

CORRELATION OF ATTITUDES AND PERCEPTIONS IN INTERMEDIATE READING CLASS STUDENTS, UNIVERSITY OF MUHAMMADIYAH PALEMBANG

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Abstract

The enthusiasm toward reading happens as a result of good reading attitude is known as the attitude of reading. Students' reading attitudes are strongly related to their ability to be achieved by practice. The purpose of this study was to find out the correlations between students' attitude and perception of reading in intermediate reading class. The participants were twenty-three students in the second semester of English study program, University of Muhammadiyah Palembang. The sample was taken by using purposive sampling of the even semester class in the Faculty of Teacher Training and Education. Coefficient correlation was adopted in this study. It is also intended to see if there any significant correlation between reading habits and reading perception of intermediate reading class students. The data was acquired through the use of Elementary Reading Attitude Survey (ERAS) that was established by McKenna and Kear (1990) in order to measure students' reading attitude. An informal interview was also conducted by the researcher to acquire additional information about students' perceptions to reading. The results of this study revealed that there is moderate correlation between students' attitudes and perceptions of reading with the correlation value are 0.48. Thus, students must keep practicing and improving reading comprehension.

Keywords: perception, attitude, comprehension, achievement, intermediate reading

Introduction

According to Harmer (2007) reading is an activity centered on sight and the brain. In addition, Nunan (2020) claimed that reading is a continuous process in which readers examine information offered in a text as well as their past knowledge to deduce the content of the words. Reading is extremely crucial for students in the university. It is a form of communication as well as a means of gaining knowledge (Emilia, 2010). Reading is more challenging than simply removing the words from the paper. A text, words, and phrases are interpreted by the reader. Aside from that, readers derive meaning from the concepts, experiences, and information evoked by those words and phrases, as well as through activities that involve a sophisticated problem-solving process. Reading abilities are required to understand independently and participate successfully in a variety of daily activities. Kylene and Heinemann (2009) also stated that those who are unable to comprehend the reading text will be at a loss in academic and personal situations, particularly in serious situations.

The act of recognizing, understanding, and comprehending written or printed content is known as reading (Ahmad and Yamat, 2021). According to Sonia and Fisher (2016) that students must understand the text to attain the goal of reading, in which the information is general or specific from the text. Acquiring valuable learning in life is known as comprehension. Students will be more effective in implementing and developing what they have learned and comprehended as a result of the understanding process.

According to Ahmad and Yamat (2021) that comprehending, on the other hand, entails trying to understand the substance of written information and combining the methodical processes that lead to comprehension. Reading also creates a connection between the reader and the author. Thus, it includes the frequency of clause, phrase, and word, and it is considered to be a simpler way than understanding in some ways. In having good scaffolding in reading comprehension, according to Reiz and Fogarty (2006) that it is necessary to know the definitions of unknown words and interpret the authors' views. If learners can read textual material, for example, they must select the key information that must be focused on. As a result, academic achievement necessitates students' ability to comprehend, interpret, and process the knowledge gained from reading to effectively develop in their academic fields.

Many aspects of students' educational achievement, consciousness, attitudes, and motivations about reading and learning, job options, social-economic standing, and expectations for the future of reading success would be jeopardized if they had reading challenges (Ülper, 2011). Students' learning will be impeded if they are unable to absorb and remember information (Hulleman, Durik, Schweigert, and Harackiewicz, 2008). In addition, there have been numerous studies on the effectiveness of specific approaches in enhancing students' reading comprehension. Kerr (2009) recommended neglecting skimming, scanning, and inferring tasks in the classroom.

Since the study of examining the students' correlation among reading attitude, reading perception, and reading comprehension achievement, it is expected that this study will contribute to the aspects of teaching and learning better. This study will explain some existed theories and the correlation between levels of reading, the attitude of reading, and techniques of reading.

Literature Review

Intermediate Reading Level

Transitional, Self-Extending and Advanced readers were categorized as types of readers (Fountas and Pinnell, 2001 as cited in Ahmad and Yamat (2021). Even if it began in the intermediate levels, the teacher is responsible for encouraging learners to study a variety of texts to broaden their reading expertise. In the middle grades, children usually gain confidence and begin reading on their own. Some learners, on the other hand, just read the text if they have been told to. It will have a negative impact on their reading habits. Teachers can quickly differentiate students' reading in these conditions (Ahmad & Yamat, 2021). In addition, Parents and schools have taken numerous steps to ascertain the learners, particularly in elementary school, have the opportunity to learn to read and become good readers. They may have met obstacles in the learning process as they grew and developed their skills during primary school. They may also discover some helpful techniques to aid them in their reading

Understanding and responding to a variety of genres, such as poetry, fables, fantasy, and fairy tales, is crucial in reading. Students should also be able to analyze text from a particular perspective to understand the text (Ahmad and Yamat, 2021). Proficient readers will always rely on their current knowledge and create inferences about the text, in which they apply signs or concepts from the book to their daily lives (Harvey and Goudvis, 2007). Self-monitoring understanding is another crucial trait of a successful reader. Every time they have to self-monitor, readers pause for a moment to double-check that they understand the material. They will solve problems and new words independently using tactics such as chunking root words, using letter-sound connections, and using contextual clues. While engrossed in reading, a skilled reader will employ a variety of tactics to understand or expand the meaning of a text.

Rouch and Birr, (1984) mentioned the process of reading comprehension such as; literal meaning, interpretive reading, critical evaluation, and creative reading. Those processes must be completed by the categories of good readers. Literal process means to find out the main idea of the text in reading, interpretive reading means the summaries and interpretation that is created after reading the text, critical evaluation means students can create questions and critics related to the text, where creative reading means students can solve and create the idea about the reading text.

Attitude of Reading

The processes of literacy development and reading to learn are influenced by attitudes, points of view, learning skills, and language. In addition, the type and quality of learning, as well as the individual, are determined by the experiences and materials accessible (Ching, 2012). Through the reading process, children develop cognitive skills such as turning signs and symbols into meanings, as well as an effective component. First, a student's attitude might determine the level of performance he or she achieves in the conclusion by influencing elements like engagement and practice. Second, even if a reader is proficient, a bad attitude can lead to a decision not to read when other alternatives are available (Ahmad & Yamat, 2021).

According to Worth (2002), children's attitudes toward reading determine their level of involvement in reading, which has a direct impact on their accomplishment, as students who participate in reading more frequently get much greater results. In today's society, child literacy development pays little consideration to children's attitudes toward reading. Glinkoff, (1975) investigated whether there was a beneficial relationship among fifth and sixth-grade attitudes and reading attitudes toward certain content areas in a study of 170 children in the fifth or sixth grade. He concluded that a child's attitude toward the contents specific material being read seems to have an impact on the reading comprehension that he reads.

A variety of aspects are thought to influence one's attitude on reading. Instructor, classroom atmosphere, and self-concept, socioeconomic level, and family participation are some of these aspects. All of these aspects can influence a student's attitude on reading in either a beneficial or negative way (Laurice, 2004). Self-concept is "an individual's perception of himself; that is, what he believes he is," asserts self-concept (Alexander and Filler (1976). The way a child interprets the reading process is likely to be influenced by his or her self-concept. Students who have low self-esteem as readers are more likely to have a negative attitude about reading (Laurice, 2004). Teacher and

classroom environment is the teacher's attitude toward reading that has a direct impact on how children view reading. As a consequence, either a positive or negative attitude toward reading will arise among the students in the classroom. Teachers should present a diverse selection of reading materials from several games to create a good attitude about reading. Students must understand that improving their reading skills requires time, effort, and practice, but it will help a lot. Socioeconomic level is the comparison to students from higher socioeconomic levels, Gunn, Simmons, and Kameenui (2004) hypothesized that students from lower economic levels would have a negative attitude about reading. Furthermore, Alexander and Filler (1976) asserted that socioeconomic class had little bearing on reading attitudes. Family participation means that the parents have the ability to encourage their children to be good in reading attitudes at home for variety of ways. For example, parents can read with and to their children, analyze the material they are reading, as well as provide positive reading encouragement to their children (Laurice, 2004).

Method

Research Design

This section discusses the research design used in this study, as well as the implications, and justifications for the population, sample, procedures, instruments, data collection methods, and data analysis used in the study. The purpose of this study was to see if there was significant correlation between students' attitudes and perceptions of intermediate reading class in English study program, faculty of teacher training and education, University of Muhammadiyah Palembang.

Participants

This study included 23 participants. All of the participants were English education study program students at Muhammadiyah University Palembang. They were intermediate reading students in the second semester. The students were between the ages of 18 and 21, and there were 21 females and 2 males among them. The student's native language is Bahasa Indonesia, and English is the target language for learning a foreign language.

Data Collection

Since this was a qualitative study, it required a large amount of data from the participants' attitudes and perceptions (Nassaji, 2015). The students' responses to the correlation between reading attitude questionnaire, and reading perception by interviewing the students are as the study's data sources. The information was gathered through the use of questionnaire and an interview. The Elementary Reading Attitude Survey (ERAS) designed by Mckenna, Kear, and Ellsworth (1995) where it is used to measure the subjects' reading attitudes. Reading comprehension achievement of the students was determined by acquiring the students' academic score of reading class, which was completed by each participant in this study. The interview was delivered to make sure the students' perception of reading in the intermediate reading class.

The students were instructed that the questionnaire consisted of a series of questions about their attitudes in reading. The researcher explained to the students that they must give responds from the questions based on their personal feeling. Each

mission was repeated to the students twice to prevent misunderstandings from the questionnaire. The researcher continued to the next question when students have completed the questionnaire. After answering all twenty questions from the questionnaire, the researcher continued to the informal interview session while comparing to the students' first semester final reading score.

Data Analysis

The data in this study was evaluated to determine the correlation between students' reading attitude and reading perception. Researcher evaluated the qualitative data of this study in form of questionnaire and interview. Pattern coding was the next stage. The data were categorized in this step based on particular keywords of the students' answers. The narrative description was the described descriptively. It was the final stage of the data analysis. Then researcher analyzed the information gathered at this point.

Discussion

Reading Attitude Analysis

The version of ERAS (Mckenna, Kear, and Ellsworth, 1995) twelve questionnaires were used to measure the students reading attitude. The scale has four options: "very upset Garfield," which means very poor, "mildly upset Garfield," which means bad, "slightly smiling Garfield," which means good, and "happiest Garfield," which means very pleasant. These responses were graded on a scale of 1 to 4, with 1 being the worst, 2 the worst, 3 the best, and 4 the best. Here is Table 1.1 that describes students' reading attitude.

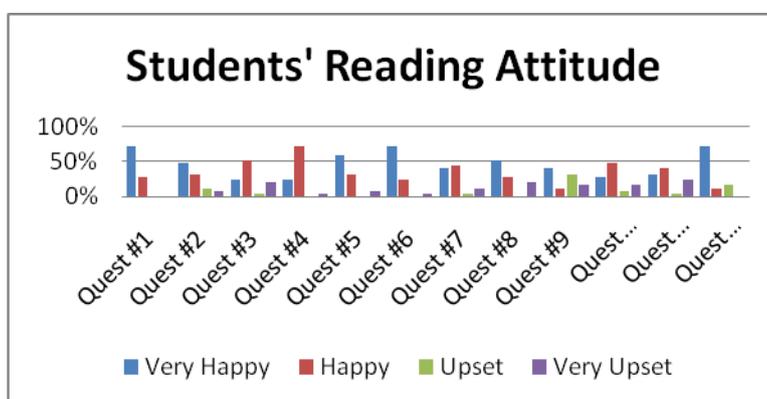


Figure 1. Students' Reading Attitude

Most students showed that they are excited in reading. The numbers of percentage is 72% students responded that reading is interesting. The questionnaires respond inferred that students are often to go to the library or any reading facility. Besides, students also have self motivation to read comprehensively. The questionnaires result also showed the category of students who love to read where students have great eagerness in completing the reading task correctly. Students' opinion that they want their teachers realizes they are well prepared to learn reading in the classroom. Fewer than 40% students responded the reading attitude questionnaire in the category of very

upset. It can be seen from the type of questionnaire that they responded upset to read when the category question stated that they are perfect students in reading lessons. It means most students haven't so confident yet to be said as the best students in comprehending the reading task.

Perception of Reading

Figure 2 describe students' perception of reading. The interview questions asked about whether students like or dislike toward reading by explaining some complete reason about the perceptions of reading. Here is the Figure 1.2 describes students' reading perception.

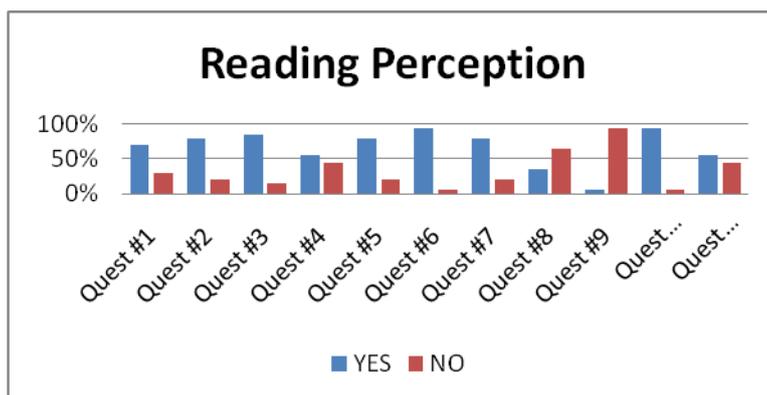


Figure 2. Reading Perception

Eleven students were identified to be interviewed and were given eleven questions to respond in order to learn about their perception of reading. Question 9 has the highest proportion of 'No' responses, as shown in the table. 'Do you feel okay if you cannot comprehend what you read?' suggests that most students are uncomfortable if they can't accurately answer questions regarding the reading text. While the highest score for 'Yes' responses was from question number 6 with the percentage was 95% on the question 'If a teachers ask you to read, do you read the entire task?'. Besides, the responds was from question number 10 with the percentage was 95% also on the question 'Do you know why reading is important?' This indicates that students have high motivation, and enjoy to the learning of intermediate reading class. Besides, they are also aware of the importance to learn reading since in the earliest semester class.

The correlation analysis between students' reading attitude and reading perception

Table 1 describes the correlation between students' reading attitude and reading perception. Here is the formula, scores, and descriptions about attitude and perception of reading that indicated middle correlation of each.

Table 1. Correlation Coefficient Calculations

Students	Scores of Reading Attitude	Scores of Reading Perception	(x- x_average)	(y- y_average)	(x- x_rata)^2	(y- y_rata)^2	(x- x_rata) x (y- y_rata)
1	63	7	9.2	-0.35	84.64	0.1225	-3.22
2	53	7	-0.8	-0.35	0.64	0.1225	0.28
3	52	7	-1.8	-0.35	3.24	0.1225	0.63
4	59	7	5.2	-0.35	27.04	0.1225	-1.82
5	48	7	-5.8	-0.35	33.64	0.1225	2.03
6	64	7	10.2	-0.35	104.04	0.1225	-3.57
7	46	6	-7.8	-1.35	60.84	1.8225	10.53
8	52	8	-1.8	0.65	3.24	0.4225	-1.17
9	48	6	-5.8	-1.35	33.64	1.8225	7.83
10	57	8	3.2	0.65	10.24	0.4225	2.08
11	53	7	-0.8	-0.35	0.64	0.1225	0.28
12	57	9	3.2	1.65	10.24	2.7225	5.28
13	48	6	-5.8	-1.35	33.64	1.8225	7.83
14	54	11	0.2	3.65	0.04	13.3225	0.73
15	57	8	3.2	0.65	10.24	0.4225	2.08
16	51	8	-2.8	0.65	7.84	0.4225	-1.82
17	49	7	-4.8	-0.35	23.04	0.1225	1.68
18	38	5	-15.8	-2.35	249.64	5.5225	37.13
19	64	8	10.2	0.65	104.04	0.4225	6.63
20	63	8	9.2	0.65	84.64	0.4225	5.98
SUM	1076	147			885.2	30.55	79.4
AVG	53.8	7.35					

$$r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2} \sqrt{\sum (y - \bar{y})^2}}$$

$$r = 0.48$$

The writer found r-obtained of reading attitude and reading perception was 0.48, and it was categorized in the medium correlation between those variables. Thus, there was correlation between students' reading attitude and reading perception to the reading course grades for second semester students of English education study program of teacher training and education, University of Muhammadiyah Palembang. Those with positive reading attitudes did not always have positive reading skills scores, but students with positive reading skills scores had positive reading attitudes and reading perception. According to Oxford (1990), one of the most important factors influencing the success or failure of learning languages is students' attitudes toward the learning process which create good perception in terms of reading. In addition, the study's findings on attitude, perception and achievement of reading revealed that having a favorable attitude toward reading did not guarantee that students would attain high levels good achievement or perception of English reading comprehension, because there

are some types of reading that must be mastered by the readers. Category of good reader must comprehend the form of literal, interpretive, and applied comprehension (Berry (2005) and Herber (1978).

According to Matthewson's (2004) reading attitude influences perception that also can improve behaviors such as reading intention. Reading attitude is an internal factor that aids in the development of students' reading skills. Students might improve their reading skills because their feelings or emotions about reading and motivate them to read well. During the interview process there were few students also mentioned their weaknesses or difficulties in comprehending the reading text. There were also a few students who had the view that understanding reading was very difficult. According to Yamashita (2004), reading attitude is defined as a set of thoughts accompanied by thoughts and emotions that can be used to carry out reading tasks.

Most students are in the environmental category that has good perception of reading; it will continuously make the students' reading comprehension skill become better. This correlation also can be caused by students reading courses that are demanding from elementary reading to intermediate reading. To ascertain whether there is a true correlation between reading attitudes and reading perceptions, the next researchers can determine a varied sample. The sample category may consist of students who have good reading comprehension achievement from some others various classes, semester, and institution. Researchers can choose three of the best students with different category.

Conclusion

The relationship between reading attitude and reading perception always has relationship each other. Students who are categorized as having good reading attitude are likely to have good views or perception in reading comprehension activities. However, reading attitude and reading perception do not necessarily guarantee that the student will have the ability to comprehend the reading text well. There are several factors that also play an important role in improving students' reading comprehension. These factors could be reading strategies, reading motivation, reading habits, and others. As a result, teacher must be able to understand and support some possible factors apart from variations in students' attitudes and perceptions in reading.

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