

THE CORRELATION BETWEEN STUDENTS' READING ATTITUDE AND THEIR READING ACHIEVEMENT OF EIGHTH GRADE IN ENGLISH CLASSES AT SMPN 7 KOTABUMI ACADEMIC YEAR 2022/2023

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ABSTRACT : Reading attitude is a person's attitude towards reading, a mental condition accompanied by sentiments and emotions that influence how much a person tends to read. Researcher show that attitudes have a correlation with students' reading achievement but technical researcher conducted observations in the eighth grade of SMPN 7 Kotabumi, researcher found that student problems existed; Reading practice makes students bored, students have difficulty interpreting the implied meaning in the text, and some students have little desire to read. The purpose of this research is to find out whether there is a correlation between students' reading attitudes and students' reading achievement in English. The research method is a quantitative method. The population in this study were all class VIII students at SMPN 7 Kotabumi for the 2022/2023 academic year, consisting of 261 class VIII students, so in sampling the researcher used cluster random sampling in class VIII F of 32 students. The instruments used are questionnaires and documentation. Try out were also carried out at SMPN 1 Kotabumi for the 2022/2023 academic year in class VIII A for 32 students. The average reading achievement statistical result is 74.50. The normality test results for reading attitudes were 0.158 and reading achievement were $0.719 > (0.05)$, so it can be concluded that the data was normally distributed. The Homogeneity test results are $0.957 > (0.05)$ so it can be concluded that the variables of reading attitude and reading achievement have a linear correlation. So the hypothesis test is $0.127 > (0.05) = 0.127$ and the variable Reading Attitude and Reading Achievement has a positive correlation, meaning that if Reading Attitude increases, Reading Achievement will also increase.

Keywords: *Reading, Reading Attitude and Reading Achievement*

ABSTRAK : Sikap membaca merupakan sikap seseorang terhadap membaca, suatu kondisi mental yang disertai dengan sentimen dan emosi yang mempengaruhi seberapa besar kecenderungan seseorang untuk membaca. Peneliti menunjukkan bahwa sikap membawa berhubungan dengan prestasi membaca siswa tetapi peneliti teknis

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melakukan observasi di kelas delapan SMPN 7 Kotabumi, peneliti menemukan bahwa masalah siswa ada; latihan membaca membuat siswa bosan, siswa kesulitan mengartikan makna tersirat dalam teks, dan beberapa siswa memiliki sedikit keinginan untuk membaca. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara sikap membaca siswa dan prestasi membaca siswa dalam bahasa Inggris. Metode penelitian nya adalah metode kuantitatif. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMPN 7 Kotabumi tahun ajaran 2022/2023, yang terdiri dari 261 siswa kelas VIII, sehingga dalam pengambilan sampel peneliti menggunakan cluster random sampling pada kelas VIII F sebanyak 32 siswa. Instrumen yang digunakan adalah angket dan dokumentasi. *Try out* juga dilakukan di SMPN 1 Kotabumi tahun ajaran 2022/2023 di kelas VIII A sebanyak 32 siswa. Rata-rata hasil statistik prestasi membaca adalah 74,50. Hasil uji normalitas sikap membaca sebesar 0,158 dan prestasi membaca sebesar $0,719 > (0,05)$ sehingga dapat disimpulkan bahwa data telah berdistribusi normal. Hasil uji Homogen sebesar $0,957 > (0,05)$ sehingga dapat disimpulkan bahwa variabel sikap membaca dan prestasi membaca mempunyai hubungan linier. Maka uji hipotesis sebesar $0,127 > (0,05) = 0,127$ dan antara variabel Sikap Membaca dengan Prestasi Membaca mempunyai hubungan yang positif artinya jika Sikap Membaca meningkat maka Prestasi Membaca juga akan meningkat.

Kata Kunci : Membaca, Sikap Membaca dan Prestasi Membaca

I. INTRODUCTION

The science of English is a useful one to study when learning a language. Reading, writing, speaking, and listening are the four main talents. Reading is one of the four talents that take the longest to master. Different types of texts would be introduced during the reading instruction in class. The success of students' learning depends on their capacity to comprehend and apply the information in these texts. As reading is achieved by successful interaction between the reader and the

text from which the information is derived, reading aids learning.

Based on Nunan (2003, p. 68), reading is a fluid activity in which readers connect information in a text with their own prior knowledge to create meaning. Reading has a specific meaning that the reader deduces from the text's information and their own experiences. Seyler (2004, p. 3), reading is the process of deriving meaning from a word or group of words. It may be claimed that readers read with the intention of

understanding and comprehending the text's substance.

From all of the above, it can be inferred that reading is the process of creating meaning using the reader's background knowledge in order to understand the substance of any text, involving the use of the eyes, ears, lips, and brain.

Next, one of the most important variables in determining whether language learning is successful or unsuccessful is the affective side. The description above focuses on how students' attitudes toward learning, particularly in reading, are one of the elements that help students attain success in reading. Besides, Oxford (1990) as cited in Agustiani (2017, p.75) cite the definition of "affective" as including emotion, attitudes, motivation, and values. Specifically, Smith (1999) as cited in Setianingsi (2021, p.17) a state of mind, accompanied by emotions, that increases or decreases the likelihood of reading is what is meant by a reading attitude.

Beers as cited in Agustini (2017, p.78) additionally, students that have a poor attitude toward reading have quite diverse definitions of reading. Reading is described as "calling words," "speaking words," or "simply words on the page." Although given a limited selection, many readers nevertheless want to choose their own novels. They are unfamiliar with the writers and the layout of libraries. They need assistance choosing books since they think libraries are "too big" and do not know where any of the good books are. Reading is viewed as dull by kids who have unfavorable attitudes toward it. They are not readers. The conclusion drawn from the aforementioned statement is that reading achievement and students' attitudes toward learning, particularly in reading, are related.

This study was inspired by or started because of the aforementioned findings connected to pupils' reading achievement. As a result, the choice of this subject as one of the study's variables was influenced by students' attitudes toward reading. This study looked into the impact of students' reading attitudes on their ability to comprehend what they

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read. Knowing things can help pupils, and reading can be one of the most crucial because it can help them develop their critical thinking skills. Even while they are aware that reading is crucial for learning new information from a variety of sources, they still struggle to master some fields of knowledge and advance their studies beyond where they are currently. Sometimes students still struggle to engage in reading because they are too sluggish to do so.

Furthermore, the eighth-grade English students at SMPN 7 Kotabumi encountered some additional reading comprehension issues, as was evident from an observation. They claimed that reading was boring and added that they hardly ever went to the library out of their own free will. They claimed that they did not enjoy reading all that much and that it was better to learn something by hearing their friends' stories than by reading from the book from which the information was taken. Reading made them feel miserable, so they avoided it, which made reading less likely in the end. The others claimed that they had

little interest in reading and that they found it difficult to grasp books, and that they would only read a book if it held their interest.

Based on the explanation above, to ensure and reveal students' reading attitude and their reading achievement, the researcher would choose the eighth grade in English classes at SMPN 7 Kotabumi Academic Year 2022 which is located on Jalan Stadion Barat No. 45 Sukung, Kelapa Tujuh, South Kotabumi, North Lampung as a place of research experimentally of students' reading attitude and their reading achievement, because this school has good accreditation and have achievement which achieved by schools both at the district and national level.

Relating to reading achievement, students of eighth grade in English class at SMPN 7 Kotabumi got good score in their final exams of English subject. The good achievement of eighth grade students in English class at SMPN 7 Kotabumi should really to be consistent with how they felt about reading, but the evidence that they did not enjoy it and

thought reading was uninteresting revealed the discrepancy.

Should really be consistent with how they felt about reading, but the evidence that they did not enjoy it and thought reading was uninteresting revealed the discrepancy. It was in opposition. In light of that, the purpose of this study is to determine whether or not students in the eighth grade English class at SMPN 7 Kotabumi Academic Year 2022/2023 have a positive or negative attitude toward reading.

II. METHOD

Correlation studies would be used in this investigation. In order to gauge the degree of correlation between two or more variables, correlation research, according to Kothari (2004, p. 30), examines the joint change of two or more variables. It claimed that two or more variables would be interpreted in this type of research design in the future. According to Kaufman and Marcyzk (2005, p. 3), the objective of correlation study was to ascertain if two or more variables are connected. A relationship between two variables indicates that they

are positively connected. Two factors would be linked in this study: students' attitudes toward reading and their reading proficiency.

Therefore, correlation research used data produced from preexisting variables, according to Ary (2010, p. 349). The data come from a single group, and there was no modification. The sample was based on actual facts relating to the variables under investigation, and the results are real. In this study, the data from the students' tests used to fill out the questionnaires about their reading attitudes would be studied since the reading proficiency of the students would be determined by the combined score of the teachers who teach their class. The variables were examined to determine whether there was a correlation between them after receiving both scores for each variable.

The entire population was the focused of investigation. According to Ary (2010, p.142), a population is a collection of people who shared a particular trait. The topic would be studied in its entirety. Students in the eighth grade have taken English classes

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at SMPN 7 Kotabumi during the academic year 2022/2023 made up the population of this study.

According to Sugiono (2018, p.118) sample is a part of the whole and characteristics possessed by a population. If the population is large, so that researchers certainly do not allow to study the whole population some of the obstacles that will be faced include limited funds, energy and time, in this case it is necessary to use samples taken from that population.

Understanding sampling techniques according to Sugiyono, sampling techniques are sampling techniques (Sugiyono, 2001: 56). Because the classes are homogeneous, the sample for this study was taken using a cluster random sampling technique. The classes are selected and named on a piece of paper using cluster random sampling techniques. These pieces of paper are then rolled up and placed. Samples were obtained by shaking the container until the writing was received on a roll of paper brought by one class.

Data Collection Techniques In this study, researchers used questionnaires and documentation. The questionnaire is used so that they can obtain information about thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and intentions of the study participants. Likert scale is used and most options in the form "strongly disagree (SD)", "disagree (d)", "hesitant (u)", "agree (a)", "strongly agree (sa)". In using a questionnaire, respondents are expected to choose one of the choices they think and feel. In terms of measuring student achievement, the total score during the learning process of students in the eighth grade reading class obtained from the teacher who teaches the class is used. The total score is obtained from the accumulated scores: (a) assignments, (b) the final midterm exam and (c) which determine student achievement in eighth grade in English class at SMPN 7 Kotabumi Academic year 2022/2023.

Research instrument of reading attitude conceptual definition of reading attitude is a psychological construct. It is a mental and emotional entity that

inheres in, or characterizes, the person. Attitude is characterized by an individual which emotion has become one of the entity of it. In line, attitude is the manner on how someone is responding any object shows their attitude towards the object whether favorably or unfavorably.

Operational reading attitude is the score obtained by students from working on students' reading attitude. To get data in reading attitude, the researcher was used questionnaire, which adopted by Tullock and Alexander as cited in (Pramita, 2019, p.5). The questionnaire used as an instrument to collect data on students' reading attitude.

From the conceptual and operational definition there are 50 statements of questionnaire to measure the students' reading attitude. These statements would be calculated the validity before the questionnaire would be distributed to students at the eighth grade in SMPN 7 Kotabumi.

Research instrument of reading achievement conceptual definition of reading achievement Reading achievement is the level of success or proficiency a student achieves

in reading skills, which is critical to academic success. Factors influencing reading achievement include direct concept instruction, socioeconomic status, maternal education level, and presence of pregnancy. Studies show that direct concept instruction in spatial, quantitative, and temporal concepts has a positive impact on reading achievement.

Based on the reading achievement is a multifaceted concept that is influenced by various factors such as literacy initiatives, literacy environment at home, self-regulation, academic self-concept, and goal orientation.

Operational Definition of Reading Achievement is the score obtained by students from the learning process in class VIII which is obtained from the teacher who teaches in that class. The total score was obtained from the accumulated score of: (a) assignment, (b) midterm and (c) final test that determined the students' achievement at the eighth grade in English classes at SMPN 7 Kotabumi academic year 2022/2023.

The specifications instrument of Reading achievement instrument have been explained in the operational

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definition of reading achievement, namely that to measure it, the accumulated scores on assignments, mid-semester exams and final exams are used.

Before the instrument can be used to collect data, the research must be carried out on trials at eighth grade of SMPN 7 Kotabumi. Validity is the degree of accuracy between the data obtained on the object of research and the data submitted by the researcher. In other words, valid data is data that is the same or does not differ from one another. It similarly Sugiyono (2017, p. 125–129) perception who entitled there are 3 kinds of validity to measure, they are content validity, construct validity and external validity. In this case, the researcher would use content and construct validity.

In quantitative research, data analysis technique is a way to answer the formulation of the problem or test the hypothesis that has been formulated. After collecting the data, then the data were analyzed by using independent sample t-test. There was two tests done before

analyzing the data by using independent sample t-test. There were Normality test and Homogeneity test.

The hypothesis is very important to find out whether or not the alternative hypothesis (H_a) or null hypothesis (H_o) is accepted in this research. In this case, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*) for hypothetical test.

III. RESULT

In this occasion, the researcher explains the result of the research. The researcher was conducted tryout before applied the research to the sample. Try out was conducted to find out the validity and reliability of the instrument. The researcher conducted try out on Tuesday, March 14th 2023 at the Eight Grade of SMPN 1 Kotabumi Academic Year 2022/2023. It was followed by 32 students and there are 50 items questionnaire in reading text. After the validity and reliability were found, the researcher conducted the real research on Wednesday, May 31th 2023 to the

Eight Grade of SMPN 7 Kotabumi Academic Year 2022/2023. To collect the data of students' reading achievement, the researcher analyzed it with score obtained from the teacher who taught the reading class and range it by using SPSS. After all the data was collected, the researcher assessed each of the data. After the data assessed, the researcher analyzed both of data of students' reading attitude and their reading achievement by applying the Pearson Correlation by SPSS to know the correlation of both variables.

The validity used in this study is the validity of the construct and content validity. Researchers consult with experts related to instruments. The results of the expert penilia show that the experts agree that the instrument is suitable for use in this study. In the validity of the formula the researcher uses the Pearson producing moment to calculate the validity of the instrument and the level of validity test is the HASAR calculation of R. Based on the validity test results table above, the Pearson's Correlation value (r count) of all statements was more than r table or

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0.349. So it can be concluded that 41 variable statements were declared valid and 9 items invalid.

After calculating the validity of instruments, the researcher continued by calculating the reliability. In calculating the reliability, the researcher entered the data into Alpha Crobach Formula. The researcher used excel program to calculate the reliability of data. The Cronbach Alpha (α) value is 0.827 which is greater than 0.70. So it can be concluded that the questionnaire is declared reliable.

The results of the descriptive statistic variable Reading Attitude using SPSS version 22 the average Reading Attitude is 161.91 with a median of 158.00 The highest value of Reading Attitude is 197 while the lowest value is 120. The standard deviation of Reading Attitude is 9.867. the majority of students have a positive attitude, namely as many as 32 students while only 13 student has a negative attitude.

Based on the table above, most of the students got scores between 80 – 100 (A), namely as many as 10 students (31.25%),

which means that most students have good reading skills. While the rest were on a score of 73 – 79 (B+) i.e. 9 students (28.125%) have sufficient reading ability. On a score of 65 – 72 (B) there are 8 students (25%) on a score of 60 – 64 (C+) as many as 2 students (6.25%), then on a score of 49-54 (D) as many as 3 students (9.375%) and there were no students who were under a score of 59 or in the low category.

The results of the One Sample Kolmogorov-Smirnov or normality test, it shows the a symp value. Sig. variable Reading Attitude is 0.158 and Reading Achievement is 0.719 which is greater than α (0.05) so it can be concluded that the data has been normally distributed.

The results of the correlation test, the value of Sig. Deviation from Homogeneity is 0.957 which is greater than α (0.05) so it can be concluded that the variables Reading Attitude and Reading Achievement have a linear relationship.

The hypothetical of the correlation test above, the Sig.(2-tailed) value is 0.127 which is greater than α (0.05) so it can be concluded

that the Reading Attitude variable has no relationship with Reading Achievement or it can be said that the variable Reading Attitude and Reading Achievement has a weak relationship as indicated by the Pearson correlation value of 0.127. And between the variables Reading Attitude and Reading Achievement has a positive relationship meaning that if Reading attitude increases, Reading Achievement would also increase. Based on the computation, it can be concluded that there was positive correlation between students' reading attitude and their reading achievement at the eighth grade of eight grade in English classes at SMPN 7 Kotabumi Academic Year 2022/2023.

Based on the data analysis, it can be concluded the students were easy to pay attention to the teacher if they had great attitude. The students are more interest and it can affects so much in students' willingness to read. In other word, reading attitude made students more productive in their achievement. In addition, even though the score factor shows the highest results, it does not mean that students are only fixated on one aspect to achieve improvement in the learning process. In the effort to have a good

in read, students need to used all the optimally as they are proved to influence students' reading attitude positively.

IV. Conclusion

Based on the level result of students' reading attitude and their reading achievement, the researcher found that there is correlation between students reading attitude and their reading achievement. The result showed that students' reading achievement have the minimum score was 50.00 and maximum score was 90.00. They mostly got A (31.25%). For students reading attitude,

minimum score was 120 and maximum score was 197. The majority of students have a positive attitude, namely as many as 32 students while only 1 student has a negative attitude. Both of variables are in line and correlated. They showed positive results through the data obtained.

In this case, reading attitude made the students' reading achievement more enthusiastic in reading achievement. That result means that reading attitude can enhance students' reading achievement

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