

**THE CORRELATION BETWEEN READING ATTITUDE AND READING
COMPREHENSION OF THE TENTH GRADE STUDENTS OF
MADRASAH ALIYAH NEGERI 2 PALEMBANG**

A Thesis by

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI

PALEMBANG 2021

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DEDICATED AND MOTTO

This thesis is presented to:

- ♥ The protecting and guide, My Allah SWT
- ♥ My beloved parents (Mrs. Nirwana and Mr. Kobi) who always gives the support , pray every second and be the best for me. Words are powerless to express my gratitude. I love you more than everything.
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MOTTO

“No matter how good you are, you always can be replaces. So, do the best and never give up”

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Hopefully this thesis will be useful for those who read it. Last but not least, the writer would like to have any remarks, comments, and criticism are very much welcome and would like to thank her parents, sisters, and classmates for the support and prayers.

Palembang, April 2021



Peni Septianingsi

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian pengelolaan serta pemikiran saya dengan pengarahannya dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, April 2021

Yang menyatakan



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ABSTRACT

This study focused on finding out the correlation between reading attitude and reading comprehension. Furthermore, it also investigated the contribution of reading attitude toward reading comprehension. It was conducted using correlation design. The population of this study was the tenth grade students of Madrasah Aliyah Negeri 2 Palembang. The total sample was 118 students selected by using cluster random technique. The data were collected by using reading attitude questionnaire and reading comprehension test. The results of this study showed that the level of student's reading comprehension was in low category and the results of students reading attitude was mostly positive. After analyzing the data, it was found that there was a significant correlation between reading attitude and reading comprehension of the tenth grade students of Madrasah Aliyah Negeri 2 Palembang. However, there was low correlation between reading attitude and reading comprehension. Furthermore, reading attitude gave contribution to reading comprehension. It could be concluded that reading attitude could influence reading comprehension of the grade students of Madrasah Aliyah Negeri 2 Palembang.

Keywords : *reading comprehension, reading attitude, correlational study.*

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CHAPTER I

INTRODUCTION

This chapter discusses (1) background, (2) the problems of study, (3) the objectives of the research, and (4) the significance of the study.

1.1 Background

Reading is important in daily activities because it can affect the way a person communicates. Reading is one of the four skills in learning English. It can help people to improve language and increase vocabulary mastery. According to Nunan (2003, p. 68), reading is a fluent process of readers combining information from text and their background knowledge to build meaning. Students are supposed to be able to read and comprehend the contents of reading text. Morgan and Fuchs (2007) assumed that good readers tend to have good reading comprehension level and positive attitudes towards reading. Therefore, if students have positive attitudes towards reading, they tend to be more successful in English course at school. It means that being a good reader can provide benefits such as increasing knowledge, adding new vocabulary, and also can develop new and different perspective, etc.

In the process of reading, students who like reading have better reading comprehension. Reading comprehension is the student's ability to process text,

understand the purpose of the text and integrate what the reader knows. Wooley (2011, p. 15) states that reading comprehension is the process of making 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 in which readers construct meaning by interacting with text through combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. Moreover, reading comprehension itself is an activity builds understanding of the meaning of a text which could then translate and through its own language. Further such understanding can be helpful to others.

Reading English is one of the best ways to learn English. According Johnson and Pearson (2000, p. 1), two influencing factors of reading comprehension namely internal and external factors. Internal factor exists in a person while external factor effects a person. In addition, Sadeghi (2007) states that internal factor means factor coming out from the personal learner as a reader. It includes students' cognitive abilities, strategies, background knowledge and effective characteristics. Meanwhile, are knows as external factors appearing from the outside of personal learner as a reader. It includes text variable, context variable, and author variable. In other words, internal and external factors greatly affect a person's interest in reading.

Meanwhile, one of the internal factors in reading is attitude. Attitude plays an important role in a person. Gregory (2004, p. 483) states that learned attitudes predispose to cognitive, affective, or behavioral to respond positively or negatively to certain objects, situation, institutions, concepts, or person. Attitudes also influence reading, both positive and negative depending on the readers. Specifically, Smith (2001, p.215) defines reading attitude are defined as a state mind, accompanied by feelings and emotions that makes reading more or less probable. In addition, Akbari, Ghonsooly, Ghazanfari, and Shahriari (2017) point out that L2reading attitude contributed to reading comprehension. In other words, it is essential to develop reading attitude to reading comprehension in particular. Furthermore, Lee and Schallert (2014) divides reading attitude into five scales namely cognitive attitudes, conative attitudes, negative affect, anxiety, and self assessment.

Reading attitude has negative and positive kinds for students. According McKenna (1995), negative attitude lowers down the progress of learning. Negative reading attitude tends to make readers leave reading activity before finishing it. The students who have negative attitudes toward reading see reading is boring activity, which makes them lazy to read 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. The students who enjoy reading will be more often

doing reading activity. The activity can promote knowledge and experiences in reading text that eventually it can increase reading comprehension. Beers (2003) also states 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 to much useful information that they need to enrich their knowledge.

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.

Many students think reading English text is not easy for they are not familiar with the language and not interested in reading. As the results, they got many reading difficulties. Furthermore 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. There are some factors that may influence reading, such as

reading habit, reading strategies and reading attitude. In this study, the writer choose reading attitude to influence reading comprehension, because the writer found that in Madrasah Aliyah Negeri 2 Palembang a lack interest or not serious when they read, they read only they had to do assignment. Specifically, reading attitude is assumed to be an aspect to foster student's to build in reading activity (Brown, 2000). However, student's difficulties in reading English text could be caused by their reading attitude. It showed that some of the students still had negative attitude toward reading. It is in line with the writer's observation in Madrasah Aliyah Negeri 2 Palembang in 2019. The students' reading problems occurred for some reasons. They had low vocabulary mastery. As the results, the students lacked of understanding in reading text and made them bored to read. Furthermore, students reading attitude was negative and they were not interested in reading.

For senior high students, one of reading text genres need to be mastered is recount text. According to Anderson (2003), a recount text is a text that retells past events and usually in order that happened. In a recount text, the students must retell the sequence of events or experience which they already got in the past. Lancashire Council (2008) state that recount text has several generic structures consists of orientation, events and reorientation. In comprehending recount text, students should understand the elements contained in the recount text. This study focused on reading of recount text.

Furthermore, some studies have been investigating about reading attitude and reading comprehension. First, previous research conducted by Muchtar (2008) investigated about correlation between reading attitude and reading comprehension. The research indicated that there was significant correlation between students reading attitude and their reading comprehension as the students attitude toward reading categorized into positive category. The second study was conducted by Agustiani (2017) that investigated the correlation between students reading attitude and their reading comprehension achievement. The results showed that reading attitude had a weak correlation toward reading comprehension achievement and reading attitude had small contribution toward students' achievement in reading. Lastly, a research was conducted by Safitri, Yunus, and Suhartoyo (2019). They studied the correlation between EFL students' reading attitude and their reading comprehension at fourth semester of English department at university of Islam Malang. 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 the results various as high, low and no correlation.

From the above explanation, the writer was interested in conducting a study entitled "The Correlation between Reading Attitudes and Reading Comprehension of the Tenth Grade Students of Madrasah Aliyah Negeri 2 Palembang".

1.2. The Problems of the Study

1.2.1 Limitation of the Problem

The limitation of this study was specified in reading attitudes and reading comprehension of the tenth grade students in Madrasah AliyahNegeri 2 Palembang. This study focused on finding the correlation between reading attitude and reading comprehension of recount text.

1.2.2 Formulation of the Problems

There were two problems of the study formulated as follows:

1. Was there any significant correlation between reading attitude and reading comprehension of the tenth grade students of Madrasah AliyahNegeri 2 Palembang?
2. How much did reading attitude contribute to reading comprehension of the tenth grade students of Madrasah AliyahNegeri 2 Palembang?

1.3 Objectives of the Study

The objectives of the study were:

1. To find out whether or not there was any significant correlation between reading attitude and reading comprehension of the tenth grade students of Madrasah AliyahNegeri 2 Palembang.
2. To find out how much reading attitude contributed to reading comprehension of the tenth grade students of Madrasah AliyahNegeri 2 Palembang.

1.4 Significances of the Study

This study is expected to give advantages and contribution to students, teachers, school, the writer and other researchers.

1. Students

In this study, the students are expected to be aware of their reading comprehension and reading attitudes in order to make them more interested in learning or reading activities.

2. Teachers

The results of this study are expected to help teachers to find out students' abilities in reading comprehension and reading attitude. So, that it can increase their knowledge about reading.

3. School

This study is expected to give good contribution to the development of teaching reading especially in Madrasah AliyahNegeri 2 Palembang.

4. Writer and Other Researchers

Hopefully, this study can develop the writer's knowledge and experience in reading. In addition, other researchers who want to conduct similar research can add new insight, knowledge, and experience in investigating reading comprehension and reading attitude.

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