

THE CORRELATION BETWEEN EFL STUDENTS' READING ATTITUDE AND THEIR READING COMPREHENSION AT FOURTH SEMESTER OF ENGLISH DEPARTMENT AT UNIVERSITY OF ISLAM MALANG

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Abstract

Since reading is very important activity to be mastered by all people especially the student to get the point of reading text to support them in pedagogic area or for communication purposes and since the reader have faced the problem in reading such as lack of background knowledge, lack of vocabulary knowledge and lack of motivation attitude toward reading, the main purposes in this research was to measure whether there is any correlation between EFL students' reading attitude and their reading performance . This current study uses quantitative research to measure the data. The current study involves the correlational variable between reading attitude as variable (X) and reading comprehension as variable (Y). The population of the study is 30 students of fourth semester of English Department of University of Islam Malang. The finding of the currents study shows that there is low correlation between students' reading attitude and their reading comprehension. It is proven by the r value $-.176$ and the score of significancy $.353$ and that is higher than 0.05 . hopefully from this study the writer hopefully it can be beneficial for all people in reading issues and it can develop the research to get the best result of the further research.

Keywords: readding, reading attitude, reading comprehension.

INTRODUCTION

Reading is one of important academic skill. Reading is a very important skill that students have to master to understand any kind of text and of course to support their performance in the learning process. Students need to understand the point of the text if they want to succeed in the academic process (Risnawanto, Risnawati & Lismayanti, 2014). For the pedagogic, the purpose of reading is very important so that students have to have good comprehension in reading, the more students can comprehend the reading text the more student can get the information about the material.

We will discuss about the second language (L2) reading for English as a foreign language learner. In this case, the researcher believes that logically reading L1 is easier than L2 reading, because they may have good vocabulary on their first language and also have enough background knowledge through their first language. Sinambela, Manik

and Pangribuan (2015) point out that because they have understood the vocabulary and the structure, reading in their language is much easier than the target language.

Comprehending the reading text means to get the general and specific information from the text. Block, Gambrell, and Pressley (2002) defined reading comprehension as gain the sense from the written text, and it is impossible for the learner to understanding the text without good comprehension in reading the text. Since the goal of reading class in EFL/ESL learners is to get the meaning or can read in their second language. Horiba and Fukaya (2015) stated that the reader may get the detail information and topic delivered in the reading text by cultivating the text. And it is becoming challenging for the teacher and the students themselves. They need to understand the text in their second language and it is sometimes hard for them.

Being unable to understand the whole information of the text means a lack of vocabulary. Shen (2008) also said that comprehending the text means that they have good vocabulary mastery. Because to master vocabulary is not as simple as people think, students need to have a good attitude for motivating them to read more then their vocabulary will improve. Another problem faced by EFL/ESL learners such us; lack of background knowledge of what they read. Students must have good background knowledge of what they read so that they can be easy to comprehend the whole text.

Then, attitude oftentimes is explained as the preference of someone to do or not to do something or it can be inferred that attitude towards reading means individual beliefs to read or not read. Then, when the learners have a good attitude, it pushes the learner to read more reading text. Tunde (2014) said that learners who are low in present reading usually have a negative reading attitude. Then a learner who has a positive attitude toward reading may hit in the reading process. Bastug (2014) expressed those who read a lot will be more faithful in reading, which means they have a positive reading attitude.

Then, the student who has a good attitude toward reading, they may have a good background knowledge too. Furthermore, in this case, the writer wants to focus to identify whether EFL learner who has a good reading attitude, also has a good comprehension because logically they may familiar with English text even though it is their second language. Also, from the description above, the students' attitude towards reading may be the factor that influences students' reading comprehension, and as the teacher, it is interesting to understand whether the students have a negative or positive attitude towards reading. Then, the teacher can try to teach and find the strategy that effective for developing students reading comprehension to

make the goals in reading became a truth, especially for EFL learners. Some studies have attracted students' attitudes toward reading. First, a study conducted by Bastug (2014); second, study conducted by Tunde (2014); and the third, a study conducted by Widyasari (2016).

A study conducted by Bastug (2014) entitled “The Structural Relationship of Reading Attitude, Reading Comprehension and Academic Achievement” in Turkey. The participants consisted of 1028 students of the fourth and fifth grade of primary school in Nidge, Turkey. The study found that the students that have a positive attitude towards reading will push to read more, then the student who read a lot will be able to comprehend the reading text and also affected their success in reading. So it can be concluded that reading attitudes is the predictor of reading comprehension.

The study also conducted by Tunde (2014) entitled “Relationship Between Reading Attitudes and Reading Comprehension Performance of Secondary school students in Kwara State, Nigeria”. The participants of this study were 28 co-educational public secondary schools, the instrument was used reading attitude questionnaire (RATQ) and reading comprehension performance (RCPT) test that develops by the researcher. The study analyzed the data by Pearson product-moment correlation statistics. Then the study found that negative attitudes implied to lead the students to have poor reading comprehension which can affect their poor performance in English.

Last but not least, a study conducted by Widyasari (2016) with the title “The Correlation among Reading Attitude, Interpersonal Intelligence, and Reading Comprehension. The study conducted in Widya Dharma University Klaten, Central Java, Indonesia. The populations were 152 participants using a questionnaire to measuring students reading attitude and interpersonal intelligence, then Pearson product-moment was used to analyze the variables. The study found that students with a positive attitude towards reading will have the strength to read and that impact on their experience which consequently influenced their reading comprehension.

In the light of the previous studies above, mostly the research conducted at the primary or secondary level and just a view study conducted at the university level, and also from studies above, the researchers did the study for L1 reading attitude and no one talk about L2 reading attitude to EFL students.

Then, the present study hopes to be gained significance findings for knowing students' reading comprehension since the fourth semester has learned. In the view of those

backgrounds, the researcher decided to investigate the students' attitude towards reading at the English Department of the University of Islam Malang and their reading comprehension. Since attitude is an important and interesting factor that influence reading comprehension the researcher wants to identify whether there is a correlation between students' reading attitude and their reading comprehension.

Reading is the process to get general and specific information from the text. Anderson (1999, p. 2) said that reading means an active eloquent process to construct the meaning by implicate the reader and reading material. Sinambela, Manik and Pangribuan (2015) also said that reading identifies the printed symbols that reflect the language and to revenge intellectually and emotionally about the content of what they read. So, from those experts' explanations, reading can be described as the process of understanding the whole meaning of the written form. In line with this, the reader can construct meaning using their background knowledge. Hudson (2011) points out, readers can decide served form freely towards some consistent background and transform them into the meaning.

Sinambela, Manik, and Pangribuan (2015) said that obtaining the information and comprehending the text is the main purpose of reading. Then, reading comprehension is the ability to understand the text by involving the reader's background knowledge and vocabulary knowledge. Widyasari (2016) said that reading comprehension means the process that connects the reader's prior knowledge about the world and the target language. Comprehension includes recognizing the words, arranging the idea, and catching the message of the writer.

Reading attitude is the feeling of someone to read or not read. Alexander and Filler (1975, as cited in Yamashita, 2004) said that reading attitude as the system of the feeling of learner related to reading which causes them to avoid or resemble reading situation. Then, second language reading (L2) is the feeling of the learner toward reading which can influence them to read in second language reading or not.

METHOD

The research design in this study uses a quantitative approach to analyze the data. The research design also uses to measure the correlation between two variables. The first variable (X) is reading attitude and the second variable (Y) is reading comprehension. In the current study, the researcher used Reading Attitude Questionnaire (RAQ) to measure students' attitude toward reading and TOEFL Reading test to measure their reading comprehension.

The sample was chosen by accidental sampling where the writer can accidentally meet the people and ask them to be a participant if they are suitable for the research. The population of the present study consists of 30 students at the fourth semester of the English Education Department at the University of Islam Malang (UNISMA).

The data of the study collected from the distribution questionnaire of reading attitude questionnaires to measure students' attitudes towards reading and TOEFL reading tests to measure students' reading comprehension. The questionnaire about student reading attitude the current study took from the Reading Attitude Questionnaire (RAQ) that adopted from Akbari, Ghonsooly, Ghazanfari and Shariari (2017). The questionnaire consists of 30 questions that the participants need to answer, the questionnaire to know their attitude towards reading so the participants need to answer all the questions honestly. The questions contain the information that the researcher needs. The questions on the questionnaire were translated into Indonesian to make sure the participants understanding each statement. The questionnaire provides five attitudes scale ranging (1) strongly agree, (2) agree, (3) do not know, (4) disagree, (5) strongly disagree. Moreover, the reading attitude classifies into two levels, negative (20-68) and positive (69-100).

In the current study, the researcher used TOEFL to test students' reading comprehension. The researcher used the TOEFL test since reading in college students is more complicated than senior high school students and it is more appropriate to use the TOEFL test since they are the fourth semester and they have learned reading for TOEFL. Then, for the test, the researcher adopted the test from the compilation of the TOEFL test preparation book. It is from Phillips (2003). The test consists of 50 questions in multiple-choice from the reading skill part of the TOEFL test. The student had 55 minutes to answer 50 multiple choice questions of the reading comprehension test.

FINDINGS

The data were collected from the questionnaire given to 30 participants of the fourth semester of the English Department at the University of Islam Malang. Then, for reading comprehension, the data was collected from the reading comprehension test. The participants were selected using random sampling selection. Then, the researcher used 25 students from Class A and 5 students from Class B. And from the analysis, it was found that 70 percent of students have a positive attitude toward reading English, there are 21 of 30 students but sadly

not all the students have good comprehension in reading. And the result is that reading attitude cannot be the main predictor for reading comprehension based on this study.

Table Analysis of Pearson Product Moment

	N	Minimum Score	Maximum Score	Mean	Std. Deviation
Reading_Attitude	30	63	91	72.57	7.440
Reading_Comprehension	30	16	62	36.87	9.878

As shown in Table 4.1 above, the minimum score of students' reading attitude is 63, and the maximum score is 91, also the mean of reading attitude is 72.57 and the standard deviation is 7.440. While the lowest score in reading comprehension is 16 and the highest score in reading comprehension is 62. Then, the mean score of reading comprehension is 36.87 and the standard deviation is 9.878 for 30 participants.

Table of Correlation Analysis of Students' Reading Attitude and Their Reading Comprehension.

		Reading Attitude	Reading Comprehension	
Reading Attitude	Pearson Correlation	1	-.176	The analysis of correlat
	Sig. (2-tailed)		.353	
	N	30	30	
Reading Comprehension	Pearson Correlation	-.176	1	
	Sig. (2-tailed)	.353		
	N	30	30	

ion from the table above shows that the correlation coefficient is $-.176$ with ($p = 0.353$). The result shows that $N=30$ thus, it means that the participant was 30 students. and the score of significance is $.353$ and that is bigger than 0.05 . it can be concluded that the correlation between two variables; students' reading attitude and students' reading comprehension is not significant.

DISCUSSION

In the current research, the writer analyzed the data by using the correlation formula by Pearson product-moment correlation. This study aims to find out whether there is a correlation between students reading attitude and their reading comprehension in the fourth semester at the English Department at the University of Islam Malang. The writer got the reading comprehension result from the TOEFL reading test did by the participants and reading attitude score from the questionnaire.

As a result of the computation of SPSS 2.0, it can be said that there was no significant correlation between students' reading attitude and their reading comprehension since the value of ($r = -.176$, $p < 0.05$). And from the result Person product-moment correlation the researcher got $N.Sig (2-tailed) = .353$ whereas the significance level higher than 0.05. On the other hand, the research about reading attitude not always give expectation result Lukhele (2013 as cited in Sundari, 2017) that a positive attitude towards reading does not automatically correlate with reading proficiency. So, the findings of the research can be different from one to others.

First, it comes from the participants' readiness. Reading is not a favorite subject for the students so that they do not have any preparation for what they will do during the test. Second, the participants do not have good comprehension in reading, the lack of vocabulary so that they cannot understand the questions on the TOEFL test even though they have learned about the TOEFL reading test. Third, the test might be quite difficult for them, remember that the TOEFL test has high difficulty and a high passing grade. Fourth, limited time may cause them to answer the test randomly without thinking and understanding it first before they mark the answer sheet.

To sum up, the correlation that found in this research that, the higher students' reading attitude did not correlate with their reading comprehension.

CONCLUSION AND SUGGESTIONS

As a result of the computation of SPSS 2.0, it can be said that there was no significant correlation between students' reading attitude and their reading comprehension since the value of ($r = -.176$, $p < 0.05$). And from the result Person product-moment correlation the researcher got $N.Sig (2-tailed) = .353$ whereas the significance level higher than 0.05. So, Based on the findings of the research, it can be concluded that the students' attitude toward reading on Class A and B of the fourth semester of English Department of the University of Islam Malang was not correlated with their reading comprehension. That is the reading attitude cannot be the predictor of reading comprehension in some situations. Because students that have a negative attitude toward reading, they also have good reading comprehension.

The writer hope that this research can be benefits for the students, lecturer and the further researcher. For the students, because having a positive attitude toward reading can provoke the students to read more and hopefully it can increase students reading

comprehension, students need to have a good reading habit and consistently habituate to read even though they do not want to. For teacher, Lecturer needs to build students attitude toward reading by creating good atmosphere in reading class, give brainstorming before reading so that they have good feeling and interest in reading text. and for the further researcher, hopefully the next researcher can check every aspect such as the instruments and the participants, both of them must in a good condition before conducting the research and make conducive atmosphere before taking the data to make sure all the participants are ready, to develop better research that can be benefits for all.

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