

# UNCOVERING THE LINK BETWEEN STUDENTS' ATTITUDE TOWARD READING AND THEIR COMPREHENSION ABILITIES

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## ABSTRACT

Reading attitude gives good influence to reading comprehension achievement. This study sought to establish a non-experimental research design and employed a correlational research method. Instruments used in this research were a questionnaire to assess reading attitude and a multiple-choice reading comprehension test. The research population consisted of 426 students. The researchers took 105 students as the sample using a random sampling technique. By using Pearson Product-Moment on SPSS in analyzing the data, the researchers found that the sig-t was 0.114, higher than the significant alpha of 0.05 (sig.t > 0.05). It demonstrates that Ho1 is accepted, or that there is a significant negative correlation between the students' reading attitude and reading comprehension. The researchers also discovered that reading attitude has little impact on the 1.5% reading comprehension achievement at SMA Muhammadiyah 1 Palembang. The remaining 98.5 percent was influenced by various factors. Since students' reading attitudes have a minimal impact on their reading comprehension achievement, educators should explore other influential factors, such as teaching methods, vocabulary knowledge, and critical thinking skills. Future research should consider additional factors, such as cognitive abilities, language proficiency, and learning environments, to gain a more comprehensive understanding of reading comprehension influences.

**Keywords:** *Correlation, Reading Attitude, Reading Comprehension achievement*

## Introduction

The ability to read was a crucial skill that facilitated the connection between individuals through written communication. It was important for learners to discover how to read because it means they can gain access to a wealth of diverse information (Clark & Rumbold, 2006). Those claims emphasize the importance of students mastering reading skills as interaction, a source of information from all over the world.

Regarding reading, the reading comprehension of students was influenced by a couple of primary factors. Both internal and external factors are involved (Sadeghi, 2007). Internal factor refers to a factor that originates from the reader as an individual reader. It covers the reasoning skills, methods, background information, and useful traits of the students. External factors, on the other hand, were influences that come from outside the reader's or learner's person. This study highlights internal factors that influence students' reading comprehension abilities. This study focused on the internal factors that influence students' reading comprehension ability, which was on the individual learner as a reader.

Attitude represents one of the internal factors at impact. A person's feelings and actions,

such as choosing and reading books, can be classified as their attitudes towards reading. Refers from Gregory (2004) stated that an attitude is a positive or negative response to a particular object, situation, institution, concept, or person that tends to be influenced by cognitive, affective, or learned behavior.

A positive attitude toward reading is a crucial factor that directly affects how well students comprehend reading. Wigfield & Guthrie (2000) said that one of the successes in reading comprehension is related to attitudes toward reading. Similarly, Morgan & Fuchs (2007) stated that students with good reading comprehension and positive attitudes toward reading tend to be good readers. On the other hand, students with negative attitudes toward reading have very different definitions of reading.

The existence of an influence between students' reading attitudes and students' reading performance is supported by Donaldson (2010) claimed that reading attitudes and academic achievement scores interact because research has found that the highest performing students generally have higher reading attitudes and vice versa. Due to the explanation, students with positive reading attitudes have a positive influence

on reading as an enjoyable activity.

Understanding the significance of attitude in the formation of thriving readers and its influence on future academic pursuits appears to be advantageous. There are also differences in the definition of "attitude". Cunningham (2008) defined attitudes as a tendency to respond favorably or unfavorably toward a particular object. McKenna et al (2012) explained that an "object" can refer to an item, process, or behavior that shapes attitudes based on a student's personal experiences, beliefs, and societal norms associated with that object. Scholl (2002) explained the behavior or action and cognitive attitude of the student as a reaction as a human capacity, for example, to certain beings, ideas, objects, or groups. In defining their personal experience, feelings, and beliefs, attitudes about their actions or objects, attitudes can aid students in interpreting situations.

The idea of attitude is useful in comprehending how people behave. According to Masarogullari and Kocakgol (2011), claiming cite McKenna et al (2012) Attitude consists of three elements: behavioral, cognitive, and emotional. similarly, Gregory (2004) said that an attitude is a reaction, whether favorable or unfavorable, to a certain thing, circumstance, organization, idea, or individual that is typically shaped by learnt, emotive, or cognitive behavior. It can be concluded that attitude has three components, namely emotional, cognitive, and behavioral. The emotional response to an attitude is a form of reaction. Cognitive element characterized by the thoughts and convictions that someone has about a mental entity. The behavioral component, which includes behavior to attitude. The emphasis on attitudes is evident in reading research.

Several experts established several assumptions concerning reading attitudes or reading attitudes. Reading attitude is a complex theoretical construct. According to Mathewson (1994), argued that Intention to read and sustain reading activity are effects of the behaviors of reading attitude. Reading attitude is an emotional aspect that encompasses sensations, thoughts, trusting, and intending (McKenna et al., 2012).

A preference for reading can be revealed in a variety of behavioral samples. The way a person reads usually causes them to pay attention and choose behaviors that mirror their ideas and emotions. Different people have different attitudes towards reading. Students' attitudes towards reading are heavily influenced by their psychological factors and how they feel (McKenna et al., 2012); (Smith & Li, 2022). Reading attitudes, as dictated by (McKenna et al.,

2012) and Conradi et al (2013), are assertions, dispositions, or emotions regarding reading that can be either good or negative. Similarly, Murtafi'ah & Putro (2020) defined reading attitude as feelings, predispositions, tendencies, and perceptions related to reading, ranging from positive to negative.

Attitude plays a crucial role in learning English, as it requires the ability to measure one's own goal of learning and succeed. It is thought that attitudes can influence learning. A variety of elements influence one's reading attitude. Several factors influence an individual's attitude towards reading. Braden (2012) proposed that the child's upbringing is one element. A child's attitude towards reading is shaped by the larger system and culture in which individuals are raised. A student inherits his or her family's views, behaviors, and worldview before entering school. A child's values can also be shaped throughout their life by the media and the experiences of those in their immediate environment. A portion of students' reading attitudes is socially created. The learner incorporates his prior experiences, knowledge of books, and writing abilities into his current educational endeavors.

Reading is an essential component of both daily and academic routines. By reading, it can develop knowledge and expertise in the whole world. Reading is a process to grasp the content of the reading (Zygouris-Coe, 2009). In a similar manner, Lane & Hayes (2015) assert that the majority of researchers believe that reading is exclusively for comprehension objectives, not theoretical ones. This highlights the assumption that students will not read if they do not understand what they are reading, even after a glance. Basic English reading skills, such as text comprehension, are critical in reading activities. Furthermore, reading is necessary to learn and comprehend the things we read about.

The relationship between reading comprehension and reading attitude was well-established. A student with a good attitude towards English will affect their reading. A person's attitude towards reading can impact their ability to comprehend the text. As stated by Bastug (2014), the Reading skills of children with a positive attitude toward reading improved with increasing reading practice. Students can develop a desire to read because attitude and reading are correlated; a positive attitude indicates motivation and a desire to read (Pamuji, 2015). Ahmad & Murad (2020) asserted that students who had a positive attitude towards reading were better readers and enjoyed reading. In the meantime, reading comprehension was frequently lacking in

students who did not enjoy reading. Learners' reading difficulties stem from both their aptitude for reading and the absence of interest in or attitude towards it.

There were several previous studies investigating the correlation of students' reading attitude and students' reading comprehension achievement. First, the study conducted by Maulidasari et al (2021) was discovered that there was a relationship, but in poor correlation between the two variables of reading achievement and attitudes. Second, the study conducted by Tisa et al (2021) They indicated there was a negative and weak link between reading comprehension and attitude. Third, the study conducted by Septianingsi & Atmanegara (2021) found that there was a substantial but minor connection between reading attitude and reading comprehension. Indrawati et al (2020) this study found that there is no relationship between students' attitude and reading comprehension toward English achievement. Unlike previous studies that analyzed larger student populations, this research centers on students at SMA Muhammadiyah 1 Palembang, offering insights specific to this context. Furthermore, this research reinforced the idea that reading attitude has a minimal impact on comprehension achievement, highlighting the importance of investigating other factors that influence reading comprehension in English learning.

The researchers were interested in researching students' reading attitude and reading comprehension achievement of eleventh-grade students at SMA Muhammadiyah 1 Palembang. Investigating the relationship between students' attitudes toward reading and their comprehension skills is crucial for understanding the role of motivation and perception in academic achievement. Since reading is a key skill that supports learning in all subjects, difficulties in comprehension persist among many students despite their ability to read. Analyzing how students' perspectives—whether favorable or unfavorable—influence their text interpretation and analytical abilities can help educators design more effective instructional methods and interventions. This research can offer valuable insights into nurturing a positive reading culture, enhancing comprehension abilities, and ultimately boosting overall academic success. This study has objectives, which were to investigate whether or not: (1) to find out the correlation between students' reading attitude and their reading comprehension achievement of the eleventh-grade students of SMA Muhammadiyah 1 Palembang and (2) To find out how much influence of

students' reading attitude to their reading comprehension achievement of the eleventh-grade students of SMA Muhammadiyah 1 Palembang.

Based on the research question formulated, the hypotheses can be drawn as a prediction are 1. (Ha1): There was a correlation between students' reading attitude and their reading comprehension achievement. 2. (Ho1): There was no correlation between students' reading attitude and their reading comprehension achievement. 3. (Ha2): There was an influence of students' reading attitude to their reading comprehension achievement. 4. (Ho2): There was no influence of students' reading attitude to their reading comprehension achievement.

## **Method**

This research is a non-experimental research design and uses a correlational research method. To answer the research problem of how close reading attitude is related to reading comprehension researcher employs a correlational research design and quantitative methods. Researchers utilize correlational statistics to assess and quantify the strength and direction of the relationship between two or more variables or sets of scores (Creswell, 2012)..

The study was carried out among eleventh-grade students at SMA Muhammadiyah 1 Palembang. According to Sugiyono (2014), the researcher population refers to the production of objects or subjects chosen by researchers for study. A systematic random sampling method was applied to select 370 students from a large population, as studying the entire group was not feasible. This approach allowed the researcher to obtain a representative sample efficiently. According to (Arikunto, 2017) It is preferable to include every subject when the number is less than 100 to make the study representative of the community; however, if the number of subjects is large, it can be included as 10-15% or 15-25% or more. With a total of over 100 individuals, the researchers selected 15-25% of 425, therefore, the total sample is 108 students.

A questionnaire and text comprehension exercises were utilized to gather data in this study. In the beginning, the researchers asked questions to gauge students' reading attitude using a ready-made questionnaire was granted from HANANI (2018) which was written by Tullock-Rhody & Alexander (1980), and tests their reading using the reading comprehension test was tried-out before researched to check the validity and readability of test. The Reading attitude questionnaire contained of 24 items using Likert Scales. Meanwhile, this study also used reading comprehension test to measure students' reading comprehension. The

test of reading comprehension was in multiple-choice choice 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 reading comprehension were valid with a coefficient of Cronbach Alpha was 0.944 ( $>0,70$ ) which indicated that the test was categorized as reliable.

The data from reading attitude questionnaire and reading comprehension test were analyzed descriptively and statistically. The data was presented used percentage analysis to find out students' individual scores for questionnaire and test. Then, the scores were classified into some categories. The result of students' reading attitude showed the score of the students' reading attitude questionnaire was 30-75. As the results of the distribution of students' reading attitude was 1 student (0,95%), in the high enough level is about 22 students (20,95%), and high level is about 82 students (78,09%). Furthermore, from the result of students' reading comprehension test showed that there were 16 students (15,23%) who were indicated as poor, 23 students (21,90%) who were indicated as average, 48 students (45,71%) who were indicated as good, 18 students (17,14%) who were indicated as very good in reading comprehension. In conclusion, it was classified good in the range 65-79 which was the most frequent. It was classified good in the range 65-79 which was the most of students. Although some of their English scores were less than optimal.

## Findings and Discussion

### Descriptive Analysis of Students' Reading Attitude

**Table 1**  
**Descriptive Analysis of Reading Attitude**

	N	Min	Max	Mean	SD
RA	105	30	75	61,41	5,680
Valid N (listwise)	105				

The descriptive statistical analysis of respondents' reading attitudes is presented above. The highest recorded score was 75, while the lowest was 30. The average score among respondents was 61.41, with a standard deviation of 5.680.

Researchers used a reading comprehension achievement test to evaluate students' comprehension levels. The test was given to eleventh-grade students at SMA Muhammadiyah 1 Palembang who were not included in the sample of 108 students (three classes). Reading comprehension achievement was analyzed through scores, frequency, and

percentage. The descriptive analysis revealed that scores ranged from 11 to 93, with 93 being the highest and 11 the lowest. The mean score was 59.90, with a standard deviation of 11.279. For a detailed breakdown, refer to:

**Table 2**  
**Descriptive Statistics of Reading**

	N	Min	Max	Mean	SD
RCA	105	11	93	59,90	22,650
Valid N (listwise)	105				

Since the present data were analyzed through correlation and regression, before performed the analysis, normality and linearity test was conducted. The result of normality test revealed the significance level of 0.115 for students' reading attitude was  $> 0.05$ , a normal distribution was observed, whereas 0.000 for reading comprehension achievement  $< 0.05$ . In this case, this study cannot refer to the parametric test because as it is reveals in the analysis of the Kolmogorov-Smirnov normality test of the study was abnormally. Initially, a statistical test of non-parametric type was used.

Then, this study employed an ANOVA linearity test in SPSS to see if the correlation between reading attitude and reading comprehension was linear. the significance level of deviation from linearity was 0. 377 ( $>0.05$ ), which was greater than 0.05. In consequently, it might conclude that there was a significant linear correlation between reading attitude and reading comprehension.

Before conducting the correlational analysis, the researchers assessed the normality of the collected data using a normality test. To determine this, they applied the 1-Sample Kolmogorov-Smirnov test. The results showed that the significance value for students' reading attitude data was 0.115, while for reading comprehension data, it was 0.00. This indicated that the reading attitude data was normally distributed ( $> 0.05$ ), whereas the reading comprehension scores did not meet the normality criteria ( $< 0.05$ ). Based on these findings, the researchers opted for a nonparametric test to analyze the hypothesis.

To answer the second research question: Was there any significant correlation between students' reading attitude and their reading comprehension. The output of IBM SPSS calculation for the overall correlation of students' reading attitude and reading comprehension score using the Pearson Product

The researchers employed non-parametric analysis, namely the Spearman Rank

Correlation Coefficient, because the data did not follow a normal distribution when the Kolmogorov-Smirnov normality test was performed. The study revealed that the acquired correlation coefficient,  $r$ -obtained (-0.155), was lower than the  $r$ -table (0.191). In addition, the level of probability ( $p$ ) significance (sig 2 tailed) was 0.114, which less than 0.05. As a result, it can

be inferred that there is no significant correlation between students' reading attitude and their reading comprehension achievement of the eleventh-grade students of SMA Muhammadiyah 1 Palembang. Consequently, the null hypothesis ( $H_0$ ) was rejected, and the hypothesis ( $H_a$ ) rejected. More information about the findings of this investigation may be found below.

**Table 3**  
**Correlation Between Students' Reading Attitude and Reading Comprehension Achievement**

			RA	RCA
Spearman's rho	RA	Correlation Coefficient	1,000	-,155
		Sig. (2-tailed)		,114
		N	105	105
	RCA	Correlation Coefficient	-,155	1,000
		Sig. (2-tailed)	,114	
		N	105	105

Based on the output, two key findings emerge. First, the significant  $p$ -value of 0.114 (less than 0.05) confirms a correlation between reading attitude and reading comprehension. Second, the Pearson Correlation Coefficient of -.115 suggests a low negative relationship between these two variables, as shown in the table below.

**Table 4**  
**Correlation Coefficient**

Coefficient of Correlation	Interpretation
0.00 – 0.10	Very low correlation
0.10 – 0.39	low correlation
0.40 – 0.59	Moderate correlation
0.60 – 0.79	Strong correlation
0.80 – 1.00	Very strong correlation

(Source: Creswell, 2012)

The second research problem of this study was how much was the influence of students' reading attitude to their reading comprehension achievement of the eleventh-grade students of SMA Muhammadiyah 1 Palembang?. The results from the Regression analysis were shown in the tables below.

**Table 5.**  
**Model Summary**

Model	R	R Square	R Square	SD
1	.124 <sup>a</sup>	.015	.006	22,584

The data above explained the magnitude of the correlation value or relationship ( $R$ ), which was 0,124. From the output, a determination coefficient ( $R$  Square) of 0,015 was obtained which means that the influence of the reading habit variable ( $X$ ) on the reading comprehension achievement variables ( $Y$ ) was 1,5 % and rest of 98,5% is contributed from

other variables.

This study examined the correlation between students' reading attitudes and their reading comprehension achievement in English at SMA Muhammadiyah 1 Palembang. The students' reading attitude scores ranged from 30 to 75, with 1 student (0.95%) classified at a low level, 22 students (20.95%) at a moderately high level, and 82 students (78.09%) at a high level. In terms of reading comprehension performance, 16 students (15.23%) were categorized as poor, 23 students (21.90%) as average, 48 students (45.71%) as good, and 18 students (17.14%) as very good. The most frequent reading comprehension scores fell within the "good" range (65-79). Despite some students scoring below optimal levels in English, most demonstrated a high reading attitude.

However, the study found no significant correlation between students' reading attitudes and their reading comprehension achievement. The correlation coefficient obtained (-0.155) was lower than the critical  $r$ -table value (0.191), indicating a weak relationship. The probability significance value ( $p = 0.114$ ) exceeded the common threshold of 0.05, suggesting that other factors may have a stronger influence on students' reading comprehension.

These findings align with previous research. Pramita & Anam (2019) found that while 11th-grade students had generally positive reading attitudes ( $M = 3.26$ ), Pearson correlation analysis showed no significant relationship between attitude and reading comprehension ( $r(137) = 0.046$ ,  $p > 0.05$ ). Similarly, Indrawati et al. (2020) reported no correlation between students' attitudes and reading comprehension in English. According to Pramita &

Anam (2019), even students with positive attitudes toward reading do not necessarily exhibit better comprehension, which may be due to insufficient reading practice or variations in text complexity. Both internal and external motivation play a key role in language skill development, depending on students' commitment to reading.

## Conclusion

In conclusion, this study confirmed that reading attitude does not significantly influence reading comprehension achievement among 11th-grade students at SMA Muhammadiyah 1 Palembang. While students exhibited different levels of reading attitude, other factors appeared to have a greater impact on their reading comprehension performance. Under the outputs of the preceding before, It can derived the following conclusions: first, there was no correlation between students' reading attitude and their reading comprehension achievement in the eleventh grade of SMA Muhammadiyah 1 Palembang, therefore the result of Pearson Product Moment showed that the null hypothesis ( $H_0$ ) was accepted and the hypothesis ( $H_a$ ) was rejected. Second, students' reading influenced 1.5% on their comprehension of reading comprehension. This meant that students' reading attitude were rarely the majority of factors that influenced reading comprehension, especially in English scores. As students' reading attitudes have little effect on their reading comprehension achievement, educators should focus on other key factors like teaching methods, vocabulary development, and critical thinking skills. Future studies should also examine aspects such as cognitive abilities, language proficiency, and learning environments to gain a deeper understanding of what influences reading comprehension.

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