THE CORRELATION BETWEEN READING ATTITUDE AND READING COMPREHENSION ACHIEVEMENT

Renny Nur Ferlyanti[1], Shynta Amalia[2], Hariana Amalia[3]
UIN Raden Fatah Palembang, Palembang, Indonesia
(rennynurferlyanti03@gmail.com, shynta_amalia_uin@radenfatah.ac.id,
harianaamaliah_uin@radenfatah.ac.id)

ABSTRACT: This research aimed to investigate the correlation between reading attitude and reading comprehension achievement among eleventh-grade students at MAN 1 Lahat. A correlational research method was employed to assess the relationship between these two variables. The study's population comprised nine classes of eleventh-grade students, from which a sample of 98 students was selected through convenience sampling. Data collection involved administering a reading attitude questionnaire designed to measure students' perceptions and feelings toward reading and a reading comprehension test to evaluate their comprehension skills. The correlation between the collected data was analyzed using SPSS 25 software. The findings revealed a correlation coefficient (r) of 0.011, significantly lower than the critical value of the r-table, set at 0.913. These results indicate a weak and statistically insignificant correlation between reading attitude and reading comprehension achievement among the eleventh-grade students at MAN 1 Lahat. Thus, it can be concluded that while there may be some relationship between these variables, the strength of this correlation is not sufficient to be considered meaningful within this specific educational context. Further research could be beneficial to explore additional variables that may significantly impact students' reading achievements. Understanding these dynamics can provide educators with valuable insights into improving reading instruction and fostering better student comprehension skills.

Keywords: *reading attitude, reading comprehension achievement, correlation*

HUBUNGAN ANTARA SIKAP MEMBACA DENGAN HASIL PEMAHAMAN MEMBACA

ABSTRAK: Penelitian ini bertujuan untuk menyelidiki hubungan antara sikap membaca dan pencapaian pemahaman membaca di kalangan siswa kelas sebelas di MAN 1 Lahat. Metode penelitian yang digunakan adalah korelasional untuk menilai hubungan antara kedua variabel tersebut. Populasi penelitian terdiri dari sembilan kelas siswa kelas sebelas, dari mana sampel sebanyak 98 siswa dipilih melalui teknik pengambilan sampel convenience. Pengumpulan data dilakukan dengan menyebarkan kuesioner sikap membaca yang dirancang untuk mengukur persepsi dan perasaan siswa terhadap membaca, serta tes pemahaman membaca untuk mengevaluasi keterampilan pemahaman mereka. Analisis korelasi antara data yang dikumpulkan dilakukan dengan menggunakan perangkat lunak SPSS 25. Temuan menunjukkan bahwa koefisien korelasi (r) sebesar 0,011, jauh lebih rendah dari nilai kritis r-table yang ditetapkan pada 0,913. Hasil ini mengindikasikan adanya korelasi yang lemah dan tidak signifikan secara statistik antara sikap membaca dan pencapaian pemahaman membaca di kalangan siswa kelas sebelas di MAN 1 Lahat. Dengan demikian, dapat disimpulkan bahwa meskipun mungkin ada hubungan antara variabel-variabel ini, kekuatan korelasi tersebut tidak cukup untuk dianggap bermakna dalam konteks pendidikan ini. Penelitian lebih lanjut dapat bermanfaat

untuk mengeksplorasi variabel tambahan yang mungkin memiliki dampak signifikan terhadap pencapaian membaca siswa. Memahami dinamika ini dapat memberikan wawasan berharga bagi pendidik dalam meningkatkan pengajaran membaca dan mengembangkan keterampilan pemahaman yang lebih baik di kalangan siswa.

Kata kunci: s*ikap membaca, prestasi pemahaman membaca, korelasi*

INTRODUCTION

English, used in 53 countries as an official language and by over 400 million people globally, is the world's most spoken language (Statista, 2016). It facilitates global communication, enabling easy connection in diverse social and professional settings. Mastering listening, speaking, reading, and writing—categorized as productive (speaking and writing) and receptive (listening and reading) skills—is essential for effective communication in real-life situations (Hossain, 2015; Al-Jawi, 2017). According to Nunan (2003), reading is a fluent process in which readers use information from text and prior knowledge to construct meaning. Reading is the fundamental element of the learning process (Alsaeedi et al., 2021).

Reading comprehension is a crucial skill in both academic and everyday life. According to cultivated text, readers can obtain extensive information and themes communicated in the reading text (Horiba & Fukaya, 2015). In 2018, Indonesian students ranked 74th out of 79 nations in reading, scoring an average of 371 on the PISA assessment. This marked a significant decline from 2015 and fell well below the OECD average of 487. Most concerning was that 70% of Indonesian students did not achieve basic reading proficiency (level 2), highlighting critical challenges in the country's education system. The urgent need for comprehensive education reform in Indonesia to improve reading skills is underscored by factors identified by Hapsari (2019), including psychological, socioeconomic, and external challenges, emphasized further by Altun et al. (2022), highlighting the effort, motivation, and positive attitude required for reading proficiency. Gregory (2014) also describes attitude as something that can be learned in terms of cognitive, affective, or behavioral, which results in a positive or negative response to certain objects, situations, institutions, concepts, or people. Reading attitude is defined as the feeling about reading that results in the adoption or avoidance of positive reading habits (Hagan, 2013). Reading attitude can be positive or negative. People's reading attitudes, as studied by various scholars (Bastug, 2014; Tunde, 2014; Turkyilmaz, 2015 cited in Soliba et al., 2020), influence their engagement and behavior towards reading, either fostering enthusiasm and engagement or leading to avoidance and poor comprehension.

Previous studies on the relationship between reading attitude and reading comprehension show varying results. Pramita (2019) found no significant relationship between reading attitude and comprehension among high school students. In contrast, Septianingsih & Atmanegara (2021) found a significant positive correlation among tenth-grade students, while Andini (2024) found a moderately positive relationship between reading attitude and narrative text comprehension in eleventh-grade students. Although all studies used reading attitude questionnaires and comprehension tests, they differed in sample size, sampling techniques, data analysis methods, and research locations. This research is chosen to clarify the differences in results and explore new contexts that may influence reading comprehension. The objectives of this study are to determine if there is a correlation between reading attitude and reading comprehension achievement of the eleventh-grade students at MAN 1 Lahat and to find out whether reading attitude influences their reading comprehension achievement.

METHOD

1. Design

     This study used a quantitative research design to uncover the research outcomes, and correlational analysis was chosen to ascertain the correlations between one variable and another. Research design is the framework within which the researcher chooses to employ their research methodologies and procedures. For this research, the independent variable is reading attitude, and the dependent variable is the reading comprehension achievement of the eleventh-grade students at MAN 1 Lahat.

2. Sample

     A population is the subject of research. A population is a group of individuals who have the same characteristics. The population is all eleventh-grade students of MAN 1 Lahat consisting of 310 students. In this study, researchers chose to use the non-probability sampling technique, specifically the convenience sampling technique. Etikan et al. (2016) explain that convenience sampling is a cost-efficient and easy method because the research subjects are already available. Therefore, the researcher chose classes XI 2, XI 3, and XI 4, involving a total of 98 students.

3. Data Collection and Analysis Techniques

     Two types of data collection were used to collect the data in this research, that was a questionnaire for reading attitude and a test for reading comprehension. In this case, this study used a questionnaire adapted from Sartika (2014), which was originally a revision of Mickulecky's Behavioral Reading Attitude Measures (MBRAM) by Murray (2009). There were 28 items in this questionnaire consisting of 14 positive statements and 14 negative statements. The test consisted of multiple-choice questions with five answer options. The test consisted of thirteen reading passages with 50 multiple-choice questions and students were given 60 minutes to answer all questions.

     Correlation analysis was initiated to analyze the obtained data. Since the data were not normally distributed, therefore, Spearman Rank correlational analysis was employed to examine the association between the variables measured.

FINDINGS AND DISCUSSIONS

1. Reading Attitude

     The 28 items of the Reading Attitudes Questionnaire were answered by 98 students of the eleventh grade at MAN 1 Lahat. This questionnaire used a 1 to 4 Likert Scale. As stated before, 4 categories of reading attitude were used in this research, those were: very negative, negative, positive, and very positive.

Table 1. Distribution of Reading Attitude Analysis Results

Categories	Frequency	Percentage
Very Negative	0	0%
Negative	6	6.1%
Positive	89	90.8%
Very Positive	3	3.1%
Total	98	100%

The analysis result of the reading attitude questionnaire showed that no one student (0%) was very negative, 6 students (6.1%) were negative, 89 students (90.8%) were positive, and 3 students (3.1%) were very positive. In conclusion, it revealed that the students had a positive level of reading attitude. The descriptive statistical analysis of the reading attitude questionnaire for the participants is presented in Table 2.

Table 2. Descriptive Statistic of Reading Attitude

	N	Minimum	Maximum	Mean	Std. Deviation
RAQ	98	45	89	70.96	8.135
Valid N (listwise)	98				

In the descriptive statistical analysis data of the participants' reading attitudes questionnaire, it was found that the maximum score was 89 and the minimum score was 45. The mean score for the participants was 70.96 and the standard deviation was 8.135.

2. Reading Comprehension Achievement

To obtain the data on the reading achievement, a ready-made reading test was used. The reading test consisted of 50 questions. The results analysis of the reading revealed that the five categories of reading achievement were obtained by the students with different numbers. Most students were categorized fail in their reading achievement. The distribution of the students' reading achievement categories is presented in Table 3.

Table 3. Distribution of Reading Comprehension Achievement

Categories	Frequency	Percentage
Excellent	5	5.1%
Good	14	14.3%
Fair	5	5.1%
Poor	19	19.4%
Fail	55	56.1%
Total	98	100%

The result showed that there were 5 students (5.1%) who were in excellent in reading achievement, 14 students (14.3%) were in good reading achievement, 5 students (5.1%) were in fair reading achievement, 19 students (19.4%) were in poor reading achievement, and 56 students (56.1%) were in fail reading achievement. In conclusion, it revealed that most students were categorized as failing in their reading achievement. The descriptive statistical analysis of reading achievement for the participants is presented in Table 4.

Table 4. Descriptive Statistics of Reading Comprehension Achievement

	N	Minimum	Maximum	Mean	Std. Deviation
RAC	98	14	92	43.12	23.579
Valid N (listwise)	98				

The maximum score was 92 and the lowest score was 14. The mean score indicates that the level of reading achievement of participants was 43.12 and the standard

deviation was 23.579.

3. Correlation Analysis Result

After finding the descriptive analysis results of students' reading attitudes and comprehension, the researchers examined the correlation between those two variables. Since the obtained data were not normally distributed the researchers decided to use Spearman-Rank correlational as a non-parametric analysis technique to do correlational analysis.

Table. 5 Correlation Analysis Results

			RAQ	RAC
Spearman's rho	RAQ	Correlation Coefficient	1.000	.011
		Sig. (2-tailed)	.	.913
		N	98	98
	RAC	Correlation Coefficient	.011	1.000
		Sig. (2-tailed)	.913	.
		N	98	98

The results of the analysis showed that the obtained correlation coefficient r-obtained (0.011) was much lower than the r-table (0.196). This indicates a relationship between the two variables, although the relationship is weak according to the interpretation standards proposed by Sugiono (2011). In addition, the level of probability (p) significance (sig.2 tailed) was 0.913, which far exceeds the commonly used threshold (0.05). Therefore, it can be concluded that there was no significant relationship between students' reading attitudes and their reading achievement at MAN 1 Lahat. As such, in simple terms, the results of the analysis show that although there is a correlation between students' reading attitudes and reading achievement, the relationship is weak and statistically not significant.

4. Discussion

The research findings indicate that there is no significant correlation between reading attitudes and reading comprehension achievement among eleventh-grade students at MAN 1 Lahat. Specifically, the p-value of 0.011 is lower than the r-table value of 0.196, suggesting a possible correlation. However, the very high significance value of 0.913 exceeds the accepted threshold of 0.05, indicating that the correlation is weak. This means that despite the initial indication of a connection, reading attitudes do not appear to affect students' reading comprehension achievement at this school significantly. This outcome mirrors similar findings by Kilana (2023), who also reported no significant correlation between reading attitudes and reading achievement among eighth-grade students (r = 0.099, sig. 2-tailed = 0.364). Both studies suggest that other variables might play a more prominent role in influencing reading comprehension achievement. Therefore, while students' attitudes toward reading are important, they may not be the most significant factor affecting reading success. This highlights the need for further research to explore other potential factors that could have a more substantial impact on reading achievement.

In line with this, Pramita (2019) also found no statistically significant correlation between students' reading attitudes and their comprehension abilities based on Pearson correlation analysis. This finding suggests that having a positive attitude toward reading does not necessarily lead to improved comprehension. Similarly, Agustiani (2017) found that reading attitudes had minimal influence on how well students understood the texts they read. Several factors, including a lack of regular reading practice, variations in text difficulty, and limited vocabulary, could contribute to this lack of a strong relationship. Even when students have a positive attitude, if they do not engage deeply with reading materials, their comprehension may not improve. Both intrinsic and extrinsic motivation are important for language skill development, but motivation alone does not guarantee improved comprehension unless it is paired with consistent practice and a commitment to engaging with texts.

Furthermore, the research conducted at MAN 1 Lahat did not find a significant correlation between reading attitudes and reading achievement. However, the subsequent discussions pointed out several key factors affecting students' performance. A major issue identified was the lack of basic reading skills, such as word recognition, fluency, and vocabulary comprehension, which hinder students' ability to engage with and understand complex texts (Hidayati, 2018). In addition, according to Safitri (2023), references, such as pronoun antecedents, pose challenges for students in comprehending texts effectively, which is crucial for achieving reading goals. The lack of a supportive learning environment also plays a significant role, as students without access to quality books or adequate support from teachers and parents struggle to develop their reading skills. In addition, low motivation and negative attitudes toward reading can further impact students' engagement and comprehension. Finally, ineffective teaching strategies, such as monotonous or overly simplistic methods, can further limit students' progress. To improve reading comprehension, a comprehensive approach is needed. This should focus not only on building foundational reading skills but also on creating a supportive learning environment, fostering motivation, and adopting more innovative teaching strategies. In conclusion, while reading attitudes do play a role in students' reading development, this research suggests that they alone are insufficient to explain reading comprehension achievement. To truly enhance students' abilities, it is essential to consider a broader range of factors, including reading practices, vocabulary development, and the quality of teaching and support available to students. Thus, a more holistic approach is required to address the various elements that contribute to reading success.

CONCLUSIONS

A study of grade XI students at MAN 1 Lahat found a weak correlation between reading attitude and reading comprehension achievement, but this correlation was not statistically significant. Despite a p-value of 0.011 indicating a relationship, it did not meet the threshold for significance. Additionally, the negligible contribution of reading attitudes to reading comprehension suggests that these attitudes do not notably impact achievement in this context. These findings suggest that factors other than reading attitudes likely play a more influential role in shaping reading comprehension outcomes for eleventh-grade students at MAN 1 Lahat.

The researcher identified several factors influencing the reading achievement of eleventh-grade students at MAN 1 Lahat. One major factor is limited vocabulary, as comprehension of texts requires a strong grasp of the words used. Students often

struggle with understanding vocabulary and complex sentences. Another contributing factor is difficulty in identifying references within texts. Additionally, factors such as the school environment, students' internal and external motivation, and other external influences also impact students' reading achievements. These combined factors underscore the complexity involved in enhancing reading comprehension among students at MAN 1 Lahat. Educators should take into account factors that could influence the learning process based on this discovery. They are also encouraged to create a pleasant and dynamic classroom atmosphere to ensure students' comfort. Furthermore, educators should enhance students' motivation and active engagement in reading. Future research should consider a larger sample size, and using different methodologies may yield contrasting results compared to previous studies.

REFERENCES

Al-Jawi, F. D. (2010). Teaching the receptive skills. *Retrieved June*, *17*, 2017.

Altun, D., Tantekin Erden, F., & Hartman, D. K. (2022). Preliterate young children's reading attitudes: Connections to the home literacy environment and maternal factors. *Early Childhood Education Journal, 50*(4), 567–578.

Andini, M. S., & Yukamana, H. (2024). The correlation between reading attitude and reading achievement of the students in the English classroom. *JPG: Jurnal Pendidikan Guru,* 5(2), 207-215.

Bastug, M. (2014). The structural relationship of reading attitude, reading comprehension and academic achievement. *International Journal of Social Sciences and Education*, *4*(4), 931-946.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics,* 5(1), 1-4.

Gregory, R J. (2014). *Psychological testing: history, principles, and application.* (7th ed.). New York, NY: Pearson Education Group

Hagan, E. (2013). *Student reading attitudes in relation to the instructional approach* (Doctoral dissertation, Northwest Missouri State University).

Hapsari, A. P. (2019). Identifikasi Faktor-Faktor Penyebab Kesulitan Membaca Siswa Kelas III. *Basic Education*, *8*(17), 1-631.

Hidayati, D. (2018). *Students difficulties in reading comprehension at the first grade of SMAN 1 Darussalam Aceh Besar* (Doctoral dissertation, UIN Ar- Raniry Banda Aceh).

Horiba, Y., & Fukaya, K. (2015). Reading and learning from L2 text: Effects of reading goal, topic familiarity, and language proficiency.

Hossain, M. I. (2015). *Teaching productive skills to the students: a secondary level scenario* (Doctoral dissertation, BRAC University).

Nunan, (2003). *Teaching Practical English language* (1st Ed.). McGraw Hill.

Pramita, D., & Anam, S. Y. A. F. I. U. L. (2019). Indonesian senior high school students reading attitude: In relation to comprehension and school setting. *RETAIN*, 7(2), 1-9

Sartika, E. (2014). *Survey on students reading attitudes, reading habit and reading comprehension achievement of PGRI University Palembang*. (Unpublished master's thesis). Universitas Sriwijaya, Palembang, Indonesia.

Sartika, E. (2023). A closer look on student-teachers' attitudes, habits, and their comprehension achievement toward reading of tertiary level. *ENGLISH FRANCA: Academic Journal of English Language and Education*, *7*(1), 1-16.

Septianingsi, P. & Atmanegara, Y. (2021). The influence of reading attitude on students' reading comprehension. *DIDASCEIN: Journal of English Education, 2*(2), 116-124.

Soliba, B. L., Pelila, J. R. O., Casuga, D. M. H., Villanueva, J. K. M., Bueno, M. G., Caligtan, J. A., ... & Pangilinan, A. P. (2020). JLEET. *Journal of Language Education and Educational Technology* Vol, 5(1), 1.

Sugiono. (2011). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta

Tunde-Awe, B. M. (2014). Relationship between reading attitudes and reading comprehension performance of secondary school students in Kwara State, Nigeria. *Review of Arts and Humanities*, *3*(2), 203-215.