

## THE RELATIONSHIP BETWEEN READING ATTITUDE AND READING COMPREHENSION OF VOCATIONAL STUDENTS

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### Abstract

*The purpose of this research is to find out whether there is a significant correlation between students' reading attitude and students' reading comprehension of eleventh grade students of SMKS Hidayatullah Batam in the academic years 2020/2021. Students who have low reading attitude have low reading comprehension. The data of the research were taken from a reading attitude scale to obtain data about students' reading attitude and the TOEIC reading test to obtain data about students' reading comprehension. The population were 50 students of eleventh grade students of SMKS Hidayatullah Batam in the academic years 2020/2021. The sample were taken from 24 samples of research data selected by using cluster random sampling. Before testing the hypothesis, the researcher conducted a normality test by using Shapiro-Wilk test. The data of students' reading attitude has a significance value of 0.080 and a significance value of students' reading comprehension was 0.112 is bigger than 0.05. After the normality test was carried out, the researcher conducted the hypothesis testing by using Pearson Product Moment. The research data showed that the  $r_{count}$  (-0.160) is lower than  $r_{table}$  (0.404). based on the result of the research data, it can be concluded that there was no significance correlation between students' reading attitude and students' reading comprehension of eleventh grade students of SMKS Hidayatullah Batam in the academic years 2020/2021.*

**Keywords:** Correlation, Reading Attitude and Reading Comprehension.

### INTRODUCTION

English is one of the most widely spoken international languages in all countries. Therefore, English is very important to be used in almost all fields, especially in the field of education. In fact, we can learn English through online and print mass media. By studying English we can find out various kinds of information that come from outside our own country. In addition, the importance of English in field of education by having adequate English language skills, it will be easier for us to be able to increase knowledge and insight that we have never had.

Likewise, English has four basic skills that students must understand. They are reading, writing, listening, and speaking. In the four basic skills of English, reading is one of the basic skills that must be improved by students. Therefore, when students read more often, the more vocabulary the students will know. So that through reading skills students can increase knowledge through their reading activities. According to Migdadi and Baniabdelrhaman

(2016) in Soliba, et all (2020, p.2), studying English has an essential part in English skills, one of them is reading.

Reading is an activity carried out to increase the reader's information and knowledge from the books or written text so that the readers get messages from the reading source that they are reading. As explained by Anderson et al., (1985) in Gilakjani & Sabouri (2016, p.230), reading as an activity carried out to get meaning from a written text. According to Pourhosein Gilakjani and Ahmadi (2011) in Gilakjani & Sabouri (2016, p.230) the major purpose of reading is to get the right message from the text that the author expect for the readers to understand.

Reading comprehension is an activity to build understanding of the meaning of a text, which is then translated by students through their own language. According to Woolly (2011) in Kocaarslan (2016, p.676), reading comprehension is a method used to extract meaning from reading passages. In addition, in understanding a reading text, students need to understand several aspects of reading assessment. This aspect of reading assessment can help students understand the reading text. According to Brown (2004, p.206), aspects of reading comprehension consist of main idea (topic), expressions/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), and vocabulary in context.

Likewise, reading has been divided into two kinds of reading. They are extensive reading and intensive reading. Hedge (2003) in Gilakjani & Sabouri (2016, p.230) points out that extensive reading is a reading technique to find a particular piece of information and reading technique to find main points of a reading to do. According to Hedge (2003) in Gilakjani and Sabouri (2016, p.231), based totally on pupil encouragement and college assets there are variations in significant reading. Therefore, that the teacher can encourage their students in reading activities so that the teacher can find out which learning material is suitable to be given to their students. Besides that, by reading extensive, students will get complete information, so that students can gain broad insights. Again, students can solve problems theoretically in their reading activities. In contrast, according to Yang, Dai, and Gao (2012) in Gilakjani and Sabouri (2016, p.231), to improve reading comprehension, students can apply intensive reading. Learning vocabulary in a reading text and comprehending how a reading text is shaped is also one of the essential of intensive reading (Waring, 1997) in Gilakjani &

Sabouri (2016, p.231). Similarly, in intensive reading, students can understand the meaning of the reading text by memorizing vocabulary while reading slowly.

However, there are several things that make students experience challenges in understanding the reading text. The challenges in understanding the reading text happens because students are less motivated to do reading activities, student's vocabulary is limited, family factors are less supportive of their children's reading activities, students have difficulty understanding the contents of the reading text, students find it difficult to determine the type of text and structure of the reading text. According to Kocaarslan (2013) in Ergen and Batmaz (2017, p.558), there are several things that cause students experience difficulties in understanding the reading text, include students do not know the number of words contained in the reading text, students do not have a lot of vocabulary, students do not focus on the significance referred to in the reading text, students are less encouraged to read the reading text, and the influence of environmental factors because the family does not provide support her children. However, student's difficulties in understanding the reading text can be overcome if student's environmental factors can attract attention by persuading students to train students to read the reading texts. So that students can be motivated to read. According to (Davis, 1968 cited in Anderson, 2000, p.9-10) in Memis (2019, p.651), so that students can understand the reading text effectively, students must be able to keep in mind various significance of words that have been learned, students can determine the meaning of the meaning words that are in accordance with the intended reading passages, students can answer questions using their own words, students can find out the goals and messages that are intended in the reading passages, students can discover the main idea, students can distinguish types of text structures.

There are several factors that affect reading comprehension. The effect is student's comprehending in reading can affect the content of information presented in the reading text, such as the student's ability to understand detail information in reading text and knowledge in understanding the vocabulary of reading text. Furthermore, one of the most important factors that has a big influence on reading is the reading attitude (Chotitham & Wongwanich, 2014) in Soliba, et all (2020, p.4). As noted by Harvey, Stephanie, & Goudvis (2000, p.102) in Widyasari (2016, p.289), reading comprehension has several common factors that affect it. Some of these factors include student's reading attitude in reading the reading text, the proper

time to read, the vocabulary and knowledge of the readers, smoothness, kinds of texts or genres, written reaction and possibilities to speak, positive understanding strategies, and comprehending and applying the strategies used through reading successful.

Equally important, the definition of reading attitude is an action taken by a reader when responding to a reading material. In addition, reading attitude is a reaction or response shown by a reader when responding to a reading material which indicates a reader will be interested in reading or will avoid the reading material. As noted by Turkyilmaz (2015) in Soliba, et all (2020, p.2), reading attitude is a case of readiness that can be shown by readers when reading a reading text and when the reader is gaining knowledge. Again, Smith (1990, p.215) in Kocaarslan (2016, p.677) emphasized that reading attitude is an effect and response related to a state of thought that will allow students to read or not read. In the same way, the interaction between the reading text and the reader is a schematic process of reading and the actualization of reading. The result of this interaction is expected that the reader will get the same meaning as the meaning intended by the writer of the reading text.

Likewise, reading attitude has several characteristics. Among them are the positive attitude and negative attitude in reading. According to McKenna, Kear & Ellsworth (1995) in Kocaarslan (2016, p.677), when student's reading accomplishment is elevated, it will have an effect on student's reading attitude. Moreover, reading is considered as a way to interact directly with the reading passages, this is expressed as a positive attitude of students in reading (Beers, 2003) in Agustiani (2017, p.78). With a positive attitude to reading, it means that students are interested in continuing to read it because it is considered that reading is a fun activity. In addition, students become fond of reading so that students can understand the meaning of the reading text in question. On the other hand, the readers who have a less supportive attitude when reading are called negative reading attitudes (Beers 2003) in Agustiani (2017, p.78). In contrast to students who like to read, students who have negative attitudes towards reading tend to choose to avoid reading activities. Students who have a negative attitude in reading do not concentrate on their reading activities because these students do not like reading. Even students will think that reading is a boring activity.

Meanwhile, the reading attitude has several components. According to Mathewson (1994) in Salameh (2017, p.8), there are three components of attitude, namely affective, cognitive, and behavior. First, the affective component refers to feelings or response.

Similarly, reader's responses can be seen when the reader is doing reading activities. Students will continue reading it or even avoid it. Second, the cognitive component, which refers to confidence, minds, or rational arguments. It means the reader's attitude is determined by his perceptions and understanding of the situation related to his learning goals. According to Yamashita (2004) in Salameh (2017, p.8), the original action expressed by someone towards something when readers have certain minds or confidence is contained in the behavior component. If someone believes in his minds about the material, it will be conveyed through their action (Visser, Krosnick, Simmons, 2003) in Salameh (2017, p.8).

Next, reading attitude and reading comprehension are closely related. Many students are unsuccessful in understanding their reading. Based on the researcher's experience, many students have difficulty understanding the reading text. This is caused by several factors, such as the attitude of students who tend to avoid reading activities or the attitude of students who are not interested in reading activities, their vocabulary mastery, and their motivation to read. Therefore, student's reading attitude and reading comprehension are very important for students to improve their reading comprehension. So it is predicted that student's reading attitude can affect student's reading comprehension. The researcher wants to prove that there is a significant relationship between student's reading attitude and student's reading comprehension, especially reading in English texts.

### **Reading Comprehension**

According to Woolly (2011, p.15) in Kocaarslan (2016, p.676), reading comprehension is a method used to extract meaning from reading passages. Therefore, the purpose is to get an overall comprehending of what is explained in the reading passage, rather than to get meaning from separate words or phrases. In other words, reading comprehension is a method used by students which aims to get the meaning of the reading about information from reading texts.

According to Pardo (2004) in Ergen and Batmaz (2017, p.545), reading comprehension as the "arrangement of the meaning process" by integrating previous knowledge and experiences with the content of the text during the interaction among the learner and the reading passage. So, Reading comprehension is a series or sentence structure arranged which is obtained from previous student experiences, so that the information produces a reading meaning that can be understood by students.

As stated by the U.S. National Reading Panel mentioned in Armbuster et al, (2001) in Agustiani (2017, p.77), reading comprehension as a complete process of drawing meaning from texts that needs skill and ability to comprehend how phonemes or speech sounds are related to texts, ability to decipher foreign words, learn to comprehend fluently, and adequate context information and vocabulary to support reading comprehension, developing effective active strategies to create meaning from the text, developing and sustaining a read guidance and support to read.

Snow (2002, p.11) in Memis (2019, p.650) suggests that the activities carried out to interpret the reading text through relationships that involve the author's language as a support as outlined in writing are called reading comprehension. Likewise, reading comprehension is activity of describing the language of a book in which there are ideas so that readers can unify the author's opinion and the opinion that the reader understands.

As noted by Kavcar and Oguzkan (1987, p.43) in Memis (2019, p.650), reading comprehension is an activity to interpret and understand written text or reading text information by capturing information, expression, and thoughts based on students' knowledge with confidence.

From the description above it can be concluded that reading comprehension is reading activities which include actions to get an overall understanding of what is described in the reading section or main ideas of the reading text, composing or compiling sentences that are structured or grammatical features, describing words foreign based on context and adequate vocabulary to support reading comprehension, describe the author's ideas and capture information both in detail and unstated details, expressions or idiom, and thoughts so that the information produces a reading meaning that can be comprehend by students.

According to Brown (2004, p.206), there are eight aspects used to assess a student's reading comprehension, they are: Main idea (Topic), according to Boudah (2013, p.150) the main idea is the most essential point which tells about the reading topic presented by the author, and the entire point or key point statement. In other words, the main idea is a statement that contains the author's intentions about a reading topic that is presented in a reading text. Idioms are one of the language styles used in reading text, a group of words in an expression that includes languages that cannot be interpreted literally. Consequently, the meaning of the sentence can be interpreted by guessing from the content of the reading

material. Inference (implied detail), students are expected to be able to understand the reading text to find conclusions from the statements in the reading passage which must be looked for first because the main point is not included in the reading text. Grammatical features, according to Givon (1995) in Zhang (2012, p.560), learning grammar is essential to understanding the reading text, by reason of grammar is significant to make relationships between words, and word compounding to create propositional meaning that give the structure and compounding of text models (Fender et al., 2001) in Zhang (2012, p.560). Based on the statement above, grammar can be defined as a structure or sequence of words in each sentence, so that the sentence has an orderly meaning. Grammar can be found in the reading text, so that students can understand the text and the language characteristics that correspond to the text. Detail (scanning for a specifically stated detail), as noted by Boudah (2013, p.150) details is sentence that specifically describes or clearly shows the main idea of the topic of the reading text. Usually, the type of question on detail information is used to assess students' opportunity to comprehend the content specifically written in the text. Students can use scanning techniques to answer questions about detailed information. Excluding facts not written (unstated details), the types of questions about unstated details are used to assess students' ability to comprehend the reading content that is not specifically stated in the reading text, so that students must better understand the meaning of the reading text. Supporting ideas is a supporting sentence in a supporting paragraph or a sentence that explains the main idea in the information content of the reading. Vocabulary in context, according to Grabe (1991) in Memis (2019, p.651) good readers often have a broad vocabulary and use a range of reading techniques while reading. Students may improve students vocabulary skills by incorporating vocabulary as students read reading material by searching for new words in the dictionary.

### **Reading Attitude**

As stated by Turkyilmaz (2015) in Soliba, et al (2020, p.2), reading attitude is a case of readiness that can be shown by readers when reading passages and reactions or actions taken by readers when readers gain knowledge. In other words, reading attitude is a method shown by learners while in the reading process to obtain reading material information.

According to Braden (2012) in Soliba et all (2020, p.2), reading attitude is a reaction made by a reader when responding to an object and reading idea that is being carried out. As noted by Alexander and Filler (1997, p.934) in Kocaarslan (2016, p.677), reading attitude is an effect regarding reading that induces readers to come near to reading or even avoid reading condition. Again, Smith (1990, p.215) in Kocaarslan (2016, p.677) emphasized that reading attitude is an effect and response related to a state of thought that will allow students to read or not read.

Based on the description above, can be said that reading attitude is a reaction or response shown by a reader when responding to a reading material which indicates a reader will be interested in reading or will avoid the reading material.

Mathewson (1994) in Salameh (2017, p.8) stated that there are three components of attitude, namely affective, cognitive, and behavior, they are: Affective, according to Mathewson (1994) in Salameh (2017, p.8) the affective values defined to sense or emotion. The emotion can be either profitable or unprofitable. Cognitive, according to Mathewson (1994) in Salameh (2017, p.8) cognitive, means s to faith, thinking, or rational reasons. In the same way, cognitive is a group of perceptions about things like a specific individual, a concept, rational reasons, and a condition. For this reasons, when human beings have some perception, belief, or reasoning about a matter, that kind of thought will influence the readers, perception, either negatively or positively. Behavior, the behavior aspect refers to a true response or actions that the readers have revealed into anything when the readers have specific thoughts or beliefs (Yamashita, 2004) in Salameh (2017, p.8). Visser, Krosnick, Simmons (2003) in Salameh (2017, p.8) stated that if everyone are beliefs about their opinions and emotions about certain issues, people will be described through their behavior.

## **RESEARCH METHODOLOGY**

The researcher used quantitative method to conduct the research. As noted by Sugiyono (2012, p.14) quantitative research methods are research based on the philosophy of positivism, used to examine specific populations or samples, sampling techniques are generally randomized, data collection uses research instruments, data analysis is quantitative



or statistics with the aim of testing the hypothesis that has been set. Based on the description above, quantitative research is a way to find information using data in the form of numbers as a tool to test information about something wants to know by the researcher.

This research used a correlation research design. According to Mundir (2013, p.109) correlation is the relationship between two variables (bivariate correlation) and the relationship between more than two variables (multivariate correlation). In other words, correlation is the existence of two or more variables and each of these variables is interrelated. So that the researcher correlate the two variables of this study; reading attitude as variable X and reading comprehension as variable Y of eleventh grade students of SMKS Hidayatullah Batam in the academic years 2020/2021.

The researcher conducted the research at SMKS Hidayatullah Batam of the eleventh grade students in the academic years 2020/2021. Located on Jl. Brigjend Katamso, RT 03 RW 03, Tanjung Uncang, Kec. Batu Aji, Batam City, Riau Islands, 29422. In this research, the researcher shared the instrument reading test questions and attitude scales to obtain research data. The research was conducted in March 2021.

According to Sugiyono (2012, p.60) research variables are anything that is determined by the researcher to study so that information about it is obtained, then conclusions are drawn. Therefore, the research variable is an object that is used by researchers to obtain research information and finally conclusions can be obtained from the research.

As stated by Sugiyono (2012, p.61) there are two kinds of variables, as follows:

#### 1. Independent variable

According to Sugiyono (2012, p.61) the independent variable is the variable that encourages or becomes the reason for modifications in the established variable. In this research, the reading attitude is an independent variable.

#### 2. Dependent Variable

According to Sugiyono (2012, p.61) dependent variable is a variable that is a result or is influenced through the independent variable. In this research, reading comprehension is the dependent variable.

According to Sugiyono (2012, p.117) population is a generalization area consisting of: objects or subjects that have certain qualities and characteristics that are determined by researcher to be studied and then draw conclusions. Moreover, population is not only people, but also objects and other natural objects. Population is also not just the number that is in the object or subject being studied, but includes all the features or properties possessed by that subject or object (Sugiyono, 2012, p.117).

Based on the description above, it can be concluded that the population is a collection of people or other natural objects that occupy an area or region that has certain characteristics to study and can draw the conclusions. Furthermore, the population in this study is students of eleventh grade students of SMKS Hidayatullah Batam in the academic years 2020/2021 which consisted of 2 classes and total population is 50 students.

According to Sugiyono (2012, p.118) the sample is part of the number and characteristics of the population. If the population is large, and it is impossible for the researcher to study everything in the population, for example, because of limited funds, energy and time, the researcher can use a sample taken from that population.

As a result of the explanation above, that the sample is the smallest part of a population that can be used for the research process if there is a limitation in the researcher's ability to conduct a study. In this research, the researcher used sample consisted of 24 participants at SMKS Hidayatullah Batam.

In this research, to obtain the required information, the researcher used a questionnaire. This questionnaire contained 31 statements. The statements to be used in this questionnaire were taken and developed based on the characteristics of students who have reading attitude carried out by Al-Shawesh and Hussin (2015, p.107).

After that, the statement distributed to the students who will be researched. Furthermore, the questionnaire were filled out by each student. Overall, the questionnaire contained answers to strongly agree, agree, disagree, and strongly disagree.

Next, all the questionnaires will be filled out by students and collected. The results of the answers to the questionnaire will be used as information by the researcher in this research.

In this research, as an instrument to measure students' understanding of the reading test, the researcher used a reading comprehension test. In this reading comprehension test instrument, there are 40 questions that must be answered by students according to their ability

to understand the contents of the reading text. Furthermore, the results of students' answers from this test used as data for the student reading comprehension variables. There are eight aspects used to assess a student's reading comprehension (Brown, 2004, p.206), they are: main idea (topic), expressions/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting ideas, and vocabulary in context.

The instrument for collecting data in quantitative research must be suitable with the validity and reliability of the instrument. According to Sugiyono (2012, p.173) valid instrument means that the measuring instrument used to obtain the data (measuring) is valid. Valid means that the instrument can be used to measure what should to be measured. In conclusion, the validity test is a test used to get valid data. According to Sugiyono (2012, p.183), the external validity of the instrument is tested by comparing (to look for similarities) between the existing criteria on the instrument and the empirical facts that occur in the field. In other words, that external validity is the validity that is used to determine the relationship between the items contained in the instrument and the reality that occurs in the field.

Based on the explanation of the types of validity tests above, in this research the researcher used an external validity test. Because in this research, the researcher wants to know the relationship between the questions made with the facts felt by students.

The researcher used the Product Moment Correlation formula to calculate the validity of the data in the research. According to Sugiyono (2012, p.173) a reliable instrument is an instrument that when used several times to measure the same object will produce the same data. Similarly, reliability test is a test used to test the determination of data that will be used in a research process.

In this research, to analyze the reliability of the data, the researcher used the KR 20 (Kuder Richardson) formula. The researcher used point biserial correlation to get the questionnaire calculated. According to Mundir (2013, p.132) the point biserial correlation is used to analyze the relationship between one variable with data intervals/ratio and one variable with dichotomous nominal data (halved), such as gender (male and female), education (general and vocational), civil servants (public and private), etc.

To measure the reliability of the instrument, the researcher used Alpha Cronbach technique. According to Siregar (2013, p.57) Alpha Cronbach technique is technique can be

used to determine whether a research instrument is reliable or not, if the answers given by respondents are in the form of scales such as 1-3, and 1-5. As well as 1-7 or respondent's answers that interpret the attitude assessment. The criteria for a research instrument are said to be reliable using this technique, if the reliability coefficient ( $r_{11}$ )  $> 0,6$ .

In this research, the researcher used data normality testing used Shapiro-Wilk test. As stated by Shapiro and Wilk (1965) in Razali and Wah (2011, p.25) the Shapiro-Wilk test is a test used for the study sample size which is less than 50.

To determine the relationship between student's reading attitude and student's reading comprehension, the researcher used the Pearson Product Moment correlation formulation to check the significant correlation between the two variables.

The formula used as follow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

$r_{xy}$  = Validity coefficient

N = Number of subjects

X = Comparison value

Y = The value of the instrument to be validated

(Mundir, 2013, p.114)

## RESEARCH FINDINGS

To get data about students' reading attitude scores, the researcher used the instrument reading attitude questionnaire. The statements of the questionnaire in this research was developed based on the characteristics of students who have reading attitude carried out by Al-Shawesh and Hussin (2015, p.107). The score of students' Reading Attitude questionnaire can be seen in the following table:

**Table 1**

### Score of Students' Reading Attitude Questionnaire

Interval	Frequency
26-27	5
24-25	2
22-23	9
20-21	5
18-19	3
	24

The result showed from 24 samples, it can be concluded that the mean score of the students' Reading Attitude was 22,58.

To get data about students' reading comprehension scores, the researcher used the instrument reading comprehension test. The questions of the test in this research was taken from TOEIC reading test. The score of students' ReadingComprehension test can be seen in the following table:

**Table 2**  
**Score of Students' Reading Comprehension Test**

Interval	Frequency
70-79	3
60-69	9
50-59	8
40-49	2
30-39	1
20-29	1
	24

The result showed from 24 samples, it can be concluded that the mean score of the students' Reading Comprehension test was 58.

After testing the validity of the instrument of Reading Attitude questionnaire on 21 students from 31 instrument items, there were 8 valid items, there are item number: 2, 6, 7, 12, 14, 15, 22 and 25. Based on the validity of reading attitude above, it is only 8 valid items

were used in this research. After testing the validity of the instrument of Reading Comprehension Test on 21 students from 40 instrument items, there were 19 valid items, there are item number: 1, 6, 7, 10, 13, 15, 17, 19, 21, 26, 28, 29, 30, 31, 32, 33, 34, 35 and 39. Based on the validity of reading comprehension above, it is only 19 valid items were used in this research. The result of reliability test of Reading Attitude questionnaire can be seen in the following table:

**Table 3**  
**Result of Reliability Test of Reading Attitude Questionnaire**

N	s.d	$r_{count}$	$r_{table}$
21	5%	0,878	0,433

The result showed from 21 samples for reliability test of Reading Attitude questionnaire, the researcher used the level of significance of 5 %, the total item scores  $r_{count}$  was 0,878 while the  $r_{table}$  was 0,433. Based on the data above,  $r_{count} 0,878 > r_{table} 0,433$  it means the reliability test of the Reading Attitude questionnaire was reliable. The results of reliability test of the Reading Comprehension test can be seen in the following table:

**Table 4**  
**Results of Reliability Test of the Reading Comprehension Test**

N	s.d	$r_{count}$	$r_{table}$
21	5%	0,684	0,433

The result showed from 21 samples for reliability test of Reading Comprehension test, the researcher use the level of significance of 5 %, the total item scores of  $r_{count}$  was 0,684 while the  $r_{table}$  was 0,433. Based on the data above,  $r_{count} 0,684 > r_{table} 0,433$  it means the reliability test of the Reading Comprehension test was reliable.

**Table 5**  
**Normality Test Claculation**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Reading Attitude	,142	24	,200*	,926	24	,080
Reading Comprehension	,151	24	,168	,933	24	,112

The result showed from 24 samples for normality test of Reading Attitude has a significance value of 0,080 and 0,112 for Reading Comprehension which is bigger than 0,05 with the degree of freedom 24. Therefore, it can be concluded that the data of Reading Comprehension and Reading Attitude were in normal distribution. Then, that data was analyzed by using pearson product moment correlation to see the significance of the correlation between those variables.

To know whether there is a significant correlation between students' Reading Attitude and students' Reading Comprehension or not, the researcher used product moment correlation formula. conducted a pearson product moment test as the data were in normal distribution. The calculation of the correlation test could be seen in appendix 12. The calculation can be seen below:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{24 \cdot 31616 - (542)(1404,734)}{\sqrt{(24 \cdot 12384 - (542)^2)(24 \cdot 85335,60333 - (1404,734)^2)}}$$

$$r_{xy} = \frac{-2564,38}{16066,4}$$

$$r_{xy} = -0,160$$

After finding  $r_{\text{count}}$ , then it was compared with  $r_{\text{table}}$  (significance level 0.05; n 24). Therefore, it can be concluded that there is no significant correlation between students' Reading Attitude and students' Reading Comprehension because  $r_{\text{count}}$  is smaller than  $r_{\text{table}}$  ( $-0,160 < 0.404$ ). It means that null hypothesis is accepted and alternative hypothesis is rejected.

## DISCUSSION

This research purposed to find out the correlation between students' Reading Attitude and students' Reading Comprehension of eleventh grade students of SMKS Hidayatullah Batam in academic years 2020/2021. Reading is an activity carried out to increase the readers' information and knowledge from the books or written text so that the readers get messages from the reading source that they are reading.

In this research, the data were collected by using two instruments, Reading Attitude questionnaire and Reading Comprehension test. The researcher conducted the research of the number of participants used in this study as a sample was 24 students. Based on the results of hypothesis testing, the result of calculating correlation between students' Reading Attitude and students' Reading Comprehension was ( $r_{\text{count}} = -0,160$ ). The correlation degree was categorized into low level of correlation because it was lower than  $r_{\text{table}}$  (0,404). It means that null hypothesis is accepted and alternative hypothesis is rejected. Based on the result, it was found that there is no significant correlation between students' Reading Attitude and students' Reading Comprehension of eleventh grade students of SMKS Hidayatullah Batam in the academic years 2020/2021.

One of the characteristics of students who have positive Reading Attitude is they always carry a bilingual dictionary with them when the students read English materials. Therefore, every time students read, they always look for the meaning from the dictionary, so that they do not develop an understanding of the text. Beside that, because students always look for the meaning of word lexically, they were not used to see the contents of the reading text contextually to guess the word meaning, so the students are struggling in finding word meaning in a reading test, in which they are not allowed to use the dictionary.

The students with high Reading Attitude did not do the Reading Comprehension test very well, as they tend to stop reading, then reads again, and reads it again. This is a disadvantage for them because the reading comprehension test has time restriction so that students waste a lot of time reading in their reading comprehension, although sometimes it is good for memorization so that students are good at remembering it.

Next, when guessing the meaning of the context, students do not need to repeat the reading, so that they can quickly find the main idea, but because the students reread the text,



the students take a long time to understand the contents of the reading text, so that students spend a lot of time.

Even though students have a lot of reading material in English, because students are not yet at a high level, sometimes if students have too much reading material in English, it becomes useless, because most of them do not know the meaning. The students should learn from a little reading material so that they can choose.

This case happened because if students have low of Reading Attitude in themselves then the students will do the test alone and will not ask other students who have good ability in reading comprehension. Based on the description above, the result of this research that there is no significant correlation between students' Reading Attitude and students' Reading Comprehension of eleventh grade students of SMKS Hidayatullah Batam in the academic years 2020/2021.

## CONCLUSION

Based on the analysis above, the result of this research that there is no significant correlation between students' Reading Attitude and students' Reading Comprehension of eleventh grade students of SMKS Hidayatullah Batam in the academic years 2020/2021.

In this research, the researcher found the coefficient correlation between variable X (Reading Attitude) and variable Y (Reading Comprehension), ( $r_{count}$ ) is smaller than  $r_{table}$  ( $-0,160 < 0,404$ ). It means that the null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. In conclusion, that there is no significant correlation between students' Reading Attitude and students' Reading Comprehension of eleventh grade students of SMKS Hidayatullah Batam in the academic years 2020/2021.

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