

**THE CORRELATION BETWEEN READING ATTITUDE AND READING
COMPREHENSION OF THE NINTH GRADE STUDENTS OF PUBLIC
JUNIOR HIGH SCHOOLS WITH “A” ACCREDITATION IN
PALEMBANG**

A Thesis by

Muhammad Rio Subadrino

Student Number: 06011281520092

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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Approved by,

Advisor 1,

Advisor 2,



**Prof. Sofendi, M.A., Ph.D.
NIP. 196009071987031002**



**Machdalena Vianty, M.Ed., M.Pd., Ed.D.
NIP. 197411242000122001**

Certified by,

**Head of Language and Arts
Department**



**Dr. Didi Suhendi, S.Pd., M.Hum
NIP 196910221994031001**

**Coordinator of English Education
Study Program**



**Hariswan Putra Jaya, S.Pd., M.Pd.
NIP.197408022002121001**

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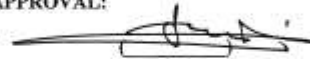
This thesis was defended by the writer in final program examination and was approved by the examination committee on:

Day : Thursday

Date : October 31st, 2019

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Prof. Sofendi, M.A., Ph.D



2. Secretary : Machdalena Vianty, M.Ed., M.Pd., Ed.D.



3. Member : Erlina, S.Pd., M.Pd., M.Ed.



4. Member : Soni Mirizon, M.A., Ed.D



Palembang,

Certified by,

Coordinator of English Education Study Program



Hariswan Putera Jaya, S.Pd., MPd.

NIP. 197408022002121001

DECLARATION

I, the undersigned

Name : Muhammad Rio Subadrino

Student Number : 06011281520092

Study Program : English Education

Certified that Thesis entitled "The Correlation Between Reading Attitude and Reading Comprehension of the Ninth Grade Students of Public Junior High Schools with "A" Accreditation in Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, October 2019

The Undersigned,



M.Rio Subadrino

06011281520092

DEDICATION

This thesis is dedicated to:

1. My beloved little family, my father (Sutikno), my mother (Badriatul Unsiyah), and my sister (Leony Rizati) who always support me. Thank you very much for being a good family who always prays for me and never stops giving motivation.
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The Writer,

M.Rio Subadrino

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ABSTRACT

This study was aimed to answer whether or not there was a significant correlation between reading attitude and reading comprehension of ninth grade students of A-accredited public junior high schools in Palembang. The sample of this study consisted of 378 students of eighteen public junior high schools with A accreditation in Palembang. The data of reading attitude was collected by using Attitude Toward and Interest in Reading of Literacy (ATIReAL) questionnaire and students' reading comprehension was measured by a reading test which consisted of 40 essay reading questions. The data were statistically analyzed using SPSS version 24. The result of the correlation analysis showed that the p-value was 0.024 which was lower than 0.05, showing that there was significant correlation between predictor variable and criterion variable although the strength of correlation (0.116) was in very weak category. In conclusion, the significant correlation between reading attitude and reading comprehension of the ninth grade students of junior high schools with A accreditation in Palembang showed that the better their attitude toward reading, the better their reading comprehension.

Keywords: *Reading Attitude, Reading Comprehension, Ninth Grade Students, A accreditation*

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Muhammad Rio Subadrino

NIM : 06011281520092

Approved by,

Advisor 1,

Advisor 2,



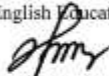
Prof. Sofendi, M.A., Ph.D.
NIP. 196009071987031002



Machdalena Vianty, M.Ed., M.Pd., Ed.D.
NIP. 197411242000122001

Certified by,

Coordinator of English Education Study Programs



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP 197408022002121001

CHAPTER I

INTRODUCTION

This chapter introduces background, problem, objective, and significance of the study.

1.1 Background

The importance of English is highlighted by Pennycook (2017) who says, “English is used as an official or semi-official language in over 60 countries, and has a prominent place in a further 20 countries.” (p.8). One of those countries is Indonesia. In Indonesia, English is a foreign language that is taught to the students starting from secondary school level as a compulsory subject.

English has four main language skills that are related each other. They are listening, speaking, reading and writing. Alfassi (2004) states that reading is a complex cognitive activity essential for sufficient functioning and for obtaining information in modern society. Reading is believed as one of the best ways to enhance knowledge and to develop one’s skill. However, reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Comprehension of reading is also challenging. Readers may understand each word separately, but linking them together into meaningful ideas often does not happen as it should be. These readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. McNamara (2007) describes comprehension as the ability to go beyond words, to understand the ideas and the relationships between ideas conveyed in a text.

Based on Curriculum 2013 for junior high school level in Indonesia that is described in the Regulation of the Indonesian Minister of Education and Cultural Education Number 58 Year 2014 about basic framework and curriculum structure of junior high school, reading in English is started to be taught in junior high school level because it is as one of the four language skills. It is included in the English text books which are provided by the Indonesian government and used by junior high school students. Reading also appears in national examination for junior high school level. For example, *Ujian Nasional SMP/Mts Bahasa Inggris*

2018 Paket 1 has many questions which are in form of reading material such as informal letter, formal letter, simple advertisement, narrative text, and descriptive text.

Attitudes toward reading are defined as an individual's feeling about reading, and behavior such as selecting and reading books. Ajzen and Fishbein (1980) define attitude as a learned disposition on how to behave. Based on Guthrie & Wigfield, (2000), one's success in reading skills is correlated to the attitude towards reading. It is concluded that the leading factor that directly affects students' reading performances are the students' attitudes towards reading. Similarly, Morgan and Fuchs (2007) describe that good readers tend to have good reading comprehension level and have positive attitudes towards reading. Therefore, if students have positive attitudes towards reading, they tend to be more successful in English course at school.

There have been previous studies investigating the correlation between reading attitude and reading comprehension. First, the study conducted by McQuillan (2014) involved 14,315 students of middle and high school students. He found that the students had more positive attitudes toward their self-reported English/reading grades. Second, the study that was conducted by Thresia (2012) from Muhammadiyah Metro University found that 140 second year students of SMPN 17 Palembang had a strong and positive correlation between reading comprehension achievement and reading attitude. Next, a study conducted by Surip (2016) involved 183 single-parented students of public junior high Schools in Palembang, South Sumatera. The findings of the study showed a significant correlation among self-concept, reading attitude and reading comprehension achievement. Fourth, a study was conducted by Ghaith and Bouzeineddine (2003) that found 111 eighth grade students of middle school in Beirut Lebanon had significant correlation between their reading attitudes and reading achievements. Next, Sudarmi (2009) found that the variables of reading attitudes of 36 junior high school students in Palembang were positively related with their reading comprehensions. Sixth, Diem et al. (2015) found that students of public junior high schools that were located in Seberang Ulu I and Seberang Ulu II had significant correlation between their attitudes and their functional reading achievement.

There are some schools in Palembang which are honored as A-accredited junior high schools. They have passed 8 *Standar Nasional Pendidikan* or 8 National Education Standards made by *Badan Akreditasi Nasional Sekolah/Madrasah* or National Accreditation Board School/Madrasah. The 8 standards are Standard of Contents, Standard of Process, Standard of Graduate Competence, Standard of Teachers and Education Administrators, Standard of Infrastructure, Standard of Management, Standard of Finance, and Standard of Evaluation. The A Accreditation public junior high schools are hypothesized having a good reading teaching quality because they have passed the standardizations. Due to these reasons, the writer is motivated to investigate whether or not there is significant correlation between reading attitude and reading comprehension of the ninth grade students of public junior high schools with A accreditation in Palembang.

1.2 The Problem of the Study

The problem of the study is formulated in the following question: Is there any significant correlation between reading attitude and reading comprehension of the ninth grade students of A-accredited public junior high schools in Palembang?

1.3 The Objective of the Study

Based on the above problem, the objective of this study is to find out whether or not there is significant correlation between reading attitude and reading comprehension of the ninth grade students of A-accredited public junior high schools in Palembang.

1.4 The Significance of the Study

The writer hopes that the result of this study can be a good source for the development of language teaching and learning especially to understand the correlation between reading attitude and reading comprehension of ninth grade students of A-accredited public junior high schools in Palembang. The fact, reading nominates the amount numbers of question in national examination. It has big role to determine how successful a student passes the test is. As the result, the

teacher and students can increase their positive reading attitudes in order to help to achieve a better reading comprehension. Finally, it is expected that this study will fill in the gap of literature in importance of attitude to reading comprehension.

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