

The Correlation Between Students' Reading Attitude and Their Reading Comprehension at the Eighth Grade of MTsN 1 Pasaman

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Abstrak

Penelitian ini menyelidiki hubungan antara sikap membaca siswa dan pemahaman membaca pada siswa kelas delapan di MTsN 1 Pasaman. Penelitian ini bertujuan untuk mengatasi tiga masalah utama: (1) beberapa siswa kurang terlibat dalam kegiatan membaca, (2) beberapa siswa memiliki pengetahuan kosa kata yang terbatas sehingga mempengaruhi pemahaman, dan (3) beberapa siswa memiliki pola pikir negatif dan efikasi diri dalam tugas membaca. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Populasinya terdiri dari 369 siswa kelas VIII, dengan sampel 30 siswa kelas VIII.1 yang dipilih melalui cluster random sampling. Pengumpulan data dilakukan dengan menggunakan angket sikap membaca dan tes pemahaman membaca, kemudian dievaluasi menggunakan product moment Pearson karena memenuhi persyaratan pengujian statistik parametrik. Analisis korelasi menunjukkan hubungan yang signifikan, kuat, dan positif antara sikap membaca dan pemahaman membaca ($r = 0,749$, $p < 0,001$). Peneliti menemukan bahwa banyak komponen sikap membaca, seperti karakteristik kognitif, afektif, konatif, dan perilaku, kemungkinan besar berkontribusi positif terhadap keterampilan pemahaman membaca siswa. Temuan penelitian ini menunjukkan bahwa sikap membaca meningkat, pemahaman membaca cenderung meningkat, dan sebaliknya. Skor afektif yang tinggi (1639) kemungkinan besar bertanggung jawab atas skor konatif yang kuat (1296), karena perasaan senang tentang membaca sering kali mengarah pada rencana untuk membaca lebih lanjut. Meskipun komponen perilaku (915) lebih kecil dibandingkan komponen afektif dan konatif, namun komponen ini menunjukkan praktik membaca aktual yang ekstensif, yang kemungkinan besar akan menghasilkan kinerja yang baik dalam menemukan rincian (236) dan gagasan utama (179). Singkatnya, hubungan yang kuat antara sikap membaca dan pemahaman menekankan perlunya mengembangkan sikap membaca yang positif untuk meningkatkan pemahaman membaca.

Kata kunci: *Sikap Membaca, Pemahaman Membaca, Signifikan, Afektif, Konatif*

Abstract

This research investigates the relationship between students' reading attitudes and reading comprehension among eighth-grade students at MTsN 1 Pasaman. This research aimed to address three main problems: (1) some students lacked engagement in reading activities, (2) some students had limited vocabulary knowledge affecting comprehension, and (3) some students had negative mindsets and self-efficacy in reading tasks. The research employed a quantitative approach with a correlation research design. The population consisted of 369 eighth-grade students, with a sample of 30 students from class VIII.1 selected through cluster random sampling. The data was collected using a reading attitude questionnaire and a reading comprehension test, and it was evaluated using the Pearson product-moment since it matched the requirements for parametric statistical testing. The correlation analysis showed a significant, strong, positive relationship between reading attitude and reading comprehension ($r = 0.749$, $p < 0.001$). The researcher discovered that many components of reading attitude, such as cognitive, affective, conative, and behavioral characteristics, likely contribute positively to students' reading comprehension skills. This research's finding suggests that reading attitude improves, reading comprehension tends to increase, and vice versa. The high affective score (1639) is most likely

responsible for the strong conative score (1296), as happy sentiments about reading frequently lead to plans to read more. While the behavior component (915) is smaller than the affective and conative components, it nevertheless demonstrates extensive actual reading practice, which likely leads to good performance in finding details (236) and main ideas (179). In summary, the strong relationship between reading attitude and comprehension emphasizes the necessity of developing positive reading attitudes in order to improve reading comprehension.

Keywords: *Reading Attitude, Reading Comprehension, Significant, Affective, Conative*

INTRODUCTION

Reading is a fundamental skill crucial for academic and personal development. It is an interactive process where readers actively engage with text to construct meaning. Comprehension, the primary purpose of reading, involves understanding and interpreting the information presented in the text. Furthermore, Reflinda (2024) stated that reading is essentially a receptive activity, but it is also active, as the reader is always seeking ideas and information offered by the author, either explicitly or implicitly. To understand this action, the reader actively uses his knowledge, experience, and diverse abilities to properly and accurately capture the message.

Building on this, Melyann Melani (2014) describes reading as a comprehension process where individuals attempt to understand the messages conveyed in the text. This aligns with the interactive nature of reading, where the text contains information that the author wishes to convey, and the reader connects this information to their prior knowledge to generate meaning.

The importance of reading in the learning process cannot be overstated. As Reflinda (2024) notes, students must apply their reading comprehension skills effectively to gain a good understanding of the ideas or information contained in reading materials. Students with strong reading comprehension skills have greater access to prior knowledge, facilitating a more meaningful interaction between the reader and the text.

To enhance comprehension, students should understand various reading components. King and Stanley (as cited in Nurdiana & Amelia, 2017) outline five key components of reading comprehension:

1. Finding the main idea
2. Identifying detailed information
3. Understanding vocabulary
4. Recognizing references
5. Making inferences

These components work together to enable readers to extract and understand information effectively from texts.

Reading comprehension is influenced by various factors. According to Neyers (1994) (as cited in Pamuji, 2015), he identifies vocabulary knowledge, interest, motivation, and attitude are the factors that influence reading comprehension. Among these, reading attitude plays a significant role in shaping a student's approach to reading tasks and their overall reading performance.

The concept of attitude forms the basis of reading attitude, which influences how an individual approaches reading situations and develops reading habits. Allen & Rubin (1993) argue that an individual's attitude toward reading as an intellectual activity affects their motivations for reading, reading skills, and reading habits. This perspective aligns with Fishbein & Azjen's (1975) definition of attitude as a learned predisposition to act in consistently favorable or unfavorable ways toward an object.

Kumaravadivelu (2006) further emphasizes the link between attitude and language learning processes, noting that attitude affects not only information processing and group identification but also motivations and the relationship between language and culture. This multifaceted influence of attitude on reading and learning supports the importance of investigating its relationship with reading comprehension. Additionally, according to Kush & Watskin (1996) the child's attitude toward reading is one of the most important affective elements affecting reading achievement.

Zealand (2006) adds that children who enjoy and value reading are likely to read more frequently and engage with a wider range of materials, thereby enhancing both their

comprehension skills and learning experiences. This observation underscores the potential cyclical relationship between positive reading attitudes and improved reading performance.

Futhermore, Stanovich (1986) describes how the difference between good and poor readers grows over time. Students who learn to read easily have a favorable effect, allowing them to read more better this releases up their cognitive workspace, allowing them focus on the text's meaning. Akhmetova (2022) conceptualizes reading attitude as an affective domain encompassing feelings, thoughts, beliefs, and intentions. This complex construct involves various components that contribute to the development of reading abilities. A positive attitude toward reading can promote the optimal development of reading skills, while negative attitudes may hinder skill development.

The theoretical foundation for this research is primarily based on Mathewson's model (2004) (as cited in Unrau & Ruddell, 2013) suggests that reading attitude influences the intention to read, which in turn affects reading behavior and comprehension. This model identifies three components of attitude: prevailing feelings about reading, action readiness, and evaluative beliefs about reading. These interacting variables directly impact the intention to read, potentially influencing reading comprehension outcomes.

At MTsN 1 Pasaman, several challenges related to reading attitude and comprehension have been observed among eighth-grade students:

1. Some students were lack of engagement in reading activities.
2. Some students had limited vocabulary knowledge affecting comprehension.
3. Some students had negative mindsets and low self-efficacy in reading tasks.

These issues have contributed to below-average reading comprehension scores, with many students failing to meet the minimum completeness standard (KKM) of 76. Given the theoretical background and observed challenges related to reading attitude and comprehension among eighth-grade students at MTsN 1 Pasaman, this research aims to investigate the relationship between students' reading attitudes and their reading comprehension skills. The research seeks to answer the following questions:

1. Is there any a correlation between students' reading attitude and their reading comprehension at the eighth grade of MTsN 1 Pasaman?
2. What is the magnitude of the correlation between students' reading attitude and their reading comprehension?
3. What is the direction of the correlation between students' reading attitude and their reading comprehension?

By examining these questions, this research aims to find out the relationship between reading attitudes and reading comprehension skills. By examining these questions, this research aims to contribute to the understanding of the relationship between reading attitudes and reading comprehension skills among eighth-grade students at MTsN 1 Pasaman.

There are several previous studies which have relevance to this research specifically Linh (2021); Pamuji (2015); Rafi et al (2021); Sukarni (2019). The four research discovered that there was a positive and significant association between reading attitude and reading comprehension/learning achievement. Rafi found a strong association between students' reading attitudes and reading skills, with a correlation value of 0.478 (p -value < 0.05). With this number, the link between the two variables is considered positive in the medium category. It was enough greater than the previous research findings. However, the finding was contradictory to the earlier finding from Safitri (2020) that there was no significant correlation between reading attitude and reading comprehension. The result shows the score of significance is .353 and that is bigger than 0.05. Also, the correlation coefficient is -.176 with ($p = 0.353$). It means the result represents a very low negative correlation.

Overall, the related studies above investigate reading attitude and reading comprehension with a different design, group of students, time, and research location. In this situation, considerable study on reading attitudes and comprehension has produced inconsistent results. Some studies reveal a favorable and significant relationship between reading attitudes and reading comprehension, while others find no association. Since, when dealing with attitudes, the previous researchers were concerned with predispositions to behave rather than with the behavior itself, the

current research makes a distinction between behavioral intentions and actual behavior, classifying them into four broad categories: affect (feelings, evaluations), cognition (opinions, beliefs), conation (behavioral intentions), and behavior (visible actions).

METHOD

This research employed a quantitative approach with a correlational research design to investigate the relationship between reading attitude and reading comprehension among students at MTsN 1 Pasaman. From a population of 369 class VIII students, the researcher selected 30 students from class VIII.1 through cluster random sampling. To collect the data, two primary instruments were utilized. The first instrument was a Reading Attitude Questionnaire, adapted from Lee and Yamashita (2014; 2004, 2007, 2013), which comprised 41 Likert-scale items designed to assess students' reading attitudes across cognitive, affective, conative, and behavioral components. The second instrument was a Reading Comprehension Test, consisting of 25 multiple-choice questions based on five recount texts, which evaluated various aspects of reading comprehension including main idea identification, detail information, vocabulary knowledge, inference-making, and reference identification. Before proceeding with the analysis, the researcher took several preparatory steps: the ordinal data from the questionnaire was converted to interval data, and both normality and linearity tests were conducted to ensure the data met the assumptions for parametric analysis. Subsequently, the Pearson Product Moment correlation test was employed to analyze the relationship between the two primary variables: reading attitude and reading comprehension.

FINDING AND DISCUSSION

In this research, the Pearson Product Moment Correlation Test was chosen since it matched the requirements for parametric statistical testing. The test was analyzed through IBM SPSS Statistic 25.0, revealed the following results:

Table 1. 1 The Pearson Correlation Output Correlations

		Reading Attitude (MSI)	Reading Comprehension
Reading Attitude (MSI)	Pearson Correlation	1	,749**
	Sig. (2-tailed)		,000
	N	30	30
Reading Comprehension	Pearson Correlation	,749**	1
	Sig. (2-tailed)	,000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The analysis revealed a correlation coefficient of 0.749 between Reading Attitude and Reading Comprehension, with a significance value (2-tailed) of 0.000, which is less than conventional significance levels (0.05, 0.01, or 0.001). These findings successfully addressed all three research questions and confirmed the alternative hypothesis. Regarding the first research question ("Is there any correlation between students' reading attitude and their reading comprehension at the eighth grade of MTsN 1 Pasaman?"), the significant p-value of 0.000 conclusively demonstrated that there is indeed a meaningful correlation between these variables. For the second research question ("What is the magnitude of the correlation between students' reading attitude and their reading comprehension at the eighth grade of MTsN 1 Pasaman?"), the correlation coefficient of 0.749 indicated a strong positive correlation, as values between 0.60 and 0.79 are typically considered to represent a strong relationship between variables. The third research question ("What is the correlation direction between students' reading attitude and their

reading comprehension at the eighth grade of MTsN 1 Pasaman?") was answered by the positive correlation coefficient, indicating a positive directional relationship.

Discussion

In this section, the researcher elaborates on the research hypotheses, answers the research questions, and provides a detailed analysis of the research findings regarding the correlation between students' reading attitude and reading comprehension at the eighth grade of MTsN 1 Pasaman. The study investigated three main hypotheses examining the existence, magnitude, and direction of correlation between reading attitude and reading comprehension.

The analysis of the first hypothesis revealed a significant correlation between students' reading attitude and reading comprehension, as evidenced by the p-value of 0.000 ($p < 0.05$). This statistically significant result led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. For the second hypothesis, the analysis demonstrated a strong correlation magnitude ($r = 0.749$) between the variables. Finally, the third hypothesis was confirmed through the positive correlation coefficient ($r = 0.749$), indicating a positive directional relationship between reading attitude and comprehension.

Addressing the first research question regarding correlation existence, the research confirmed a statistically significant relationship between reading attitude and reading comprehension ($p = 0.000$). This strong statistical significance suggests that the relationship between these variables is genuine and not due to chance. The correlation's magnitude, addressed in the second research question, showed a robust relationship with a coefficient of 0.749. According to Ali Anwar (2009), this value, being closer to +1, indicates a strong positive correlation between the variables. The magnitude of the correlation (0.749) demonstrates how improvements in one variable correspond to improvements in the other. Specifically, this means that when students' reading attitude scores increase by one unit, their reading comprehension scores tend to increase by 0.749 units, and conversely, when reading attitude decreases by one unit, reading comprehension tends to decrease by 0.749 units. This reciprocal relationship underscores the interconnected nature of these variables.

The strong correlation suggests several important implications. Students with positive reading attitudes tend to read more frequently, leading to improved comprehension skills through practice. Increased engagement with texts results in better understanding and retention of information. Additionally, positive attitudes contribute to the development of better reading strategies, while reduced reading anxiety enables better focus and comprehension. The diversity of reading experiences also expands students' vocabulary and background knowledge.

The direction of correlation, addressed in the third research question, revealed a positive relationship between reading attitude and comprehension. The positive direction of the correlation, indicated by the positive coefficient value, reveals that the variables move in the same direction - as one variable increases, the other tends to increase as well, creating a direct relationship. This positive direction is particularly meaningful in educational contexts, as it suggests that fostering positive reading attitudes among students could potentially lead to improved reading comprehension outcomes, and vice versa.

This finding aligns with Mathewson's model (2004), which suggests that reading attitude influences reading intention, behavior, and ultimately comprehension. The positive direction implies that as students' reading attitudes improve, their comprehension abilities tend to increase correspondingly. Analysis of individual components revealed interesting patterns. The affective component scored highest (1639), showing particularly strong influence on finding detailed information (236) and main ideas (179). This finding supports Kush and Watkins' (1996) research on the relationship between emotional engagement and reading performance. The conative component's high score (1296) aligns with Ajzen's (1975) Theory of Planned Behavior, demonstrating the importance of reading intentions in skill development.

The cognitive (865) and behavioral (915) components showed substantial influence on main idea identification, though lower scores in inference-making (55) and vocabulary knowledge (86) suggest areas for improvement. This pattern supports Stanovich's (1986) Matthew Effect theory regarding reading development, indicating that while positive attitudes may encourage more

reading, the quality and diversity of reading materials also play crucial roles in developing advanced comprehension skills.

The findings align with several theoretical frameworks beyond Mathewson's model. Zealand's (2006) assertions about the relationship between reading enjoyment and skill development are supported, as are Allen & Rubin's (1993) findings regarding the connection between positive attitudes and engagement in challenging reading activities. The research particularly validates McKenna's (2001) recursive model of reading attitude acquisition, emphasizing how attitudes, beliefs, and reading experiences reinforce each other over time.

These results have significant educational implications. They suggest the need for a balanced approach to reading instruction that addresses both attitudinal and cognitive aspects. Teachers should focus on developing positive reading attitudes while simultaneously building specific comprehension skills. The findings also highlight the importance of providing diverse reading materials and implementing targeted interventions for areas where students show lower performance, such as inference-making and vocabulary development.

In conclusion, this research demonstrates a strong, positive correlation between reading attitude and reading comprehension among eighth-grade students at MTsN 1 Pasaman. The comprehensive analysis of various components suggests that while positive attitudes strongly contribute to reading comprehension, specific areas still require targeted intervention and development. These findings provide valuable insights for educators and curriculum developers in designing effective reading instruction programs that balance attitudinal and cognitive aspects of reading development.

CONCLUSION

This research investigates the relationship between students' reading attitudes and reading comprehension among eighth-grade students at MTsN 1 Pasaman. The results reveal there is a significant correlation between students' reading attitude and their reading comprehension. These results highlight a significant, strong, and positive relationship between reading attitude and reading comprehension among the eighth-grade students at MTsN 1 Pasaman, suggesting that interventions to improve reading attitudes might positively impact reading comprehension skills, or that improving comprehension skills might lead to more positive attitudes towards reading.

The research found that various components of reading attitude, including cognitive, affective, conative, and behavioral aspects, likely contribute positively to students' reading comprehension skills. This research finding suggests that as reading attitude improves, reading comprehension tends to increase, and vice versa. The high affective is most likely responsible for the strong conative, as happy sentiments about reading frequently lead to plans to read more. While the behavior component is smaller than the affective and conative components, it nevertheless demonstrates extensive actual reading practice, which likely leads to the good performance in finding details and main ideas. Overall, the strong correlation between reading attitude and comprehension underscores the importance of nurturing positive reading attitudes to enhance comprehension skills. Based on these results, the researcher proposes the following recommendations:

1. For educators: Implement strategies to enhance students' attitudes toward reading, such as incorporating diverse reading materials and interactive activities. Create a positive reading environment in the classroom and offer personalized support to struggling students.
2. For students: Recognize the importance of maintaining a positive attitude towards reading and its impact on comprehension skills.
3. For future research: Investigate factors contributing to positive reading attitudes and potential interventions that could simultaneously improve both reading attitudes and comprehension skills. Explore the impact of digital technologies on reading attitudes and comprehension in modern educational settings.

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