

Edukasi: Jurnal Pendidikan dan Pengajaran

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Focus and Scope

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Contents

- 188-192 **Editorial**
- 193-204 **Reading Attitude and Its Influence on Students' Reading Comprehension**
SEMI SUKARNI
- 205-213 **Investigation into a Link between Students' English Reading Speed and Reading Comprehension Achievement: The Case of Indonesian EFL Student Teachers**
ANDRI PRATAMA
- 214-228 **Learning Styles and English Proficiency of Undergraduate EFL Students at One State Islamic University in Sumatera, Indonesia**
LENNY MARZULINA, NOVA LINGGA PITALOKA, AREN DWI YOLANDA
- 229-246 **EFL Students' Perspectives on Effective Lecturer**
JULIANA BASRI
- 247-259 **Gender Representations in EFL Textbooks**
FREN DWYAN SAPUTRA
- 259-269 **An Analysis of Politeness Strategies of Disagreement: The Case of Students of English Education Study Program in One State Islamic University in Sumatera, Indonesia**
WITRILA WINDIKA

Editorial

The sixth volume and issue 1 of **Edukasi: Jurnal Pendidikan dan Pengajaran** presents together eight articles that look into different issues on English teaching and English Education. This volume commences with the article **“Reading Attitude and its Influence on Students’ Reading Comprehension by SEMI SUKARNI**. The purposes of his study were to investigate the level of the students’ reading attitude and examined its influence on their reading comprehension in undergraduate program of English Education Muhammadiyah Purworejo University. The finding showed that the students’ reading attitude was high as the mean was 78.66 while, the reading comprehension is sufficient as the mean was 64.02. Reading attitude had significant correlation toward reading comprehension as the r -value was 0.568. In addition, reading attitude had positive and significant influence on students’ reading comprehension as the R -square= 0.322 with sig. 0.000. Reading attitude influenced reading comprehension as much as 32.2%, while 67.8% was influenced by other factors.

For the second article, **“Investigation into a Link between Students’ English Reading Speed and Reading Comprehension Achievement: The Case of Indonesian EFL Student Teachers”**, **ANDRI PRATAMA** did his study to look at the link between English as a foreign language (EFL) student teachers’ reading speed and reading comprehension achievement and whether it influenced their reading comprehension achievement or not. It was found that the correlation between EFL student teachers’ English reading speed attitude and their reading comprehension achievement did not exist. As the result, the second problem was eliminated. In short, reading speed did not have any relation to reading comprehension achievement.

“Learning Styles and English Proficiency of Undergraduate EFL Students at One State Islamic University in Sumatera, Indonesia”, **LENNY MARZULINA, NOVA LINGGA PITALOKA, and AREN DWI YOLANDA** investigated the correlation between each learning style and English proficiency, and investigated the influence of each learning style to English proficiency of undergraduate EFL students of one state Islamic University in Sumatera, Indonesia. The result showed that 1) 34.0% of students preferred in visual learning style, 43% of students preferred in Auditory learning style, and 23% of students preferred in Kinesthetic learning style. 2) the coefficient correlation between visual learning style preference and English proficiency with r -obtained was (0.430). It was higher than r -table (.2565), then H_{a1} was accepted and H_{o1} was rejected. It indicated that there was a significant correlation between visual learning styles and their English proficiency. 3) The coefficient correlation between Auditory learning style and English proficiency was (0.2565). It was lower than r -table (.2565), then H_{o2} was accepted and H_{a2} was rejected. 4) The coefficient correlation between Kinesthetic learning styles and English Proficiency was (-0.166). It was lower than r -table (.2565), then H_{o3} was accepted, and H_{a3} was rejected. Besides, there was no significant correlation between kinesthetic learning style and English proficiency of EFL students. Besides, there was also a significant influence of visual learning style on English proficiency with 18.5% contributions.

Another attention-grabbing article proposed by **JULIANA BASRI**, is entitled **“EFL Students’ Perspectives on Effective Lecturer**. The purposes of her study were to know EFL students’ perception on effective lecturer. The result of the questionnaire used to obtain the data revealed that instrument which contained 42 items with seven response categories on rapport (26.2%), delivery (40.5%), fairness (11.9%), knowledge and credibility (7.2%), and organization and preparation (14.3%) were perceived very good by the students. It was supported by the result of interview that students were perceived very good to all aspects of effective lecturer, but there were some lecturers who were not.

The fifth article **“Gender Representations in EFL Textbooks”** is authored by **FREN DWIYAN SAPUTRA**. His study was aimed at finding out the proportion of gender

representation in EFL Textbook: *When English Rings A Bell VII* whether it showed equal proportion or not. The result of the study showed the percentage of characters of male was 71% and 29% for female category. Under picture analysis, 55% was male category and 45% was female category. It indicated that *When English Rings A Bell VII* did not have a balance proportion or an equal representation between male and female category, both under characters and pictures analysis.

Finally, this volumes presents an article, “**An Analysis of Politeness Strategies of Disagreement: The Case of Students of English Education Study Program in one State Islamic University in Sumatera, Indonesia**” written by **WITRIA WINDIKA** whose study was to find out the realizations of politeness strategies of disagreement by the sixth semester students of English Education students of Islamic State University in Sumatera, and to figure out the most common types of politeness strategy used by them. The study revealed that female and male English language learners experienced four types of politeness strategy: positive politeness, negative politeness, bald-on-record politeness, and off-record politeness with negative politeness as the most frequent strategy used by female and male English language learners.

We wish you good reading!

LENNY MARZULINA
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