

Indonesian Senior Highschool Students Reading Attitude : In Relation to Comprehension and School Setting

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Abstrak

Salah satu faktor yang mempengaruhi pembelajaran membaca bahasa asing adalah sikap baca siswa. Sikap baca yang baik diketahui memiliki kaitan dengan pencapaian hasil belajar siswa yang tinggi. Lokasi sekolah juga merupakan salah satu faktor berbedanya sikap membaca dan kemampuan siswa dalam memahami sebuah bacaan. Penelitian ini memiliki maksud untuk mencari tahu bagaimana sikap membaca siswa SMA di dua lokasi berbeda serta hubungannya dengan pemahaman baca mereka. Populasi dan sampel penelitian ini yaitu 137 siswa dari dua lokasi berbeda, Surabaya sebagai sekolah kota dan Nganjuk sebagai sekolah desa. Instrumen penelitian ini adalah kuisioner sikap baca dan tes pemahaman baca. Berdasarkan data yang diolah menggunakan *One-Way Analysis of variance* pada program SPSS 25, diketahui nilai sikap baca siswa yaitu dari 50 sampai 113 dengan total rata-rata 82.43 dan standard deviasi 12.03. Hasil perhitungan menunjukkan bahwa sikap baca siswa dari kedua sekolah adalah lumayan baik ($M = 3.26$). Sedangkan hasil perhitungan *Pearson Correlation* menunjukkan bahwa antara sikap baca dan pemahaman baca siswa tidak terdapat hubungan yang signifikan, $r(137) = .046$, $p > .05$. Hasil serupa juga ditunjukkan pada perhitungan perbedaan sikap baca pada siswa desa dan kota menggunakan tes *Mann-Whitney U*. Diketahui bahwa sikap baca siswa kota ($Mdn = 3.36$) dan desa ($Mdn = 3.24$) tidak berbeda signifikan, $MW-U = 2270$, $p = .747$, $r = .029$. Oleh karena itu, hasil perhitungan menyimpulkan bahwa lokasi sekolah tidak selalu menentukan baik buruknya sikap atau kemampuan pemahaman baca siswa.

Kata Kunci: Sikap Baca, Pemahaman Baca, Kelas Sebelas, Lokasi Sekolah, Sekolah Kota, Sekolah Desa

Abstract

One factor may affect second language reading is reading attitude. Positive attitudes have been found to be associated with higher reading achievement of the students. School setting also may lead to the variation of students' attitude and comprehension toward reading. Therefore, this study tried to investigate high school students' reading attitude based on the school setting and its correlational with reading comprehension. This study involved 137 eleventh graders students from two different school locations. The instruments used were a reading attitude questionnaire and reading comprehension test. The data was analyzed by using SPSS 25 programs. The actual score of students' reading attitude indicated from 50 to 113 with total mean of 82.43 and standard deviation of 12.03. The results found that the reading attitude of eleventh graders senior high school students was fairly good ($M = 3.26$). While based on the result of *Pearson Correlation* overall students' reading attitude and reading comprehension shows no significant relationship, $r(137) = .046$, $p > .05$. Similarly, the same result was also found when analyzing the comparison of overall attitude questionnaire score between rural and urban students using *Mann-Whitney U*-test. It was indicated that the reading attitude was equal for students in urban school ($Mdn = 3.36$) and students in urban school ($Mdn = 3.24$), $MW-U = 2270$, $p = .747$, $r = .029$. The findings indicated that school location does not always define good or bad the attitude or the comprehension achievement of the students toward reading.

Key Terms: Reading Attitude, Reading Comprehension, Eleventh Graders, School Setting, Rural School, Urban School

INTRODUCTION

Based on Nunan (2006), reading defined as a skill that involves making sense and getting the meaning of a printed word. It means that reading is an activity of developing comprehension of a reader that includes deep thinking to integrate a printed word through some processes. In the aspect of acquiring and teaching language, Harmer (2007) argued that reading is very

helpful for a students since it can help them to build vocabulary, spelling and good writing. While in writing, reading is used to enhance good grammar, vocabulary, and punctuation. Meanwhile, reading also useful to develop knowledge and help people to get more information. So it can be concluded that reading has an important role both in daily and academic life. Yet, reading is not as simple as the reader had imagined

(Iskandarwassid & Sunendar, 2008). Moreover, according to Pang et.al (2003), reading is about understanding written text that involves both perception and thought.

The processes of reading are divided into two, which is recognizing word and comprehending meaning. Word recognition means the action of interpreting how written symbol corresponds to the spoken language, while comprehension means the process of getting meaning of a words, sentences, and text. Based on Haris & Hodge (1995), comprehension in reading refers to setting up a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in the text. From the descriptions, an opinion came up that someone experience and prior knowledge have a big influence toward meaning which resides in the thinking process of an interpreter. Furthermore, according to Nunan (2006) reading comprehension is a process for getting meaning, understanding and also entertaining self while reading. In addition, comprehension needs a higher thinking skills and is much more complicated than merely figure out meaning of a word. Therefore, students as reader need to understand what they have read as a part of a process to reach the aim of reading that is comprehension.

Based on Brown (2000), there are some factors that may influence L2 reading, such as first language reading habit and proficiency, reading strategies, and reading attitude. Attitudes refer to the sets of beliefs that the learner holds towards members of the target group and also towards his own culture (Brown, 2000). While, reading attitude itself has been defined as ‘a state of mind accompanied by feeling and emotion that make reading more or less probable’ (Smith, 1990), or it can be defined as ‘a system of feelings related to reading which causes the learner to approach or avoid a reading situation’ (Alexander & Filler). Based on those definitions, reading attitude assumed to be an aspect to foster students’ engagement in reading activity. Indeed, positive attitudes have been found to be associated with higher reading achievement (McKenna, Kear & Ellsworth, 1995). Furthermore, the improvement of positive attitude to reading has been investigated have a relation constant reading through lifespan (Cullinan, 1987). The highlight point is that important to improve positive attitude to reading while persons is in the school age. Little research about the correlation of the EFL students’ reading attitude and reading achievement in Indonesia (Sundari, 2013 and Sultan et. al, 2017) shows that learners mostly had a positive attitude toward reading. Then, the students that have a good attitude in reading have a higher score on reading test than students with a negative attitude. There was a conclusion that a positive attitude in reading may influence students to put their interest in reading activity.

In addition, the strategy used in second language classroom comprehension is always related to the place of L2 acquisition takes place which may lead to the variation of learning performance. Related to the attitude and strategies of learning a language, educational school setting designed has an important role in assuring the students having a good skills in academic along with the achievements. Furthermore, schools setting depart in their characteristic that are believed to be the representation of the students which includes racial or ethnic composition, poverty concentration, and average performance of classmates. It is known that these differences are patterned by space. In short, one can say that the reason for the students’ performance in learning and achievement discrepancy can be a geographical location, resources, availability of technology and also the quality of the teachers (Essays, 2018). Apart from all these factors, it leads to the assumption that the environment, where the student’s lives, can determine their performance in their learning language.

Schools mirror the communities in which they are located (Burdick & Logan, 2017). Various educational researches have been conducted on a study about rural and urban learning achievement differences. Many educators, researchers, legislators, and the general public believe that students from rural schools mostly receive an education that is inferior compared to the students that live in the urban areas. Factors found that might have contributed to the differences of English language learning performance between rural and urban students are family factors, financial factors, logistic support, less qualified teachers, adequate books. A study by Iqbal (2015) about the English proficiency of rural learner compared to urban found that rural students do not have a high proficiency due to their inhibition such as lack of confident, uncomfortable learning class, and the use of regional language in teaching and learning process. The conclusion of this study is also in hand with research conducted by Hossain (2016) which stated that students of rural areas are lacking behind in English language proficiency compared to the urban student. Moreover, Keil (2008) stated that “Language acquisition process is based on the social and cultural processes that occur through everyday life.” that means the environmental factor when students acquiring a language has a big impact on students attitude toward learning.

Reading attitude, which causes the learner to like or dislike reading, may affect reading ability through its influence on engagement in reading (McKenna, Kear, & Ellsworth, 1995). From the conclusion of some study, it would be possible to assume that reading attitude of different environment leads to the different reading comprehension of the student. In addition, a further

examination found that previous studies conducted by different researchers' mostly have focused only on the comparison of rural and urban students' learning skills achievement in general and studies on of rural and urban differences conducted by Indonesian researchers are not in the field of language education. Thus, the dearth of this study is to focus the correlation between reading attitude and reading comprehension in Indonesia since some previous studies have resulted in inconclusive conclusion. Therefore, in the matters of attitude in reading, this study tries to investigate EFL students reading attitude and its correlational with reading comprehension and school setting. The research questions are formulated as follows:

1. What is Indonesian senior high school students' reading attitude?
2. Is there any significant correlation between student's reading attitude and their reading comprehension?
3. Is there any significant differences in reading attitude between the student in rural and urban school?

Based on the research question formulated, the hypotheses can be drawn as a prediction are:

a. Reading Attitude and Reading Comprehension

Ho : There is no significant correlation of reading attitude toward students' comprehension achievement

Ha : There is a significant correlation of reading attitude toward students' comprehension achievement

b. Reading Attitude and School Setting

Ho : There is no significant different of reading attitude based on students' school setting

Ha : There is a significant different of reading attitude based on students' school setting

RESEARCH METHOD

This study used quantitative approach namely non-experimental research as the research design. Non-experimental research is used to identify variables and look for relationships among them without manipulating the variables (Ary et al., 2010). To find out whether there is a correlation between students' reading attitude and their reading comprehension, also to figure out whether there is a significant difference in the reading attitude of senior high school students due to the school setting, the ex-post facto research will be employed. Ex post facto is used to compare groups differing on the independent variable to the dependent variable. In this case the independent variable was reading attitude of the student and the dependent variable was reading comprehension achievement.

Population is the member of all class of event or object involves in the study (Ary, et al., 2010). In this research, the population was taken from two different high schools which are located in two different areas. One of the high school located in Surabaya and accommodates urban populations. The second high school located in Nganjuk and accommodates mainly rural populations. These schools were chosen for their representativeness of Indonesian rural and urban school population settings, and the willingness of the principals to participate in the study. The sampling method used in this study was purposive sampling. Purposive sampling was used since the subject was selected based on the characteristic of population and the objective of the study. Eleventh graders students were chosen to be the sample of population to ensure that the students have settle of attitude in reading which it may influence by their school setting. A total of 70 students from rural school and 67 students from urban school at two different locations participated in this study.

The main instruments used in this study are questionnaire and test. The questionnaire that used to assess an attitude of the students was Rhody Secondary Reading Attitude Assessment Survey by Tullock and Alexander in 1980. Based on the result of statistical analyzing, Cronbach's alpha for the 25 items were .872, so according to the categorical of the reliability strength the reading attitude questionnaire was found to be highly reliable. In this research the researcher adopted reading comprehension test by Yuniar (2014) that consisted of several short passages from BSE (Buku Sekolah Elektronik) with some modification for reading comprehension test. Cronbach's alpha was used to analyze the 20 items question. The reading comprehension was found moderately reliable (20 items; α .574).

In this study, the data collected through the following steps; firstly, the students were introduce the purposes of the study so that the participant had a good corporation in the study. Next, the questionnaire was administrated. Before distributing the questionnaire, the researcher will explain the purpose and the aim of the research to the explain subject and to avoid misunderstanding in filling the questionnaire. The questionnaire constructed in the form of Likert scale in agreeable or positively stated items. The students encouraged to use the full range of Likert scale and to be as honest as possible when answering the questionnaire. Then, after collecting the questionnaire, the students reading comprehension test was administrated. The students were given a test of reading comprehension in 30 minutes. There was no treatment given since the design of the research was ex-post facto research which means that the data was obtained by only the current situation and could not be

manipulated. Finally, the data obtained from students' questionnaire and comprehension test analyzed by the researcher.

The study presented descriptive quantitative research, it makes the data that was used to analysis must be in the form of a number. Students' score for 25 questions were summed and the scores ranging from 25-125. Tullock-Rody and Alexander (1980) instructed some items (1, 2, 3, 9, 11, 12, 13, 14, 16, 18, 19, and 21) to be recoded to make sure all questions were positive statements. For further analysis, the 25 items questionnaire was divided into five clusters, the clusters include: school related reading (11, 18), library reading (9, 20), reading at home (4, 10), other recreational reading (5, 17, 22, 24, 25), and general reading (1, 2, 3, 6, 7, 8, 12, 13, 14, 15, 16, 19, 21, 23). The data was analyzed by using One-Way Analysis of variance in SPSS 25 programs, including descriptive statistics, Pearson Product Moment analysis, and Mann-Whitney U test.

The result of the average score of the questionnaire in the descriptive statistic will be used to determine what level the attitude of the students is. The table below showed the interpretation level of reading attitude according to the mean score.

Table 1 The Result of Reading Attitude

Level	Mean	Meaning
Very Good	4.5 to 5.0	Strongly Agree
Good	3.5 to 4.4	Agree
Fair	2.5 to 3.4	Undecided
Poor	1.5 to 2.4	Disagree
	1.0 to 1.4	Strongly Disagree

Since the present data were analyzed through correlation and comparison, before performed the analysis, normality and homogeneity test was conducted. Then, the Pearson's product moment correlation was conducted to find out the correlation between students' reading attitude and students comprehension score. Lastly, The Mann-Whitney U test was used to address the third research question: Is there any significant differences in reading attitude between student in rural and urban school. Mann-Whitney U test is used to compare the means difference between two groups that do not require large normally distributed samples (Mann and Whitney, 1947). The group referred here is the urban and rural students. In this case, this study cannot refer to the parametric test using the students' t-distribution because as it is reveals in the analysis of the Kolmogorov-Sminov Z normality test one of the data group of the study abnormally. Initially, a statistical test of non-parametric type was used.

RESULTS AND DISCUSSION

Results

Indonesian Senior High School Students' Reading Attitude

This section presents students' reading attitude which was intended to answer the first research question. There are 25 items in the questionnaire employed to gain the data.

Table 2 Descriptive Statistics of Overall Attitude

	Mean	Total Mean	Std. Deviation	N
Attitude Test	3.29	82.43	11.92	137

Based on descriptive statistics, the actual score of students' reading attitude indicated from 50 to 113 with total mean of 82.43 and standard deviation of 12.03. Table 4.1 shows that in general, eleventh graders students in both rural and urban school had average level of reading attitude with the total mean score of 3.29 on a 5-point Likert scale. According to the finding obtained, it can be concluded that mostly senior high school reading attitude questionnaire's respond was in 'partially agree' level. In other words, the results found that the reading attitude of eleventh graders senior high school students was fairly good.

A total of 137 data were gathered from the surveys for analysis. The mean and standard deviation of each item will be presented as follow.

Table 3 Reading Attitude Mean Score

No.	Items	M	SD
School Related Reading			
11	You seldom read except when you have to do a book report.	3.11	1.19
18	You would rather someone just tell you information so you won't have to read to get it.	3.49	1.20
Average		3.30	1.19
Library Reading			
9	You never check out a book from the library.	2.31	1.17
20	You generally check out a book when you go to the library.	3.26	1.07
Average		2.78	1.12
Reading at Home			
4	You have a lot of books in your room at home.	3.39	1.10
10	You like to stay at home and read.	2.68	0.99
Average		3.03	1.05
Other Recreational Reading			
5	You like to read a book whenever you have free time.	2.13	0.83
17	You like to share books with your friends.	3.47	1.03
22	You like to broaden your interests through reading.	3.16	0.82
24	You like to improve your vocabulary so you can use more words.	3.43	0.91
25	You like to get books for gifts.	3.23	1.04
Average		3.08	0.93
General Reading			
1	You feel you have better things to do than read.	3.95	0.93
2	You seldom buy a book.	3.14	1.11
3	You are willing to tell people that you do not like to read.	2.13	0.83

6	You get really excited about books you have read.	3.01	0.91
7	You love to read.	3.26	0.92
8	You like to read books by well-known authors.	3.46	1.09
12	You think reading is a waste of time.	1.85	0.78
13	You think reading is boring.	2.28	0.98
14	You think people are strange when they read a lot.	2.04	1.09
15	You like to read to escape from problems.	2.73	1.13
16	You like to share books with your friends.	1.78	0.98
19	You hate reading.	1.74	0.84
21	It takes you a long time to read a book.	3.15	1.08
23	You read a lot.	2.94	0.91
Average		2.71	0.97
Total Average		2.98	

Based on the mean score reveals in table 4.1, the students' school related reading considered as moderate (3.30). As reported, the students quite agreed with the statements provided. The students responded for statements: (11) You seldom read except when you have to do a book report and (18) You would rather someone just tell you information so you won't have to read to get it was quite high. It means that the school related reading in certain ways make students want to read. While the response for the statements related to library reading was considered low. The mean score for the two statements was 2.78. The students responded to more disagree for statements (9) You never check out book in the library (2.31), but the responsibility for the statement (20) You generally check out a book when you go to the library was moderate (3.26). The means score for reading at home was 3.03. It was reported that the students mainly have a lot of books since the mean is moderately high (3.39) but it was also reported that most of the students responded more into disagree to stay at home to read (2.68). Furthermore, averagely students reported that they like to use reading for recreation. The average score was moderate (3.08). It showed that the students did not really like to read book in free time (2.13), but they like to share their books with friends (3.46). The students also reported to have positive response to answer question on using the book to improve knowledge (3.17) and vocabulary (3.43) and think that book is a good gift (3.21). In the aspect of general reading, the mean score reported as a moderate (3.01). The average score in these aspects was various ranged from 1.71 to 3.92. Most of the students' responsibility to the positive statements were mainly in average score. The students did not agree that they are called as someone who hates to read. It can be seen from the low score of the mean (1.71). On the one hand, students also have a low average mean score for the statement (12) You think reading is a waste of time (1.82) and (13) You think reading is boring (2.26). Most of the students reported themselves as someone who loves to read, as in the statements (7) You love to read average,

the mean score was 3.25. Other positive statements such as about the excitement to get a book (3.06), book's author well (3.44), and the regular reading (3.27) have an average score in moderate level. The overall mean score shows that students in both rural and urban school have a fairly good attitude in reading.

The Correlation of Students' Reading Attitude and Their Reading Comprehension

To find out the correlation between students' reading attitude and students comprehension score, *Pearson Product Moment* analysis by IBM SPSS 25 was used. This was to answer the second research question: Is there any significant relationship between students' reading attitude and their reading comprehension.

The output of IBM SPSS 25 calculation for overall correlation of students' reading attitude and reading comprehension score using *Pearson Product Moment* is displayed in table 4.3 below.

Table 4 Pearson Correlations of Reading Attitude and Reading Comprehension

Reading Attitude Sub-Scales		Reading Comprehension
School Related Reading	Pearson Correlation	-.085
	Sig. (2-tailed)	.321
	N	137
Library Reading	Pearson Correlation	.046
	Sig. (2-tailed)	.590
	N	137
Reading at Home	Pearson Correlation	-.017
	Sig. (2-tailed)	.843
	N	137
Recreational Reading	Pearson Correlation	-.104
	Sig. (2-tailed)	.857
	N	137
General Reading	Pearson Correlation	-.016
	Sig. (2-tailed)	.225
	N	137
Overall Reading	Pearson Correlation	-.030
	Sig. (2-tailed)	.724
	N	137

Based on table 4, it can be concluded that the overall students' reading attitude and reading comprehension shows no significant relationship, $r(137) = .046$. $p > .05$. While the sub-scale analysis also shows the same statistical result. The score for school related reading attitude and students' reading comprehension were not correlated, $r(137) = .046$. $p > .05$. The same result revealed from the statistical test that there was also no

correlation between student's library reading attitude and their reading comprehension score, $r(137) = .017$. $p > .05$. The score of reading at home attitude also has no correlation with students' reading comprehension test achievement, $r(137) = .104$. $p > .05$. On the one hand, statistical correlational test of students' recreational reading attitude has no significant correlation with students' reading comprehension score, $r(137) = .030$. $p > .05$. Pearson correlation result also shows that students' general reading attitude was not correlated with the score of students' reading comprehension. Therefore, the hypothesis analysis of the correlation between reading attitude concluded that H_0 was accepted and H_a was rejected. In other word, there was no significant correlation found between reading attitude and reading comprehension of eleventh graders senior high school students.

Students' Reading Attitude Due to School Setting

The participant in this study were divided based on their school location, which was students from rural and urban school. Based on the third research objective that was to find out the differences of the students' reading attitude due to their school location Mann-Whitney U-test was used.

Table 5 Overall Reading Attitude of Students in Relation to School Setting

	School Setting	N	Mdn	M W-U	z	p
Reading Attitude	Rural	70	3.24	2270.00	.323	.747
	Urban	67	3.36			

The Mann-Whitney U-test indicated that the reading attitude was equal for students in urban school ($Mdn = 3.36$) and students in urban school ($Mdn = 3.24$), $M W-U = 2270$, $p = .747$, $r = .029$. The findings suggest that there was no significant different attitude of the students in those two different school setting. Yet, it was found that students in urban school more likely have higher attitude in reading than students in rural school.

Further, the second Mann Whitney U-test was used to determine if significant differences existed between students in rural and urban school based on clusters recommended by Tullock and Alexander (1980).

Table 6 Mann-Whitney test Scores Difference of Reading Attitude Subscale between Rural and Urban School Setting

Sub-Scales	School Setting	N	Mdn	M W-U	z	p
School Reading	Rural	70	2.50	2300.50	.195	.846
	Urban	67	2.50			
Library Reading	Rural	70	3.75	2166.50	.780	.435
	Urban	67	3.50			

Reading at Home	Rural	70	3.00	2340.50	.020	.984
	Urban	67	3.00			
Recreational Reading	Rural	70	3.20	4362.00	1.138	.255
	Urban	67	3.20			
General Reading	Rural	70	3.35	4695.00	.582	.560
	Urban	67	3.42			

When analyzed separately, the Mann-Whitney U- test indicated that reading attitude of school related reading was the same for urban students ($Mdn = 2.50$) and attitude of rural students ($Mdn = 2.50$), $M W-U = 2300.5$, $p = .846$, $r = .017$. The median score of attitude for library reading indicate that there reading attitude of rural school ($Mdn = 3.50$) higher than student in urban school ($Mdn = 3.50$), $M W-U = 2166.5$, $p = .435$, $r = .070$. Both students of rural school ($Mdn = 3.00$) and urban school ($Mdn = 3.00$) median attitude score for reading at home was also have the same score, $M W-U = 3525$, $p = .794$, $r = .001$. Then, the test for recreational reading attitude of students for rural school ($Mdn = 3.40$, $MR = 2.20$) and urban school ($Mdn = 3.40$, $MR = 3.00$), $M W-U = 3503$, $p = .392$, $r = .102$, was likely similar. Finally, the test indicated that the general reading attitude of students was also almost similar for both rural ($Mdn = 3.35$) and urban ($Mdn = 3.42$), $M W-U = 4695$, $p = .560$, $r = .052$. Based on the analyses above it can be stated that H_0 from the hypothetical testing was accepted and H_a was rejected. It was concluded that there is no significant different of reading attitude based on students' school setting.

Discussion

Indonesian Senior High School Students' Reading Attitude

The result analysis for the first research question showed that overall attitude of Indonesian senior high school students was likely positive.. Another study about Indonesian learners' reading attitude by Sundari (2013) also found out that the average reading attitude of the sample respondent were mainly positive. This finding also in hand with the study by Agustiani (2017), the researcher concluded in the result of her study that there are students indicated having a good reading attitude. They also admit to read often and interest more on reading for recreational purposes. Despite the positive attitude, there are still numbers of students presented a negative attitude, since the overall score tended to fall in the undecided range. It can be said that the students in this study did not have a negative attitude, however, the reverse is also true. The possible explanation for the lack of positive attitudes can be found from the study by

Smith (1990) that the development of positive attitudes toward reading in formative years of schooling does not merely happen. Instead, the development of positive attitudes in adulthood must be nurtured and fostered particularly during the later school year

Moreover, based on the questionnaire that had been divided into several aspect of reading, the result showed that students like reading and doing it often. They also like both digital and printed books and mostly read to entertain themselves, rather than for academic purposes. This finding was in line with a study by Palani (2012) that stated students nowadays have no longer been interest toward book since the existence of technology development. The students tend to visit social media and keep updating their social life and even they prefer to read an electronic book instead of paper. The other result from the cluster analysis showed that the students only reading a book that matches their needs which mostly for academic purposes. This finding was supported by the study by Acheaw & Larson (2014) which showed that students are only reading when they come to face the examination. Some possible explanation for this attitude can be found from the research of Worthy, Moorman, and Turner (1999), which argue that another factor may play a role in the students' interests for reading which is the materials that students want to read just are not available to them and not used a part of school curriculum. Another school-related issue that may affect the lack of positive in reading. This problem may be correlated with fewer opportunities for self-expression in students learning environments.

The Correlation of Students' Reading Attitude and Their Reading Comprehension

Based on the statistical result of the present study, there was found no significant correlation observed between students reading attitude and reading comprehension achievement. This findings contradict with the observation for some literature about the value of reading that stated a positive attitude of someone in reading predicted to have a significant contribution to academic success. The positive relationship between positive attitudes and reading achievement is conferred in the study conducted by McKenna, Kear & Ellsworth (1995). An international study by Mullis et al (2003, 3007 students with higher reading attitude have higher score compared to the students with low attitude. The statistically significant result for the correlation between reading attitude and reading achievement was also found in Indonesian research by Riyanto, et.al (2014), the study revealed that attitude to language learning had the highest correlation with learners' ability in recognizing the meaning of English words. In addition, a significant correlation of reading attitude and reading

comprehension also found in the study by Rahamjanti & Ustofiyah (2017). They supported McKenna theory (1996) that positive reading attitude lead students to engage in the metacognitive process of reading which latterly improves reading comprehension. As LePage and Millis (1990) stated, the correlation between academic successes on reading attitude is still perceived as a problem related literature.

Even though there was a lot of researches added a presumption that reading attitude significantly correlated with reading comprehension achievement, however, in reality having a positive feeling or attitude to reading is not automatically bring success in reading proficiency. Supporting this concept, this study can be one of the evidence that positive attitude in reading does not always define someone have a good proficiency in reading. Other evidence for this concept was found in the Indonesian study conducted by Sundari (2013) and Agustiani (2017). In the study which they try to discuss about the correlation between reading attitude and reading comprehension, it was found no significant correlation found between those two variables. Similarly, based on the statistical result of the present study, there was found no significant correlation observed between students reading attitude and reading comprehension achievement.

These findings contribute to the positive construction feeling toward reading was not sufficient in gaining success in learning language and reading comprehension achievement. This phenomenon can be explained by the responds of the students based on the questionnaire. The students seems not really engage to school reading since they admit themself seldom to read and would rather get information from someone than they read it themself. The respond for library reading statement also showed that they generally check book in the library. Other recreational reading showed even though they admit that book brings them a lot of benefit, yet they rarely read a book on the free time. The result of sub clusters of general reading statement can be supported reason that positive attitude toward reading is the main factor for excellent reading comprehension achievement. There were stated that a high average of statement 'You love reading' but other negative statement for example, 'You have better thing to do than read' and 'You seldom buy a book', also have fairly high average score means that the students agree with that negative statement. Moreover, the insignificant finding can be influenced by the variety of factors. This factor can be classified as an internal and external factor. It was assumed that an internal factor of discrepancy between students response for the item of the questionnaire distributed and their comprehension ability or it might be the untruthfulness of the students' response

toward the questionnaire were the cause of the insignificant correlation. In addition, the inconvenience of the reading comprehension test item that may have limited applicability can be one of the external factor of the insignificant correlation result.

Students' Reading Attitude Due to School Setting

A recent study was determined that there was no statistically significant difference in the students' attitude toward reading according to their school location. Besides, the overall result from the current study findings of two different school locations were discovered that most respondents possessed a positive and encouraging attitude toward reading. Some aspect may have a large impact on students reading attitude, such as parents, friends, teacher, the frequency of library visits, and they believed as the factor that contributes in the differences of individual attitude in reading among the students.

Eventhough there are various researches give evidences that there are gap in the aspect of learning between students of urban compared to the rural area, differences in the children's across schooling have yet to be properly documented, especially for urban and rural Indonesian reading attitude. The current study found that there were no significant difference for the aspects of reading attitude between rural and urban students. The possible reason for this finding was based on the social beliefs. In addition, social justice can also involve a practical inclusion, equity, and high expectation for all students in the schools (Carlisle, Jackson & George, 2006). Reading ability based on cultural diverse stereotypes that exists in the public beliefs make the practical of social justice difficult to be realized (Conroy, 2013). These stereotypes may relate to research regarding the students reading attitudes (BAS, 2012; Netherland, 2004) and achievement (Mekby-lervag, 2014; OECD, 2012). Based on the beliefs that people's hold, the students from rural school receive an education better than students in urban area. Some reading inequalities of the students of rural and urban explained to be the result of school resources and expectation, parents' resources and education, and book access.

The public argument is usually that students from rural school have less access, so they will less read, have a negative attitude and lower reading achievement. Contrary to the social beliefs, the findings of this present study found out both rural and urban students have the same reading attitude, in which two of them presented a good attitude. These findings help to rethink the stereotypes that not all students who live in the urban area have a negative attitude in reading. Au (2007) also suggest that one should not have a different standard for students of diverse background. Moreover, one factor that may influence the

conclusion of the present study is the accessibility of the reading material. Based on the data obtained from the questionnaire, the students explained themselves as someone who likes reading both for digital and printed books. The growth of technology may become the main factors for reading material accessibility. Youngers media environment is now rapidly changing; they now tend to use devices for a variety of media experiences, including watching videos, playing games and also reading books. The increased acceptance of new electronic media is because they have a feature that supports reading in the term of complexity makes the students engage more with an electronic book and spent time more with them than with print. Therefore, findings related to attitude of the students in term of school location in this study indicated that school location does not always define the positive or negative attitude of the students toward reading.

CONCLUSION

According to the data, it can be concluded that eventhough the result of reading attitude showed that students love reading, the result were not correlated with the achievement of reading comprehension. This study argues that this happened might be due to the lack of reading practices of the student or they did not read although they claim they love reading. Students should have enough proficiency to comprehend the reading material. The two factors, external and internal motivation, will work well or go in line depend on how much an individual wants to develop and seek reading practice opportunity to devices themselves to develop the language skill. In addition, school setting or environment, widely beliefs to have an impact in defining students' attitude. The public have an argument that rural learners compared to the urban, have less access in reading, so they will less read, have a negative attitude and lower reading achievement.

The study conducted by the researcher which is aimed find out whether there is or not a difference of attitude based on the school location, describe that there is an equality of reading attitude between rural and urban students. It was found that overall attitude for both school is positive. Both students in the two different schools reported themselves as someone who loves reading, on the other hand, there is no significant difference in attitude among students who have different school location based on the questionnaire administrated in the study.

SUGGESTIONS

Based on the result and discussion, the researcher would like to give some recommendation for the institution involved and further researchers. Hopefully, this suggestion can give them more understanding related

to the reading and its related aspect. First for the learners, they should be aware of the importance of language learning strategy especially for reading in order to improve their reading proficiency. The students suggested being more active to develop and seek reading practice opportunity to make their positive attitude in reading in line with the good comprehension in reading. Second, the teacher demanded to be aware of their students' reading attitude and understand that the positive beliefs of the students need to be supported with the action to read more book. The teacher should also encourage students to be more active to take more practices in reading so they will have enough proficiency to comprehend text better. In addition, the current study only investigated students in eleventh graders of senior high school. As a result, studies on different school grade with different student variables are suggested. Lastly, due to the insignificant correlation between students' attitude and reading comprehension, deeper investigation using other instruments and strategies are needed to lead the students to reveal their true belief about reading. For example, by conducting qualitative research with observation and interviews.

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