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Corresponding Author:
Fera Junita
ferajunita86@guru.smp.belajar.id

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RESEARCH ARTICLE

THE EFFECT OF PERCEPTION ON LEARNING MODEL AND SELF-EFFICACY TOWARD READING SKILL

Fera Junita¹,
*Universitas IndraPrasta PGRI
Jalan Nangka No. 58 Jakarta Selatan*
Imam Suseno²,
*Universitas IndraPrasta PGRI
Jalan Nangka No. 58 Jakarta Selatan*

*e-mail: ferajunita86@guru.smp.belajar.id¹
sumaryoto@unindra.ac.id²
imam.suseno@unindra.ac.id³*

Abstract: The purpose of this study was to determine: 1) The combined effect of perceptions of learning models and self-efficacy on reading comprehension skills among students at public junior high schools in Tangerang Regency. 2) The effect of perceptions of learning models on reading comprehension skills among students at public junior high schools in Tangerang Regency. 3) The effect of self-efficacy on reading comprehension skills among students at public junior high schools in Tangerang Regency. The method used in this study was a survey method with a correlational quantitative approach. The population in this study were seventh grade students at SMP Negeri 4 Tigaraksa and SMP Negeri 1 Tigaraksa, totaling 636 students, and the sample size was 86 students. Research results: 1) There is a significant influence of perceptions of learning models and self-efficacy together on reading comprehension skills among public junior high school students in Tangerang Regency. This is evidenced by a Sig. value of $0.000 < 0.05$ and $F \text{ count} = 99.305$. 2) There is a significant effect of perceptions of learning models on reading comprehension skills among public junior high school students in Tangerang Regency. This is evidenced by a Sig. value of 0.000 and a t -value of 7.713 . 3) There is a significant effect of self-efficacy on reading comprehension skills among public junior high school students in Tangerang Regency. This is evidenced by a Sig. value of $0.000 < 0.05$ and a t -value of 3.987 .

Keywords: learning model; self-efficacy; reading skill

PENGARUH PERSEPSI ATAS MODEL PEMBELAJA DAN EFIKASI DIRI TERHADAP KETERAMPILAN MEMBACA

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui : 1) Pengaruh persepsi atas model pembelajaran dan efikasi diri secara bersama-sama terhadap keterampilan pemahaman membaca pada siswa SMP Negeri di Kabupaten Tangerang. 2) Pengaruh persepsi atas model pembelajaran terhadap keterampilan pemahaman membaca pada siswa SMP Negeri di Kabupaten Tangerang. 3) Mengetahui pengaruh efikasi diri terhadap keterampilan pemahaman membaca pada siswa SMP Negeri di Kabupaten Tangerang. Metode yang digunakan dalam penelitian ini adalah metode survei dengan pendekatan kuantitatif korelasional. Populasi dalam penelitian ini adalah siswa kelas VII pada SMP Negeri 4 Tigaraksa dan SMP Negeri 1 Tigaraksa yang berjumlah total sebanyak 636 siswa dan jumlah sampel 86 siswa. Hasil penelitian: 1) Terdapat pengaruh yang signifikan persepsi atas model pembelajaran dan efikasi diri secara bersama-sama terhadap keterampilan pemahaman membaca pada siswa SMP Negeri di Kabupaten Tangerang. Hal ini dibuktikan dengan nilai Sig. sebesar $0,000 < 0,05$ dan $F_{hitung} = 99,305$. 2) Terdapat pengaruh yang signifikan persepsi atas model pembelajaran terhadap keterampilan pemahaman membaca pada siswa SMP Negeri di Kabupaten Tangerang. Hal ini dibuktikan dengan perolehan nilai Sig. = $0,000$ dan $t_{hitung} = 7,713$. 3) Terdapat pengaruh yang signifikan efikasi diri terhadap keterampilan pemahaman membaca pada siswa SMP Negeri di Kabupaten Tangerang. Hal ini ditunjukkan dengan nilai Sig. sebesar $0,000 < 0,05$ dan $t_{hitung} = 3,987$.

Kata kunci: model pembelajaran, efikasi diri, keterampilan membaca

INTRODUCTION

Education is a very important aspect of life. Through education, individuals can learn to develop and optimize their potential. An educated individual must clearly understand the nature and purpose of education, have knowledge and skills, be in good physical and mental health, and have good morals. Educators are very important for individual growth and development. Reading is one of the important language skills to master. In the process of learning to read, educators must also teach students that when reading or doing other activities, they must also understand what they are reading (Ambarita, 2021: 2337).

Understanding what you read requires a high level of reading comprehension. As a passive skill, this is essential for learning English. The ability to read and understand written texts in English allows students to gain knowledge from books. The reader's ability to form an internal model of the text is the result of reading, which is a multifaceted cognitive process that includes automatic and strategic operations (Lynch, 2020). Reading skills affect everyone's life. Reading allows students not only to learn general information, but also helps them focus on specific subjects, think critically, and expand their vocabulary and language structure. Because students are expected to interact with material through critical thinking, questioning, predicting, analyzing, and summarizing, these skills are invaluable in academic life.

Understanding what is written in books becomes more difficult for children who have reading difficulties (Nilin, Milin, & Pearce, 2020). Students who have poor phonological awareness and vocabulary take longer to understand the material and have less understanding of what they read (Lynch, 2020; Mohammed & Amposah, 2018).

The Indonesian government places great emphasis on reading skills. Currently, students in elementary, middle, and high schools in Indonesia are required to study English as a subject in the new curriculum called the independent curriculum. According to Aditomo (2022), the main objective of English language learning is to acquire the ability to listen, speak, read, watch, write, and present various forms of text. In particular, it is believed that students will be able to read, understand, and critically evaluate a work according to its purpose so that they can develop intellectually and personally (Aditomo, 2022).

Reading is a challenging skill. In addition to being able to decode words individually, students must be able to understand, apply, reflect on, and analyze all material (Hamra & Syatriana, 2010). More specifically, there are three levels of processing that students must go through when interacting with text: literal, inferential, and interpretive. Students are expected to find the correct meaning in the text at the literal level, which involves tasks such as organizing the events that occur in the text and identifying the main concepts of each paragraph (Rose & Martin, 2019). Students are required to use their knowledge, attitudes, and personal experiences to understand the material at this level (Rose & Martin, 2019).

Given the amount of time it takes to read a text, it is not surprising that EFL students have difficulty understanding it. Because words in English have distinctive phonetics, Suryanto (2017) found that Indonesian students still have difficulty pronouncing and understanding English. When students have difficulty understanding words when the teacher reads them aloud, they often fail to remember the information for the next lesson (Sari et al., 2020). In addition, due to a lack of vocabulary, Indonesian students still have difficulty understanding the material (Rizqon et al., 2021). Students still have difficulty processing material even at lower levels, when they should be remembering the main ideas and determining the literal meaning of the text (Kendeou et al., 2014). Students have difficulty interpreting the meaning of the text at the higher level phase, which is related to their problems in processing lower-level comprehension (Rizqon et al., 2021).

Based on these opinions, it can be concluded that the problems causing Indonesian students' low reading skills are that students still have difficulty pronouncing and interpreting English words, and students often forget the material that has been taught. In addition, due to a lack of vocabulary, Indonesian students still have difficulty extracting information from texts. Although they are required to remember important parts and determine the literal meaning of the text as part of the basic comprehension process, they are still unable to process the material.

Through this observation, it is known that the learning process still applies conventional learning, where during the learning process educators do more activities than students. This is due to the lack of student activity in interacting with educators or with other students. In addition, reading instruction has not used the appropriate learning model, so that most students consider reading instruction to be an uninteresting and boring learning activity. Therefore, guidance and special attention are needed for students so that they can acquire the expected reading skills.

Regarding the above issues, actions are needed to address these problems. The use of learning models is one step that can be taken. According to Maruf and Anjely (2020), educators can achieve their educational goals by choosing effective and appropriate learning models. Educators have more choices in terms of learning models, which facilitates the process of determining and implementing the learning process and allows them to adjust their choice of model to the material being taught (Hasibuan & Apnita). The learning model that is considered appropriate and can be a solution to the problems faced so that students become active and creative in learning to read is the Cooperative Integrated Reading and Composition (CIRC) model.

Groups of students work together as teams within the Cooperative Integrated Reading and Composition (CIRC) framework. According to Abadi et al. (2020), the CIRC model is a teaching and learning method that encourages students to participate actively in class by practicing their oral and written communication skills and working together to solve problems related to reading. According to the CIRC presented by Hasriyanti Ramadhani (2019: 40), the CIRC model involves students working

in diverse groups to achieve goals, including understanding what they read, identifying key points and characters, and finding relevant information. The CIRC model has several benefits, such as making it easier for students to identify the main ideas in the subject matter, increasing their involvement in the learning process, and preventing them from becoming passive learners through more intensive interaction and mutual assistance (Budiani, 2019: 304). Students' reading skills can be improved by applying this CIRC approach.

This is supported by previous relevant studies by Wahyuningsih & Kiswaga (2019), Mulyawati (2021), Dewi et al. (2023), and Nanda (2019), which state that the Cooperative Integrated Reading and Composition (CIRC) learning model plays a role in improving reading skills. Apart from the CIRC model, other psychological elements can also have a significant impact on students' reading, such as self-efficacy (a person's belief in their own ability to perform a task or achieve a goal) (Abdullah, 2019). A person's self-efficacy can be defined as their belief in their own ability to face challenging situations and achieve goals. A person's self-efficacy in reading instruction reflects their belief in their own ability to decode and understand written language. A person's self-efficacy can be defined as their belief in their own ability to face challenging situations and achieve goals. Self-efficacy is influenced by past experiences, observations of others, persuasion from outside parties, and physiological responses to certain situations (Alfaizd kk., 2017). Self-efficacy, as proposed by Bandura, states that an individual's belief in their abilities influences their behavior and achievements (Johnston & Jacobson, 2020). In the context of reading, self-efficacy can influence how effectively a person understands and interprets complex texts. Individuals with high levels of self-efficacy tend to use more effective reading strategies and have greater self-efficacy in dealing with challenging texts.

According to Anggriawan et al. (2023) and Apriyayani (2023), two studies that have examined this topic, students' self-efficacy does indeed have an influence on their reading skills.

Thus, the purpose of this study is to prove the influence of perceptions of learning models and self-efficacy on reading skills.

RESEARCH METHOD

The research method used is a survey method with a regression study approach, which is part of correlational quantitative research. Survey research is research conducted to examine a population by selecting and examining samples from the population to find the incidence, distribution, and relative interrelationships of specified variables, both sociological and psychological (Widodo, 2021).

Furthermore, McMillan and Schumacer in Widodo (2021) state that the purpose of the survey method is to study attitudes, beliefs, demographic values, behavior, opinions, habits, desires, ideas, and other types of information that exist in society. Survey research is usually conducted to obtain generalizations and observations that are not in-depth, but the generalizations made can be more accurate if a representative sample is used.

In correlational analysis, the main focus is on the correlation coefficient, which describes the degree of relationship between two variables that influence each other and change together (Sudjana, 2006). These variables are the dependent variable (Y), which is reading skills, and the independent variables (X1) and (X2), which are learning models and self-efficacy, respectively.

The target population in this study were students of SMPN 1 Tigaraksa and SMPN 4 Tigaraksa. Based on the title and research problem, the population consists of all seventh-grade students in public junior high schools in Tangerang Regency, with a population of 636 students and a sample of 86 students. Widodo (2021) defines population as the entire group of people, events, or things of interest to be investigated, while a sample is defined as a part or representative of the population.

The sampling technique used in this study was proportionate cluster random sampling. This method ensures that the number of samples from each school is taken proportionally, in accordance with the ratio between the number of students in each school and the total student population. The formula used is (sample size per cluster: number of clusters) x total population size.

To test the research hypothesis, data analysis is required. The stages of data analysis include: 1). describing the data for each research variable, 2). testing the data analysis requirements, 3). testing the hypothesis. Descriptive analysis will be carried out using data presentation techniques in the form of frequency distribution tables, polygon graphs, and histograms for each research variable with Y score (Reading Skills), X1 score (Perception of Learning Models), and X2 score (Self-Efficacy). The data analysis requirements tested in this study were data normality, partial regression line linearity, homogeneity, regression line multicollinearity, and heteroscedasticity. Once all data analysis requirements had been met and the data was deemed suitable for further processing, the next step was to test each of the proposed hypotheses. Hypothesis testing uses partial correlation and multiple correlation techniques, as well as simple linear regression and multiple linear regression.

RESULTS AND DISCUSSION

Descriptive statistics and hypothesis testing were performed using multiple linear regression analysis techniques with the help of SPSS version 22.0 application software. The results of the calculations and tests can be seen in the following table.

Table 1
Descriptive statistics results

No	Description	Y	X ₁	X ₂
1	Mean	80.87	61.67	63.74
2	Median	80.00	62.00	64.00
3	Mode	80	56 ^a	59 ^a
4	Std. Deviation	10.381	6.809	9.141

Table 2
Data Normality Test Results

N		86	86	86
Normal Parameters ^{a,b}	Mean	61.67	63.74	80.87
	Std. Deviation	6.809	9.141	10.381
Most Extreme Differences	Absolute	.088	.082	.108
	Positive	.088	.060	.086
	Negative	-.074	-.082	-.108
Test Statistic		.088	.082	.108
Asymp. Sig. (2-tailed)		.094 ^c	.200 ^{c,d}	.015 ^c

Table 3
Results of the Linearity Test of X1 against Y

			Sum of Squares	df	Mean Square	F	Sig.
Reading Skill *	Between	(Combined)	6533.522	22	296.978	7.125	.000
Perception on Learning Model	Groups	Linearity	5942.822	1	5942.822	142.570	.000



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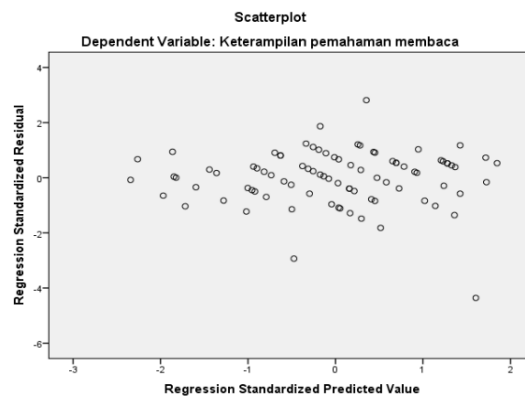
	Deviation from Linearity	590.699	21	28.129	.675	.841
	Within Groups	2626.071	63	41.684		
	Total	9159.593	85			

Table 4
Results of the Linearity Test of X2 against Y

			Sum of Squares	df	Mean Square	F	Sig.
Reading Skill * Self-Efficacy	Between Groups	(Combined)	6259.831	32	195.620	3.575	.000
		Linearity	4525.202	1	4525.202	82.709	.000
		Deviation from Linearity	1734.629	31	55.956	1.023	.461
	Within Groups		2899.762	53	54.712		
	Total		9159.593	85			

Table 5
Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Perception on Learning Model	.580	1,724
Self-Efficacy	.580	1,724



Picture. 1
Heteroscedasticity Test Results

Table 6
Correlation Hypothesis Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840 ^a	.705	.698	5.703

Table 7



Significance Hypothesis Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6459.953	2	3229.977	99.305	.000
	Residual	2699.640	83	32.526		
	Total	9159.593	85			

Table 8

Regression Line Equation Hypothesis Test Results (t-test)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.558	5.708		.273	.786
	Perception on Learning Model	.920	.119	.603	7.713	.000
	Self-Efficacy	.354	.089	.312	3.987	.000

Discussion as follows:

1. The combined effect of perception of learning models and self-efficacy on reading skills

Based on the data description after regression analysis, the regression line equation $Y = 1.558 + 0.920 + 0.354$ was obtained, indicating that every 1-point increase in perception of the learning model (X1) will increase reading skills (Y) by 0.920 points. Similarly, every 1-point increase in self-efficacy (X2) will increase reading skills by 0.354 points.

Testing the significance of the regression coefficient shows that the regression coefficient is significant. This is indicated by a significance value of 0.000 (< 0.05) with a calculated F of 99.305. This indicates that there is a significant influence of perceptions of learning models and self-efficacy together on reading skills. Together, the two variables in this study contribute 70.5% to reading skills.

This shows that both affective factors (perception) and cognitive factors (vocabulary) play a role in achieving reading competence. This is in line with the theoretical framework of Grabe and Stoller (2019), which states that reading is a complex process that is influenced by the reader's background, linguistic abilities, and motivation and attitude towards the text.

The reader's background will certainly influence the perceptions of students as readers themselves. Students' experiences with the local culture around them will greatly support their reading skills, especially when reading texts that are relevant to the cultural context around them. This will influence their motivation and attitudes when learning, including when learning to read. Positive perceptions will increase students' motivation to learn.

Linguistic abilities, including self-efficacy, will certainly influence students' understanding of the text they read. Without adequate vocabulary, students will find it difficult to understand the text and grasp the information contained therein. Moreover, narrative texts usually use metaphorical vocabulary that requires advanced self-efficacy, where students need to derive meaning from expressions, terms, or idioms.

Based on this explanation, it can be concluded that perceptions of learning models and self-efficacy have a significant influence on students' reading skills.

2. The Effect of Perceptions of Learning Models on Reading Skills



From testing the hypothesis, a Sig. value of $0.000 < 0.05$ and a t-value of 7.713 were obtained, proving that there is a significant effect of perceptions of learning models on the reading skills of public junior high school students in Tangerang Regency.

The analysis results show that students' positive perceptions of learning models contribute to an increase in reading skills. This supports Brown's (2001) opinion, which states that varying learning models used by teachers can increase student engagement in language learning because students feel more connected to the content being studied. Furthermore, Tomlinson (2011) emphasizes the importance of local content materials in the context of foreign language learning to create meaningful and contextual learning experiences. This study is also in line with the findings of Asi and Fauzi (2023), which show that the use of texts containing local cultural elements in junior high schools can increase students' interest in reading. Contextual teaching materials make it easier for students to relate new knowledge to their own experiences. Students' perceptions of teaching materials are very important in supporting reading skills, especially in the context of English as a Foreign Language (EFL) for several fundamental reasons. These perceptions have a profound impact on engagement, motivation, and overall academic performance.

The findings in this study are in line with those reported by Ramasagita et al. (2023), Martinez et al. (2022), and Geckinli (2022). They reveal the importance of students' perceptions of teaching materials in having a positive impact on reading skills for several reasons. First, it increases student engagement. Students' views on teaching materials directly influence their level of engagement in reading activities. When students have a positive view of the material, they tend to show greater attention, participation, and effort. For example, when teaching materials match their interests and needs, students tend to delve deeper into the content of the text and promote more effective language acquisition. Second, it improves learning outcomes. Teaching materials that match students' expectations and preferences can significantly improve their language acquisition and retention. When students find the material clear, practical, and applicable in real-world contexts, they are encouraged to use their knowledge effectively, leading to improved reading, writing, speaking, and listening skills. Third, it meets students' needs. Understanding students' perceptions allows educators to design or adapt teaching materials that meet diverse needs and ability levels. For example, if students express concerns about imbalances in learning activities (such as a lack of listening practice due to limited resources), educators can implement the necessary changes to ensure comprehensive reading skill development.

By prioritizing the perspectives and experiences of students, educators can create a more effective, student-centered EFL environment. This type of environment not only increases student engagement but also contributes to their overall academic success, including reading skills. This shift in focus encourages learners to embrace their unique linguistic identities, building a sense of belonging and self-confidence that is essential for their language development.

3. The Effect of Self-Efficacy on Reading Skills

Based on the hypothesis testing that has been conducted, a value of Sig. = $0.000 < 0.05$ and tcount = 3.987 was obtained. This shows that there is a significant effect of self-efficacy on the reading skills of public junior high school students in Tangerang Regency.

The findings in this study, which reveal that self-efficacy is the most dominant factor in influencing reading skills, support the theory proposed by Nation (2001). Nation states that self-efficacy is a basic component in understanding written text. Without understanding the words in the text, students will have difficulty understanding the overall meaning, both explicit and implicit.

This study is also reinforced by the results of a study conducted by Jun Zhang and Bin Annual (2008), which found that there is a significant positive correlation between self-efficacy and the reading ability of EFL (English as a Foreign Language) students. The higher the students'

self-efficacy, the higher their ability to understand the structure and content of reading, including inference and implied meaning in narrative texts.

The greater influence of self-efficacy on reading skills compared to students' perceptions of teaching materials certainly emphasizes the need for teachers to be more innovative in strengthening students' self-efficacy in English language learning.

CONCLUSIONS

There is a significant influence of perceptions of learning models and self-efficacy together on the reading skills of public junior high school students in Tangerang Regency. This is evidenced by the **Sig** value of $0.000 < 0.05$ and $F_{hitung} = 99.305$.

There is a significant influence of perceptions of learning models on the reading skills of public junior high school students in Tangerang Regency. This is evidenced by the **Sig** value of $0.000 < 0.05$ and $t_{hitung} = 7.713$.

There is a significant effect of self-efficacy on the reading skills of public junior high school students in Tangerang Regency. This is evidenced by the **Sig** value of $0.000 < 0.05$ and $t_{hitung} = 3.987$.

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