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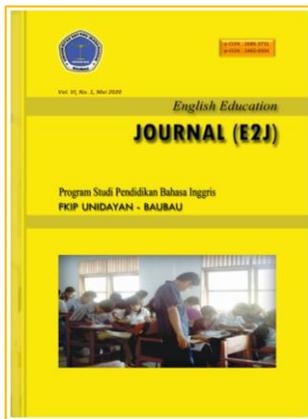
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THE EFFECT OF READING ATTITUDE TOWARD STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF SMP NEGERI 2 BAUBAU

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Abstract

The objective of this research was to find out the effect of reading attitude toward students' reading comprehension at the eighth grade of SMP Negeri 2 Baubau. This research used a quantitative approach by applying ex-post facto method of causal comparative design. The population of this research was all the eighth grade students of SMP Negeri 2 Baubau with the number was 320 students. The sample of this research was 30 students who were selected using cluster random sampling technique. The instruments of this research were questionnaire and test. The study results showed that the R score was 0.436 categorized in the moderate category. This means that a positive and moderate correlation existed between the reading attitude and the reading understanding of students. Besides, the score of F_{count} was 6.559 with the significant value was 0.016. Because the score F_{count} was greater than F_{table} (4.18) and the score of significance was lower than α (0.05), it meant that null hypothesis was rejected and alternative hypothesis was accepted. So, based on the finding of research and data analysis, it could be concluded that there was significant influence between reading attitude and students' reading comprehension at the eighth grade of SMP Negeri 2 Baubau.

Keywords: *reading attitude, reading comprehension*

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh sikap membaca terhadap pemahaman siswa di SMP kelas VIII SMP Negeri 2 Baubau.

Penelitian ini menggunakan pendekatan kuantitatif dengan menerapkan metode *ex-post facto* dari desain komparatif kausal. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 2 Baubau dengan jumlah 320 siswa. Sampel penelitian ini adalah 30 siswa yang dipilih menggunakan teknik cluster random sampling. Instrumen penelitian ini adalah angket dan tes. Hasil penelitian menunjukkan bahwa skor R adalah 0,436 dikategorikan dalam kategori sedang. Ini berarti bahwa ada korelasi positif dan sedang antara sikap membaca dan pemahaman membaca siswa. Selain itu, skor Fcount adalah 6,559 dengan nilai signifikan 0,016. Karena skor Fcount lebih besar dari Ftable (4,18) dan skor signifikansi lebih rendah daripada α (0,05), berarti bahwa hipotesis nol ditolak dan hipotesis alternatif diterima. Jadi, berdasarkan temuan penelitian dan analisis data, dapat disimpulkan bahwa ada pengaruh yang signifikan antara sikap membaca dan pemahaman membaca siswa dikelas VIII SMP Negeri 2 Baubau.

Kata kunci: *sikap membaca, pemahaman membaca*

1. INTRODUCTION

Students' ability to learn is very important if students' reading skills are strong, their ability to speak, listen and write has also been strong. Grabe [1] stated that reading in academic setting is divided into six main purposes, reading for information search (scanning and skimming), reading for quick understanding (skimming), reading for learning, reading for information integration, reading for analyzing, evaluating and using knowledge and reading for general comprehension (in many cases reading for pleasure or reading for entertainment).

The provision of books that were tailored exclusively to the instructional reading level of a child was not enough. When only reading level is considered, basal readers are usually used below level to guide struggling readers. Focusing on students' presences in the collection of reading materials can be more useful in encouraging reading progress than a level emphasis. It turned out the value was far greater than readability. When students have a strong interest in what they read, they will always surpass their level of reading. Many educators and researchers consider to be

essential factor in all learning [2]. Students who do not enjoy traditional text from school often refuse to read, and can develop a lifelong aversion to reading.

Many students still have a hard time knowing what they're reading. Then, reading makes them lazy. Reading attitude has been describe as a state of mind, accompanied by feelings and emotions which make more or less likely to read. Unfortunately, many of students around the world do not think the same, especially for those who use English as their foreign language.

Pratkanis [3] argued that the concept of attitude was linked to emotional, behavioral and cognitive processes. In other words, attitude was the response of a person to an object or situation and it was very important in the learning process, in which the improvement of educational performance of the students depended on the attitude of the students. The attitude of the students to reading is important. It was linked to the feeling is important. It was linked to the feeling and self-perception of reading. In this respect, it was concluded that students' attitude towards reading was the leading factor directly influencing their reading success.

1.1 Reading

According to Nunan [4], reading is a fluent process in which readers combine textual information with their own context knowledge to create meaning. Reading is a complex conscious and unconscious mental process in which the reader used a variety of techniques to reconstruct the meaning presumed to have been intended by the author based on data from the text and prior knowledge of the reader.

Reading is an active competency. According to Grellet [5], questions consistently involve guessing, predicting, checking and asking oneself questions. Brown [6] added that reading was a process of meaningful negotiation. In this process, the readers get to understand the meaning of the text they are reading.

Comprehension is, according to Pang et al. [7], the process of making sense of words, sentences and connecting with the text. He

says that understanding was the process of conveying the meaning of one word in a text to another. Readers typically use knowledge backgrounds like vocabulary, grammar, text experience and other strategies to help them understand the written text.

Snow [8] defined reading understanding as the process of extracting and building meaning that involves the written language. Comprehension of reading as the use of strategies in reading retrieved information and constructed meaning of the readers' texts. Strategies which the readers used may differ from each other. It depends on the reading comprehension aim of the readers.

From the above description, reading understanding can be inferred as the ability to find in the text the idea of the said or unstated writer. The essence of reading understanding was that the writer had understood all the information or message. The essence of reading understanding was that the writer had understood all the information or message.

1.2 Attitude

Attitude is one of the crucial ones when students want to learn language. The word "attitude" had been a word of Latin origin. The "animus" root in Latin signifies "ready to act". According to Ünal & İşeri [9], attitudes of a dynamic, continuous, stimulating and motivating nature influence the emotions, thoughts and behaviors of an individual by making them compatible with each other. In addition, reading opens many doors to employment, higher learning and lifelong learning.

Attitudes hold a very significant role in our everyday lives. From this point of view attitudes help individuals interpret their environment and guide their behavior in social life. Often having a major impact on the decisions, attitudes have a clear effect on what you are going to do, what kind of career you are going to do, the school you are going to go to, where you are going to live, and if you are going to consider new ideas [10].

The characteristics of Attitude according to Purwanto [11] were:

1. Attitude were not taken from birth but are formed or studied throughout the development in relation to the object.
2. Attitude can change because attitude can be learned and attitude an change in people if there condition that faciliate people's attitude.
3. Attitude do not stand alone, but always have a certain relationship to an object within other words, that attitude is formed learned or changed always with a certain object that can be clearly formulated.
4. The object of attitude is certain but it can also be a collection of these things.
5. Attitude have aspects of feelings that are natural in nature that distinguish attitude and skills or knowledge possessed by people.

2. METHODS

2.1 Design of The Research

This research used a quantitative research approach with applying the *ex post facto* method of causal-comparative research design. This research used two different variables, they were independent and dependent variable. For this study, the independent variable was the reading attitude and the dependent variable was the reading comprehension of the students.

The research used cluster random sampling. The population of the research randomly selected consisting of 30 students from the total population of this research was 320 students in the eighth grade of SMP Negeri 2 Baubau.

2.2 Technique of Data Collection

The instruments used in this research were questionnaire and test. The questionnaire of reading attitude was adopted from Lee and Schallert [12]. The test was multiple choices that consisted of 20 items.

Questionnaire informed to participants in the classroom. Before giving questionnaire to students, first the researcher explained how to answer the questionnaire and explain for what the questionnaire about.

After applying the questionnaire, the researcher gave the test to students to determine whether the reading attitude had a positive effect on the students' understanding of reading or not.

2.3 Technique of Data Analysis

The data analysis techniques applied in this research were descriptive statistics and inferential statistics. The reading and reading comprehension score for students was measured using SPSS software 21.0.

3. RESULT AND DISCUSSION

3.1 Results

3.1.1 Descriptive Statistics

a. Students' Reading Attitude

The students' reading attitude used score was obtained from the reading attitude questionnaire for eight grade at SMP Negeri 2 Baubau. The result of the statistical analysis for students' reading attitude was presented in the following table:

Tabel 1. Descriptive Statistics of Reading Attitude

No.	Statistics	
1	Mean	76.67
2	Median	78.00
3	Mode	76
4	Std. Deviation	8.507
5	Variance	72.368
6	Minimum	52
7	Maximum	88

From the table above, it can be explained that the mean score is 76.67, the median is 78.00, the mode is 76, the standard deviation is 8.507, the variance is 72.368, the minimum score is 52, and the maximum score is 88. Based on the scoring category of students' reading attitude, the mean score implied that the students' reading attitude was in the high category.

b. Students' Reading Comprehension

The students' reading comprehension score was obtained from the reading test for the eighth grade at SMP Negeri 2 Baubau. The

result of the statistical analysis for students' reading comprehension test was presented in the following table:

Tabel 2. Descriptive Statistics of Reading Comprehension

No.	Statistics	
1.	Mean	69.33
2.	Median	70.00
3.	Mode	65
4.	Std. Deviation	12.158
5.	Variance	147.816
6.	Minimum	40
7.	Maximum	95

From the table above, it can be explained that the mean score was 69.33, the median was 70.00, the mode was 65, the standard deviation was 12.158, the variance was 147.816, the minimum score was 40, and the maximum score was 95. Based on the scoring category of students' reading comprehension, the mean score implied that the students' reading comprehension was in the moderate category.

3.1.2 Inferential Statistics

The inferential statistics presented the data as the result of hypothesis testing using SPSS version 21.0 by using the analysis of simple linear regression. It was used to prove whether the hypothesis is rejected or accepted. The result of statistics analysis contained the Model Summary.

Tabel 3. Model Summary of statistic

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.436 ^a	.190	.161	11.137

Based on the Model Summary table above, it can be explained that the score of R was 0.436, which R was the symbol of correlation. Based on the table of correlation level presented above, the score was moderate. It means that there was a positive and moderate correlation between reading attitude and reading comprehension. Besides, it also obtained R Square that was 0.190.

Tabel 4. ANOVA

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	813.554	1	813.554	6.559	.016 ^b
Residual	3473.11	28	124.040		
Total	4286.667	29			

Based on the table of ANOVA above, it can be explained that the score of F_{count} was 6.559

with the significance score was 0.016. The score of F_{count} was then compared to the score of F_{table} at significance level was 0.05 or 5% and it was obtained 4.18. Since the score of F_{table} was lower than F_{count} , the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there was a significant effect of reading attitude toward students' reading comprehension.

Tabel 5. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant) Reading	117.067	18.749		6.244	.000
Attitude	-.623	.243	-.436	-2.561	.016

a. Dependent Variable: Reading Comprehension

The coefficient was the result of the calculation of the regression equation. The formula of the regression was $Y = a + bX$. On the coefficient table above, the score of constant $a = 117.067$ and $b = 0.623$. So, the regression equation is:

$$Y = 117.067 + 0.623X$$

The value of constant value (a) = 117.067 and value of direction of regression coefficient (b) = 0.623X. The score of coefficient regression (b) X was 0.623 show that with every increase the score of 1 to a reading attitude would increase to the score was 0.623 to reading comprehension. And the other way, any increase or decrease in score of 1 on the reading attitude would cause a rise or fall in the reading comprehension score was 0.623. It is shown that the coefficient constants = 6.244, sig. is 0.000 and regression coefficients = 2.561, sig. was 0.016. This showed that the coefficients of constant and regression means that the null hypothesis (H_0) was rejected.

3.2 Discussions

3.2.1 The Effect of Reading Attitude

Based on the results of research at SMP Negeri 2 Baubau was about the effect of reading attitude. The mean score of students reading attitude questionnaire at SMP Negeri 2 Baubau, where mean score was 76.67, the

median score was 78.00, mode score was 76, standard deviation score was 8.507, variance 72.368, the minimum score was 52, and the maximal score was 88. The effect of reading attitude students was a high category. It could be seen that there are 1 student or 3.33% was in the low category, 3 students or 10% were in the moderate category, 17 students or 56.67% were in the high category, and 9 students or 30% were in the very high category.

According to Ünal & İşeri [9], attitudes of a complex, constant, stimulating, and motivating nature affect the feelings, thoughts, and behaviors of a person by making them compatible with each other. Besides, reading opens many doors to employment, higher learning, and lifelong learning.

Reading attitude was the leading factor that influences students to read or not. Several scholars have tried hard to find the best way to develop the reading attitudes of the students. Besides, reading was a necessary attitude for students to have. This helps the teacher more to be able to make the students understand better. Pamuji [13] further stated that the reading attitude provided positive correlations for learning achievement. This could be seen from the students' performance in the cycle of teaching and learning English that most students received the highest score.

3.2.2 Reading Comprehension

Reading comprehension of students, the researcher used the reading test to assess awareness of reading. Based on the results of the reading test, the mean score of students reading comprehension test was 69.33, the median score was 70.00, mode score was 65, standard deviation score was 12.158, variance 147.816, the minimum score was 40, and the maximal score was 95. Based on the reading test, showing that there were 4 students or 13.33% who were in the low category, 14 students or 46.67% were in the moderate category, 9 students or 30% were in a good category, and 3 students or 10% were in the very good category. The students of SMP Negeri 2 Baubau academic years of 2018/2019 had moderate category based on the finding of a reading test.

The aim of all readers was comprehension. Reading comprehension can be defined as the process of making sense of texts. Students may be fluent to sound the words but they might not understand what the writer is trying to convey through the texts. Without comprehension, reading is frustrated. A current study indicates that the better the students' reading comprehension skills, the better they have in their science and math achievement [14].

The importance of reading has been stressed in many sources of different educational books and journals. For a very basic reason, reading is said to be important since students are surrounded by written words every day. Another reason which is way more important is that many findings of educational research have revealed that there is a strong relationship between student reading skill and academic success.

3.2.3 The Effect of Reading Attitude on Reading Comprehension

The score of the students' correlation between reading attitude towards reading comprehension was obtained as much as 0.436 based on the above finding. This score indicates a positive and moderate correlation between the reading attitudes of students towards understanding the reading. Besides, the score of reading attitude's contribution towards reading comprehension was also

obtained, which was 0.190. This means the reading attitude contributes as much as 19 percent to the understanding of students' reading. However, 81 percent of the rest were influenced by other factors which were not observed in this research.

Based on the result in the finding above, it was obtained the score of F_{count} as many as 6.559. Since this score was greater than F_{table} 4.18, it means that there was an effect of reading attitude toward students' reading comprehension. Besides, the score of significance was 0.016 which was lower than α (0.05). So, it can be stated that there was a significant effect on reading attitude toward students' reading comprehension eight grade at SMP Negeri 2 Baubau.

Based on the coefficient table above, it was obtained the score of coefficient regression (b) X was 0.623 show that every increase the score 1 to reading attitude would increase to the score is 0.623 to reading comprehension. And the other way, any increase or decrease in score of 1 on the electronic dictionary would cause a rise or fall in the reading comprehension score was 0.623.

In her research, Seitz [15] studied Students' Attitude towards Reading: A case research found that reading the strong involvement of specialist candidates in the learning process was key to student success. Additionally, student attitudes to reading were found to be multidimensional and difficult to test. The performance of reading skills associated strongly with the attitude towards reading [16].

While Murad Sani & Zain [17] consider students with a positive attitude to reading have higher readability. Students enjoy reading with a good mindset. Reading satisfaction is closely related to the achievement of reading. It was because students who don't like reading understanding as Seitz [15] suggested students who don't like reading the text often don't engage in reading. This disorder affects students reading practice, which can boost their reading comprehension. In this regard, it has been concluded that attitudes towards reading among students are the leading factor that directly affects their success in reading.

4. CONCLUSION

Based on the finding of the research and the data analysis, this research concluded that there was a significant effect of reading attitude toward students' reading comprehension at the eighth grade of SMP Negeri 2 Baubau. This conclusion has been based on the result of analysis which found that the score of F_{ount} was 6.559 with the significance value 0.016. Because the score F_{count} was greater than F_{table} and the score of significance was lower than α (0.05), it means the null hypothesis is rejected and the alternative hypothesis is accepted.

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