The category of reading comprehension related to family roles totaling 3 articles were all indexed by Sinta. The same is true for the category of the relationship between reading comprehension and socioeconomics, which is the 2nd article indexed by Scopus and the last category is related to the relationship between reading comprehension and reading habits, which is also the 2nd article indexed by Sinta.

After Table 1 is presented, then Table 2 will present the names of the authors, article titles, and a summary of the 24 articles that will bring conclusions about interesting research gaps for further study.

Table 2. Author, Title, and Analysis of Reading Activities

Writer	Heading	Analysis of Reading Activities
Young, C., Durham, P., Miller, M., Victor, T., Rasinski, & Lane, F.	Improving reading comprehension with readers theatre	The reader's theater method has an impact on improving reading comprehension because it involves how the spelling process and word knowledge are involved.
Hungwe, V.	Using a translanguaging approach in teaching paraphrasing to enhance reading comprehension in first-year students	The importance of providing students with the experience of utilizing their multilingual vocabulary is emphasized and reaffirmed, through language translation, to enhance learning.
Restati, S, N., Ilham, M., & Mansyur, M.	The Influence of Survey, Question, Read, Recite, Review Method Toward Reading Comprehension Ability Mediated by Working Memory	The SQ3R method can improve reading comprehension by mediated by working memory capacity in children in Bajo.

Muliawanti, S. F., Amalian, A. R., & Nurasiah, I.	Analysis of Reading Comprehension Ability of Grade III Elementary School Students	Students are improved in reading comprehension skills by reading more books, being provided with supporting facilities and infrastructure, as well as providing and applying appropriate learning models, strategies, and methods.
Harahap, H., Mardianto., Irwan, M., & Nasution, P.	Analysis of Multiliteracy Learning Model in Improving the Quality of Students' Reading Comprehension	The multiliteracy learning model is used to hone high-level thinking skills. This is intended because of the relationship between comprehension of reading and writing ability.
Amita, P., Kusumawati, N.	Development of Flipbook Learning Media to Increase Students' Understanding of Ethnic and Cultural Diversity Materials in Grade V Students of SDN Glonggong 04 Madiun Regency	Flipbook media is used as a tool to make it easier for students to understand a material about ethnic and cultural diversity.
Safitri, H., Maylinda, L., & Ikhava, E. R.	Introduction to Skimming, Scanning, and Visualising Methods to Help Students Read Comprehension	A structured method can be used to improve reading comprehension, especially in texts presented in package books that are not consistently structured in a structured manner.
Collins, J. L., Jaekyung, L., Fox, J. D., Madigan, T, P.	Bringing Together Reading and Writing: An Experimental Study of Writing Intensive Reading Comprehension in Low-Performing Urban Elementary Schools	Teaching reading and writing using mind maps can help improve the level of reading comprehension.
Deswarni, D.	The Effect of Using STAD Strategy Toward Students' Reading Comprehension	The STAD (Student Teams Achievement Division) strategy can improve students' reading comprehension because of the achievements made in teams and the division of tasks that can make students focus on one thing to be achieved.
Nation, K.	Children Reading Difficulties, language, and Reflections on the Simple View of Reading	Some factors that are problematic in reading comprehension: 1) Spell 2) Ability to obtain representations from print inputs that facilitate access to mental lexicons, then semantic information at the word level 3) Linguistic comprehension (usually assessed orally) 4) Obtain sentence interpretation or discourse from lexical information/semantic information at the word level.

Hjetland, H, N., Brinchmann, E, I., Scherer, R., & Melby-Lervåg, M.	Preschool predictors of later reading comprehension ability: a systematic review	This study describes a strong predictive model of understanding (SLR studies from 1986 to 2016, mostly from the USA, Europa and Australia).
Duke, N, K & Cartwright, K, B.	The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading	A simple view of reading has focuses that can be used as practical interventions regarding reading comprehension.
Rogde, K., Hagen, A, M., Melby- Lervåg, M., & Lervåg, A.	The effect of linguistic comprehension instruction on generalized language and reading comprehensionskills: A systematic review	The linguistic understanding program includes the following: 1) Small positive direct impact on general outcomes of linguistic comprehension (small effect on vocabulary and grammatical knowledge and moderate effect on narrative and listening comprehension. 2) The influence of the program on the general measure of reading comprehension is negligible. 3) Few studies reported follow-up assessments of participants.
Dolean, D, D., Arne Lervåg, A., VisuPetra, L., Monica., & Melby-Lervåg	Language skills, and not executive functions, predict the development of reading comprehension of early readers: evidence from an orthographically transparent language	1) The early stages of reading comprehension are associated with executive functioning, but only language skills can independently predict the progression of reading comprehension. 2) The executive function has no significant direct influence on the development of reading comprehension in early readers beyond the ability to decode fluently and spoken language in languages with transparent orthography. 3) When children learn to decode well, their language skills (and not their executive functions) have a strong influence on the development of reading comprehension.
Kirschmann, N., Wolfgang, L., & Suggate, S.	Influences from working memory, word and sentence reading on passage comprehension and teacher ratings	1) The strongest impact of reading fluency occurs in grades 2 and 3. 2) Fluent reading is replaced by sentence comprehension. 3) Auditory Working Memory (AWM) contributes significantly to reading comprehension without relying on reading fluency. 4) Basic spelling skills disappear after considering fluency.

		5) The student's AWM and reading comprehension estimate the teacher's assessment of reading fluency. 6) Reading comprehension assessment depends on students' self-concept and reading comprehension.
Pickren, S. E., Stacy, M., Tufo, S. N., Spencer, M., & Cutting, L. E.	The Contribution of Text Characteristics to Reading Comprehension: Investigating the Influence of Text Emotionality	Texts that have text features (such as word definition, word frequency, number of pronouns) can help reading comprehension performance. In addition, texts that contain emotions (such as lexical ratings of arousal) estimate that reading comprehension can surpass the level of people reading texts with traditional characters.
Fikriyah, Rohaeti, T., & Solihati, A.	The Role of Parents in Improving Reading Literacy of Elementary School Students	1) The role of parents in efforts to improve reading literacy is parents as guides and educates children, parents as teachers and role models for children, parents as facilitators, parents as motivators, parents as friends and can communicate with children effectively and the role of parents as givers of rewards and punishments. 2) Democratic education patterns carried out by parents in improving students' reading literacy 3) Obstacles experienced by parents such as too much schoolwork given to children so that children find it difficult and lazy to study at home, there is no awareness of the importance of reading and learning in children so that most children need to be ordered first to study or read and the busyness of parents working also makes parents less optimal in paying attention, guide and educate their children to learn and read.
Sajawandi, L., Noveni, N. A., & Muslim, A. H.	Analysis of Family Readiness Profile in the Context of Facilitating Children's Language Development in Rumah During the Pandemic (Qualitative Study to Parents of Elementary School Students)	Two factors that affect student literacy, the physical environment (such as; gadgets, books, facilities and infrastructure) and the non-physical environment (such as; support and motivation for reading or learning, language interaction, habituation of reading activities, and examples of the implementation of literacy in language in daily life and family culture.
Kusumadewi, R. F., Permata, A., & Iriant, C. D.	The Relationship of Parenting Styles to Reading Interest of Elementary School Students	The role of parents in supporting children's literacy can have an impact on the understanding of the information being managed. Parents who consciously instill parenting styles that support all aspects of

		learning are important factors in the development of children's character.
Devianty, R & Sari, Y.	The Role of the Family in Optimizing Early Childhood Literacy	The family plays an important role in instilling literacy from an early age in children by providing new experiences regarding activities related to literacy.
Su-Zhen., Tomohiro, I., Hua, Shu., & George K, G.	How does home literacy environment influence reading comprehension in Chinese? Evidence from a 3-year longitudinal study	<ol style="list-style-type: none"> 1) Formal literacy experience estimates reading comprehension through the effect of pinyin knowledge (translation of the alphabet from Chinese characters) on word reading. 2) Access to literacy resources estimates reading comprehension through the effects of quick naming, phonological awareness, and vocabulary. 3) Informal literacy experiences do not predict emergency literacy skills or any reading outcomes.
Lervåg, A., Dolean, D., Tincas, I., & Lervåg, M, M.	Socioeconomic background, nonverbal IQ and school absence affects the development of vocabulary and reading comprehension in children living in severe poverty	<ol style="list-style-type: none"> 1) Roma children have poorer vocabulary and early reading comprehension skills as well as slower growth rates compared to non-Roma children. 2) SES has a direct influence on the growth of reading comprehension and vocabulary. 3) The influence of SES is partly mediated by absenteeism at school and nonverbal IQ.
Asih, A & Tantri, S.	The Relationship between Reading Habits and Vocabulary Mastery with Reading Comprehension Ability	The love of reading has an influence on developing vocabulary. The more books you read, the greater the opportunity to expand your vocabulary. This has an impact on the ability to understand the content of the reading.
Sartika, F, D., Afifah, N., & Anggraini, Y.	The Correlation Between Students' Reading Habit and Their Reading Comprehension	<p>There is a relationship between reading habits and reading comprehension. Two factors influence it:</p> <ol style="list-style-type: none"> 1) Internal factors are factors of the student himself such as intellectual, language ability, psychological, environment, experience. 2) External factors such as the facilities provided in the school that do not support students to learn English much and the limited time to study English twice a week.

Discussion

From the articles that we tried to analyze, there were 6 categories related to reading comprehension. Each category will be discussed below.

The relationship between reading comprehension and teaching strategies

Many education practitioners, especially teachers, try various teaching strategies to improve students' reading comprehension. Muliawanti et al (2022). said that to be able to improve students' reading comprehension, they can read more books, be provided with supporting facilities and infrastructure, and be given the right approaches, methods, strategies, models, and learning media. The multilingual method allows students to be able to metacognize by paraphrasing comprehension reading. The SQ3R method can also effectively improve reading comprehension by mediated by working memory capacity. The key to being able to increase the working memory capacity is repetition. Furthermore, the (Hungwe, 2019) (Siregar et al., 2020) skimming, scanning, and visualising methods (Safitri et al., 2023) can be one of the alternative methods used by teachers when teaching student understanding by providing facilities and infrastructure and getting students used to reading books using these methods. The mind map method can improve students' reading comprehension by reading while taking notes. The reader theater method can be a quite fun method because the student's encouragement to gain an understanding of reading is by staging the content of the text expressively and meaningfully. In addition to methods, comprehension teaching strategies can also be carried out, one of which is the STAD strategy. This strategy is to take advantage of the role of peer tutors to be able to learn from each other, with a learning system of competition between teams. Then, (Collins et al., 2017) (Young et al., 2019) (Deswarni, 2018) the multiliteracy learning model can help improve students' reading comprehension because this model emphasizes more on differentiated learning, where learning can adjust to (Ha, et al., 2023) students' multiple intelligences. Finally, the use of flipbook (Amita & Kusumawati, 2023) media is carried out in order to increase understanding of what is read. This media is fun because it contains pictures, so that students can understand the storyline through stories.

Based on the explanation above, there are many efforts that teachers can make in the classroom to be able to encourage students' reading comprehension. Through the use of the right methods, strategies, models, and media, students can be encouraged in their abilities.

The link between reading comprehension and language comprehension

Problems found in reading comprehension can be caused by two major factors; technical reading (spelling) ability and comprehension of a language. Then Hjetland et al also found a link between understanding a language and reading comprehension. They suggest that the most powerful predictor of understanding a language is how a person (Nation, 2019) (2017) is exposed to a lot of language (vocabulary, structure of a language, prior knowledge). Their research was conducted in America, Europe, and Australia. Nell and Cartwright's research discusses the problem of language comprehension has focuses that can be used as practical interventions regarding reading comprehension. So it can be concluded that the effect and effectiveness of understanding a language can affect the understanding of what is read (Rogde et al., 2019; Dolean dkk., 2021). Language understanding is an important element because the emphasis is more on the acquisition of meaningful language. So if a person does not have an understanding of a language, it is possible that the understanding in reading will also be disturbed.

The relationship between reading comprehension and fluency in reading

Fluency in reading is often associated with reading comprehension. A person who is fluent in reading is assumed to have an understanding of what is read. Even though many factors are involved in it. Often texts are found that do not have text features (such as word concreteness, word frequency, number of pronouns), so that it can interfere with reading commemorative performance. Research shows that to be able to improve reading comprehension, it is by designing texts that are structured, have text features, contain emotions (such as lexical ratings of arousal) so that they can surpass the level of people who read texts with traditional characters (Pickren et al., 2022). The impact of fluent reading can be seen in 2nd and 3rd grade elementary school students. Of course, to be able to read fluently, it is necessary to (Kirschmann dkk., 2021) have working memory and understand the sentences contained in it. Once again, it needs to be emphasized that reading comprehension is the ultimate goal of reading a reading.

The relationship between reading comprehension and family roles

Literacy is a communication process that occurs on a daily basis. In his interactions, the people involved in the process are very influential. The environment that has the biggest role is the family (Fikriyah et al., 2020). There are two factors that affect student literacy; physical environment and non-physical environment. Parents who are ready, in the sense that they can facilitate the development of children's language while at home have a large percentage of children's literacy. Cultivating literacy from an early age applied by parents can have an impact not only on the understanding of reading, but also on shaping children's characteristics. Providing a lot of experience can also have an impact on understanding what is read. So it can be concluded that children who have intelligence in literacy are greatly influenced by the role of the family (Sajawandi et al., 2022; Kusumawati et al., 2019; Devianty, 2022). The family has an important role in the development of children's language. Parents who are aware of this will try to encourage their children's comprehension skills by expanding their children's experience and knowledge.

The relationship between reading comprehension and socioeconomics

It is undeniable, if the role of parents who can encourage children to develop their literacy, one of the factors is from the socio-economic level. A study in China presented data that parents who are busy working, tend to focus on economic fulfillment and the quality of their literacy tends to lead to informal literacy. In addition, research conducted in Rome concluded that students with low literacy are influenced by low socioeconomic backgrounds. Children tend not to attend school, which has an impact on them lagging behind in attending lessons at school. This is exacerbated by a lack of parental concern for their children's education (Zhang et al., 2020; Lervåg et al., 2019). Parents who have low socio-economic conditions tend to have a high quality of discussions with their children in the form of simple commands or instructions. So that general knowledge is not built in the house. This is one of the impacts of why children's reading comprehension at school is hampered.

The relationship between reading comprehension and reading habits

The love of reading has a tremendous impact on reading comprehension. This is because as many readings are read, vocabulary will also increase (Tantri, 2016). In addition, it is undeniable that internal factors (the student's intellect) also have an influence on reading comprehension, but external factors can also play a big role, such as the portion of time in learning and how to use that time to practice the use of literacy a lot (Sartika et al., 2020). Reading habits have a great impact on comprehension. People who read a lot of vocabulary will be wider than those who do not read much. Reading habits help us sharpen our thinking and broaden our perspective on a topic.

CONCLUSIONS

Reading comprehension is greatly influenced by various factors. The biggest factor in acquiring the ability to understand what is read comes from the family. The family has an important role in shaping a person's quality. The more families are involved, the greater the likelihood that an understanding of the reading will be obtained. However, from all the discussions presented above, it is still not found specifically whether the culture of communication carried out in the surrounding environment, including communication between neighbors, environmental culture and the topics discussed affect the breadth of general knowledge and reading comprehension of elementary school students. In addition to the family environment, communication that occurs in the surrounding environment also needs to be further traced for its impact. Language is created from social interaction, so this can be one of the gaps that can be considered for deeper study. By fostering supportive communication practices and enriching them in the home environment, it is hoped that all stakeholders can be involved.

REFERENCES

- Amita, P., & Kusumawati, N. (2023). Development of Flipbook Learning Media to Increase Students' Understanding of Ethnic and Cultural Diversity Materials in Grade V Students of SDN Glonggong 4 Madiun Regency. *Perseda Journal: Journal of Education*
<https://www.jurnal.ummi.ac.id/index.php/perseda/article/view/162-171>

- Collins, J. L., Lee, J., Fox, J. D., & Madigan, T. P. (2017). Bringing Together Reading and Writing: An Experimental Study of Writing Intensive Reading Comprehension in Low-Performing Urban Elementary Schools. *Reading Research Quarterly*, 52(3), 311–332. <https://doi.org/10.1002/rrq.175>
- Deswarni, D. (2018). The Effect of Using STAD Strategy Toward Students' Reading Copenhension. *Al-Ishlah Journal of Education*, 10(1), 2597–2940
- Devianty, R. (2022). The Role of the Family in Optimizing Early Childhood Literacy. *Raudhah Journal*, 10(1). <http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah>
- Dolean, D. D., Lervåg, A., Visu-Petra, L., & Melby-Lervåg, M. (2021). Language skills, and not executive functions, predict the development of reading comprehension of early readers: evidence from an orthographically transparent language. *Reading and Writing*, 34(6), 1491–1512. <https://doi.org/10.1007/s11145-020-10107-4>
- Duke, N. K., & Cartwright, K. B. (2021). The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading. *Reading Research Quarterly*, 56(S1), S25–S44. <https://doi.org/10.1002/rrq.411>
- Fikriyah, Rohaeti, T., & Solihati, A. (2020). The Role of Parents in Improving Reading Literacy of Elementary School Students. *Dwijia Scholar*. <https://jurnal.uns.ac.id/jdc>
- Harahap, H., Irwan Padli Nasution, M., & Article, R. (2023). Analysis of Multiliteracy Learning Model in Improving the Quality of Students' Reading Comprehension INFO ARTICLE ABSTRACT. *Teacher Development Strategies13 Instructional Development Journal (IDJ)*, 6, 13–19. <http://ejournal.uin-suska.ac.id/index.php/IDJ>
- Hjetland, H. N., Brinchmann, E. I., Scherer, R., & Melby-Lervåg, M. (2017). Preschool predictors of later reading comprehension ability: a systematic review. *Campbell Systematic Reviews*, 13(1), 1–155. <https://doi.org/10.4073/csr.2017.14>
- Hungwe, V. (2019). Using a translanguaging approach in teaching paraphrasing to enhance reading comprehension in first-year students. *Reading and Writing (South Africa)*, 10(1). <https://doi.org/10.4102/rw.v10i1.216>
- Kirschmann, N., Lenhard, W., & Suggate, S. (2021). Influences from working memory, word and sentence reading on passage comprehension and teacher ratings. *Journal of Research in Reading*, 44(4), 817–836. <https://doi.org/10.1111/1467-9817.12373>
- Kusumawati, R. F., Permata C, A., & Irianti, C. D. (2019). Education: The Relationship of Parenting Style to Elementary School Students' Reading Interest. 11(1), 4965. <http://journal.ummgl.ac.id/nju/index.php/edukasi>
- Lervåg, A., Dolean, D., Tincas, I., & Melby-Lervåg, M. (2019). Socioeconomic background, nonverbal IQ and school absence affects the development of vocabulary and reading comprehension in children living in severe poverty. *Developmental Science*, 22(5). <https://doi.org/10.1111/desc.12858>
- Muliawanti, S. F., Amalian, A. R., Nurasiah, I., & ... (2022). Analysis of Reading Comprehension Ability of Grade III Elementary School Students. *Journal of Pendas Horizons*. <https://ejournal.unma.ac.id/index.php/cp/article/view/2605>
- Nation, K. (2019a). Children's reading difficulties, language, and reflections on the simple view of reading. *Australian Journal of Learning Difficulties*, 24(1), 47–73. <https://doi.org/10.1080/19404158.2019.1609272>
- Nation, K. (2019b). Children's reading difficulties, language, and reflections on the simple view of reading. *Australian Journal of Learning Difficulties*, 24(1), 47–73. <https://doi.org/10.1080/19404158.2019.1609272>
- Pickren, S. E., Stacy, M., Del Tufo, S. N., Spencer, M., & Cutting, L. E. (2022). The Contribution of Text Characteristics to Reading Comprehension: Investigating the Influence of Text Emotionality. *Reading Research Quarterly*, 57(2), 649–667. <https://doi.org/10.1002/rrq.431>
- Rogde, K., Hagen, Å. M., Melby-Lervåg, M., & Lervåg, A. (2019). The effect of linguistic comprehension instruction on generalized language and reading comprehension skills: A systematic review. In *Campbell Systematic Reviews* (vol. 15, number 4). Wiley Blackwell. <https://doi.org/10.1002/cl2.1059>

- Safitri, H., Maylinda, L., & Ikhava Erviana, R. (2023). Introduction to Skimming, Scanning, and Visualising Methods to Help Students' Reading Comprehension.
- Sajawandi, L., Noveni, N. A., & Muslim, A. H. (2022). Analysis of Family Readiness Profiles in the Context of Facilitating Children's Language Development at Home During the Pandemic (Qualitative Study to Parents of Elementary School Students). *Khazanah Pendidikan*, 16(1), 95. <https://doi.org/10.30595/jkp.v16i1.12737>
- Sari, D. A. K., & Setiawan, E. P. (2023). Indonesian Students' Reading Literacy by Gender, Growth Mindset, and Education Level: PISA Survey. *Journal of Education and Culture*, 8(1), 1–16. <https://doi.org/10.24832/jpnk.v8i1.3873>
- Sartika, F. D., Afifah, N., & Anggraini, Y. (2020). The Correlation Between Students' Reading Habit and Their Reading Comprehension. *Jurnal base*.
- Siregar, N. R., Ilham, M., & M., M. (2020). The Influence of Survey, Question, Read, Recite, Review Method Toward Reading Comprehension Ability Mediated by Working Memory. *JPI (Indonesian Education Journal)*, 9(1), 85. <https://doi.org/10.23887/jpi-undiksha.v9i1.23101>
- Sugara, U., & Sugito. (2022). Ethnopedagogy: Ideas and Opportunities for Its Application in Indonesia. *Journal of Education and Culture*, 7(2), 93–104. <https://doi.org/10.24832/jpnk.v7i2.2888>
- Tantri, A. A. S. (2016). The Relationship between Reading Habits and Vocabulary Mastery and the Relationship between Reading Habits and Vocabulary Mastery and Reading Comprehension Ability. *Acarya Pustaka*, 2(1).
- Tazkiyah, S., & Ambarwati, E. K. (2022). To explore the use of metacognitive strategies on reading comprehension of English texts in junior high school students in disadvantaged areas. *Journal of Educational Professions*, 1(2), 92–105. <https://doi.org/10.22460/jpp.v1i2.11776>
- Yestina, R., Ratnaningsih, N., & Ni'mah, K. (2024). Meta-Analysis of Project Based Learning Model on Problem-Solving Ability in Mathematics Learning. *Fondatia*, 8(1), 1–20. <https://doi.org/10.36088/fondatia.v8i1.4396>
- Young, C., Durham, P., Miller, M., Rasinski, T. V., & Lane, F. (2019). Improving reading comprehension with readers theater. *Journal of Educational Research*, 112(5), 615–626. <https://doi.org/10.1080/00220671.2019.1649240>
- Yusmar, F., & Fadilah, R. E. (2023). Analysis of Low Science Literacy of Indonesian Students: PISA Results and Causative Factors. *LENSA (Science Lantern): Journal of Science Education*, 13(1), 11–19. <https://doi.org/10.24929/lensa.v13i1.283>
- Zhang, S. Z., Inoue, T., Shu, H., & Georgiou, G. K. (2020). How does home literacy environment influence reading comprehension in Chinese? Evidence from a 3-year longitudinal study. *Reading and Writing*, 33(7), 1745–1767. <https://doi.org/10.1007/s11145-019-09991-2>