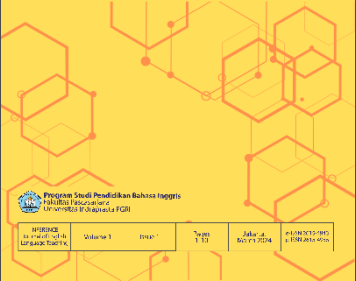


e-ISSN 2615-4943
p-ISSN 2615-4935
Volume 1 Issue 1 March 2018

INFERENCE

Journal of English Language Teaching



Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Indraprasta PGRI


Vol. 9, Issue 1,
April 2026
p-ISSN: 2615-8671
e-ISSN: 2615-868X

Received: March 12, 2026
Revised: April 15, 2026
Accepted: April 20, 2026

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DOI:
<https://doi.org/>

Published by:
Universitas Indraprasta PGRI



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RESEARCH ARTICLE

THE EFFECTS OF PERCEPTIONS ON LEARNING MODELS AND STUDENTS' ATTITUDES TOWARDS READING SKILLS

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Abstract: This study investigates the effects of perceptions on learning models and students' attitudes towards reading skills at private vocational high schools in Depok City, Indonesia. Recognizing the pivotal role of reading proficiency in academic and career success, the research aims to understand how cognitive and affective factors contribute to reading skill development. Employing a quantitative survey approach, data were collected from 90 eleventh-grade students using validated questionnaires and standardized reading tests. Statistical analyses, including multiple regression, revealed significant simultaneous effects of perceptions and attitudes on reading skills, accounting for 17.3% of the variance. Students' attitudes exhibited a stronger influence (35.5% contribution) compared to perceptions of learning models (20.1%). These findings underscore the necessity for vocational education programs to foster positive attitudes and implement engaging, context-relevant learning models to enhance reading competencies. Future research might explore additional variables influencing reading achievement and intervention effectiveness in diverse educational settings.

Keywords: Perceptions; learning models; students' attitudes; reading skills; vocational education

PENGARUH PERSEPSI TERHADAP MODEL BELAJAR DAN SIKAP MAHASISWA TERHADAP KEMAMPUAN MEMBACA

Abstrak: Penelitian ini mengkaji pengaruh persepsi terhadap model pembelajaran dan sikap siswa terhadap keterampilan membaca di sekolah menengah kejuruan swasta di Kota Depok, Indonesia. Mengakui peran penting keterampilan membaca dalam kesuksesan akademik dan karier, penelitian ini bertujuan untuk memahami bagaimana faktor kognitif dan afektif berkontribusi pada pengembangan keterampilan membaca. Menggunakan pendekatan survei kuantitatif, data dikumpulkan dari 90 siswa kelas XI menggunakan kuesioner yang telah tervalidasi dan tes membaca standar. Analisis statistik, termasuk regresi berganda, menunjukkan efek simultan yang signifikan dari persepsi dan sikap terhadap keterampilan membaca, yang menjelaskan 17,3% varians. Sikap siswa menunjukkan pengaruh yang lebih kuat (kontribusi 35,5%) dibandingkan dengan persepsi terhadap model pembelajaran (20,1%). Temuan ini menyoroti pentingnya program pendidikan kejuruan untuk menumbuhkan sikap positif dan menerapkan model pembelajaran yang menarik dan relevan dengan konteks untuk meningkatkan kompetensi membaca. Penelitian masa depan dapat mengeksplorasi variabel

tambahan yang mempengaruhi pencapaian membaca dan efektivitas intervensi di lingkungan pendidikan yang beragam.

Kata kunci: Persepsi; model pembelajaran; sikap siswa; keterampilan membaca; pendidikan vokasional

INTRODUCTION

In the globalized world, English serves as a crucial transnational language facilitating communication across diverse populations. Among the four fundamental language skills; reading, writing, listening, and speaking. Reading is pivotal due to its role in language acquisition, comprehension, and knowledge enhancement. Effective reading proficiency enables learners to access information, develop vocabulary, and engage critically with texts, ultimately supporting academic success and lifelong learning. Despite its importance, reading skills development often faces challenges, especially in vocational education contexts where oral communication tends to receive greater emphasis than literacy skills, particularly in English as a foreign language (EFL) setting such as Indonesia.

Reading is a fundamental language skill that plays a pivotal role in academic achievement, lifelong learning, and participation in a globalized world. Among the four essential English skills—listening, speaking, reading, and writing—reading has been widely acknowledged as the cornerstone of literacy development, offering access to knowledge, communication, and critical thinking opportunities. In the context of English as a Foreign Language (EFL), reading proficiency becomes especially significant, as it equips learners with the ability to engage with texts that are crucial for both academic success and professional advancement.

Scholars have long emphasized the importance of reading. Snow (2002) identified reading as a central mechanism for language acquisition and knowledge sharing, while Goodman et al. (1988) highlighted its role in vocabulary expansion, communication, and academic preparedness. Similarly, Harmer (1991) asserted that reading enriches learners' exposure to authentic language, fostering overall linguistic competence. These perspectives reinforce the idea that reading is not only a skill to be learned but also a tool that facilitates broader educational and personal growth.

In Indonesia, English reading instruction is a compulsory component of the national curriculum across educational levels. However, despite its importance, national and international assessments consistently reveal weak reading outcomes among Indonesian students. The Programme for International Student Assessment (PISA) reported Indonesia's reading literacy scores at 379 in 2022, well below the OECD average of 476 (Organisation for Economic Co-operation and Development [OECD], 2023). Vocational high school (SMK) students, in particular, have demonstrated lower levels of reading proficiency compared to their peers in general high schools (Kemendikbudristek, 2023). Such trends suggest systemic challenges in fostering reading literacy, especially in vocational education settings where technical training often overshadows literacy development.

Efforts to improve reading skills must take into account not only instructional strategies but also the perceptions and attitudes of learners. Research demonstrates that the selection and implementation of appropriate learning models significantly influence students' reading comprehension and engagement (Hattie, 2009; Marzano et al., 2001). For example, innovative approaches such as Problem-Based Learning and Genre-Based Approaches have shown measurable improvements in comprehension outcomes among Indonesian students (Fitrawati, 2012; Aulia et al., 2023). Nevertheless, the effectiveness of these models depends largely on how students perceive them and on their own attitudes toward reading.

Attitudes, as Gardner and Lambert (1972) established, are powerful predictors of language learning success. Positive attitudes toward reading can motivate learners to engage more actively, thereby enhancing their reading proficiency, while negative attitudes may lead to disengagement and

poor outcomes. Understanding how students in vocational schools perceive learning models and how their attitudes shape their reading behaviour is therefore critical.

This study seeks to address this gap by examining the effects of perceptions of learning models and their attitudes toward reading skills in private vocational high schools in Depok City, Indonesia. By focusing on this understudied population, the research aims to provide evidence-based insights that can inform curriculum design, instructional practices, and teacher professional development. Ultimately, the findings may contribute to improving literacy outcomes in vocational education contexts, thereby enhancing students' academic and professional readiness.

Problem Statement and Research Gap

While various structured learning models have been utilized to improve students' reading comprehension, including Problem-Based Learning and Genre-Based Approaches, there remains a noteworthy gap regarding how students' perceptions of these learning models, combined with their attitudes toward reading, jointly influence reading skill development, particularly within private vocational high schools. Previous studies have documented challenges such as students' low motivation, limited vocabulary, and difficulties in adapting pedagogy to learners' needs. However, there is limited research addressing the interaction between students' perceptions of instructional models and their attitudes toward reading, and how this interplay affects their reading proficiency in practical vocational education settings. This study aims to fill this research gap by focusing specifically on the private vocational high schools in Depok City, Indonesia.

Research Objectives

The primary objectives of this research are:

1. To analyse the relationship between students' perceptions of learning models and their English reading skill development.
2. To examine the influence of students' attitudes on their reading comprehension abilities.
3. To determine the combined effects of perceptions of learning models and attitudes toward reading on reading skill performance among vocational high school students in Depok City.

These objectives provide a focused framework to investigate the cognitive and affective factors influencing English reading proficiency in a vocational education context.

Significance of the Study

This research contributes to the body of knowledge by empirically exploring the dual impact of cognitive perceptions and attitudinal factors on reading skill acquisition, offering nuanced insights relevant to EFL pedagogy in vocational settings. Findings are expected to inform educators, curriculum designers, and policymakers about effective instructional model selection and the critical role of fostering positive reading attitudes to enhance literacy outcomes. By aligning pedagogical strategies with students' perceptions and attitudes, the study has the potential to improve reading engagement and proficiency, which are essential for students' academic success and future career readiness.

Scope and Limitations

The study focuses on eleventh-grade students enrolled in two private vocational high schools located in Depok City, West Java Province, Indonesia. It investigates the variables of students' perceptions of learning models, attitudes toward reading, and reading skills, utilizing quantitative survey and test methods. Limitations include the geographical and institutional scope confined to a specific city and schools, which may affect the generalizability of the results. Additionally, the study primarily relies on self-reported perceptions and attitudes, which may be subject to respondent biases. Despite these

constraints, the findings offer valuable localized insights with implications for broader educational contexts.

RESEARCH METHOD

This study employed a quantitative correlational design to examine the effects of perceptions on learning models and students' attitudes toward reading skills among private vocational high school students in Depok City. The correlational approach was chosen to explore the relationships and predictive influences among the variables without researcher intervention.

Participants consisted of 90 students drawn from two private vocational high schools—SMK Taruna Bhakti and SMK Harapan Bangsa—in Depok City, West Java Province. The sample was selected through stratified proportional random sampling from a total population of 900 students enrolled in the eleventh grade during the 2024–2025 academic year. Inclusion criteria focused on current enrollment in the targeted schools, while exclusion applied to students who participated in the instrument validity testing but not in the main sample. The sample demographics were representative of the vocational school student population in the area, ensuring generalizability of findings.

The study procedures involved administering standardized instruments to measure perceptions on learning models (independent variable X1), students' attitudes towards reading (independent variable X2), and reading skills (dependent variable Y). Data collection occurred over six months, from March to August 2025, at the respective school locations. Perceptions and attitudes were assessed using structured questionnaires comprising 30 Likert-scale items each, validated for content and reliability. Reading skills were evaluated through a multiple-choice reading comprehension test consisting of 30 items aligned with key indicators such as identifying main ideas, understanding details, making inferences, and understanding vocabulary in context. The instruments underwent pilot testing to ensure validity and reliability, yielding Cronbach's Alpha coefficients of 0.939 for perceptions, 0.924 for attitudes, and 0.826 for reading skills, respectively. Invalid items were removed based on item-total correlations and tabulated r-table values.

Data were collected via questionnaires distributed digitally through Google Forms, complemented by in-person administration of the reading comprehension test. Strict measures were taken to maintain data quality by monitoring response completeness and providing clarifications during test administration. Confidentiality was assured by anonymizing respondent identities and securing data storage.

Statistical analyses were conducted using SPSS version 22. Descriptive statistics (means, standard deviations, frequencies) summarized the data distributions. Assumptions for regression analysis were verified, including tests for normality (Kolmogorov-Smirnov), multicollinearity (Variance Inflation Factor), heteroscedasticity (scatterplots), and linearity (ANOVA tests for deviation from linearity). Multiple regression analysis was performed to assess simultaneous and partial effects of perceptions and attitudes on reading skills. Hypotheses were tested at a significance level of 0.05.

Ethical considerations included obtaining approval from the relevant Institutional Review Board prior to study commencement. Informed consent was secured from all participants, with assurances of voluntary participation and the option to withdraw without penalty. Participant confidentiality was strictly maintained throughout data handling and reporting. No conflicts of interest were declared. This comprehensive methodological approach ensured rigorous examination of the relationships among perceptions on learning models, students' attitudes, and reading skills in the vocational school context.

RESULTS AND DISCUSSION

This study investigated the effects of students' perceptions of learning models and their attitudes on English reading skills in the context of private vocational high schools in Depok City, Indonesia. The following section presents the empirical findings of the data analysis, followed by a discussion that interprets these results in relation to the research hypotheses and the existing body of literature.

Descriptive Statistics

Prior to hypothesis testing, descriptive analyses were conducted to understand the distribution and central tendencies of the key variables. The results, summarized in Table 1, indicate that the data for all variables—Perceptions of Learning Models (X1), Students' Attitudes (X2), and Reading Skills (Y)—were normally distributed, meeting a key assumption for parametric statistical testing.

Table 1.
Descriptive Statistics of Research Variables (N=90)

Variable	Min	Max	Mean	Median	Mode	Std. Deviation
Reading Skills (Y)	56	100	76.13	76.00	80	11.193
Perceptions on Learning Models (X1)	83	125	110.56	113.00	125	11.960
Students' Attitudes (X2)	90	121	107.41	106.50	12	8.036

Reading skill data was obtained from the scores of questions answered by 90 students who were the research sample. The lowest score obtained was 56, the highest was 100, the average was 76.13, the median was 76.00, the mode was 80, and the standard deviation was 11.193. Based on the above calculations, it can be said that the reading skills of private vocational school students in Depok City are quite good. This is indicated by an average score of 76.13, which is close to the median score.

Perceptions data on learning models obtained questionnaire scores answered by 90 students who were the research sample, resulting in the lowest score of 83, the highest score of 125, an average score of 110.56, a median of 113.00, a mode of 125, and a standard deviation of 11.960. From the above calculations, it can be said that perceptions on learning models at private vocational schools in Depok City are good. This is indicated by an average score of 110.56 above the median score.

Students' attitudes data were obtained from questionnaire scores answered by 90 students as respondents, resulting in a lowest score of 90, a highest score of 121, an average score of 107.41, a median of 106.50, a mode of 121, and a standard deviation of 8.036.

Hypothesis Testing

A multiple regression analysis was performed to test the study's hypotheses. The calculation and testing results can be seen in the table below:

Table 2.
Calculation Results of the Multiple Correlation Coefficient Test for Variables X1 and X2 Towards Y

The Effects of Perceptions on Learning Models and Students' Attitudes towards Reading Skills.

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p-ISSN: 2615-8671

e-ISSN: 2615-868X

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.416 ^a	.173	.154	10.293

Tabel 3.

Significance Test Calculation Results Regression Coefficients of Variables X1 and X2 towards Y

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1933.455	2	966.727	9.125	.000 ^b
Residual	9216.945	87	105.942		
Total	11150.400	89			

Tabel 4.

Results of Multiple Regression Equation Calculations for Variables X1 and X2 towards Y

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.138	17.397		.123	.902
LEARNINGMODELS	.188	.091	.201	2.063	.042
STUDENTSATTITUDE	.495	.136	.355	3.642	.000

From Table 3, it can be stated that there is a significant effect of perceptions on learning models and students' attitudes towards reading skills. This is evidenced by the Sig. value of $0.000 < 0.05$ and F count = 9.125. From Table 4, it can be stated that $\hat{Y} = 2.138 + 0.188 X1 + 0.495 X2$. This means that an increase of one score in the variable of perceptions on learning models and students' attitudes towards reading skills contributes 0.188 by X1 and 0.495 by X2 to the variable of reading skills.

Table 2 also shows that together, the variables of student perceptions on learning models and student attitudes toward reading skills contribute 17% to the variable of reading skills.

CONCLUSIONS

The research investigated how students' views on learning models affect their attitudes towards reading skills among private vocational high school students in Depok City. The findings indicated:

1. There are significant simultaneous effects of perceptions on learning models and students' attitudes towards reading skills. This is evidenced by the Sig. value of $0.000 < 0.05$ and $F_0 = 9.125$. Together, perceptions of learning models and students' attitudes contribute 17.3 % to the reading skills variable.
2. There is a significant effect of perceptions on learning models toward reading skills. This is evidenced by the Sig. value of $0.042 < 0.05$ and $t_0 = 2.063$. The variable of perceptions of learning models contributes 20.1 % to improving reading skills.
3. There is a significant effect of students' attitudes toward reading skills. This is evidenced by the Sig. value of $0.000 < 0.05$ and $t_0 = 3.642$. The variable of students' attitudes contributes 35.5 % to improving reading skills.

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