ATTITUDE

by Dina Merris

Students' Attitude on Reading Classroom

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Abstract:

This study focuses on the attitude of students of class 2019A STKIP PGRI Sidoarjo English Education Study Program in reading classroom. The purposes of the study were to find out the ability of student'sclass 2019A STKIP PGRI Sidoarjo English Education Study Program and the attitude of student's class 2019A STKIP PGRI Sidoarjo English Education Study Program. The method applied was quantitative, where the questioners and scoring rubic were used as the instrument data collection methods. The questioners consisted of 15 yes - no questions in a student's response to ability and attitude in reading classroom with Goggle Form . The result of the test showed that the majority of the students of class 2019A STKIP PGRI Sidoarjo English Education Study Program 74.8% show the positive response toward reading class, and only 25.2% get a negative response. Then got data based on scoring rubic was carried out by assessing and correcting the reading final exam results of nine students of class 2019A. The result findings presentation of respondent data based on reading comprehension according to Brown (2003:215).

Keywords: *Reading, Attitude, Ability, ELT Students*

INTRODUCTION

Reading is the important about increase knowledge. Moreover, language is used to interact and communicate with others. English is an international language used almost all over the world to communicate with someone who has a different language. For some of us, English is the mother language and for most of us, it is a Second or Foreign Language.

Motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, and personalities that are several factor who influence learning process. Of the several factors that have been mentioned, attitude is the most dominant factor in influencing the language learning process. Gerungan (2010) stated

that attitude is someone's view and feeling toward an object which followed by reaction based on his attitude toward an object itself. Attitude refers to a person's feelings and shapes our behavior in learning.

Reading attitude is one of the most important that affects reading, according to earlier research. a person's behavior in childhood that affects reading attitudes, whether they will read or will not read books. Attitude is a product of interaction process which somebody gives respond from the accepted stimulus. In another sense, objects on receptors that are closely related to attitude. Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Abidin, 2012).

Determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of word or detail information. These aspects are stared as difficulties that the students encounter in reading the text. Sanford (2015) says that one of the most significant factors that students' difficult reading comprehension is phonemic awareness, the ability to process the individual sounds of letters, which is needed for word recognition. Poor working memory is another factor that affects a student's ability to read proficiently and comprehend text. Additionally, vocabulary knowledge positively affects reading comprehension and academic performance. One more factor related to reading difficulties is low prior knowledge (i.e., poor general knowledge) and lack of in vocabulary. The other factor that may influence students' reading process is motivation. It is also important to find out if teachers' (as designer of classroom activities) perspective on students' reading needs and difficulties correspond to students' perspective of their difficulties

There were earlier studies that connected to this research about students' attitude. First, Styaningrum(2013) showed a research entitled "Students' Attitude toward Learning English in SDN Sumogawe 04". The researcher analyzes how elementary school students' attitude toward learning English. The result is most of students have positive attitude toward learning English. Second, Teuku Zulfikar (2019) also conducted the research about students' attitude. The title is "An Exploration of English Students' Attitude towards English Learning". The result of this research shows that students have positive attitude toward the learning english.

Based on the previous studies above, it was found that they were focused on learning English in general. Both of them investigate the same object of attitude. In this research, the researcher wants to focus on skills in learning English of attitude.

Based on the explanation above, the researcher wanted to conduct the research entitle "Students' Attitude in Reading Classroom" of students of class 2019A STKIP PGRI Sidoarjo English Education Study Program in reading classroom.

RESEARCH METHOD

The study was conducted in September 30, 2020. It involved 9 students consists of students of class 2019A STKIP PGRI Sidoarjo English Education Study Program in reading classroom. Questionnaire and scoring rubic were used to collect the data in the research. The questionnaire was adapted and simplified from similar previous studies conducted by Brown (2003:215). The questionnaire consists of 15 closed-ended questions using a yes no questions. The questionnaire was administered to figure out students' ability towards reading comprehension in reading classroom. Meanwhile, scoring rubic use to give a score base on drew the conclusion based on the results findings.

To gain the data in this study, the first step was, preparing the instruments, selecting the informants or subject of the study. The data questionnaire was conducted using 15 questionnaires in a student's response to attitude in reading classroom with Google Form with answers to yes and no. the next step is printed out the reading text in final exams, the researcher read the final exam reading text to make easier in analysis the researcher give a score base on drew the conclusion based on the results findings Presentation of respondent data based on rubric scoring reading comprehension according to Brown (2003:215)

FINDINGS AND DISCUSSIONS

This section presents and discusses the findings related to the research questions on students' attitude on reading classroom. The discussion is shown through the interpretation of the results shown in the tables elaborated with the findings from the Questionnaires. The data from students' closed-ended questionnaire was statistically computed to find out the percentage of each statement and then was interpreted descriptively. The results of the study were obtained from 9 participants consist of students of class 2019 A STKIP PGRI Sidoarjo English Education study program. In order to answer research questions, the findings from students' questionnaire are shown in Table 1.

Table 1. Respondents' Data Based on a questionnaire

No	Questionnaires	Y	N
1	I can identify the description of information from the text I have read	88.9%	11.1%
2	I conclude the topic in reading text easily	77.8%	22.2%
3	I find the detail information in reading text	66.7%	33.3%
4	I can easily to recognize the generic structure on the text	88.9%	11.1%
5	I can be able to identify language feature on the text	66.7%	33.3%
6	I get meaning from the text I have read	77.8%	22.2%
7	I have enough background knowledge about English text being discussed	66.7%	33.3%
8	I enjoy in reading classroom	88.9%	11.1%
9	I need times to understand the text I have read	88.9%	11.1%
10	I always look at the dictionary when I find some unfamiliar word	88.9%	11.1%
11	I can easily to recognize type of text in English	77.8%	22.2%
12	I can retell the contents of the text that I have read	55.6%	44.4%
13	I understand text patterns in a sentence	44.4%	55.6%
14	I can guess the meaning of the word based on the context of the next sentence	66.7%	33.3%
15	I write important points in the text to make it easier to understand	77.8%	22.2%
TOTAL		74.8%	25.2%

The following is a pie diagram of the respondent's description based on the questionnaire students:
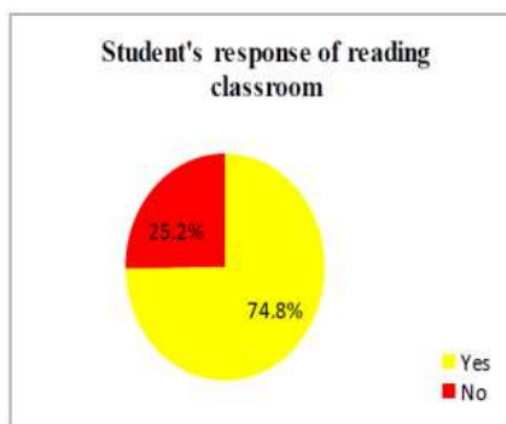

Student's response of reading classroom

Table 1 shows that most respondents (Y = 88.9%%, N = 11.1%) in the study could identify the description of information from the text they just read. The students (Y = 77.8%, N = 22.2%) also thought that they can conclude the topic in reading text easily. They can identify the detail information in reading text (Y= 66.7%, N = 33.3%). Almost students can easily to recognize the general structure that combines several sentences into paragraphs or narratives on the text its proven by (Y = 88.9%, N = 11.1%). Also 66.7% students can be able to identify language feature on

the text. From 77.8% students know the meaning from the text they just read. Students have information that **is** essential to understanding a situation or problem about English text being discussed in the classroom (Y= 66.7%, N = 33.3%). Almost students take pleasure in reading classroom (Y = 88.9%, N = 11.1%). Moreover they need several times to understand the text (Y = 88.9%, N = 11.1%). The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out unfamiliar words meaning in dictionary (Y = 88.9%, N = 11.1%). Based on generic structure and language feature dominantly used, texts are divided into several types and the students can easily recognize it (Y = 77.8%, N = 22.2%). Some of students use retelling strategy to helps understand the story better and remember it longer (Y= 55.6%, N = 44.4%). Only a few students understand text patterns in a sentence (Y = 44.4% , N = 55.6%). A several students making prediction from the context to help understand the meaning of a passage without stopping looks up every new word in a dictionary (Y = 66.7%, N = 33.3%). They finding important point to recognize a paragraph or short selection (Y = 77.8%, N = 22.2%).

The second description of the respondents is based on the scoring rubric. Presentation of respondent data based on scoring rubric was carried out by assessing and correcting the final exam results of 9 students of class 2019 A STKIP PGRI Sidoarjo English Education study program. The following is a table of respondents' data descriptions based on the scoring rubric

Table 2. respondent data based on scoring rubric
Rubric of Scoring Reading Comprehension according to Brown (2003:215)

No	Score	CRITERIA
1	80	Good : main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support.
2	80	Good : main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support.
3	80	Good : main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support.
4	80	Good : main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support.
5	85	Good : main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support.
6	80	Good : main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support.
7	85	Good : main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support.
8	90	Excellent: main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task sufficient to support
9	85	Good : main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support.

The findings of the study indicate that the students of class 2019 A STKIP PGRI Sidoarjo English Education study program show positive response towards the reading class with almost all students have a good criterion. It can be seen that the results of 9 students' reading classroom 2019 A which were assessed using a scoring rubric consisted of four criteria, (90-100) is excellent : main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task sufficient to support, (70-89) is good : main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support, (50-69) is Average the response does not

address the task. The response is few or not accurate details from the text and these details are not relevant to the task, the last (30-49) is fair the response does not address the task. The response provides no accurate details from the text and these details are not relevant to the task. It conclude that the students of class 2019 A STKIP PGRI Sidoarjo English Education study program have a good

CONCLUSION

Attitude reading is the most dominant aspect in influencing the language learning process in reading classroom. The findings of the study indicate that students of class 2019A STKIP PGRI Sidoarjo English Education Study Program show positive response. The majority of the students of class 2019A STKIP PGRI Sidoarjo English Education Study Program 74.8% show the positive response toward reading class, and only 25.2% get a negative response. From scoring rubic almost all the students get good criteria in the final exam reading. Almost the students of class 2019A STKIP PGRI Sidoarjo English Education Study Program get 80 score from their final exam in reading classroom.

The study clearly shows that the students are not confused as to what they learn from a reading class. It is through their own behavior and enthusiasm that they may inspire. However, teachers are not ultimately responsible for their students' motivation. They can only encourage by words and deed. Real motivation comes from within each individual.

Based on the result and discussion, there are some recommendation for English teacher and further researchers: First, it is better to make the English learning process become interesting by including the media (other creative media) in the process of learning English. In addition, teacher should motivate the students who has negative attitude, and give more attention to students, so English learning process become effective and efficient. On the other hand, further researcher also can conduct the research about the correlation between students' attitude and their achievement.

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