A CLOSER LOOK ON STUDENT-TEACHERS’ READING ATTITUDES, READING HABITS, AND THEIR READING COMPREHENSION ACHIEVEMENT OF TERTIARY LEVEL

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**Abstract.** This study was aimed to find out (a) the existing phenomena of students’ reading attitudes, habit, and comprehension achievement, (b) whether or not there was significant correlation among the students’ reading attitudes, reading habits and their reading comprehension achievement, (c) whether or not there was contribution of students’ reading attitudes, reading habit and their reading comprehension achievement, (d) which variable gives the most contribution to the students’ reading comprehension achievement. The data were collected by distributing reading attitude and reading habit questionnaire and testing a reading comprehension for 313 students. The data were analyzed by Percentage analysis, Pearson Product Moment and Regression. The result showed that 1.6% students had very positive reading attitude, 95.9% students had positive reading attitude, 2.5% students had negative reading attitude. In reading habit, 23.1% students had very good reading habit, 72.3% students had good reading habit, and 4.6% students had average reading habit. There was a significant correlation between students’ reading attitude to their reading habit (.365 with sig .000). There was no significant correlation between either students’ reading attitude or reading habit and their reading comprehension achievement. Based on their semester level, only the eighth semester students’ reading attitudes insignificantly correlate to their reading habits (.134 with sig .233). Meanwhile, only the fourth semester students’ reading attitudes correlate to their reading comprehension achievement (.290 with sig .011). In general, students’ reading attitudes contributed 13.3% to their reading habit. Finally 8.6% of the fourth semester students’ reading comprehension achievement was influenced by the combination of reading attitudes and reading habits.

***Keywords:*** *reading attitude, reading habit, reading comprehension achievement*

**Introduction**

A good reader makes a good student. Based on the research done by the National Endowment for the Arts of USA (2007), it is proved that teenagers who read for pleasure significantly correlates to their academic achievement. Students who read voluntarily score better on reading and writing test than infrequent readers. Therefore, the result shows that advanced readers accrue their personal, professional, and social advantages, while deficient readers run higher risks of failure in all three areas.

However, according to PISA that the importance of reading skill is still ignored by the Indonesians. It can be seen from PISA result (2009) that the average of reading score of Indonesian students is only 402 which is below OECD average. The result made Indonesia in the 57th rank of 65 countries that participated in the survey. There are only eight countries which have lower scores than Indonesia. Furthermore, Indonesia is also in the 42nd rank out of 45 countries around the world which participated in PIRLS 2011 International Result in Reading (PIRLS, 2012). This study also showed that Indonesian students’ average score was 428 in reading literacy.

From the Indonesian constitution no 20 year 2003 chapter III article 4 the government regulates the citizen to improve the reading culture through the education, as well as writing and math science. Therefore, the government provides library with books to encourage the reading interest, in order to widen the horizon and knowledge to brighten the nation (UU no 43 chapter I article 4, 2007). In contrast, the report of Human Development index 2013 Indonesia is in the rank of 121 out of 185 countries, far lower than Singapore (18), Malaysia (64), and Thailand (103). Based on the UNDP result, Indonesia scores 0,629, it covers the employee, health, and education aspect. Based on the UNDP result, Indonesia scores 0,629, it covers the employment, health, and education aspect. It is actually the fact that Indonesian government has to refer to these results so that the massage implied in the government regulation can be reached.

Reading is an activity that people do to enrich their knowledge. It involves the cognitive component because it activates the thinking, evaluating and judging process in filtering the information. According to Palani (2012) “reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving.” Lone (2011) defines, “reading as the ability to recognize, and examine words or sentences and understand the information within.” Further, he adds that reading is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences.

Reading is one of the necessary skills in foreign language acquisition. Being able to read especially reading English sources is important for students in learning the language. Many activities, inside or outside the school, require students – whether they like it or not – to be able to use the reading skill in their daily activities. According to Mikulecky and Jeffries (2007), “reading in English helps students learn to think in English and build their English vocabulary.” Furthermore, students can write better in English if they feel more comfortable with the language. It means that by having a good reading skill, students are able to improve other skills to support the teaching and learning process.

The fact that English is a foreign language in Indonesia makes the students reluctant to use it as a part of their daily activities. Other factors could also have caused it. Two of them are reading attitude and reading habit. Hussain (2006, p.41) found that improvement in study attitudes and study habits resulted in improvement of students’ academic achievement. It is also proved by the result of the study done by Majid and Tan (2007) which showed that reading attitudes contributed to the children’s language competence. They found that 62% of students spent their time reading books before they took the test or examination and this attitude affects affected their language competence. It means that students who read more before test will would have better performance in examination. In addition, Sani and Zain (2011) found that there was a significant correlation between the respondents’ language learning reading attitude and reading score. It means the positive attitude toward reading would influence the students’ reading ability.

Attitude and habit can also be affected by gender and grade. PIRLS (2001, 2006, 2009) consistently found that the average of female reading achievement was usually higher than boys. For example in France, the average reading achievement of girl students was 3.4 meanwhile that of the boys was only 2.4. It is also similar with the condition in Indonesia in which girls’ score was higher than boys’ reading score namely 4.5 and 4.3 respectively (Kennedy, 2006). Furthermore, Table 1 shows about students’ Reading Comprehension Achievement in formal educational institution in South Sumatra. The total mean score of students’ reading comprehension achievement in 6 institutions’ was only 56.5. Unfortunately, none of the institutions’ students’ mean score reached the standard score urged by the international associations that focused on reading – PIRLS 500.

Good reading habit actually can be seen from the students’ visit to the library. Diem’s (2011) research found that the numbers of library visits to schools’ library were very low. To support Diem’s finding, the writer had another brief data analysis about the students reading habits in University. The brief observation showed that the library there would have many visitors only when the students of eighth semester were working on their theses. The writer did a brief interview with the students at the beginning of the semester in the reading course and found out that the students read only when they had assignments from their lecturers but not because they really wanted to read. This condition was assumed to be related to students’ attitude or interest in reading. Hence, this study would try to investigate the student-teachers’ reading attitudes and reading habits of English Education Study Program in correlation to their reading achievement.

**Theoretical Framework**

**Reading Comprehension**

Comprehension needs process in achieving it. It is strongly related to the readers’ prior knowledge. Tankersley (2005) states that “comprehension is a process, not a product”, Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experience. In addition, Sadoski (2004) explains that comprehension is about understanding something, getting its meaning. Comprehension is the reconstruction of the author’s message, the author constructs a message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message.

In other words, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). The achievement of word recognition skills proceeds from bottom up process of spelling-to-sound decoding and direct visual recognition, or (from) top-down processes of expectancy generation and contextual prediction (Gleason & Ratner, 1998, p. 424). In order for comprehension to occur; words must be decoded and associated with their meanings in a reader’s memory. Smith (1975) cited in Shen (2004) asserts that in order to understand, readers need to “make sense” of written language. Therefore, reading comprehension is the ability to construct the author’s message through experiential background, knowledge, language, and thinking skills.

**Reading Attitudes**

Smith (1990) cited in Yamashita (2007) defines reading attitudes as state of mind, accompanied by feelings and emotions, that make reading more or less probable. In other words he says that attitude toward reading can cause the learner approach or avoid a reading situation. Reading attitudes in this study are the students’ attitudes toward any activities related to reading. Those attitudes are comfort, intellectual values, practical values, anxiety and linguistic (Yamashita, 2007). Then, it can be concluded that reading attitude is how one’s judgment or conduct toward activities which related to reading.

Kubiszyn and Borich (1993) explain attitude measurement can help most of the classroom teachers identifying the students’ reading comprehension early in the school year, and may implement strategies to best utilize and challenge the turn-on students (those with positive attitude) to better motivate the turn –off students (those with negative attitude).

By measuring students’ attitude, teacher also assess general changes that may take place in students’ attitude overtime and teacher also able to determine the effect on students’ attitude of specific aspects of the school or classroom experience. McKenna et al (1995, 937) offered three concept to modern understandings of attitude: the beliefs an individual harbors in relation to the object, the behavioral intentions that concern the object, and the feelings the individual experiences because the object. Further they add, the effects of reading ability influence one’s attitudes.

**Reading Habits**

Wood and Nealthe (2007) state habits are learned dispositions to repeat past responses. They are triggered by features of the context that have covaried frequently with past performance, including performance locations, preceding actions in a sequence, and particular people. Joseph (2010) stated that habits are routine behaviors done on a regular basis. Zwiers (2004) feels that habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. In other words, habit can influence the mental experience performed repeatedly by people that able to change one’s behavior.

Habit is the tendency toward an act that has become a repeated performance, relatively fixed, consistent, easy to perform, and almost automatic. The habits work together and overlap as they construct meaning (Villaume & Brabham, 2002).

The process of habit can be occurred when someone get used to in one condition prolonged. Schacter et al. (2011) use the term of habituation for habit, they define habituation as a general process in which repeated or prolonged exposure to a stimulus results in a gradual reduction in responding. They cite as example someone who lives near a busy highway probably noticed the sound of traffic when they first moved in but become habituated after a while and missed the sound when the person moved out to the suburban area.

**Reading Attitudes and Reading Habits**

The amount of time in reading influences one’s improvement in habits toward reading. Karim and Hasan (2007, p. 21), found that there was a significant correlation between reading attitudes and reading habits. Ayhan et al. (2013) found that frequency of reading books created a significant difference on children’s attitudes towards reading habits. Further their finding revealed that gender was effective on children’s attitudes on reading habit. When they analyzed the average scores, it was observed that girls’ average attitude scores on reading habit were higher than boys’ average scores. Thus, by cultivating reading attitudes would improve the students’ reading habits

**The Effect of Reading Attitudes to the students’ Reading Comprehension**

One of the factors affecting reading performance is students’ attitude toward reading (Wixon & Lipson cited in Kear, 1990). According to McKenna et al (1995, 938), the McKenna model used in their research showed that attitudes are formed in part on the basis beliefs about the outcomes of reading, it is natural to predict that poorer readers, who have reason to expect frustrating outcomes, will tend to harbor more negative attitudes than better readers.

Beers (2003) further stated students with a positive attitude toward reading see reading as a way to connect personally with a text. As readers, they want to choose their own books, become familiar with authors, go to the library, keep reading journals, and have small group discussions. In his study, he found that students define reading as ‘a way to go to new place’, ‘a way to be in another world’, or ‘something that creates a movie in mind.’ in other words, the students who have positive attitude toward reading see reading as an interesting activity.

**The Importance of Students’ Reading Habits to Their Reading Comprehension Achievement**

Reading habit need continues process in order to create good reading habit. According to Roe and Ross (1990) reading habit means an individual’s constant reading in a critical manner, as a result of his considering this activity as a need to be met and a source of pleasure. In addition, there are many researchers have tried hard to find the best way to improve students’ reading habit. Besides reading is an essential habit that students need to have, it helps teacher a lot to succeed in helping students to learn better.

Thanuskodi (2011) defined that the reading habit is one of the powerful and lasting influences in the promotion of one’s personal development in particular and social progress in general. Krashen (1993) cited in Strommen and Mates (2004) mentioned that those who do not develop the habit of reading for pleasure may have a very difficult time reading and writing at a level high enough to deal with demands of today’s world. According to Ganoa and Gonzalez (2011, 59), there are 7 indicators or questions specification of reading habits. They are attitude toward reading, reading frequency, book read, time spent on academic reading, time spent on non-academic reading, motivation in the family environment, motivation in the academic environment.It proved that students need to have good reading habits to be successful in their professional lives.

**Material and Method**

This study is a survey which investigates a correlation among student-teachers’ reading attitudes and reading habit toward their reading comprehension achievement of tertiary level and a correlation design was used. There are two independent variables (predictor variables) and one dependent variable (criterion variable) in this research. Independent variable (predictor variable) is used to predict the outcome. Reading attitudes and habits are independent variables while reading comprehension achievement is dependent variable. The populations of this research were

The writer used questionnaires and test. Questionnaires were used to investigate or to find out students’ attitude and habit toward reading. Questionnaires were divided into two: reading attitude and reading habit questionnaires. Reading comprehension achievement test was used to measure students’ reading ability. The Reading and You Attitude Survey was based on the Mikulecky Behavioral Reading Attitude Measure (MBRAM) developed by Mikulecky (1976) and the writer used the revised version by B. A. Murray at Auburn University in 2009 cited in West (2010, p. 132 – 134). The Reading and you attitude survey contains an even number of 14 positive statements and 14 negative statements with total 28 items in the survey.

The writer used questionnaire taken from an article written by Janthong & Sripetpun in 2010 entitled “English Reading Comprehension and Reading Habit Improvement: use of Questioning Technique.” The title of the questionnaire is “Reading Habits and Self-directed Learning Questionnaire.” The Reading habits questionnaire contains 30 items survey. Students rated themselves along level of agreement from 5, which represents – strongly agree ― to 1, which represents ―Strongly disagree.

The reading comprehension test comprised 50 questions in form of multiple choices. They are details, main idea, inference, cause and effect, reference, sequence and question related to vocabulary. Alpha Cronbarch analysis in SPSS was used to find out the reliability of the valid items.

Pearson Product Moment (Correlation Matrix) in SPSS was used to find out the validity of the instruments. For the reading attitude questionnaire, the total numbers of the questionnaire is 28 items. The result of Reading Attitude Questionnaire (RAQ) validity and reliability is that it can be said that all of the items of this questionnaire is valid because the result was 0.48 (>0.325) or critical values for *r*). This questionnaire was also reliable because the result was 0.912 (>0.70).

For the Reading habit questionnaire, the total numbers of questions used in the try out are 30 items. From the result of the data analysis of the reading habit questionnaire, the writer found one invalid question which was question no 8. The writer decided to omit the invalid question, so the total number of the reading habit questionnaire was 29 items. The instruments to be used have been tried out and the results can be said that this questionnaire was valid because the result was 0.47 (>0.314 or critical values for *r*). This questionnaire was also reliable because the result was 0.905 (>0.70).

The writer used 50 numbers of questions in the reading comprehension achievement test. The result of validity and reliability of Reading Comprehension Achievement Test (RCAT) were valid because the result showed that 0.47 (>0.325 or critical values for *r*). This test was also reliable because the result referred to 0.94 (>0.70).

Finally, the writer applied three techniques to analyze the data, namely Percentage analysis, Pearson Product Moment, and Regression.

**Results and Discussion**

To get an idea of the characteristics of each variable, descriptive statistical analysis is used. In the following, a description of the data will be presented which includes the mean, median, and frequency descriptions for each variable.

**Table 1 Descriptive Statistics of All Variables Measured**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variable | Category | Frequency (%) | Mean | SD |
| N (313) | Male (103) | Female (210) | N (313) | Male (103) | Female (210) | N (313) | Male (103) | Female (210) |
| Reading Attitudes | Very Positive | 5 (1.6%) | - | 5 (1.5%) | 70.39 | 68.54 | 71.30 | 6.853 | 6.285 | 6.952 |
| Positive | 300 (95.9%) | 9 (98.7%) | 201 (97.3%) |
| Negative | 8 (2.5%) | 4 (1.3%) | 4 (1.2%) |
| Very Negative | - | - | - |
| Reading Habits | Very Good | 72 (23.1%) | 5 (1.6%) | 10 (3%) | 98.05 | 96.50 | 98.81 | 12.189 | 12.229 | 12.126 |
| Good | 226 (72.3%) | 70 (89.6%) | 156 (83%) |
| Average | 15 (4.6%) | 28 (8.8%) | 44 (14%) |
| Poor | - | - | - |
| Very Poor | - | - | - |
| Reading Comp. Achievement | Excellent | - | - | - | 30.41 | 30.25 | 30.45 | 8.324 | 7.929 | 8.658 |
| Good | - | - | - |
| Average | - | - | - |
| Poor | 313 (100%) | 103 (100%) | 10 (100%) |

**Students’ Reading Attitudes**

The writer found that students’ mean score for reading attitudes was 70.39. The standard deviation of students’ reading attitudes was 6.853 with the minimum score was 54 and the maximum score is 93. It can be described that there were 5 (1.6%) students had very positive reading attitudes, 300 (95.9%) students had positive reading attitudes, 8 (2.5%) students had negative reading attitudes, and none of them had very negative reading attitudes. From the Descriptive Analysis of Reading Attitudes, it shows that there were 39.3% students who are excited about a book that they try to get their friends to read it and 35.1% students like to read although they don’t have to read anything for school (see Appendix D). Further, based on their gender, the male students’ mean score for their reading attitudes was 68.54 with 6.285 for the standard deviation. The minimum score was 55 and the maximum score is 86. There were 99 (98.7%) male students with positive reading attitudes, and 4 (1.3%) male students with negative reading attitudes. Nobody had very positive as well as very negative reading attitudes. While the female students’ mean score for reading attitudes was 71.30. The standard deviation was 6.952. The minimum score of their reading attitudes was 54 and the maximum score is 93. In terms of gender, there were 5 (1.5%) female students with very positive, 201 (97.3%) with positive, 4 (1.2%) with negative attitudes and none of them had very negative reading attitudes (See Table 1).

**Students’ Reading habit**

In relation to Reading Habit, it is found that the mean score (total) was 98.05 with the standard deviation was 12.189. The minimum score was 68 and the maximum score was 143. From table 15 it can be seen that 72 students had very good reading habits (23.1 %), the majority of them had good reading habits 226 (72.3%), only a few number of students had average reading habits 15 (4.6%), and none of them had poor and very poor reading habits. Based on the items measured, it shows that there were 47.9% of the students would try to get the book to read when someone informed them that it’s a good English book and only 7% of them who usually read the book assigned by the teacher before the due time and asked for more books to read. According to their gender, the male students’ mean score was 96.50 while that of females was 98.81. The male students’ standard deviation was 12.229 while the females’ was 12.126. The male students’ minimum score was 68 while the females’ was 76. The maximum score of the male students’ was 126 while that of females was 143. There are only 5 (1.6%) male and 10 (3%) female students with very good reading habits. The total numbers of male students with good reading habits were 70 (89.6%) while of female students there were 156 (83%). There were 28 (8.8%) male students and 44 (14%) female students who have average reading habits. None of them had poor or very poor reading habits.

**Students’ Reading Comprehension Achievement**

The students’ mean score for their reading comprehension achievement was 30.41. There were 100% students who had poor reading comprehension achievement. The standard deviation of the reading comprehension achievement was 8.324 with 0 minimum score and 48 maximum score. In terms of gender, the male students’ mean score was 30.25 with the standard deviation was 7.929 while that of females’ was 30.45 with the standard deviation was 8.658. Neither of them had excellent, good, nor average reading comprehension achievement. All of them, (103 male students and 210 female students), were in the poor reading comprehension achievement category with the same minimum score (0) and maximum score (48).

**The Correlational Analyses**

**The Correlation among Independent Variables and Dependent Variable**

To find out the correlation of students’ reading attitudes, reading habits and their reading comprehension achievement, Pearson Product Moment was applied. And the result can be seen in table 2 provided.

**Table 2 Pearson Product Moment Correlation among Variables Measured (N = 313)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** |  | **Reading Attitudes** | **Reading Habits** | **Reading Achievement** |
| **Reading Attitudes** | **r****sig.** | **1.000** |  |  |
| **Reading Habits** | **r****sig.** | **.365\*\*****.000** | **1.000** |  |
| **Reading Achievement** | **r****sig.** | .029 .612 | .000 .995 | **1.000** |

**Notes: \*\* Correlation is significant at the 0.05 or lower**

**The Correlation between the Students’ Reading Attitudes and Students’ Reading Habits**

The result shows that the correlation between students’ reading attitudes and students’ reading habits was.365 with the significant level of .000.It means that there was a low correlation between the students’ reading attitude and their reading habit. However, the correlation was significant since the p-value (.000) was lower than 0.05.

**The Correlation between the Students’ Reading Attitudes and Students’ Reading Comprehension Achievement**

The result shows that the correlation between students’ reading attitudes and their reading comprehension achievement was .029 with significance level of .612.It means that there was a very weak correlation between the students’ reading attitudes and their reading comprehension achievement. However, the correlation was not significant since the p-value (.612) was higher than 0.05.

**The Correlation between the Students’ Reading Habits and their Reading Comprehension Achievement**

It was found that the correlation between the two variables was .000 with the significance level of .995. It means that there was a very weak correlation between the students’ reading habits and their reading comprehension achievement. Moreover, the correlation was not significant (sig. 2 tailed = .995 or > 0.05).

**The Correlation between the Students’ Reading Attitudes, Reading habits and their Reading Comprehension Achievement based on their Semester Level**

The writer applied Pearson Product Moment to find out the correlation of students’ reading attitudes, reading habits and their reading comprehension achievement based on their semester level. And the result can be seen in table 3 provided.

**Table 3 Pearson Product Moment Correlation among Variables Measured based on the students’ semester level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Semester | N | Variables |  | Reading Attitudes | Reading Habits | Reading Achievement |
| Semester 2 | **74** | **Reading Attitudes** | **r****sig.** | **1.000** |  |  |
| **Reading Habits** | **r** | **.457\*\*** | **1.000** |  |
| **sig.**  | **.000** |
| **Reading Achievement** | **r** | -.002 | -.116 | **1.000** |
| **sig.**  | .984 | .326 |
| Semester 4 | **76** | **Reading Attitudes** | **r****sig.** | **1.000** |  |  |
| **Reading Habits** | **r** | **.448\*\*** | **1.000** |  |
| **sig.**  | **.000** |
| **Reading Achievement** | **r** | **.290\*** | .171 | **1.000** |
| **sig.**  | **.011** | .140 |
| Semester 6 | **82** | **Reading Attitudes** | **r****sig.** | **1.000** |  |  |
| **Reading Habits** | **r** | **.451\*\*** | **1.000** |  |
| **sig.**  | **.000** |
| **Reading Achievement** | **r** | -.094 | -.043 | **1.000** |
| **sig.**  | .403 | .701 |
| Semester 8 | **81** | **Reading Attitudes** | **r****sig.**  | **1.000** |  |  |
| **Reading Habits** | **r** | .134 | **1.000** |  |
| **sig.** | .233 |
| **Reading Achievement** | **r** | -.037 | .017 | **1.000** |
| **sig.** | .742 | .882 |

| \*\*. Correlation is significant at the 0.01 level (2-tailed). |
| --- |
| \*. Correlation is significant at the 0.05 level (2-tailed). |

**The Correlation between the second, fourth, sixth, and eight semester students’ reading attitudes, reading habits and their reading comprehension achievement**

The writer found that the correlation between the second semester students’ reading attitudes and their reading habits was .457with the significance level of .000. It means that there was moderate correlation between these two variables or second semester students’ reading attitudes was significantly correlates to their reading habits. The second semester students’ reading attitudes and their reading comprehension achievement was -.002 with the significance level of .984. It means that the second semester students’ reading attitudes was insignificantly correlates to their reading comprehension achievement. The second semester students’ reading habits and their reading comprehension achievement was -.116 with the significance level of .326. In other words, the second semester students’ reading habits was insignificantly correlates to their reading comprehension achievement.

It was found that the correlation between the second students’ reading attitudes and their reading habits was .448 with the significant level of .000. It means that there was moderate correlation between these two variables or fourth semester students’ reading attitudes was significantly correlates to their reading habits. The fourth semester students’ reading attitudes and their reading comprehension achievement was .290 with the significance level of .011. It means that there was low correlation between these two variables or the fourth semester students’ reading attitudes was significantly correlates to their reading comprehension achievement. The fourth semester students’ reading habits and their reading comprehension achievement was .171 with the significance level of .140. In other words, the fourth semester students’ reading attitudes was insignificantly correlated to their reading comprehension achievement.

From table 9, it was found that the correlation between the sixth students’ reading attitudes and their reading habit was .451 with the significant level of .000. It means that there was moderate correlation between the sixth semester students’ reading attitudes and their reading habit. And the sixth semester students’ reading attitudes was significantly correlates to their reading habits. The correlation between the sixth semester students’ reading attitudes and their reading comprehension achievement was -.094 with the significant level of .403. In other words, there was very weak with negative correlation between the sixth semester students’ reading attitudes and their reading comprehension achievement or the sixth semester students’ reading attitudes was insignificantly correlates to their reading comprehension achievement. The correlation between the sixth semester students’ reading habits and their reading comprehension achievement was -.043 with the significant level of .701. It means that there was no significant correlation between the sixth semester students’ reading habits and their reading comprehension achievement.

It was found that the correlation between the eighth semester students’ reading attitudes and their reading habits was .134 with the significant level of .233. In other words, the eighth semester students’ reading attitudes was insignificantly correlates to their reading comprehension achievement. The correlation between the eighth semester students’ reading attitudes and their reading comprehension achievement was -.037 with the significant level of .742. In other words, the eighth semester students’ reading attitudes was insignificantly correlates to their reading comprehension achievement. The correlation between the eighth semester students’ reading habits and their reading comprehension achievement was -.043 with the significant level of .701. It means that the students’ reading habits was insignificantly correlates to their reading comprehension achievement.

**The Regression Analyses**

**The Contribution among Students’ Reading Attitudes and Reading Habits**

To find out the contribution among the students’ reading attitudes, reading habits, and their reading comprehension achievement, the writer used both simple and multiple Regression analysis to find out the result of each variable that correlate to each other.

**Table 4 The Regression analysis of the students’ Reading Attitudes and their Reading Habits based on their Semester Level**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | N | Independent Variable  | Dependent Variable | r | R2 | F | p< |
| All Semester | **313** | **Reading Attitudes** | **Reading Habits** | **.365** | **.133** | **47.724** | **.000** |
| Semester 2  | **74** | **.457** | **.209** | **19.056** | **.000** |
| Semester 4 | **76** | **.448** | **.201** | **18.628** | **.000** |
| Semester 6 | **82** | **.451** | **.203** | **20.435** | **.000** |
| Semester 4 | **76**  | **R. Attitude & R. Habit** | **R. Achievement** | **.294a** | **.086** | **3.447** | **.037** |

**The Contribution of the Students’ Reading Attitudes on their Reading Habits from all semester**

The data in table 4 shows that the f value was 47.724 with significance value .000. It means that students’ reading attitudes contributed to their reading habits significantly. It was found that the correlation between students’ reading attitudes and reading habits was .365.It indicated that there was a low correlation between these variables. The R2 in which was .133 indicated that 13.3% of various score of students’ reading habits was affected by students’ reading attitudes and 86.7% might be affected by other factors.

**The Contribution of the Second, fourth, sixth semester Students’ Reading Attitudes on their Reading Habits**

It was found that the correlation between students’ reading attitudes and reading habits in the second semester was .457. It indicated that there was a moderate correlation between these variables. The R2 in which was .209 indicated that 20.9% of various score of students’ reading habits was affected by students’ reading attitudes and the rest 79.1% was unexplained factors value. The f value was 19.056 with sig. value .000.

In the fourth semester students, the correlation between students’ reading attitudes and reading habits was .448. It indicated that there was a moderate correlation between these variables. The R2 in which was .201 indicated that 20.1% of various score of students’ reading habits was affected by students’ reading attitudes and the rest 79.9% was unexplained factors value. The f value was 18.628 with sig. value .000.

Further on the sixth semester students, it is found that the correlation between students’ reading attitudes and reading habits was .451. It indicated that there was a moderate correlation between these variables. The R2 in which was .203 indicated that 20.3% of various score of students’ reading habits was affected by students’ reading attitudes and the rest 79.7% was unexplained factors value. The f value was 20.435 with sig. value .000.

In other words, the second, fourth, and sixth semester students’ reading attitudes significantly contributed to their reading habit.

**The Contribution of the Fourth Semester Level Students’ Reading Attitudes and Reading Habits on their Reading Comprehension Achievement**

From table 4, it was found that the correlation of the fourth semester students’ reading attitudes along with reading habit on their reading comprehension achievement was .294. It indicated that there was a low correlation among these variables. The R square was .086 or it was similar to 8.6%. In other words, 8.6% from the students’ reading comprehension achievement was associated with or could be explained by reading attitudes and reading habits variables. Thus, the rest or 91.4% of reading comprehension achievement might be influenced or explained by other factors.

The F value was 3.447 with significance value .037. Accordingly, regression analysis could be used on account of significant value (.037) was lower than p value (0.05). It could be concluded that students’ reading attitudes and their reading habits used in one time by the students showed some influence or contribution on their reading comprehension achievement.

**Interpretation**

From the result shown in the finding above, it can be seen that most of the students of this University had positive reading attitudes (95.9%), because most of them showed their enthusiastic when they found good books and tried to get their friends to read it too and they also liked to spend their time reading books even though their lecturer did not assign them to read their textbooks. The students’ reading habits showed that many of the students had good reading habits (72.3%). It was shown from the result of the questionnaire that when someone talked about good English books, they would try to read them. However, the result of the students’ reading comprehension achievement showed that all of them had low achievement.

The result of this study answered the existing phenomena that happened in this University. The writer believed that the finding of the study was interestingly weird, because although most of students admitted that they had positive attitudes in reading and many of them had good reading habits, it was not reflected from the result of their reading comprehension achievement. It could be caused by the statements point out in the questionnaires. It might represent their feeling toward reading, although, it did not prove in the results of their reading comprehension achievement.

Logically, the more the students showed positive attitudes toward reading, the better the students’ reading habits would be. That way, it would have a significant correlation to the students reading comprehension achievement. However, the fact was that there was no significant correlation among the students’ reading attitudes, reading habits to their reading comprehension achievement. It indicated that there was no guarantee that the students were being honest in answering the questions of the questionnaires. It is in contrast to Majid and Tan (2007) who said that reading attitudes contributed to the students’ language competence. On the other hand, it is in line with what was found by Seitz (2010, p. 40) that students exhibited positive attitudes toward reading during her interviews. However, she added, students’ attitudes were multi-faceted. Although students might have been provided with high interest and/or challenging activities, they might not remain engaged.

The discrepancy of their response from the questionnaire distributed made the writer assumed perhaps that the students wanted to look good though they were asked to fill in the questionnaire honestly, and they did not seem to tell the truth about their attitude toward reading and the writer presumed that maybe the students misinterpreted the meanings implied in the questionnaire. In other words, they answered the questions from their own point of view. The students might think that by reading a little portion of books, they considered themselves to have a good habit toward reading. The poor achievement in students’ reading comprehension might have been influenced by the university scoring system which was different from the one used by the writer in the study.

The correlation between the students’ reading habits and their reading comprehension achievement was insignificant. This finding was not in line with what Fitria (2013) found in her study. Fitria (2013) found that the level of reading habits might have a positive impact on students’ reading skill development, the students’ reading habits were inclined to affect and determine their achievement. The insignificant correlation between students’ reading habits and their reading comprehension in this study might be caused by the misperception from the students’ point of view in the students’ comprehension of good reading habit.

The overall result found was that there was a significant correlation between students’ reading attitudes and their habits. The contribution indicated 13.3% of various scores of students’ reading habits which had been affected by their attitude. The significant correlation between reading attitudes and reading habits indicated that attitudes were associated directly with students’ reading habits in this study. This finding is in agreement with Karim (2006, p. 21), which reported that there is significant correlation between reading attitudes and reading habits.

There were no correlations among students’ reading attitudes, reading habits, and reading comprehension achievement based on their semester level. It brought the writer to the conclusion that students’ reading comprehension achievement was caused by other factors such as students’ learning style, students’ motivation and teacher’s teaching strategies. According to Hewit (2008, p.18-56), there are four important aspects that can make the teaching and learning process successful: strategy, style, motivation, and attitude. Moreover, Edmunds and Bauserman (2006) mentioned that when children were asked who had them interested in and excitement about reading, their own motivation played a very crucial part.

Next, the lower semester students (2nd, 4th, and 6th) reading attitudes and habits were significantly correlated with moderate correlation, while the higher semester students’ (8th) was insignificantly correlated. Necessarily, the higher their semester level was, the better their awareness in reading would be. It is highly different from Sanda’s (2011, p.61) who stated that higher graders’ achievement is higher than those in the lower graders. She assumes that it can be caused by their thought and ideas concerning the way of thinking.

The writer believed that the students from the eighth semester were supposed to have better results on reading attitudes, habits as well as reading comprehension achievement since the students in the higher semester are going to prepare their theses soon enough. However, the writer assumed that it might be influenced by the numbers of assignments they had had in the higher semester. Related to the result from the lower semester students, the writer proposed that it might have been caused by the entrance test. The better the students’ intelligence was, the higher the competitiveness will be. The students from the lower semester might not have a lot of exposure yet from their social life. They were perhaps more willing to study and the writer also assumed that the students from the fourth semester probably had better input than the students from other semesters. The improvement of the technology might also contribute to the students’ reading comprehension achievement, the convenient way for students to access the information provided by the internet or other devices which have eased the students to improve their reading comprehension achievement.

**Conclusion**

The conclusions are as follows. In general, (1) the higher the students’ reading attitudes, the better their reading habits are, (2) based on the lower semester levels of the students (freshman, sophomore, junior) and gender (in which females are better than males) it can be interestingly concluded that the students’ reading attitudes influenced their reading habits for 20.1% and 7.2% respectively. (3) However, reading attitudes and reading habits do not guarantee their students reading comprehension achievement. In other words, the teachers may not rely on reading attitudes and habits toward reading to determine their students’ reading comprehension ability.

**Suggestions**

Based on the conclusions above, it is essential for those who deal with education to pay more attention to students’ attitudes toward and habits of reading. Therefore, the lecturers should firstly have positive reading attitudes themselves in order to have good reading habits. Hopefully, this will have a good impact on their students’ reading attitudes and habits and eventually reading achievement in the future.

Furthermore, the results of this survey study may be used as the preliminary data for the prospective researchers who are interested in doing studies on similar topic by involving more samples from other tertiary levels of education.

Finally, for those who want to do experimental study, it is suggested that they regularly develop lecturers’ reading attitudes, habits, and reading comprehension as well for certain amount of time.

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