

CHAPTER I

INTRODUCTION

In this chapter, the writer presents; (1) background (2) problem of the study (3) objective of the study (4) significances of the study

Background

One of the basic skills that students in Indonesia have to learn is reading. Each degree in formal education uses a genre text approach to a higher or lower degree. Because of this, the focus of the teaching and learning process was changed from mastering four English skills to mastering reading skills (Widyasari, 2016). According to Rayner et al., (2011) reading is a very complex skill that is very important in many societies where a great deal of knowledge is shared in writing. Since the 1970s, cognitive psychology researchers have acquired a great deal of knowledge about the reading process. Smith (1990) as cited in Tunde –Awe, (2014) argued that in the case of reading, attitude is a state of mind accompanied by emotions that increases or decreases the probability of reading. Everyone knows that reading can develop everyone's knowledge and understanding, and everyone's awareness of enjoying the pleasures of reading is still not fully achieved. However, various efforts have been made in various ways to build this awareness.

Harvey, Stephanie, & Goudvis, as mentioned in (Widyasari, 2016). provide support for the idea. Numerous factors play a role in influencing reading comprehension, including students' reading attitudes (motivation and interest), the actual time spent engaged in reading, vocabulary and world knowledge, fluency, the type of text or genre, opportunities for meaningful discussion and written

responses, effective comprehension strategy instruction, and the understanding and application of strategies used by effective readers. Richek, List, & Lerner as cited in Roberts & Wilson, (2006) explained Reading attitudes are critical to the development and use of reading skills throughout life. Readers' views greatly influence how effective the teaching is ultimately. Students' reading ability which is built through the teacher's daily learning process is known as a reading achievement.

An achievement is a form of appreciation that we get for our efforts and hard work in the learning process that we face. Student reading achievement is the result of our performance efforts in the process of learning to read in class. To excel in reading, we also need practice and habits, because without a lot of practice or getting used to reading, it is believed we will not have the ability to read.

A person's attitude is very important to determine how they act. A positive attitude towards the Indonesian language also has an impact on reading comprehension skills. How students view this aspect of reading is known as a reading perspective. related to how students read, whether they avoid it or even like it, which has an impact on their attitudes toward reading (Santosa, 2018). Annamalai and Muniandy (2013) as cited in Kassim et al., (2019) showed reading attitude is feeling or what an individual feels about reading. Reading attitude is also related to one's acceptance or rejection of reading activities McKenna, Kear & Ellsworth, (1995) and depends on free experience and the social system around the individual (Kubis, 1996). A study conducted by Affidah Morni and Siti Huzaimah Sahari (2013) regarding the reading attitudes of students at UiTM Sarawak found that the majority of students liked reading activities (80.6%) and made reading

activities a hobby (68%). As much as 38.8% of respondents agree that they are active readers. Based on observations at Shailendra Senior High School Palembang, most students have the same problem when they have to read, which may be caused by a low vocabulary and confusion about how to read from where and how to read.

Numerous prior investigations have explored the connection between attitudes toward reading and academic success, including various research endeavors (Ghazi, 2003) that showed reading attitudes and reading achievement were positively internally related. Then research (Martinez, Aricak, & Jewell, 2008) The findings demonstrated that reading proficiency ($\beta = .62$, $p = .01$) and reading disposition were substantial predictors of reading accomplishment, as measured by the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+), four months later ($\beta = .22$, $p = .01$). In alignment with these results, Tunde-Awe (2014) similarly observed that unfavorable attitudes toward extensive reading might result in students' lower performance in reading comprehension, subsequently impacting overall proficiency in the English language. This is also supported by research Widyasari, (2016) who discovered a noteworthy association between students' reading disposition and their comprehension skills. Those with favorable attitudes toward reading exhibited an increased eagerness to engage in reading, thereby positively impacting their comprehension abilities. As well as (Rafi, Islam, & Cahyani, 2021) Indicated a positive connection between students' attitudes toward reading and their reading comprehension.

The overall conclusion from the above background is that reading attitudes and reading achievement are very important in the educational process. A positive

attitude towards reading can boost students' motivation to read, thereby enhancing their reading comprehension. This connection is substantiated by numerous studies that highlight the significance of fostering a positive reading disposition in educational environments. In short, the text emphasizes the link between reading attitudes and reading achievement and underscores the importance of cultivating a positive reading culture to enhance reading skills and comprehension among students.

Based on the explanation above, the writer conducted research entitled "**THE CORRELATION BETWEEN READING ATTITUDE AND READING ACHIEVEMENT OF THE STUDENTS IN ENGLISH CLASSROOM**"

Problem of the Study

According to the background described above, this research has several issues:

- 1) Lack of Reading Culture because not everyone fully enjoys the pleasure of reading. This lack of reading culture can be seen as a problem in cultivating a love of reading.
- 2) There is Vocabulary and Reading Confusion, where students face problems related to low vocabulary and confusion about how to read. This highlights the special problems that some students face in their reading development.

1.2.1 Limitation of the Problem

In this study, the researcher focused on the eleventh grade students of Shailendra Senior High School Palembang. Concerning the limitation that the

researcher has, this study administered a questionnaire and reading test to the eleventh grade students of Shailendra Senior High School Palembang.

1.2.2 Formulation of the Problem

The research is formulated in the following question; Is there any significant correlation between students' reading attitudes and students' reading achievement in the English classroom of the eleventh grade of Shailendra Senior High School Palembang?

Objective the Study

The objective of the research is to find out the correlation between students' reading attitude and students' reading achievement in English classroom of the eleventh grade of Shailendra Senior High School Palembang

Significance of the Study

The writer expect that this study would be useful to all people as follows :

1) For the Students

The results of this study should encourage students to read more actively because the attitude toward reading is related to reading achievement.

2) For the Teacher of English

The results of this study would educate teachers about students' reading attitudes and reading achievement so they may make the most of teaching and learning strategies to increase students' interest in reading and improve their level of achievement in reading.

3) For the Writer Herself

It is expected that it would provide the writer with valuable experience and improve her skills in doing scientific research.

4) For the other Researchers

Similar study researchers can widen their views, discover new information, and gain new experiences in reading achievement and reading attitudes.