

THE STUDENTS' ATTITUDE AND READING COMPREHENSION TOWARD ENGLISH ACHIEVEMENT

Indah Indrawati¹, Hasia Marto², Maria Eufrasia Ngoyo³

Universitas Madako

Indaindra02@gmail.com

ABSTRACT

The objective of this research uses to find out the correlation between students' attitude and reading comprehension toward English achievement. This research is correlation research. The sample of this research consisted 15 students of XI MIA. The data are obtained from questioner, test and last final result (report). In measuring the data correlation, the researcher used SPSS 21 program. The finding of this research, (1) The result of the students' attitude toward English achievement was $0,013 > 0,05$. It indicates that there is no correlation between students' attitude toward English achievement. (2) The result of reading comprehension toward English achievement was $0,066 > 0,05$. It means that there is no correlation between reading comprehension toward English achievement. (3) The result showed students' attitude and reading comprehension toward English achievement simultaneously was $0,973 > 0,05$. It can be concluded that there is no correlation between students' attitude and reading comprehension toward English achievement at the second grade of SMA Katolik Atmajaya Tolitoli.

Keywords: *Correlation, Attitude, Reading Comprehension, English Achievement.*

ABSTRAK

Tujuan dari peneliti ini adalah untuk mengetahui hubungan antara sikap siswa dan pemahaman membaca terhadap prestasi bahasa Inggris. Penelitian ini merupakan penelitian korelasi. Data di peroleh dari kuesioner, tes, and nilai rapor. Teknik pengumpulan data dalam penelitian ini menggunakan purposive sampling. Dalam mengukur korelasi peneliti menggunakan program SPSS 21 agar mudah dan valid. Temuan penelitian ini, terlebih dahulu menunjukkan hasil sikap siswa terhadap prestasi belajar bahasa Inggris adalah $0,013 > 0,05$. Menunjukkan bahwa tidak ada korelasi antara sikap siswa terhadap prestasi bahasa Inggris. Kedua, hasil pemahaman membaca terhadap prestasi bahasa Inggris adalah $0,066 > 0,05$. Ini menunjukkan bahwa tidak ada hubungan anatara pemahaman membaca terhadap pencapaian bahasa Inggris. Hasil terakhir, sikap siswa dan pemahaman membaca terhadap prestasi bahasa Inggris secara simultan adalah $0,973 > 0,05$. Jadi dapat disimpulkan bahwa tidak ada hubungan antara sikap siswa dan pemahaman membaca terhadap prestasi bahasa Inggris di kelas XI MIA SMA Katolik Atmajaya Tolitoli.

Kata kunci: Korelasi, sikap siswa, Pemahaman membaca, Prestasi Bahasa Inggris.

Introduction

Language is used by people to express and receive some information, message, and emotions. English is an international language that is used in almost all of the countries in the world as a means of communication. English is now widely

used all over the world in all aspects of life, such as diplomacy and international communication, tourism, business, education, science, computer technology, media, and the internet. Brendon L. Carrol (2010) states “English is language of essential tool for communication and as grammatical pattern play a crucial role in communication, the prime need almost learners is not for theoretical or analytical of peculiar language using circumstance”.

Attitude is the readiness to respond positively or negatively to objects or situations consistently. Attitude is one manifestation of learned behavior. Attitude is considered as a tendency of students to act in a certain way. In education, science aims to provide guidance on a person's life from birth to death. In the learning process, teachers must pay attention to attitudes, because attitudes will affect student responses in accepting teachers and receiving material. This opinion illustrates that attitude is a reaction to an object or situation that is relatively stagnant accompanied by the presence of certain feelings and provides a basis for the person to make a response or behavior in a particular way chosen. Umre and Kamil (2012:106) states “attitude is the state of emotional and mental preparation, which is formed through experiences, that has a directive or dynamic influential power on an individual's behavior toward all things and situation”.

Reading comprehension is the ability to understand or to get meaning from any type of written material. It is the reason for reading and the critical component of all content learning. Reading comprehension will be good if it is adjusted to the appropriate learning strategy (Malik, 2019; Malik A.R 2020; Asnur, 2019;Wael, 2019). Reading comprehension is very important in our everyday reading. Comprehending what students read is more than just recognizing and understanding words. True comprehension means making sense of what the students read and connecting the ideas in the text to what the students already know. Brassell and Rasinski (2008: 18) argues that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

English achievement is the result of student learning in class, based on the results and experiences achieved. English achievement is the achievement of someone in a positive way or the result of something that the person wants to achieve in English. The students that have English achievement are the students that have a good result in learning English. According to Hornby (2015:8) argues that achievement is something done by someone with success, with effort and skill. The term “learning achievement” usually refers to the results of students learning activities at school.

The researcher needs to examine the correlation between students' attitude and reading comprehension toward English achievement because the researcher is interested in the previous studies that were done by some experts related to the correlation between students' attitude and reading comprehension toward English achievement. The studies proved that there is a correlation between those variables. In addition, There are numerous scientists have reported uncovering the identification of understudies' accomplishments in the correlation students' attitude and reading comprehension toward students English achievement. The first research is conducted by Handayanti (2016). The result of the research, it can be concluded that there is a significant correlation between students' attitude and their English achievement at SMA Negeri 01 Rotatangan. The second research come from Köka (2010). The conclusion there was no statistically significant difference between

reading comprehension achievement toward students English achievement. The third research is from Wulandari (2016). The conclude that there is a positive significant correlation between students' reading habit in English and their reading comprehension ability in the first grade of SMPPGRI 1 Gunung Pelindung, East Lampung academic year 2015/2016.

Based on the issues above the researcher is motivated to examine those variables to the different subjects which are students of SMA Katolik Atmajaya Tolitoli in order to give insights related to factors that can affect students' English Achievement.

Method of the Research

In this research, the researcher used the quantitative research method as the methodology. Quantitative research concerns on the collection and analysis of data in numeric. This researcher wanted to know the level of correlation between the three variables.

Findings and Discussions

Result of Students' Attitud

In this research, the researcher examined the students' attitudes. To get the data from the students' attitude the researcher used a questionnaire. This questionnaire has 21 question items to be taken from class 11 MIA. This questionnaire is taken from Jafre, Abidin & Alzwari (2012). The result of the students' attitude is as follows.

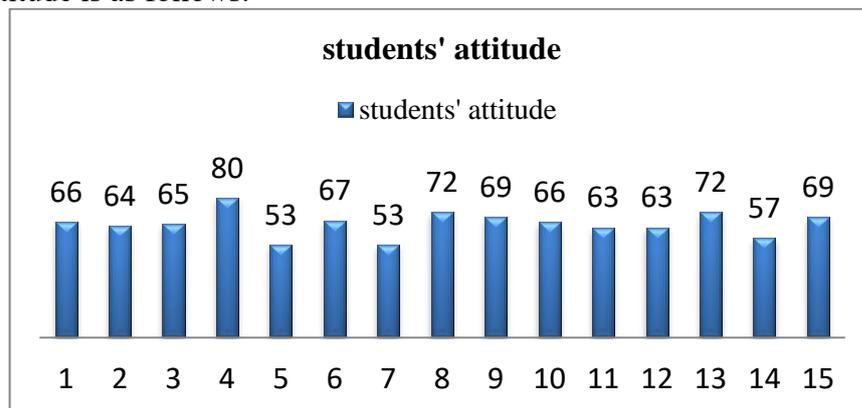


Figure 1.1: The Histogram result of Students' attitude

Based on the diagram results of the student attitude with a sample size of 15 students, it can be seen from the questionnaire that the students filled, that most attitudes in learning English agreed and strongly agreed with the highest score of 80.

Table 2 Description of students' attitude

No.	Category	Interval	Frequency	Percentage (%)
1	Low	52-57	3	20%
2	Moderate	63-69	9	60%
3	High	72-80	3	20%

In this research, there were three categories, namely low with an interval of 50-57 with a frequency of 3 people with a percentage of 20%. Second, moderate interval scores are 63-69 with a frequency of 9 people with a percentage of 60% and the last high who get an interval of 72-80 with a frequency of 3 people with a percentage of 20%. It can be concluded that from the description of students' attitude category moderate had the highest score were in frequency 9 and in percentage 60%.

Result of Reading Comprehension

In this research, the researcher examined reading comprehension. To get the data from reading comprehension, the researcher used tests. This test consists of 30 multiple items which will be taken from class XI MIA. This test is taken from Nina Bates in 2007. The following diagram uses the result of reading comprehension.

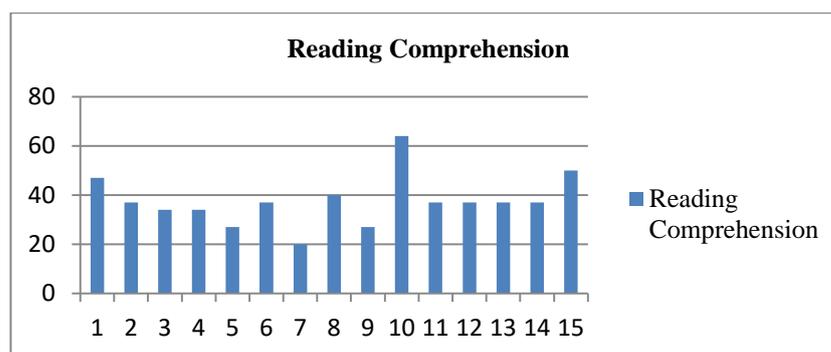


Figure 3.3: The Histogram result of Reading Comprehension

Based on the table result of reading comprehension with the highest score of 60. Students' scores on reading comprehension in learning English were very low.

Table 4 Description of reading comprehension

No.	Category	Interval	Frequency	Percentage (%)
1	Low	20-34	5	34%
2	Moderate	37-47	8	54%
3	High	50-64	2	14%

In this research, there were three categories, namely low with an interval of 20-34 with a frequency of 5 people with a percentage of 34%. Second, moderate interval scores are 37-47 with a frequency of 8 people with a percentage of 54% and the last high who get an interval of 50-64 with a frequency of 2 people with a percentage of 14%. Based on the table, it can be conclude that from the description of reading comprehension category moderate had the highest score were in frequency 8 and in percentage 54%.

Result of English Achievement

In this research, the researcher examined English achievement. To get the data from English achievement, the researcher collected the data from the teacher based on the last final result (report). The result of the last final (report) of English achievement is shown in diagram 5.

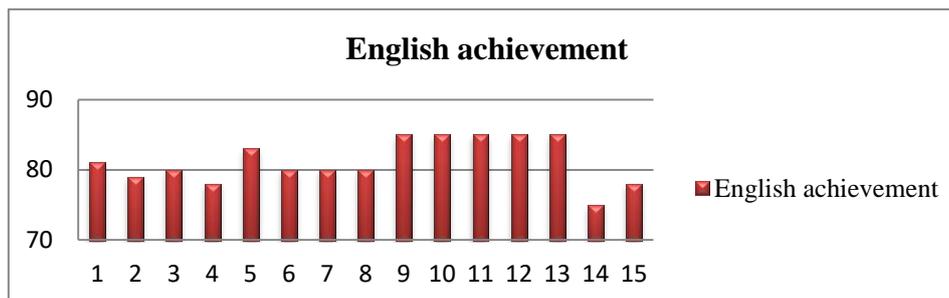


Figure 5.5: The Histogram result of English achievement

Based on the table result of English achievement with the highest score of 85. I took the English achievement score from the English teacher based on the report card score. And the English achievement from each student was very satisfying.

Normality Testing

The researcher used normality test from SPSS 21 Program. The normality test is used to determine whether the test is normal or not, The standard of the normality test is 0.05%.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
STUDENTS ATTITUDE	.176	15	.200*	.950	15	.529
READING COMPREHANSION	.259	15	.008	.903	15	.105
ENGLISH ACHIEVEMNT	.210	15	.073	.884	15	.055

*. This is a lower bound of the true significance.

a. Lillie for Significance Correction

From the table Shapiro-wilk there were significant in students' attitude $0.529 > 0.05$, in reading comprehension $0.105 > 0.05$ and in English achievement $0.055 > 0.05$. It can conclude from data of students attitude and reading comprehension toward English achievement were distributed normal.

Simple correlation

Correlations

		STUDENTS' ATTITUDE	ENGLISH ACHIEVEMENT
STUDENTS' ATTITUDE	Pearson Correlation	1	.013
	Sig. (2-tailed)		.964
	N	15	15
ENGLISH ACHIEVEMENT	Pearson Correlation	.013	1
	Sig. (2-tailed)	.964	
	N	15	15

Figure 4.3.1: The Summary of Correlation between students attitude (X1) and English achievement (Y)

Based on the table above, it can be conclude that the correlation coefficient of students' attitude toward English achievement were $0.013 > 0.05$. it means that there is no correlation between students' attitude toward English achievement. Then H_0 is accepted and H_a is rejected.

Correlations

	READING COMPREHENSION	ENGLISH ACHIEVEMENT

READING COMPREHENSION	Pearson Correlation	1	.066
	Sig. (2-tailed)		.815
	N	15	15
ENGLISH ACHIEVEMENT	Pearson Correlation	.066	1
	Sig. (2-tailed)	.815	
	N	15	15

Figure 4.3.2: The Summary of Correlation between reading comprehension (X2) and English achievement (Y)

Based on the table above, it can be conclude that the correlation coefficient of reading comprehension toward English achievement were $0.066 > 0.05$. It means that there uses no correlation between students' attitude toward English achievement. Then H_0 is accepted and H_a is rejected.

Multiple correlation

Predictors(contant) students' attitude, reading comprehension

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df2	Sig. F Change
1	.067 ^a	.005	-.161	3.46744	.005	.027	2	12	.973

Based on the table of the correlation between students' attitude and reading comprehension toward English achievement above, it can be conclude that the significant 2-tailed value is 0,973 then the value of $0,973 > 0,05$. It means that there uses no correlation between students' attitude and reading comprehension toward English achievement. So in the third hypothesis uses H_1 rejected and H_0 accepted.

Discussion

This researcher discusses the result of the analyzed data from the questionnaire of the students' attitude, the test of students' reading comprehension, and the last final result of English achievement related to the scope of this research. The discussion is intended to know is there any correlation between students' attitude and reading comprehension toward English achievement in SMA Katolik Atmajaya Tolitoli. The procedure of the result is as follows.

In the first step, the researcher gave the questionnaire, test, and take the data report to the student to get the data on students' attitude, reading comprehension, and English achievement. The first questionnaire was about students' attitude consists of 21 items and the second test was multiple-choice about reading comprehension consist of 30 items and the last used the last final result to collect data on English achievement from the teacher. After all the data collected the researcher checked whether the respondents fill all items or not, the researcher made a recapitulation of the data students' attitudes and recapitulation data of reading comprehension.

The second step was the normality test took Shapiro-wilk because the sample is less than 50. After took the data respondents were done the researcher used the

normality test to know whether the data distributed normally or not. The researcher found that the result of the normality test that significant. It can be seen that there were is students' attitude 0,176 higher than 0,05, in reading comprehension 0,259 is higher than 0,05, and in English achievement 0,210 is higher than 0,05. It means the data distributed normally. So it can be concluded that the data of the questionnaire, test, and report is distributed normally.

The last step was the analysis hypothesis. The researcher used simple correlation and multi correlation formula statistics by SPSS 21 program, it used formula statistics to know there is a correlation between students' attitude and reading comprehension towards English achievement. For the first, the researcher put the data on students' attitude and English achievement into SPSS 21 program. The result showed the coefficient value is $0,013 > 0,05$. It found that there uses no correlation between students' attitudes toward English achievement. Second, the researcher put the data on reading comprehension and English achievement into SPSS 21 program. The result showed the coefficient value is $0,066 > 0,05$. It found that there uses no correlation between reading comprehension toward English achievement. And the last is the result of students' attitude, reading comprehension toward English achievement value is $0,973 > 0,05$. Then, H_0 is accepted and H_a is rejected.

Conclusion

Based on the findings and discussion, it can be concluded that:

There is no significant correlation between students' attitude toward English achievement, this result was obtained based on $0,013 > 0,05$ and it has very weak based on coefficient.

This result was obtained based on $0,066 > 0,05$ and it has very weak based on coefficient. So, there is no significant correlation between reading comprehension toward English achievement.

Based on the result was obtained $0,973 > 0,05$. So, there is no correlation between students' attitude and reading comprehension toward English achievement.

Reference

- Abidin. (2012). *EFL Students' Attitude toward Learning English Language: The case of Libyan Secondary School Students*.
- Aprilia Handayanti. (2016). *The Correlation Between Students' Attitude Their English Achievement*. Tulungagung.
- Asnur, M. N. A., Adhima, F., Ayuwijayanti, M., & Marsuki, R. R. (2019). Karakteristik Pembelajaran Kolaboratif Bahasa Asing dalam Google Classroom. In *Prosiding Seminar Nasional Literasi Bahasa Dan Sastra Ke-4 Pembelajaran Bahasa Asing Di Era Digital*
- Brassell and Rasinski. (2008). *The Correlation Between Reading Comprehension and Academic Achievement of English Education Study Program Student of Uin Raden Fatah Palembang*. Palembang : Universitas Raden Fatah Palembang.
- Brendon L.Carrol(2010). *Journal of English Language Teaching*, volume 7 No. 1.
- Brown. (2007). *An Analysis of Students' Reading Ability in Reading an Expository Text of The Fifth Semester Students in English Department of Universitas Negeri Padang*.
- Dima Hijazi. (2018). *The Relationship Between Students' Reading Comprehension and Their Achievement*. Journal, Vol. 16, No. 3, 141-15.

- Hornby . (2015). *A Correlative Study Between Students' Perception and Self-Efficacy on English Task Toward English Achievement at The Eleventh Grade of MA Al- Islam Jamsaren Surakarta in Academic Year2017/2018*. Surakarta.
- Köka izzetin. (2010). *The relationship between students' reading comprehension achievement and their attitudes towards learning English and their abilities to use reading strategies with regard to hemispheric dominance*. Izmir University, izmir 35350, Turkey
- Malik, A. R., & Asnur, M. N. A. (2019). USING SOCIAL MEDIA AS A LEARNING MEDIA OF FOREIGN LANGUAGE STUDENTS IN HIGHER EDUCATION. *Bahtera: Jurnal Pendidikan Bahasa Dan Sastra*, 18(2), 166-75.
- Malik, A. R., Emzir, E., & Sumarni, S. (2020). PENGARUH STRATEGI PEMBELAJARAN MOBILE LEARNING DAN GAYA BELAJAR VISUAL TERHADAP PENGUASAAN KOSAKATA BAHASA JERMAN SISWA SMA NEGERI 1 MAROS. *Visipena*, 11(1), 194-207.
- Malik, A. R. (2019, August). THE INFLUENCE OF INSTAGRAM AND AUDITORY LEARNING STYLE ON GERMAN LANGUAGE MASTERY IN STUDENTS OF SMAN 1 MAROS. In *International Conference on Cultural Studies* (Vol. 2, pp. 279-283).
- Umre and Kamil. (2012). *The Correlation Between Student's Attitude Towards English and Their English Proficiency of The Eleventh Grade Students of SMAN 3 Gedangsari*. Universitas Semarang.
- Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). EXPLORING STUDENTS'LEARNING STRATEGIES IN SPEAKING PERFORMANCE. *International Journal of Language Education*, 2(1), 65-71.
- Wulandari Rahmayuni. (2016). *The Correlation between students' reading habit in English and students' reading comprehension ability in the first grade of SMP PGRI 1 Gunung Pelindung, east Lampung*. Palembang : Universitas Raden Fatah Palembang.