

THE CORRELATION AMONG READING ATTITUDE, THE USE OF INTERNET AND READING COMPREHENSION

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Abstract: The aim of this study was to investigate the correlation among reading attitude, the use of internet and reading comprehension of English Study Program Students of PGRI University. Questionnaires and a test were administered to the sample (N=152). Pearson product-moment correlation was used to analyse the data. The result showed a significant correlation between the students' reading attitude and their reading comprehension ($r=.562$), the students' use of internet and reading comprehension ($r=.200$). The findings also revealed the correlation between the aspects of reading attitude and reading comprehension: prevailing feelings about reading ($r=.553$), action readiness for reading ($r=.536$) and evaluative beliefs about reading ($r=.442$). Furthermore, to reading comprehension, regression analysis discovered that reading attitude contributed 31.5%, two aspects of reading attitude (prevailing feelings about reading and action readiness for reading) contributed 33.7% and the use of internet contributed 4%.

Key words: reading attitude, the use of internet, reading comprehension

Reading is important in the field of education. It can predict students' academic achievement. Harmer (2001) lists some reasons that make reading important to be taught. First, it is for language acquisition. He also claims that reading helps the students get the idea or know what expression is used in certain occasion; from reading text, words, clauses and sentences. Second, reading can be a model of future writing. Many kinds of knowledge and

information can be gained through reading and what students have read can inspire them to write. Finally, it is for practice in the skill of reading; when reading becomes an activity that the students usually do, they will have better reading skill. However, although reading is useful for the students, for some students, reading is not always an easy activity to do. They still find difficulties in doing this important

activity which affects their reading comprehension.

There are some factors influencing reading comprehension. The factors could be from the readers (background knowledge, vocabulary, fluency, comprehension strategies comprehension skills and motivation) or from the text (genres, text structures and text features) (Tompkins, 2010). Besides those factors, it could be caused by the macro developmental aspect (RAND, 2002) in which the students' reading comprehension changes overtime as the readers get matures and develop cognitively, have reading experience with more challenging text and benefits from classroom instruction

Some scholars have pointed out that students' reading performance is associated with their attitudes toward reading. For example, Atek, Jusoh, Alias, Wahid and Tahir (2012) believe that attitude and motivation play a major part in language learning. According to Sallabas (2008), attitude can be described as an individual's response tendency against any phenomenon or thing around him or her. In line with this, Gardner (1985) describes an individual's attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p. 9). In addition, Pratkanis (1989) argues that attitude concept is associated with emotional, behavioral and cognitive process. In other words, attitude is an individual's response toward an object or situation, and it is very important in learning process, in which the improvement of students' educational performance depends on students' attitude.

Students' reading attitude is fundamental. It is related to the feeling and perception about themselves toward reading. For example, according to

Chamberlain (2008), students reading attitudes enhance both their comprehension skills and learning experiences. Karim and Hasan (2007) emphasize that students' positive attitude toward reading lead to positive reading experience which help the students to achieve higher academic performance. It is inline with what Bastug (2014) argues, that positive attitude toward reding make contribution to amount in reading, variety in reading and affect the students' success. The students' attitudes account the improvement of students' reading performance (OECD, 2014). PIRLS assessment (2012) shows the strong positive relationship between the students' reading attitude and their reading achievement. It is also mention that the reading achievement scores of students with positive attitude toward reading are higher than the reading achievement scores of the students with negative attitude toward reading (PIRLS, 2012). Sani and Zain (2011) find that the students with positive attitude toward reading have the stronger reading ability. Students with positive attitude toward reading have enjoyment in reading. Enjoyment in reading is significantly related to reading attainment (Clark & Douglas, 2011). It is because the students who doesn't enjoy reading often fail in reading comprehension as what Seitz (2010) proposes that the students who do not like text to read often fail to engage in reading. This condition influences the students reading practice that might improve their reading comprehension.

In the globalization era, reading activities are not about reading printed text only. Many sources and reading materials can be accessed easily through internet. Grabe (2009) believes that internet helps the readers by serving the

large quantities of information. Hillesund (2010) believes that reading can be done in digital environment, such as on Web. Considering the advantage of internet, Cull (2011) also states, "While research findings are divided concerning the social benefits of Internet use, people around the globe have widely adopted online communication" (para. 24). Moreover, Cull (2011) argues that young people tend to be familiar with internet and internet users tend to be readers. According to Griswold and Wright (2004), there is positive correlation between the use of internet and reading. They also state, "People who exhibit the more-more pattern, reading a lot and using the Internet a lot, are doubly advantaged. They possess information, social connections, and cultural capital, and they know how to get more when they need them" (p. 215). Although Grabe (2009) argues that internet do nothing to the fact of reading, study done by Jackson, Eye, Biocca, Barbatsis, Zhao and Fitzgerald (2006) focusing on children use of internet and their academic achievement prove that internet use predicted reading comprehension and higher reading score. This suggests that internet is useful for reading activities that the readers will get more information and knowledge which can be caused by the easiness of having reading sources, and by having many reading sources and reading material, the readers will have interest more in reading.

For the purpose of this study, the writer did a preliminary study by asking some questions to English study program students of University of PGRI Palembang to get information about the problem they encountered in reading, their attitude toward reading and their internet use. Based on the writer's preliminary study (see Appendix 1), it

could be concluded that the students of English Education Study Program of University of PGRI got difficulties in reading comprehension due to some factors such as the lack of vocabulary, many difficult words, complexity of the sentences and the genre of the text. The result of the preliminary study conducted by the writer to some students of English Education Study Program of PGRI University also showed that students' difficulties in comprehending reading text were caused by their reading attitude. The low frequency of reading can be seen from their statement that some students read only when they have to do assignment. Reading for pleasure and reading based on their motivation are rarely done. In addition, they also admitted that the frequency of visiting the library for books is low. Whereas, there is a relationship between owning and having access to books and library and reading attitude (Nickoli, Hendricks, Hendricks & Smith, 2004). They visit library if they have to and they read when they need to. It showed that some of the students still have negative attitude toward reading. However, the result of preliminary investigation showed that the students are accustomed to technology, especially internet. For doing their assignments, the students like searching for information from the internet. It is a common thing to do by the students to get the information from some websites, accessed through Google.

In relation the problems faced by the students of English Education Study Program of PGRI University, this research was aimed to answer the following questions (1) Was there any significant correlation between the students' reading attitude and their reading comprehension?, (2) Were there any significant correlations among the

aspects of reading attitude and the students' reading comprehension?, (3) Was there any significant correlation between the students' use of internet and their reading comprehension?, (4) Were there any significant contributions of the students' reading attitude and the aspect of reading attitude to reading comprehension?, (5) Were there any significant contributions of the students' use of internet to their reading comprehension?

RESERCH METHOD

The population was the seventh semester students of English Education Study Program of University of PGRI Palembang. Purposive sampling technique was applied. The students who had taken all the reading courses and had used internet were the sample. The Total number of the sample was 152 students.

A ready-made questionnaire of reading attitude by Rhody and Alexander (1980) and a constructed questionnaire of the use of internet and a ready-made test of reading comprehension by Chesla (2011) (See Appendix 4) were used to collect the data. Validity used in this study was content validity in which the researcher considered the items of questionnaire based on the purpose of the study. It was to find out the students' reading attitude, their use of internet and reading comprehension. To measure the validity statistically, factor analysis was applied and to see the reliability statistically, Cronbach Alpha was applied. The result of the try out of the questionnaires and the test showed that the instruments were reliable with Cronbach Alpha values were higher than .70. The result of normality test showed that the data were normal, the p value was higher than .05 . To find out the correlation between variables,

Pearson Product Moment was used. Linier regression analysis was applied to find out the contribution.

FINDINGS

Descriptive Statistics

This study revealed there were 125 students (82.2%) who had positive attitude toward reading and 11 students (17.8%) who had negative attitude. In using internet, most of the students used internet and there was no student who never used internet. Based on the data of reading comprehension, most of the students had good reading comprehension and there only one student who had poor reading comprehension. The average score of reading comprehension was 73.61.

Corelation Analysis

The result of correlation analysis showed that the correlation between students' reading attitude and students' reading comprehension was .562 ($p=.000$). It means that there was a significant correlation between students' reading attitude and students' reading comprehension since the p-value (.000) was lower than .01. The strength of the correlation of both variables was in moderate level of correlation (Sugiono, 2012).

The writer also did the correlation analysis for each aspect of reading attitude to reading comprehension. The result showed that all aspects of reading attitude (prevailing feelings about reading, action readiness for reading and evaluative beliefs about reading) correlated to reading comprehension. The correlation of prevailing feelings about reading and reading comprehension was .552 ($p=.000$), the correlation of action readiness for reading and reading comprehension was .536 ($p=.000$), and the correlation of evaluative beliefs about reading and

reading comprehension was .442 ($p=.000$). The p -values of the aspects of reading attitude were lower than .01. The strength of the correlation of all aspects were moderate (Sugiono, 2012), since the r value for all aspect of reading attitude and reading comprehension was between .40 and .599.

From the findings, it was found that there was a significant correlation between the students' use of internet and their reading comprehension. The r -obtained was .200. The strength of the correlation of the students' use of internet and their reading comprehension was low correlation (Sugiono, 2012).

Correlation analysis was also conducted to see the correlations among the aspects of reading comprehension and reading comprehension total. The finding showed that the correlation of detail and reading comprehension was .569 ($p=.000$), main idea was .435 ($p=.000$), sequence was .411 ($p=.000$), cause and effect was .436 ($p=.000$), vocabulary was .494 ($p=.000$) and inference was .518 ($p=.000$).

Regression Analysis

The regression analysis by using stepwise method was applied to find out the contribution of the students' reading attitude and the aspects of reading attitude to their reading comprehension and the contribution of the students' use of internet to their reading comprehension.

Contribution of the Students' Reading Attitude and the aspects of Reading Attitude on Their Reading Comprehension

From the result of the regression analysis, it was found that the R Square (R^2) was .315. It means that the students' reading attitude gave

contribution to their reading comprehension 31.5%. Table 1 presents the result of the regression analysis.

Table 1
The Result of Regression Analysis of the Students' Reading Attitude and Their Reading Comprehension

Model	R	R^2	R^2 Change	Sig. F Change
Reading Attitude	.562	.315	.315	.000

Regression analysis was also conducted to see the contribution of the aspects of reading attitude on the students' reading comprehension. The result of the regression analysis showed that only two from three aspects of reading attitude influenced the students' reading comprehension (see table 2). The result of the analysis revealed that R^2 for *Prevailing Feelings about Reading* was .305 which means it contributed to the students' reading comprehension 30.5%. Next, *Action Readiness for Reading* contributed 3.1% to the students reading comprehension. Both *Prevailing Feelings about Reading* and *Action Readiness for Reading* contributed 33.7% contribution to the students' reading comprehension.

Table 2
Result of Regression Analysis of the Aspects of Reading Attitude on Students' Reading Comprehension

Model	R	R^2	R^2 Change	Sig. F
Prevailing Feeling about Reading	.552	.305	.305	.000
Action Readiness for Reading	.580	.337	.031	.009

Influence of the Students' Use of Internet on Their Reading Comprehension

The result of the regression analysis showed that the students' use of internet

contributed 4% to their reading comprehension.

Table 3
Result of Regression Analysis of Students' Use of Internet on Their Reading Comprehension

Model	R	R ²	R ² Change	Sig. F
The Use of Internet	.200	.040	.040	.013

Aspects of Reading Comprehension and Reading Comprehension

Regression analysis was also applied to see which aspects of reading comprehension gave the best support to the students' reading comprehension.

The result of the analysis revealed that detail gave the best support to the students' reading comprehension with 32.3% contribution. Inference contributed 23.2%, cause and effect contributed 16.9%, vocabulary contributed 11.9%, sequence contributed 7.9% and main idea contributed 7.7%. Table 4 presents the result of regression analysis of the aspects of reading comprehension and reading comprehension.

Table 4
Result of Regression Analysis of the Aspect of Reading Comprehension on Students' Reading Comprehension

	R	R ²	R ² Change	Sig. F
Detail	.569	.323	.323	.000
Inference	.745	.556	.232	.000
Cause and Effect	.851	.725	.169	.000
Vocabulary	.919	.844	.119	.000
Main Idea	.960	.921	.077	.000
Sequence	1.000	1.000	.079	.000

DISCUSSION

There are some interpretations of this study. First, this study revealed that most of the students had positive attitude toward reading. It was 82.2% of

the students (125 students out of 152 students) who had positive attitude toward reading with the score ranged from 35 to 62 and there were 17.8% of the students (27 students) with negative attitude toward reading with the score range from 25 to 33. It could happen because of some factors.

From the finding, it can be assumed that the students felt and realized the importance of reading. It also can be seen from the result of the questionnaire responded by the students with positive attitude. The finding showed that they like to improve and broaden knowledge and interest through reading. As the result, they would read for some reasons. It could happen because they like it, they need to, or they have to. When they read because they like it, they would read in their own will and choose many kinds of topic as what they were interested in or as what they need for. The finding showed that there were 60% of the students got really excited about books they had read. The number was possible to be the prediction of the students excitement for them who read books based on what they interested in. While, the rest was the students who read because they have to.

Besides students' awareness about the importance of reading, owning and having access to books and library also could be the factor influencing their attitude toward reading. In line with this, finding revealed that the students often bought books, and they also had another way to access books. It was by checking out the books from the library and by sharing books with friends. Concerning factors influencing reading attitude, Nickoli, Hendricks, Hendricks and Smith (2004) claim that there is a relationship between owning and having access to books and library and reading attitude.

Second interpretation of the finding was about the students' use of internet. The finding showed that most of the students often used internet (56.6%). Doing course assignment, reading journal articles, sharing information, chatting with friends, sending message and email, even for playing games could be the reason why they used internet. The easiness to have internet access helped them in using it. At least they could use the facility in public places where internet access was available. Moreover, the students use internet the most frequently for reading information in English related the course topic assignment (8.24%). The finding also showed that there were only 6.6% of the students who always use internet and only 0.7% who rarely used internet. It is supported by the finding of the study done by Karim and Hasan (2007) in the field of reading habits and attitude in the digital age. The finding revealed that internet became the most frequently used sources to get the reading material.

Third, in this study there were only 14.5% of the students who are very good in reading comprehension and there were 29% who are average in reading comprehension. There might be some reasons why the students with average reading comprehension were higher than the students with very good reading comprehension. It might occur due to some factors. One of them is the difficulties they had in reading comprehension. Based on the observation, the lack of vocabulary, many difficult words, complexity of the sentences or the sentence pattern and the genre of the text could be the things they had to encounter in the process of reading comprehension even they had passed all reading courses. Besides that, it could be caused by the students' negative attitude toward reading. The

finding showed that there were 70.37% students with negative attitude had average reading comprehension. The students with negative attitude toward reading might consider reading as uninteresting activity. It is in line with what Seitz (2010) argues that the students who do not like texts to read often fail to engage in reading. This condition would impact the students' reading experience which meant they missed the opportunity of having reading practice that might improve their reading comprehension.

Next, the data distribution showed that most of the students were good in reading comprehension (55.3%). It could be caused by the macrodevelopmental aspect (Rand, 2002) in which the students' reading comprehension changes overtime as the readers get matures and develop cognitively, have reading experience with more challenging text and benefits from classroom instruction. In this study, the students had passed all reading courses in the previous semesters where they practiced to improve the reading skill and gained experiences in reading. Many reading activities and classroom instruction during the reading courses and other courses that made the students to read, lead them to improve their reading ability. Besides the macro developmental aspects, the students' positive attitude toward reading could be the predictor.

Looking at the score of reading comprehension, it was found that the average score of reading comprehension was 73.61 which came from detail score (15.87), main idea score (8.57), sequence score (8.94), cause and effect score (13.25) vocabulary score (11.01) and inference score (15.96). The finding also revealed that there were correlations among the aspects of

reading comprehension and reading comprehension_{total}.

Then, regression analysis was conducted to see the contribution of each aspect. The highest contribution was from detail (32.3%). It could be because the students were accustomed in finding specific information in reading text to fulfill the need of answering question from the lecturers during the teaching and learning process and answering the written test for the assignments, midterm and final examination, and it was not only for reading courses, but also for other courses. Next, inference contributed 23.2% to reading comprehension. It could be summed up that the students understood the context then they were able to answer the questions although inference questions were considered difficult. It could be because the students did practicing for TOEFL prediction test in which some inference questions were available. Besides that, considering the inference questions were hard to answer, the students sometimes focused on learning how to answer inference question. Next, cause and effect contributed 16.9%. It was found that the kind of cause and effect questions were often available in their reading material in reading courses as well as in other subjects.

Furthermore, vocabulary contributed 11.9% to reading comprehension. Some new vocabularies still became the barrier for some students in reading comprehension. They failed to understand the meaning of the new words based on the context. Unfortunately, not all the students tried to find the meaning of the new words. Some of them preferred to ignore the difficult words by considering that they could solve the problem latter. Then, sequence contributed 7.9% to reading comprehension. Although the students

like reading short story in which the sequence of the story is available, they did not analyze this aspect. Reading short story was reading for fun. They did not need to analyze short story. Moreover, main idea contributed 7.7% to reading comprehension. It might be because the students focused more in specific information in the text and there were some new vocabularies and the complexity of the sentence in the text which gave them difficulties to conclude the idea.

Furthermore, the findings revealed that there was a significant correlation between the students' reading attitude and the aspects of reading attitude to their reading comprehension. It might happen because most of the students had positive attitude toward reading and most of the students with positive attitude toward reading had good reading comprehension. It could be because the students considered reading as an important activity and reading courses as crucial subjects. It was supported by the finding that 51.9% of the students like to read whenever they have free time. The students were accustomed to check out books from library and share books with friends. Besides that, most of the student had their own book, since the result showed that there were 66.45% of the students had a lot of books in their room.

Moreover, from the book they had read, they usually got really excited about what they found. It could be concluded that the students with positive attitude had higher reading comprehension than the students with negative attitude toward reading. It was because the students with positive attitude toward reading were more interested in reading and read more than the students with negative attitude toward reading. This finding was

supported by the literature. Bastug (2013) emphasizes that the positive attitudes to reading activity make contribution to amount in reading, variety in reading, and affect the students' success. Students' positive attitudes toward reading lead to positive reading experience which help the students to achieve higher academic performance (Karim & Hasan, 2007).

Looking at the students' use of internet, this study revealed that there was a correlation between the students' use of internet and reading comprehension. The writer assumed it happened because there being of internet access helped the students to get much information easily. They could read wherever and whenever the wanted to read. Moreover, when they have course assignments, then they have to use internet to find information and read articles related to the assignment. Although some students had to face some problem in the process of reading the content, at least the students had the easy access to much information appropriate to their need. Internet helped them to fulfil the need of information which they would gain as new knowledge. The writer also assumed that the easiness of accessing information through internet promoted the frequency of reading which would increase reading experience and finally improve reading comprehension. In line with this, a closer look at the literature review reveals that the finding of this research was in accordance with a previous study done by Jackson, Eye, Biocca, Barbatsis, Zhao and Fitzgerald (2006) focusing on the children use of internet and their academic achievement. The results of the regression analyses on the study done by Jackson et.al (2006) indicated that more internet use predicted reading

comprehension and higher reading scores.

The students' reading attitude gave 31.5% contribution to reading comprehension. Reading attitude plays a very important role to support reading comprehension. When the students had positive reading attitude, their reading achievement tend to be higher. It can be assumed that the students' attitude toward reading promote the students ability in comprehending the reading text as Chamberlain (2008) claims that students' reading attitudes improve their comprehension skills and learning experiences. As a result, by having positive attitude toward reading, the students get better reading comprehension

The result of regression analysis showed that the aspects of reading attitude (Prevailing Feelings about Reading and Action Readiness for Reading) influenced 33.7% to reading comprehension. Since they felt and realized the importance of reading, students would have a tendency to have a good reaction toward reading, they would enjoy reading, and the students who enjoyed reading will get information better than who were not. In line with this, Clark and Douglas (2011) emphasize that enjoyment of reading is significantly related to reading attainment. Moreover, the writer assumed that when the students feel that reading is useful and important, they would have tendency to read. When they read more, they would have more reading experience which helps them improve their skill of reading and promote their reading comprehension.

Although the correlation of the students' use of internet and their reading comprehension was significant, the contribution of the students' use of internet to their reading comprehension was only 4%. The writer believed that it

happened because the students used internet not mainly for academic reading purpose, but also for some kinds of interest such as playing games, chatting with friends, looking for and sharing pictures. Internet was also used for social media such as facebook and tweeter. It was believed that the students spent more time in social media. Since they had the application of facebook and tweeter in their mobile phone, they could have easy access to those media whenever and wherever, even in the classroom during the teaching and learning process. Besides those factors, the writer also believed that there were some problems they had to encounter during the online reading process although they were the seventh semester students who actually accustomed to internet usage. It could be because there was no filter in accessing data from internet. As a result, the students sometimes out of focus in reading because of high cognitive load or too many new glossaries. Self-regulated learning can be also the factors. The writer believed that It was in line with what Grabe (2009) argues that internet and electronic communication do nothing to change the fact about reading, but help the readers by serving the large quantities of information which need effective reading skills and strategies.

Finally, looking at the result of regression analysis, reading attitude contributed 31.6% to reading contribution and the use of internet contributed 4% to reading comprehension. The total contribution from both reading attitude and the use of internet was 35.6%. Since the contribution of both variables was less than 100%, there was a possibility that the rest was influenced by another factor which was not investigated in this study.

CONCLUSION

The result of this study showed that there was a significant correlation between the students' reading attitude and their reading comprehension. Therefore, teachers should encourage students' reading attitude in terms of improving their reading comprehension. Students' positive reading attitudes strengthen their willing to read for more reading experience which consequently influenced their reading comprehension.

The students' use of internet also associated with their reading comprehension. Therefore, teachers need to consider the use of internet in teaching program. Internet helps students in finding many kinds of reading materials from many sources which is accessible free or by purchasing. The students also use the internet for reading many kinds of topics which is not related to their course assignment only. Since they use internet for more reading, they will take the advantage more in terms of reading comprehension.

Moreover, teachers and stakeholders should facilitate the students in order to establish reading attitude. For instance, by providing books in many kinds of genre and interest, journal article, magazines, newspaper and so forth. Next, in teaching and learning process, teachers guide students to read many kinds of reading resources not only printed ones but also the online reading materials. Considering the use of internet influencing reading comprehension, teachers and stakeholders are also suggested to facilitate the students by providing internet access free, so the students can use the internet access by using their own computers. It is also recommended to the teachers and stakeholders to provide computer lab

and internet corner for the students with no computer on their own.

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