STUDENTS' ATTITUDES AND THEIR ABILITIES IN ENGLISH READING TEXTS AT SMPN 1 PRINGGARATA

Istianah[1]

English Graduate Department, Post Graduate Program, Mataram University[1],

istianahhanatsi@gmail.com[1]

Abstract

The aims of this study were to find out the correlation between students' attitudes and their abilities in English reading texts, to know students' attitudes toward English reading texts, to know which text students show their positive and negative attitude to, and to know the reasons why students have positive and negative attitudes. This research was *mix method research* with *explanatory sequential mixed methods* design. The population of this study was 210 students at the second grade at SMPN 1 Pringgarata in academic year 2016/2017. The numbers of sample were 118 determined by simple random sampling. Interview, questionnaire, and tests item were instruments in this study. Analyzing the data used persentage and statistical analysis called Spearman Correlation in SPSS program. The result was the score of significant correlation was 0.048<0.05. It indicated that there was correlation between students' attitudes and their abilities in English reading text. Therefore, the alternative hypothesis (Ha), clearly accepted. However, the correlation was very weak (0.182). In addition, most students had good attitude towards English reading texts and their very positive attitudes were towards narrative text. Moreover, students' reasons for having positive attitudes towards descriptive, recount, and narrative texts were that they were easier to be understood. They liked reading recount texts were that they liked writing a diary and liked reading people's experiences. Students' reasons for having negative attitudes towards descriptive, recount, and narrative text were that those texts were too long and difficult to be understood.

Key Words: Attitudes, abilities, and English reading texts.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan anatara sikap dan kemampuan sisiwa dalam teks berbahasa Inggris, untuk mengetahui bagaimana sikap sisiwa terhadap teks bacaan berbahasa Inggris, untuk mengetahui di teks yang mana mereka mempunyai sikap paling positif, dan untuk mengetahui alasan mereka bersikap positif an negatif. penelitian ini menggunakan metode campuran. Populasinya berjumlah 210 siswa kelas 8 SMPN 1 Pringgarata. Sampelnya berjumlah 118 siswa yang ditentukan menggunakan tehnik *simple random sampling*. Instrument yang digunakan adalah angket, test, dan wawancara. Analisis data menggunakan persentase dan analisis statistik yang disebut *spearman correlation* pada program SPSS. Hasilnya adalah 0.048<0.05. Ini berarti bahwa sikap siswa berhubungan dengan kemampuan mereka dalam teks bacaan bahasa Inggris. Oleh karena itu *alternative hypothesis* (Ha) diterima walaupun hubungannya sangat lemah (0.182). Dari penelitian ini diketahui juga bahwa kebanyakan siswa mempunyai sikap yang bagus terhadap teks bacaan dalam bahasa Inggris dan mereka mempunyai sikap yang sangat positive terhadap *narrative* teks. Alasan mereka mempunya sikap positif terhadap *descriptive, recount,* dan *narraive* teks adalah ketiga teks tersebut mudah dipahami, dan mereka juga senang membaca *recount* teks karena mereka suka menulis pengalaman sendiri dan senang membaca tulisan tentang pengalaman orang lain. Sedangkan alasan mereka mempunyai sikap negatif terhadap ke3 teks tersebut adalah karena teks- teks itu terlalu panjang dan sulit dipahami.

Key Words: Sikap, kemampuan, dan teks berbahasa Inggris.

INTRODUCTION

According to Grabe and Stoller in Celce-Murcia (2001: 184), "reading is the primary means for independent learning, whether the goals is performing better on academic task, learning more about subject matter, or improving language ability". From this statement, we can conclude that reading activity has a significant role in human's ability of languages. Therefore, students can learn languages including English through reading. However, the kind of reading that can help students in learning English is intensive reading. According to Palmer in Tuan (2011: 665), intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself. Moreover, "Intensive reading is related to further progress in language learning under the teacher's guidance. It will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing" (Patel and Jain in Indrawati, 2014: 10).

Through intensive reading, students are not only able to get much information but also they can analyze grammatical structures, spellings and words. Therefore, they can learn about grammaticality, lexicalization, and vocabulary. In addition, they are able to recognize words and even get more and more words. It will enrich their vocabulary; increase their knowledge of grammar and writing. Then finally, they are able to produce it in speaking and gradually they will have ability in listening skill. However, some factors can determine students' success in reading. "When people are in process of understanding the text, there are 8 things that determine the successful of reading such as sensory ability, perception, arrangement, experience, vocabulary knowledge, thinking, study, association, and effective includes attitude and interest in reading" Burns, Roe, and Ross in Umam (2013: 79). Moreover, "children can succeed in reading in the future after they acquire a positive attitude toward reading" (Yuxiang, 2000). Dealing with this study, I only focus on the attitude as one factor that can determine the students' success in reading.

Reading is one kind of activity, which is done by people for different reasons and purposes. Some people read to get some information, some others people read because of their hobbies, some others read to feel happy, and some others for study, etc. Some other people state that reading is a happy activity and other people say that reading is a very boring activity. It

means each person has different attitude towards reading.

Different attitude that people have towards one thing indicates that they have different thought, felling and behavior towards it. Hogg and Vaughan in Sabzian and Gilakjani (2013: 68) state that an attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols. Dealing with this case, students' attitudes towards English reading texts will show how they think and feel through their behavior towards English reading texts.

Based on my observation, the problems of this study are English teachers at SMPN 1 Pringgarata do not have adequate knowledge of their students' attitudes towards English reading texts, most students are passive in English reading class, they show their lack of motivations in learning English reading text (descriptive, recount, and narrative texts), most students have inadequate abilities in comprehending English texts. The purposes of this study are to know whether the students' attitudes relate to their abilities in English reading texts, to know students' attitudes toward English reading texts at the second grade students of SMPN 1 Pringgarata, to know which text the second grade students at SMPN 1 Pringgarata show their positive

and negative attitude to, and to know the reasons why students have positive and negative attitudes towards English reading texts at the second grades of SMPN 1 Pringgarata.

REVIEW OF RELATED LITERATURE

Reading Attitude

Hagan (2013: 7) defines reading attitude or attitude towards reading as the feeling about reading that results in the adoption or avoidance of positive reading habit. Attitude towards reading are defined by Alexander & filler (1976 in Mahato, 2016: 43) as an individual's feeling about reading. It causes learners to adopt or avoid a reading situation. Both definitions assume that reading attitude is how people sense towards reading activity. In this case, learners may feel happy or unhappy towards reading. Their feeling will encourage them either to do reading or not to do it.

Dealing with teaching and learning process, knowing students' attitudes towards one subject is very important. It is the first step for teacher before teaching them and deciding material and method that they are going to apply in the classroom. Kretch, Crutchfield, and Ballachey (1962 in Mahawan 1992: 10) assert that by knowing the attitude of people it is possible to do

something about prediction and control their behavior. Logically, we cannot do anything if we do not know the learners' attitudes towards English reading texts. We can know how to treat other people if we know their attitudes well. In this case, it might be impossible to achieve the purposes of teaching English reading texts without knowing the students' attitudes. As I found that, there are many results of studies, which proved that the attitude and the success have very close relation. As an example, a study that was conducted by Fahrudin (2009: 114). The title of his study was The Relationship between Reading Comprehension Skill and Language Attitude Towards students' Ability in Appreciating Short Stories. In his study, he found that there was a positive and significant relationship between language attitude and the ability in appreciating short stories. It indicated that the more positive language attitude the students have the better ability in appreciating short stories they will get. In this study, he found also, there were positive and significant relationship among students' ability towards reading comprehension, their attitude towards it, and their ability in appreciating sort stories. It means that the better ability and attitude the students have toward reading comprehension the better

ability in appreciating short stories they will get.

Hypothesis

The hypothesis of this study are there is correlation of students' attitudes and their abilities in English reading texts (Ha) and there is no correlation of students' attitudes and their abilities in English redaing texts (Ho).

RESEARCH METHODS

The kind of this study was *mixed met hods research* with *explanatory sequential mixed methods*. "It is one in which the rese archer first conducts quantitative research, a nalyzes the results and then builds on the re sults to explain them in more detail with qu alitative research" (Creswell, 2014: 43). Th e population of this study was 210 students at the second grade of SMPN 1 Pringgarata in academic year 2016/2017. There were 11 8 students as a sample in this study, which was determined by using simple random sa mpling technique.

This study used three kinds of instruments in collecting the data. They were questionnaire, interview, and test. The questionnaire was used to take the data of students' attitudes towards English Reading Texts and the questionnaire scale that used was Likert scale. The questionnaire consisted of 15 questions. The interview was used to take the data of students' positive and negative attitudes reasons. The

kind of interview that used was unstructured interview, which consisted of two questions, while the test was used to know the students' abilities in English Reading Texts. The form of test used in this study was multiple-choice form, which consisted of 15 items.

FINDINGS

The Correlation of Students' Attitudes and Their Abilities in English Reading Texts

Students' abilities in reading had been correlated to the students' attitudes towards English reading texts by using statistical analysis called Spearman Correlation in SPSS program and the result was as follows:

Table 1. Correlation

		Attitude	Ability
Spearman's rho Attitude	correlation coefficient sig. (2-tailed) N	1.000 . 118	.182* .048 118
Ability	correlation coefficient sig. (2-tailed) N	.182* .048 118	1.000 . 118

The table above tells us about the correlation between students' attitudes and

their abilities in English reading texts. From the table, we know that the score of significant correlation at the 0.05 level (two-tailed) was 0.048. This score was less that 0.05 (0.048<0.05) it indicated that there was correlation between students' attitudes and their abilities in English reading text. While, the score of correlation coefficient was 0.182, which indicated that the correlation between students' attitudes and their abilities in English reading texts was very weak. "The correlation coefficient 0.00- 0.20 indicates very weak correlation" (Sujianto, 2007: 38).

Categorization of Students' Attitudes

Table 2. Categorization of Students' Attitudes

No	Categorization	Range	Number of Students
1	Very good (81-100)	81-90	28
2	Good (61-80)	61-80	71
3	Enough (41-60)	49-58	11
4	Lack (21-40)	-	-
5	Very lack (0-20)	-	-

From the categorization above, we know the number of students that had particular attitude towards English reading text. Moreover, the comparison of Students' Attitudes towards Descriptive, Recount, and Narrative Text can be seen in the table below:

Table 3. The comparison of students' attitudes towards descriptive, recount, and narrative text.

| | Text | | | Maximum |
	Descriptive	Recount	Narrative	Score
Students' total score	2077	2052	2259	2950
Percentage	70,4067797	69,55932	76,576271	

This table showed us the percentage of their attitudes was up to 50% for each text. Students' attitudes towards descriptive text are 70.40%, their attitudes towards recount text are 69.55%, and the last was their attitudes towards narrative text are 76.57%. The conclusion was most of them shown their very positive attitude towards narrative text, followed by descriptive text and the last was recount text.

The Result of the Interview

In this study, I used interview to know the students' positive and negative reasons. In this study, I did not put all the answers, because some of them had similar answers. Therefore, I put only one answer for the similar answers that could represent the others.

Students' positive attitude reason towards descriptive text.

Students 1 "*Deskriptive text lebih mudah dipahami dari pada yang lainnya karena kata- kata yang terdapat di dalamnya mudah dicari di dalam kamus, karena juga walaupun saya tidak membaca semua text main ideax mudah ditemukan*". (I like reading descriptive text because it is easier to be understood than recount and narrative text, the words within it are easier also to be found in dictionary, the main idea of descriptive text is easier to be found without read all paragraph).

Students 5 "*Descriptive text materinya mudah dipahami*" (The discussion of descriptive text is easier to be understood).

Student 6 "*Saya suka memebaca descriptive text, karena textnya tidak terlalu panjang dan mudah dipahami*". (I like reading descriptive text because it is not too long and easier to be undertood).

Students 13 "*Saya suka membaca deskripive text,karena soalnya mudah dipahami dan dikerjakan*". (I like reading descriptive text because it contents the easy questions).

Student 63 *"Descriptive text membantu saya dalam mempelajari kata sifat dan simple present tense"* (Descriptive text helps me in learning adjective and simple present tense).

Students' positive attitude reason towards recount text.
Student 22 *"Saya senang membaca recount text karena saya senang menulis pengalaman sendiri dan membaca pengalaman orang lain yang bisa menghibur".* (I like reading recount text because I like writing my personal experience and like reading other people's experiences, which can entertain me).

Student 32 *"Saya suka membaca recount text, karena textnya tidak terlalu panjang".* (I like reading recount text because it is not too long).

Student 36 *"Saya senang membaca recount text, karena kata- katanya sederhana sehingga mudah dipahami.* (I like reading recount text because it contents simple words. Therefore, it is easy to be understood).

Students' positive attitude reason towards narrative text.
Student 25 *"Saya senang membaca narrative text, karena berisi tentang cerita dongeng yang bisa menghibur".* (I like reading narrative text because it tells us about the legend that can entertain me).

Student 18 *"Saya mudah memahami narrative text karena isi ceritanya banyak terdapat dalam persi bahasa Indonesia".* (Narrative text was easier to be understood because many of its' stories are found in Indonesian language).

Student 4 *"Saya senang membaca narrative text, karena dapat membantu saya dalam memahami simple past tense dan memperbanyak kosakata".* (I like reading narrative text because it can help me to learn simple past tense and enrich my vocabulary because its text is long).

Student 16 *"Narrative text mudah menjawab pertanyaan- pertanyaan di dalamnya karena jawabannya sudah ada di text"*. (I like narrative text because the answers are found in the texts).

Students' negative attitude reasons towards descriptive, recount, and narrative text.
Student 10 *"Saya tidak suka membaca recount and narrative karena textnya terlalu panjang dan sulit dipahami".* (I dislike reading recount and narrative text because their texts are too long and difficult to be understood).

Student 37 *"Saya tidak suka membaca descriptive, karena textnya terlalu panjang dan sulit dipahami".* (I dislike reading descriptive, narrative, dan recount text because their texts are too long and difficult to be understood).

Student 29 *"Saya tidak senang membaca narrative dan recount text karena kata-katanya sulit dicari di kamus sehingga sulit dipahami".* (i dislike reading descriptive, narrative, dan recount text because their words are difficult to be found in dictionary, therefore difficult to be understood).

Student 74 *"Saya tidak suka membaca descriptive, recount, and narrative text, karena saya tidak senang membaca".* (I dislike reading *descriptive, recount, and narrative text because I dislike reading*).

Student 80 *"Saya tidak suka membaca descriptive, recount, and narrative text, karena saya tidak suka dengan pelajaran bahasa inggris".* (I dislike reading *descriptive, recount, and narrative text because* I dislike English lesson).

DISCUSSION

There are some points are needed to be discussed in this part. The first one is the correlation between students' attitudes and their abilities in English reading texts. Based on the statistical analysis in finding above the result of the significant correlation score was 0.048. This score was less than 0.05 (0.048<0.05) which indicates that there was a correlation between students' attitudes and their abilities in English reading texts. Therefore, my hypothesis is accepted. Dealing with this study, which about students' attitudes and their abilities in English reading texts and the correlation between them, the finding of this study supported experts' theories also. One of them is "children can succeed in reading in the future after they acquire a positive attitude toward reading" (Yuxiang, 2000). However, the correlation between students' attitudes and their abilities was very weak (0.182). Based on Yuxiang' theory above, students at the second level of SMPN 1 Pringgarata should have good ability in English reading text because their attitudes towards it were good. The fact was students did not have good ability in English reading text although their attitudes towards it was positive. It can be seen in students' mean score in chapter 1. Their mean score was 5.0. Moreover, based on the data analysis using percentage above, 71 students in SMPN 1 Pringgarata in academic year 2016/2017 had good attitude, 28 students had very good attitude and 11 students had enough attitude. It indicated that the most students in this school had good attitude towards English reading texts.

This finding is exactly similar to the finding of previous study that I had discussed in chapter two. The next my finding was students showed their very positive attitudes was towards narrative text (76.57%), and then descriptive text (70.40%), and the last was recount text (69.55%).

The last my finding was students' reasons for having positive and negative attitude towards English reading texts. Students' positive attitude reasons towards descriptive text were descriptive texts consisted of simple word and those words were easier to be found the meaning in dictionary. The mean idea of the text easier to be found. Students who had positive attitude towards recount text had various reasons also. Students who liked writing dairy liked also reading recount text. Some of them also said that recount text easier to be understood because it consisted of simple words. Students' reasons for having positive attitudes towards narrative text were narrative text tell them about the legend. Narrative text was also easier to be understood because there were many stories in narrative text were found in Indonesian language. Narrative text helped them to learn past tense and to enrich their vocabulary.

Students' negative reasons towards descriptive, recount, and narrative text were those texts were too long, it were difficult to be understood. Moreover, Students' negative attitude reasons also were that they disliked reading all kinds of text in any languages included English and disliked learning English lesson.

CONCLUSION

Based on my research finding above, I can conclude that there was a correlation between students' attitudes and their abilities in English reading texts at the second grade students of SMPN 1 Pringgarata in academic year 2016/2017. However, the correlation was very weak (0.182). In addition, most students had good attitude towards English reading texts and their very positive attitudes were towards narrative text. Moreover, students' reasons for having positive attitudes towards descriptive text were descriptive texts consisted of simple words and its main idea was easier to be found. The students' reasons for having positive attitudes towards recount texts were because they liked writing a diary and liked reading people's experiences. Recount text also consisted of simple words. The students' reasons for having positive attitudes towards narrative text were narrative text told them about the legend; it was easier to be understood because many stories within it found in Indonesian language. This text helped them to learn past tense and to enrich

their vocabularies. While, students' reasons for having negative attitudes were that descriptive, recount and narrative text were too long and more difficult to be understood. In addition, they disliked reading all kinds of text in any languages included English and disliked learning English lesson.

SUGGESTIONS

From the results of this study, we know that there was a correlation between students' attitudes and their abilities in English reading texts and knowing the students' reasons why they had positive and negative attitudes towards descriptive, recount, and narrative text. From these results, I suggests to the English teachers to consider them in determining the appropriate method and materials before teaching their students. However, this study only focused on students' attitudes and their abilities towards three kinds of text (descriptive, recount and narrative) at the second grade of SMPN 1 Pringgarata in academic year 2016/2017. Therefore, I recommend to the next researcher to explore this study to the higher or lower level in other school and in the broader skills such as in speaking, writing and listening skill and towards broader materials in English lesson.

REFERENCES

Creswell, J. W. 2014. *Research Design: Quantitative, Qualitative, and Mixed Method Approaches. 4th Edition*. United State of America: Sage Publications, Inc.

Grabe, W., and Stoller, F. L. 1997. Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher. In Marianne Celce-Murcia (Ed.). *Teaching English as a Second or Foreign Language*. P.184. United States of America: Heinle- Heinle.

Indrawati, N. P. S. 2014. *The Implementation of Intensive Reading to Improve Reading Comprehension of the Seventh Grade Students of SMPN 4 Denpasar in the Academic Year 2013/2014*. Denpasar. Unpublished

Rucker, M. 2016. 3 *Straightforward Methods for Analyzing Qualitative Interview Data*. http://unstick.me/3-strightforward-methods-for-analyzing-qualitative-interview-data/. Accessed on May 15, 2017.

Sabzian and Gilakjani, 2013. Teachers' Attitudes about Computer Technology Training, Professional Development, Integration, Experience, Anxiety, and Literacy in English Language Teaching and Learning. *International Journal of Applied Science and Technology*. 3 (1).

Sujianto, A. E. 2007. *Aplikasi Statistik dengan SPSS Untuk Pemula*. Jakarta: prestasi pustaka.

Sumaryanta. 2015. Pedoman Penskoran. *Indonesian Digital Journal of*

Mathematics and Education. 2 (3): 2407-7925.

Tuan, L. T. 2011. Teaching Reading through WebQuest. *Journal of Language Teaching and Research.* 2 (3): 664-673.

Umam, A. K. 2015. *Pentingnya Memahami Sikap terhadap Membaca pada Siswa dalam Pelajaran Bahasa.* Accessed on January 05, 2017. From http//:www.Download.poertagaru da.org.

Yuxiang, W. 2000. Children's Attitudes toward Reading and Their Literacy Development. *Journal of Instructional Psychology.* 27 (2): 0094-1956.