THE INFLUENCE OF ENGLISH READING ATTITUDE ON STUDENTS' READING COMPREHENSION

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ABSTRACT: This study intended to look for the influence of English reading attitude along with its aspects on students' reading comprehension. It also attempted to figure out which aspect of reading attitude contributed to reading comprehension. This study used correlation method. The population was the tenth grade students of an Islamic Senior High School in Palembang. The total sample participated was 118 students selected by using cluster random technique. The data collection technique used reading attitude questionnaire and reading comprehension test. After analyzing the data using correlation and regression analysis, it was found that there was a significant correlation between reading attitude and reading comprehension. Though the correlation was in low category, reading attitude gave contribution to reading comprehension. For the aspects of reading attitude, cognitive attitude, negative affect, and self-assessment significantly correlated to reading comprehension. However, only negative affect showed its contribution. It indicates that English reading attitude influenced reading comprehension in positive way but only in small portion. Students could recognize the importance of reading English text for their language improvement and future success. However, poor reading comprehension skill obstructed them to have more practice in reading. The negative feelings about reading materials block students to achieve comprehension on the subject matter.

Keywords: *reading attitude, reading comprehension*

PENGARUH SIKAP MEMBACA BAHASA INGGRIS TERHADAP PEMAHAMAN MEMBACA SISWA

ABSTRAK: Penelitian ini bertujuan mencari pengaruh sikap membaca bahasa Inggris beserta aspek-aspeknya terhadap pemahaman membaca siswa. Penelitian ini juga mencari aspek mana dari sikap membaca yang berkontribusi terhadap pemahaman membaca. Penelitian ini menggunakan metode korelasi. Populasinya adalah siswa kelas sepuluh di salah satu MAN di Palembang. Jumlah sampel sebanyak 118 siswa dipilih menggunakan teknik *cluster random*. Teknik pengumpulan data menggunakan kuesioner sikap membaca dan tes pemahaman membaca. Setelah menganalisis data menggunakan analisis korelasi dan regresi, ditemukan bahwa terdapat korelasi yang signifikan antara sikap membaca dan pemahaman membaca. Meskipun korelasinya dalam kategori rendah, sikap membaca memberikan kontribusi pada pemahaman membaca. Untuk aspek sikap membaca, sikap kognitif, pengaruh negatif, dan penilaian diri secara signifikan berkorelasi dengan pemahaman membaca. Namun, hanya pengaruh negatif yang menunjukkan kontribusinya. Sikap membaca bahasa Inggris mempengaruhi pemahaman membaca secara positif tetapi hanya sedikit. Siswa mengetahui pentingnya membaca teks bahasa Inggris untuk peningkatan kemampuan bahasa dan kesuksesan di masa depan. Namun, kemampuan pemahaman membaca yang buruk menghalangi mereka untuk memiliki lebih banyak latihan dalam membaca. Perasaan negatif tentang bahan bacaan menghalangi siswa untuk mencapai pemahaman tentang isi bacaan.

Kata Kunci: *sikap membaca, pemahaman membaca*

INTRODUCTION

Students are supposed to be able to read and comprehend the content of reading texts to get some benefits such as increasing knowledge, adding new vocabulary, and also can develop new and different perspective, etc. Furthermore, Küçükoğlu (2013) said that students can increase their learning levels through effective reading comprehension strategies. In reading comprehension activity, students process the texts, understand the purpose of the text, and integrate what have been known to the text. Wooley (2011, p. 15) states that reading comprehension is the process of getting meaning from text. The purpose is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence. In addition, Pardo (2004, p.272) said that comprehension is a process the interaction between readers and text to construct meaning by combining the prior knowledge and previous experience, using information in the text, and establishing the reader's stance in relationship to the text.

Moreover, reading comprehension is a kind of skill in reading which make the readers able to infer new meanings from a text beyond the ones presented. According to RAND Reading Study Group (2002), reading comprehension involves interaction and involvement with written language to extract and construct meaning simultaneously. During the process of comprehension, reader builds understanding of the meaning to select pieces of information obtained from a text. In a nutshell, reading comprehension is an activity which aims to obtain deep information and understand of what is being read.

Taladngoen, Palawatwichai, Esteban, and Phuphawanthe (2020) clarify that internal and external factors play an integral role in enhancing EFL learners' reading comprehension ability. Internal factors refer to anything exists that come out from the reader him/herself such as knowledge background, language skill, characteristics, learning interest, attitude, etc. While external factors are things outside the reader that affect his/her comprehension for example text, author, teacher, learning environment, etc. In the context of reading comprehension of English as a foreign language, Akbari, Ghonsooly, Ghazanfari, and Shahriari (2017) point out that English reading attitude contributed to reading comprehension. Moreover, Morgan and Fuchs (2007) found that readers with good reading comprehension level tend to have positive attitudes towards reading. Hence, it is essential to develop reading attitude to reading comprehension in particular.

Specifically, Smith (1990) defines reading attitude as a desire accompanied by feelings and emotions to take on reading or not. Furthermore, Ajzen (2005) described reading attitude as feelings of like or dislike, agree or disagree with reading activities based on concepts and information that is known but is still readiness to do reading activities, whether someone will do reading activities or not to do. In other words, reading attitude deals with the feelings of the readers to do reading activities with pleasure or refuse to have reading practice. It is one of the basics when the students want to master language. Reading attitude has five aspects consisting of cognitive attitudes, conative attitudes, negative affect, anxiety, and self assessment (Lee & Schallert, 2014). Cognitive attitude is related to the intellectual, practical, and linguistic values of reading. While, conative attitude refers the actual behavior of readers. Then, negative affect and anxiety deal with negative feeling about reading. Lastly, self assessment refers to students' perception of their reading competence.

Reading attitude plays important role for readers that can direct them to have enjoyable or unpleasing reading practice and affects the final result in text being read. Swalander and Taube (2007) affirm that individual has positive or negative feeling towards a reading situation. The degree of positive or negative toward reading differs according to kind of reading to be performed and the purpose of reading. The negative attitude lowers down the progress of learning as readers see reading as boring activity. Thus, they tend to leave reading

activity before finishing it so that understanding in reading is very lacking. However, everyone has a different attitude, not only having a negative attitude but also having a positive attitude. Positive attitude towards reading can encourage readers to read better and have a lot of reading activities to enhance their reading ability. They tend to read more often because they enjoy doing reading activity. The activity can promote knowledge and experiences in reading text that eventually it can increase reading comprehension. Students with a positive attitude toward reading see reading as a way to connect personally with a text and reading as an interesting activity. They really enjoy reading and believe that it is a way to get much useful information that they need to enrich their knowledge (Martinez, Aricak & Jewell, 2008; McKenna, Kear & Ellsworth, 1995).

The importance of knowing reading attitudes is to determine the impact of assessment for a student. Donaldson (2010, p. 17) claims that reading attitudes and achievement scores had an impact on each other since readers with a positive attitude had higher achievement in reading comprehension. It is also mentioned that the reading achievement scores of students with positive reading attitude was higher than the reading achievement scores of the students with negative reading attitude. In addition, Sani and Zain (2011) found that the students with positive reading attitude had the stronger reading ability. They had enjoyment in reading. Meanwhile, the students who did not enjoy reading often failed in reading comprehension. Students' reading problems are not only caused by their ability to read but also affected by their lack of interest or attitude, indifference or rejection of reading.

Many students realize that reading English text is not an easy task for they are not familiar with the language and not interested in reading. As the results, they got many reading difficulties. Umbara, Vianty, and Inderawati (2015, p. 79) explain students got difficulties in reading comprehension due to some factors such as the lack of vocabulary, complexity of the sentences, many difficult words and genre of the text. In addition, reading attitude could be one of the factors that contribute on students' difficulties in English reading. Many studies have investigated about the relationship between reading attitude and reading comprehension. Bastug (2014) found that reading attitude made contribution to reading comprehension. The students with positive attitudes to reading activity increased their reading practice and resulted on the progress of their reading comprehension skill. Meanwhile, Agustiani (2017) found that reading attitude had a weak correlation toward reading comprehension achievement and reading attitude had small contribution toward students' reading achievement. Different finding was revealed from a study conducted by Safitri, Yunus, and Suhartoyo (2019). They studied the correlation between EFL students' reading attitude and their reading comprehension at the fourth semester of English students. The findings showed that there was no correlation between students reading attitude and their reading comprehension. It can be concluded that reading attitude can affect reading comprehension even though it shows various results.

From the above explanation, this study conducted a further research to the tenth grade of an Islamic Senior High School students in Palembang that addressed to find out (1) the correlation between reading attitude and reading comprehension, (2) the correlation among reading attitude aspects – cognitive; conative; negative affect; anxiety; self-assessment, and reading comprehension, (3) the contribution of reading attitude toward reading comprehension, and (4) which aspects of reading attitude contributed on reading comprehension.

METHODOLOGY

This study used correlational method that intended to look for the relationship between English reading attitude and reading comprehension. It was conducted in Madrasah

Aliyah Negeri 2 Palembang in academic year 2020/2021 and involved all the tenth-grade students as the population. In selecting the sample, this study used cluster random sampling technique. According to Fraenkel, Wallen, and Hyun (2012), cluster random sampling is randomly selecting groups of individuals rather than single individuals from the larger population. Three out of eight classes were randomly chosen as the sample with the total number of 118 students as the participants.

Two kinds of instrument were used to collect the data, namely reading attitude questionnaire and reading comprehension test. Due to pandemic of Covid 19 during conducting this study, both instruments were distributed online to the sample. For reading attitude questionnaire, this study adopted a questionnaire from Akbari, Ghonsooly, Ghazanfari, and Shahriari (2017) modified from Lee and Schallert (2014). The questionnaire focused on measuring L2 reading attitude in English as a Foreign Language covering cognitive, conative, negative affect, anxiety, and self-assessment. It contained of 30 items using 5 Likert Scales. Meanwhile, this study also used reading comprehension test to measure students reading comprehension skill focusing on recount text. The test of reading comprehension was in multiple choice of recount text compiled or adapted from various sources. Then, to fulfill the standard of validity and reliability, the reading comprehension test used in this study had been tried out. Based on the results of the try out test, it was found that 23 items were valid with the coefficient of Cronbach Alpha was 0.776 which indicated that the test was categorized as reliable.

The data from reading attitude questionnaire and reading comprehension test were analyzed descriptively and statistically. At first, the writers used percentage analysis to find out students' individual scores for questionnaire and test. Then, the scores were classified into some categories. The classification of reading attitude used attitude judgement classification system by Safitri, Yunus, and Suhartoyo (2019) in which the scores ranged 20 until 68 indicate the negative reading attitude while the scores greater than 69 show the positive reading attitude. Furthermore, the writers classified the score of students' test results into 5 levels of achievement referred to the students' report book. Those levels were very good (90-100), good (80-89), enough (70-79), low (60-69), and failed (<59).

Next, this study used One-Sample Kolmogorov-Smirnov test with significance level 0.05 to know the distribution of the data analysis. It also applied statistical method that was correlation formula by using Pearson Product Moment to find out the correlation between students' reading attitude and their reading comprehension. It further correlated among all aspects of reading attitude (cognitive, conative, negative affect, anxiety, and self-assessment) and reading comprehension. At last, regression analysis was used to obtain the contribution of reading attitude on students' reading comprehension. In addition, to find out which aspects of reading attitude contributed to students' reading comprehension, the data were analyzed by using stepwise regression analysis.

FINDINGS AND DISCUSSION
Results of Descriptive Analysis

Based on the results of reading attitude questionnaire, it was found that the mean score was 74.56, the standard deviation was 8.58, the minimum score was 57, and the maximum score was 97. Meanwhile, the results of reading comprehension test showed that the mean score was 58.98, the standard deviation was 12.76, the minimum score was 21, and the maximum score was 83. Table 1 presents the summary of descriptive analysis results.

Table 1. Summary of Descriptive Analysis

	Reading Attitude	Reading Comprehension
Mean	74.56	58.98

Std. Dev	8.58	12.76
Minimum	57	21
Maximum	97	83

According to the classification system for attitude judgement, 84 students (71%) had positive reading attitude and 34 students (29%) possessed negative reading attitude. Moreover, the classification of students' reading comprehension based on achievement levels revealed that no student was in very good level, 2 students (2%) were in good level, 23 students (20%) were in enough level, 43 students (36%) were in low level, and 50 students (42%) were in failed level. Figure 1 below displays the illustration of reading attitude and reading comprehension classifications.
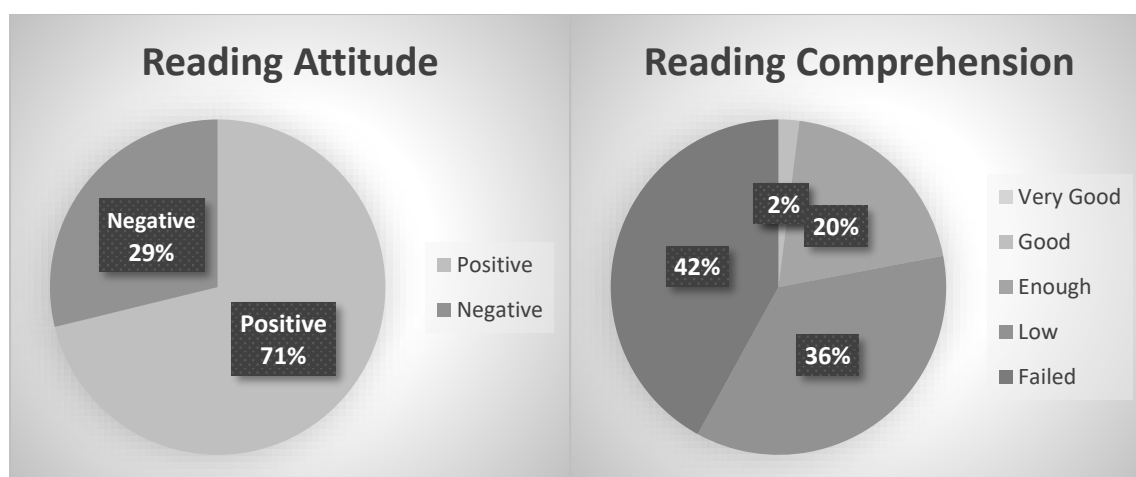

Figure 1. The Classification of Reading Attitude and Reading Comprehension

Results of Statistical Analysis

Formerly, this study measured the normality of the data using One-Sample Kolmogorov-Smirnov test**.** The results showed that the p-value of reading attitude was 0.174 while the p-value of reading comprehension was 0.193. Since both of results were higher than 0.05, it confirms that the data used in this study had a normal distribution.

The result of Pearson Product Moment correlation analysis between English reading attitude and reading comprehension showed that the r-value was 0.288 with significance coefficient (2-tailed) was 0.002 which was lower than alpha value 0.05. It could be concluded that there was a significant correlation between student's reading attitude and reading comprehension and the correlation was in low category. Then, further correlation analysis was conducted for each aspect toward reading comprehension. There were three aspects of reading attitude that had significant correlations on students' reading comprehension namely cognitive, negative affect, and self-assessment. Two aspects, cognitive and negative affect, signified low correlation. The other one that was self-assessment, correlated very low on students' reading comprehension. Meanwhile, conative and anxiety did not significantly correlate on reading comprehension. The results can be seen in Table 2.

Table 2. Results of Correlational Analysis

Dependent Variable	Reading Attitude	Cognitive	Conative	Negative Affect	Anxiety	Self Assessment
Reading Comprehension	.288**	.206*	.138	.382**	.056	.190*
	.002	.025	.135	.000	.546	.039
	118	118	118	118	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the result of regression analysis, it was found that reading attitude contributed toward reading comprehension as much 8,3%. In addition, among five aspects of reading attitude, only negative affect showed contribution as much 14,6% on students' reading comprehension. The summary of regression analysis is presented in Table 3.

Table 3. Summary Statistics of Regression Analysis

Dependent	Predictor	R	R^2	F	Sig. F
Reading Comprehension	Reading Attitude	.288	.083	10.526	.002
	Negative Affect	.382	.146	19.814	.000

Discussion

Generally, most students of this study had positive attitude in reading English texts but they were in failed category for reading comprehension. Thus, the result indicated low correlation between English reading attitude and reading comprehension even though the correlation showed significant result. In other words, English reading attitude influenced reading comprehension only in small portion. Furthermore, reading attitude aspects such as cognitive, negative affect, and self-assessment showed similar results in which they significantly correlated toward students' reading comprehension in low and very low categories. It reveals that some factors that might cause to this condition related to the students' awareness about the importance of reading; students' negative feeling about reading; and students' perceptions of their reading competence. In line with Agustiani (2017) that mention the low correlation between reading attitude and reading comprehension could be caused by the lack of reading practices of the students or they did not read a lot although they love reading. In short, English reading attitude could not give greater influence on students' reading comprehension of this study. Even though the students realized about the importance of reading, they did not provide more practice for reading comprehension activities due to their low skill of reading.

Despite low correlation, it was found that between the two variables measured, reading attitude contributed to reading comprehension as much 8,6%. It indicates that reading attitude influenced reading comprehension in positive way. Developing positive reading attitude could contribute on students' reading comprehension improvement. Meanwhile, Bastug (2014) found that reading attitude was a significant predictor of reading comprehension. It means the students with positive reading attitude tend to read more, they continue reading a lot of sources with good comprehension. It gives good impact to their success in reading. In contrast, negative reading attitude made students avoid and unfinish the reading activity. They feel bored and lazy to read so that their understanding in reading is very low (McKenna, 1995).

In addition, negative affect was the only aspect of reading attitude that contributed to reading comprehension as much 14,6%. It shows negative affect becomes one of the internal factors that cause the students have low ability in comprehending the English text. The negative point of view about reading makes reading as difficult task. The negative feelings block students to achieve comprehension about the subject matter. They became uninterested and not serious during the reading activities. As the result, they show negative attitude in reading English texts. Safitri, Yunus, and Suhartoyo (2019) found that low correlation of two variables that were reading attitude and reading comprehension cause the students did not have good reading comprehension, lack of vocabulary, difficult to understand the questions, and the limited time make them answer reading questions randomly without thinking and

understanding the test items. The results could be as the basis for having evaluation on the process of teaching and learning English especially on reading subject. Both teachers and students need to consider the importance of cultivating positive reading attitude and providing positive learning experience simultaneously to improve students' reading comprehension.

CONCLUSION

Reading comprehension is a process of understanding the explicit and implied meaning from a text and it can be influenced by some factors. Reading attitude is one of the factors that plays important roles for readers. The positive reading attitude commonly helps readers enjoy the reading process while the negative reading attitude makes readers see reading as an unpleasant activity. This study focused on investigating the influence of English reading attitude and its aspects toward students' reading comprehension. It was found that English reading attitude influenced reading comprehension in positive way but only in small portion. Students should provide more practice for reading to develop reading attitude to reading comprehension in particular. In addition, the aspects of reading attitude; cognitive attitude; negative affect; and self-assessment showed significant correlation on reading comprehension. Students could recognize the importance of reading English text for their language improvement and future success. However, poor reading comprehension skill obstructed them to have more practice in reading. Therefore, the only aspect that contributed to students reading comprehension was negative affect. The negative feelings about reading materials block students to achieve comprehension on the subject matter.

From the results of this study, it is suggested for the students to improve their reading attitude and reading comprehension level. Students must have more practices, interested in reading, high motivation, and clear goals in learning English so that they are able to have a strong interest and positive attitude to maximize their potential in academic achievement, especially in reading. Meanwhile, teachers should facilitate students to improve their reading attitude because reading attitude is one of the internal factors that can increase reading comprehension. They are supposed to make comfort situation and condition for students during their teaching instruction. They should also use certain techniques and teaching media to make the learning atmosphere become more conducive especially during the reading class.

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