



THE CORRELATION BETWEEN READING ATTITUDE AND READING ACHIEVEMENT OF THE STUDENTS IN THE ENGLISH CLASSROOM

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Abstrak

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya korelasi yang signifikan antara sikap membaca siswa dan prestasi membaca mereka. Penelitian ini menggunakan pendekatan kuantitatif. Pengambilan sampel sensus digunakan untuk menghasilkan 30 siswa. Pengumpulan data dilakukan dengan menyebarkan lembar angket dan melakukan tes membaca untuk menilai prestasi membaca siswa dalam teks narasi. Dalam mengukur korelasi data, peneliti menggunakan Pearson-Product Moment melalui teknik korelasi menggunakan program SPSS 23. Temuan penelitian menunjukkan bahwa, terdapat korelasi sedang antara sikap membaca dan prestasi membaca di kalangan siswa kelas sebelas di kelas bahasa Inggris di SMA Shailendra Palembang untuk tahun ajaran 2023/2024.

Kata kunci : Korelasi, Sikap Membaca, Prestasi Membaca..

Abstract

This study was aimed at finding out whether or not there was a significant correlation between students reading attitude and their reading achievement. The research adopts a quantitative approach. Census sampling was employed to result in 30 students. The data were collected by distributing questionnaire sheets and testing a reading test to assess students reading achievement in narrative texts. In measuring the data correlation, the researcher used Pearson-Product Moment through correlation technique using SPSS 23 program. The findings of the study showed that, there is a moderate correlation between reading attitudes and reading achievement among eleventh-grade students in the English class at Shailendra High School Palembang for the academic year 2023/2024.

Keywords: *Correlation, Reading Attitudes, Reading Achievement.*

INTRODUCTION

One of the basic skills that students in Indonesia have to learn is reading. Each degree in formal education uses a genre text approach to a higher or lower degree. Because of this, the focus of the teaching and learning process was changed from mastering four

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English skills to mastering reading skills (Widyasari, 2016). According to Rayner et al., (2011) reading is a very complex skill that is very important in many societies where a great deal of knowledge is shared in writing. Since the 1970s, cognitive psychology researchers have acquired a great deal of knowledge about the reading process. Smith (1990) as cited in Tunde –Awe, (2014) argued that in the case of reading, attitude is a state of mind accompanied by emotions that increases or decreases the probability of reading. Everyone knows that reading can develop everyone's knowledge and understanding, and everyone's awareness of enjoying the pleasures of reading is still not fully achieved. However, various efforts have been made in various ways to build this awareness.

Harvey, Stephanie, & Goudvis, as mentioned in (Widyasari, 2016). provide support for the idea. Numerous factors play a role in influencing reading comprehension, including students' reading attitudes (motivation and interest), the actual time spent engaged in reading, vocabulary and world knowledge, fluency, the type of text or genre, opportunities for meaningful discussion and written responses, effective comprehension strategy instruction, and the understanding and application of strategies used by effective readers. Richek, List, & Lerner as cited in Roberts & Wilson, (2006) explained Reading attitudes are critical to the development and use of reading skills throughout life. Readers' views greatly influence how effective the teaching is ultimately. Students' reading ability which is built through the teacher's daily learning process is known as a reading achievement.

An achievement is a form of appreciation that we get for our efforts and hard work in the learning process that we face. Student reading achievement is the result of our performance efforts in the process of learning to read in class. To excel in reading, we also need practice and habits, because without a lot of practice or getting used to reading, it is believed we will not have the ability to read.

A person's attitude is very important to determine how they act. A positive attitude towards the Indonesian language also has an impact on reading comprehension skills. How students view this aspect of reading is known as a reading perspective. related to how students read, whether they avoid it or even like it, which has an impact on their attitudes toward reading (Santosa, 2018). Annamalai and Muniandy (2013) as cited in Kassim et al., (2019) showed reading attitude is feeling or what an individual feels about reading. Reading attitude is also related to one's acceptance or rejection of reading activities McKenna, Kear & Ellsworth, (1995) and depends on free experience and the social system around the individual (Kubis, 1996). A study conducted by Affidah Morni and Siti Huzaimah Sahari (2013) regarding the reading attitudes of students at UiTM Sarawak found that the majority of students liked reading activities (80.6%) and made reading activities a hobby (68%). As much as 38.8% of respondents agree that they are active readers. Based on observations at Shailendra Senior High School Palembang, most students have the same problem when they have to read, which may be caused by a low vocabulary and confusion about how to read from where and how to read.

Numerous prior investigations have explored the connection between attitudes toward reading and academic success, including various research endeavors (Ghazi, 2003) that showed reading attitudes and reading achievement were positively internally related. Then research (Martinez, Aricak, & Jewell, 2008) The findings demonstrated that reading proficiency ($\beta = .62$, $p = .01$) and reading disposition were substantial predictors of reading accomplishment, as measured by the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+), four months later ($\beta = .22$, $p = .01$). In alignment with these results, Tunde-Awe (2014) similarly observed that unfavorable attitudes toward

extensive reading might result in students' lower performance in reading comprehension, subsequently impacting overall proficiency in the English language. This is also supported by research Widyasari, (2016) who discovered a noteworthy association between students' reading disposition and their comprehension skills. Those with favorable attitudes toward reading exhibited an increased eagerness to engage in reading, thereby positively impacting their comprehension abilities. As well as (Rafi, Islam, & Cahyani, 2021) Indicated a positive connection between students' attitudes toward reading and their reading comprehension.

The overall conclusion from the above background is that reading attitudes and reading achievement are very important in the educational process. A positive attitude towards reading can boost students' motivation to read, thereby enhancing their reading comprehension. This connection is substantiated by numerous studies that highlight the significance of fostering a positive reading disposition in educational environments. In short, the text emphasizes the link between reading attitudes and reading achievement and underscores the importance of cultivating a positive reading culture to enhance reading skills and comprehension among students.

Based on the explanation above, the writer conducted research entitled "The Correlation Between Reading Attitude And Reading Achievement Of The Students In English Classroom".

METHOD

This study used quantitative research, specifically the correlation method. The research method is usually defined as a scientific way to collect data for specific purposes and benefits. It also includes determining several research topics and titles. Systematic research on a phenomenon by collecting data that can be measured using statistics, mathematics, and computation is a type of quantitative research (Ramdhan, 2021). This research has two variables, those are students reading attitude in English classroom for independent variable (X) and students reading achievement for dependent variable (Y)

All information that is the focus of a researcher's attention during a specific amount of time is referred to as the population by Margono (2017) as cited in Nurrahmah et al., (2021). In this research, the population would be all of the eleventh grade students of Shailendra Senior High School. There are 2 classes with total students are 69 students. Census sampling is a method of data collection that involves gathering information from every member of the population The census sampling method, often referred to as "saturation sampling," is a sampling technique where every member of a population is used as a sample. In other words, in census sampling, all elements of the population are investigated for research or analysis purposes. This differs from regular sampling methods where only a small portion of the population is used as a sample. Census sampling methods are generally used when the population is relatively small, allowing for the investigation of each member of the population.

Tests and questionnaires used as the instruments for the data collecting used in this research. In other words, quantitative data is data that can be measured numerically collected from various relevant sources through a method known as quantitative data collection. In this study, the researcher utilized questionnaires to gather information on the feelings, thoughts, attitudes, beliefs, perceptions, and personalities of the research participants, specifically employing it to assess the students attitude (X).

In the context of this study, achievement tests were utilized to evaluate students reading accomplishments. These tests, commonly employed in educational research and school systems, gauge mastery and proficiency in diverse knowledge domains through standardized questions involving cognitive tasks. Achievement tests are generally classified as either teacher-made or researcher-made. In this research, the researcher used the scores from the tests made by the researcher. Students were asked to answer 25 questions with multiple choice about legend story in 90 minutes.

The reliability test used in this study for the reading test was the Cronbach Alpha and the researcher used statistical calculation with SPSS (Statistical Package for Social Science) in order to assess the reliability of the reading test, the author utilized Cronbach's alpha for the analysis of statements. The Reliability Statistics on table 11 reveals a Cronbach's alpha coefficient of 0.879, surpassing the threshold of 0.8. This indicates a high level of internal consistency, confirming the reliability of the reading test. Consequently, all items in the questionnaire were utilized and analyzed to address the problem statement. There were three procedures to analyze the data which function is to answer the problem. The first; researcher did the normality test. Then, the linearity test. The next step was, after the data from both instruments input to SPSS 23, answering the first problem by doing the correlation analysis.

RESULTS

The total active students in the second year students of Shailendra Senior High School Palembang were 69 students. There are XI.MIPA 1 for validation reading test and XI.MIPA 2 for data collection of questionnaire and reading test. There are 32 of 36 students of XI.MIPA 1 and 30 of 33 students of XI.MIPA 2 participated in this study. The 25 items of Rhody Secondary Reading Attitude Assessment Survey by Tullock and Alexander were used to acquire a quantitative idea of students' attitudes toward reading. The questionnaire constructed in the form of Likert scale in agreeable or positively stated items. The mean 4.5 to 5.0 means very good level of reading attitude, then the students 3.5 to 4.4 that means had good level of reading attitude, the students 2.5 to 3.4 means had fair level of reading attitude and the students had poor level of reading attitude when getting lower than 2.4. Descriptive statistics of reading attitude can be seen on Table 12 below.

Table 1. Descriptive Statistics of Reading Attitude

	Mean	Minimum	Maximum	Total Mean	Std. Deviation	N
Attitude Test	3.075	44	104	76.87	11.620	30

Based on the descriptive statistics, students' reading attitude scores ranged from 44 to 104, with an overall mean of 76.87 and a standard deviation of 11.620. Table 10 illustrates that, on the whole, eleventh-grade students at Shailendra Senior High School in Palembang exhibited an average level of reading attitude, with a total mean score of 3.075 on a 5-point Likert scale. The findings suggest that, for the most part, respondents to the senior high school reading attitude questionnaire were at a 'partially undecided' level. In summary, the results indicate that the reading attitude of eleventh-grade students in senior high school was moderate. A total of 30 survey responses were

collected for analysis, and the distribution of students' reading attitude can be observed in Table 13 below :

Table 2. Score Distribution of Reading Attitude

Level	Mean	Number of Students	Percent (%)
Very Good	4.5 to 5.0	0	0
Good	3.5 to 4.4	4	13.33
Fair	2.5 to 3.4	24	80
Poor	1.0 to 2.4	2	6,67
Total		30	100

The result of the reading attitude questionnaire revealed that the majority of students, 24 out of 30 (80%), had fair level of reading attitude and as much as 4 students out of 30 (13.33%), had good level of reading attitude, 2 students out of 30 (6.67%), had poor level of reading attitude. Last but not least, there was no one categorized as very good level of reading attitude.

The descriptive statistical analysis of students' reading achievement was shown in Table 14. The maximum score was 95 and the lowest score was 45. the mean of students' reading achievement was 69.5, and the standard deviation was 11.013, this mean score indicated that the level of students' reading achievement is moderate.

Table 3. Descriptive Statistics of Reading Achievement

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Achievement	30	45	95	69.50	11.013
Valid N (listwise)	30				

The results of students's reading achievement were varied and 15 of 30 students belonged to moderate category, 2 students fell into the very high category, 9 students were classified as high, and four students were categorized as low, with no students falling into the very low category. The distribution is outlined in the Table 15 below.

Table 4. Distribution of Students' Reading Achievement

Categories of Reading Achievement	Score Interval	Number of Students	Percent (%)
Very High	86-100	2	6.67
High	71-85	9	30
Moderate	56-70	15	50
Low	41-55	4	13.37
Very Low	<40	0	0
Total		30	100

A test was performed to assess the normal distribution of the data, including both students' reading attitudes and students' reading achievement. The outcomes of the normality test indicate Asymp. Sig. (2-tailed) > 0.05.

Table 5. Normality Test of Reading Attitude and Reading Achievement Data

		Reading Attitude	Reading Achievement
N		30	30
Normal Parameters ^{a,b}	Mean	76.87	69.50
	Std. Deviation	11.620	11.013
Most Extreme Differences	Absolute	.098	.115
	Positive	.075	.115
	Negative	-.098	-.096
Test Statistic		.098	.115
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

According to the SPSS 23 calculations presented in table 16, the Asymp. Sig value of 0.200 is greater than 0.05. This indicates that both the data related to students' reading attitudes and students' reading achievement exhibit a normal distribution.

To assess linearity, the deviation from linearity was determined using SPSS 23 to ascertain the linearity of the variables. If the probability exceeded 0.05, it indicated that the two variables were linear. The outcomes of the linearity test are presented on table 17 below.

Table 6. Outcomes Of The Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Reading Achievement * Reading Attitude	Between Groups	(Combined)	2513.333	22	114.242	.796	.684
		Linearity	648.109	1	648.109	4.518	.071
		Deviation from Linearity	1865.224	21	88.820	.619	.814
Within Groups			1004.167	7	143.452		
Total			3517.500	29			

Based on the ANOVA output table, value sig. deviation from linearity was 0.814 > 0,05, it can be concluded that there is a linear relationship between the variables of reading attitude and reading achievement.

Given the objective of this study, which is to establish whether a positive correlation exists between students' reading attitudes and reading achievement, the Pearson product-moment correlation test was employed. The outcomes of the correlation analysis are presented on Table 18 below.

Table 7. Outcomes of the Correlation Analysis

		Reading Attitude	Reading Achievement
Reading Attitude	Pearson Correlation	1	.429*
	Sig. (2-tailed)		.018
	N	30	30
Reading Achievement	Pearson Correlation	.429*	1
	Sig. (2-tailed)	.018	
	N	30	30

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

The correlation coefficient between the two variables was 0.429, signifying a correlation between them. The value of 0.429 suggests a moderate correlation. However, the significance value (Sig) of 0.018 will determine whether to accept or reject the hypotheses, as elaborated in the subsequent section (Hypothesis Testing). The relationship between the two variables includes both positive and negative correlations, as observed in the scatterplots that can be seen on figure 2.

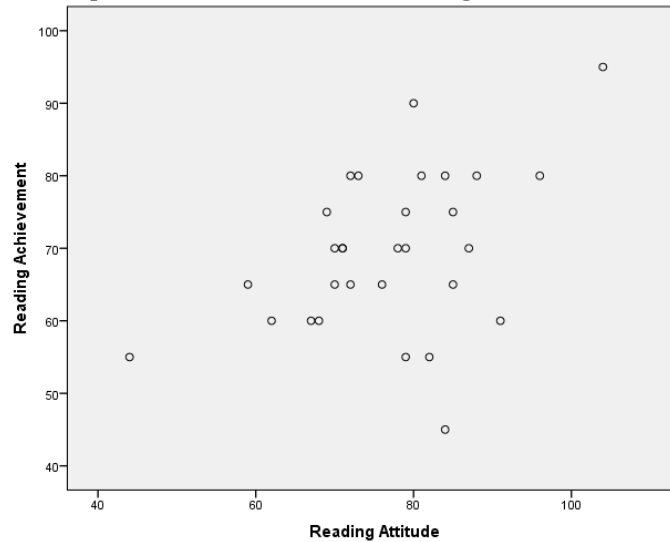


Figure 1 Scattered Graph

Observing the scatterplot depicted above, there was no discernible pattern, and the dots were scattered both above and below, or around, the zero rate. Consequently, it can be inferred that there existed a positive correlation between students' reading attitude and reading achievement (refer to the scatterplot interpretation by Sugiyono, (2013:231). Subsequently, the significance coefficient of correlation is determined through a significance test, which is crucial for decision-making criteria in hypothesis testing, utilizing the t-test. T-test can be seen in the Table 19 below :

Table 8. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.227	12.572		3.041	.005
	Reading Attitude	.407	.162	.429	2.515	.018

Dependent Variable: Reading Achievement

The findings on tabel 19 revealed that students' reading attitude significantly impacted their reading achievement, as indicated by a sig.value (0.018) below the probability threshold (0.05). In other words, the Null Hypothesis (H0) suggesting no correlation between students' reading attitude and reading achievement in the English classroom of the eleventh grade at Shailendra Senior High School Palembang was rejected. Conversely, the alternative hypothesis or working hypothesis (Ha), proposing a correlation between students' reading attitude and reading achievement in the English

classroom of the eleventh grade at Shailendra Senior High School Palembang, was accepted.

Moreover, to determine the percentage of reading attitude influence on reading achievement, the R-square was obtained. The results of the analysis are presented in the Table 20 below :

Table 9. Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.429 ^a	.184	.155		10.123

a. Predictors: (Constant), Reading Attitude

As shown in Table, the R-square value was 0.184, indicating that students' reading attitude had a significant impact, explaining 18.4% of the variance in reading achievement. This suggests that students' reading attitude made a notable contribution to their reading achievement, while the remaining 81.6% of the variance can be attributed to other factors not considered in this study.

DISCUSSION

This researcher discusses the results of data analysis from student attitude questionnaires, student reading achievement tests, and final results of English language achievement related to the scope of this research. This discussion aims to determine whether there is a relationship between student attitudes and reading achievement in English language achievement at Shailendra High School Palembang. The result is a contradictory finding that reading attitude significantly predicts reading comprehension. A positive attitude leads to reading that is broader and easier to understand, thus having a positive impact on success, while a negative attitude results in avoidance and incomplete activities, thus causing a low level of understanding (Bastug, 2014). This research is in line with previous research, which confirmed the existence of a significant correlation between students reading attitudes and reading achievement in second grade students at Shailendra High School Palembang in the 2023/2024 academic year. This underscores the importance of cultivating a positive reading attitude to improve students reading comprehension.

CONCLUSION

It can be concluded that students reading attitudes significantly impact their reading achievements. A notable correlation exists between students reading attitudes and their reading achievements in the eleventh-grade class at Shailendra Senior High School Palembang. This outcome implies that students with positive reading attitudes generally achieve higher reading proficiency, while those with negative reading attitudes tend to exhibit lower reading achievements.

Suggestions

There are several suggestions that can be directed to students, English teachers, and other researchers. Students should improve their reading skills by frequently practicing using various kinds of texts. For English Teachers, it is important for them to be more creative in choosing the techniques that will be used in the teaching and learning process of reading and must consider the classroom situation. And for other researchers, this research is focused on improving the reading skills of eleventh grade students.

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