

The Relationship Between Reading English Attitude and Students' Reading Achievement in General

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Abstract

Reading English has become a global trend in twenty first century because of its professional use worldwide. Students are motivated to improve their reading skills because they know that doing so would help them get better-paying jobs and advance in their chosen fields. Therefore, it is crucial to investigate how reading proficiency and views regarding general English reading are related among university students. Students' positive attitudes about reading were reflected in recent research findings. General English, since there is a present need to understand and read English. The new research is crucial because it shows that kids need to devote more time to reading in English to succeed academically and build a successful future career. According to the results, students in Saudi Arabia believed that learning English was essential for their academic growth and exposure to new ideas. In this case, educational institutions should set clear regulations permitting students to acquire English outside of the course requirement.

Keywords: reading, attitude, reading attitude, reading English attitude, reading achievement in general

1. Introduction

The reading habits of teenagers have been a topic of concern for some time. Reading is a crucial part of studying any language. Reading is a valuable tool for students to enhance their understanding of language, including grammar, societal norms, literary conventions, subject conventions, and global conventions. Many individuals typically link the acquisition of reading skills with the early stages of education (Lukhele, 2013). According to Ahmad and Yamat (2021), readers rely on interpretation to determine the spoken form of each word in a book. This allows them to comprehend the text as if they had heard it being spoken.

Conversely, reading requires a more profound understanding beyond simply extracting words from a book. When reading a text, understanding individual phrases and terms is essential to understanding its meaning. Readers derive meaning from the literal definitions of words and phrases and by connecting the text to their own experiences and the various strategies they employ to overcome challenges (Ahmad & Yamat, 2021).

Reading involves the process of understanding and comprehending written words. A student's proficiency in speaking, listening, and writing reflects their reading abilities. Reading and writing in English are often seen as vital in many parts of the world. Reading in English is a crucial skill vital for students' effective communication and personal development. For example, experts in the field of reading recognize that emotional factors such as passion, attitude, and inspiration play a vital role in the development and success of English reading (Cooter & Flynt, 1996). Students' understanding of their progress in English reading is connected to their understanding of how reading skills develop in the English language. Based on the findings of this study, an individual's attitude towards reading can either foster or hinder their reading habits. However, many students, especially those learning English as a second language, have a different perspective.

Pratkanis (1989) states that attitude is closely connected to mental, behavioral, and affective states. Attitude plays a significant role in a person's response to something. In the classroom, this response is critical as it can impact students' academic performance. Therefore, it is crucial to consider how children perceive reading in English. In order to encourage students to cultivate a positive attitude towards reading, it is essential to help them gain a solid grasp of the English language. The study found that students' perspectives on reading significantly impacted their

reading achievement. The main focus of this study was to investigate how students' attitudes toward reading in the English language are related to their overall reading proficiency. Another study explored the connections between students' attitudes toward reading and reading ability. In addition, this study examined the correlation between students' attitudes toward reading and their overall reading performance. This study examines the correlation between the attitudes toward reading in English and the overall reading performance of first-year university students in Riyadh, Saudi Arabia.

1.1 General English Reading Attitude

Nunan (1995) suggests that reading is a continuous process where individuals create meaning by combining the text with their existing knowledge. Reading is a complex mental process where the reader's subconscious and conscious mind collaborates to interpret the writer's intended meaning, using information from the text and their knowledge of the topic. In a study by Rosli et al. (2018), reading was described as comprehending the author's message. On the other hand, Alnahdi and Aftab (2020) view reading as a gateway to accessing a wealth of information and understanding the deeper meaning behind the words.

As stated by Al-Jarf (2021), reading plays a vital role in students' intellectual and personal growth. It challenges them to navigate the complex task of comprehending written words. As per the findings of Mirza et al. (2021), reading can be seen as a form of communication between the writer and the reader. According to Baron (2017), reading involves understanding and making sense of various types of written material, including stories, literature, databases, encyclopedias, leaflets, diaries, and more. According to a study by Hassan et al. (2021), an individual's reading attitude plays a crucial role in shaping their reading habits, including their choice of reading material, the amount of time they dedicate to reading, and their overall inclination towards reading.

1.2 General English Reading Achievement

According to Matsumura et al. (2013), English reading achievement is the level of competence shown in reading and the application of reading abilities, including comprehension and fluency. According to Agustin (2020), reading in English is an essential ability for students to acquire. It is an excellent tool for gathering information and is beneficial for students. The study by Vianty, Amrullah, and Fiftinova (2019) studied the motivation, strategy, outlook, and enthusiasm of English-speaking intermediate college students in Palembang for reading. The sample used in the research consisted of 300 students who were randomly chosen from a selection of 10 schools. The data collection process adhered to a quantitative study design, employing questionnaires on English reading inspiration, reading strategy, reading behavior, and interest in reading. These instruments were used to gather the necessary data and then subjected to statistical analysis. Vianty, Amrullah, and Fiftinova's (2019) research findings indicate that the students exhibited considerable motivation in their English reading endeavors. Specifically, their desire for reading with a practical purpose was shown to be greater than their motivation for reading with a focus on integrating into the English-speaking community. Subsequently, a notable prevalence of reading methods was observed, with the problem-solving process of reading emerging as the most often used approach. The study's findings also indicated that the students had a favorable disposition towards reading, as seen by their positive reading attitude. Additionally, their reading interests mostly leaned towards adventure tales, reflecting their preferred genre for reading materials.

1.3 Hypothesis and Research Questions

The main research question of this research was to establish a connection between students' attitudes about reading in English and their overall reading performance. The research also found a correlation between pupils' reading attitudes and their overall reading performance. Attitude toward reading was shown to have a significant impact on kids' reading performance. Moreover, the research clarified how students' perspectives on reading play a role in shaping their overall reading performance. The research hypothesis of the current study is as follows:

H1: Positive reading attitude contribute to higher reading achievement.

2. Research Method

This study employed a quantitative research approach since it was the most suitable for collecting data from its target participants.

2.1 Data

The research's respondents were selected using a random sampling strategy. The analysis was performed in the spring of 2023. This study included data from 146 male college students. Students from King Saud University for Health and Sciences in Riyadh, Saudi Arabia, were recruited for the research. Students were selected based on

their reading motivation and academic performance.

2.2 Measures

The researcher developed a questionnaire containing multiple-choice questions to prevent participants from providing unnecessary information. The researcher's supervisor was given access to the preliminary draft in order to provide criticism and direction. The gathered numerical data was loaded into the program, and correlation tests were run to determine the nature of the ties between the various factors under investigation. A 31 item and 1 to 5 (1= Strongly Agree, 2= Agree, 3= Neutral, 4=Disagree, 5=Strongly Disagree) measurement scale was developed to collect the data. The analyzed data was gathered from first-year students taking English classes during the middle academic year of the university.

2.3 Results

In this study, version 25 of IBM SPSS statistics was utilized for data analysis. Correlation statistics were used to determine the correlation among the variables of the study. Regression analysis was conducted for the direct hypothesis testing in this research.

2.4 Correlations

2.4.1 Relationship Between Reading English Attitude and Students' Reading Achievement in General

The initial phase of the data analysis assessed the correlation between students' attitudes about reading in English and their overall reading performance.

Table 1. Correlations

		1E1	2E2	3E4	4E8	5E14	
1.	E1 I can become more sophisticated if I read English.	Pearson Correlation	1				
2.	E2 I can get various kinds of information if I read English.	Pearson Correlation	.396	1			
		Sig. (2-tailed)	.000				
3.	E4 Reading English is useful for my future career.	Pearson Correlation	.244	.296	1		
		Sig. (2-tailed)	.003	.000			
4.	E8 I get to know about new ways of thinking if I read English.	Pearson Correlation	.239	.313	.264	1	
		Sig. (2-tailed)	.004	.000	.001		
5.	E14 I can acquire broad knowledge if I read English.	Pearson Correlation	.230	.459	.286	.196	1
		Sig. (2-tailed)	.005	.000	.000	.018	

The first table shows how students' outlook on reading English relates to their overall reading success. A total of 146 people participated in the research. The Pearson correlation coefficients for pairs E1, E2, E4, and E14 are .396 .244; .239; .230. There is a considerable correlation between students' reading attitudes toward English and their overall reading performance, with all values falling within the range of -1 to +1. A strong positive correlation among variables has answered the first research question that student reading English attitude has strong positive correlation with students reading achievement in general. The positive correlation indicated that students read English in general for becoming more sophisticated, to acquire information, to enhance their level of thinking and to build a good career by overcoming English language differences in the future.

2.5 Differences Between Reading Attitude and Students' Reading Achievement in General

Table 2. Correlations

		1E4	2E10	3E13	4E16	
1.	E4 Reading English is useful for my future career.	Pearson Correlation	1			
2.	E10 I sometimes feel anxious that I may not understand even if I read.	Pearson Correlation	.238	1		
		Sig. (2-tailed)	.004			
3.	E13 Reading English is dull.	Pearson Correlation	.510	.358	1	
		Sig. (2-tailed)	.000	.000		
4.	E16 I feel tired if I read English.	Pearson Correlation	.264	.401	.388	1
		Sig. (2-tailed)	.001	.000	.000	

Disparities between pupils' reading attitudes and their overall reading performance are seen in Table 2. E4, E10, E13, and E16 have Pearson correlation coefficients of 1, .238, .510, and .264, respectively. The data all point to a favorable connection between E4 and 10, 13, and 16. The positive correlation between the two variables suggests that students see reading English as beneficial to their professional development; nevertheless, they worry that they won't grasp what they're reading and so spend less time reading than they would like.

2.6 Contribution of Reading Attitude to Students' Reading Achievement in General

Table 3. Correlations

		1E4	2E3	3E5	4E13	5E16	
1.	E4 Reading English is useful for my future career.	Pearson Correlation	1				
2.	E3 Reading English is troublesome.	Pearson Correlation	-.378	1			
		Sig. (2-tailed)	.000				
3.	E5 I feel anxious if I don't know all the words.	Pearson Correlation	-.006	.306	1		
		Sig. (2-tailed)	.944	.000			
4.	E13 Reading English is dull.	Pearson Correlation	-.346	.468	.197	1	
		Sig. (2-tailed)	.000	.000	.018		
5.	E16 I feel tired if I read English.	Pearson Correlation	-.141	.563	.455	.482	1
		Sig. (2-tailed)	.089	.000	.000	.000	

Table Three measures the contribution of reading attitude to students' reading achievement in general. The correlation values of E4, E3, E5, E13 and E16 are -.378, -.006, -.346 and -.141 respectively. All the values lie between +1 and -1. The negative values near to -1 shows negative and inverse relationship of E4 Reading English are useful for my future career with E3, E5, E13 and E16. Students were of the opinion that Reading English does not contributes to troublesome and dull.

2.6.1 Reading Attitude Affect the Contribution of Students' Reading Achievement in General

Table 4. Correlations

		1E21	2E8	3E4	4E15	5E19	
1.	E21 Reading English is enjoyable.	Pearson Correlation	1				
2.	E8 I can acquire broad knowledge if I read English.	Pearson Correlation	.111	1			
		Sig. (2-tailed)	.182				
3.	E4 Reading English is useful for my future career.	Pearson Correlation	.332	.286	1		
		Sig. (2-tailed)	.000	.000			
4.	E15 I can improve my sensitivity to the English language if I read English.	Pearson Correlation	.505	.195	.368	1	
		Sig. (2-tailed)	.000	.019	.000		
5.	E19 Reading English is useful to get a job.	Pearson Correlation	.362	.205	.506	.440	1
		Sig. (2-tailed)	.000	.013	.000	.000	

Table Four indicates the measurement of reading attitude affecting the contribution of students' reading achievement in general. The Pearson correlation values between E21 and E8, E4, E15 and E19 are .111, .332, .505 and .362 respectively. All the values of correlations are positive which answers the research question of they study that reading attitude positively affects the contribution of students' reading achievement in general.

2.7 Hypothesis Testing

Table 5. Direct hypothesis testing

H1	IV	DV	F	R ²	β	SE	T
Positive reading attitude contribute to higher reading achievement.	reading attitude	higher reading achievement.	1.79	.012 (1.2%)	.111	.06	1.34

The results of data analysis for hypothesis one show that 1.2% variation ($R^2=.012$, $F=1.79$, $P<.01$) in higher

reading achievement is predicted by the reading attitude of students. The Coefficient ($\beta=.111$, $P<.01$) indicates that with one unit change in reading attitude, 1.79 positive units will change in higher reading achievement. The results ($t=1.34$, $p<.01$) support the hypothesis that positive reading attitude contribute to higher reading achievement in general due to which H1 is accepted.

3. Discussion

Reading achievement was a subject of study for Ahmad and Yamat (2021). Students in grades four, five, and six ($n=80$) from a public school in Betong were randomly and purposefully selected from three classrooms. This exploratory mixed-method study aimed to ascertain whether and to what extent students' beliefs and perspectives influence their ability to understand what they read. Research methods included the Elementary Reading Attitude Survey (ERAS) created by McKenna and Kear (1990), in-depth interviews, and an examination of how well pupils understood what they read. Reading performance was not shown to be significantly correlated with students' attitudes or beliefs about reading since these variables tend to interact with one another to shape students' perspectives.

The sample size, research methodology and research findings contrast with the sample size, methodology and findings of the current research study, which may be because Ahmad and Yamat (2021) targeted the population of elementary schools. However, the researcher has targeted university-level students in the current study. The students in higher education are more career-oriented and have more understanding than the students in elementary school. Akhmetova et al. (2022) studied sixth- and eighth-grade Kazakh learners' reading attitudes and proficiency in three languages. Seven different high schools from big cities participated in the study. A reading attitude survey and English, Kazakh, and Russian exams were given using the eDia online evaluation tool. Eighty-five percent of sixth graders and 79 percent of eighth graders reported enjoying reading as a consequence of this study. English, Kazakh, and Russian all had significant correlations with one another in terms of reading proficiency ($r=.55$ to $r=.61$, $p=.01$). Students in grades 6–8 with a good reading attitude in the target languages demonstrated a modest correlation between reading attitudes and reading achievements in a regression analysis. The research methodology and research findings of the study are similar to the methodology and findings of the current research study, which affirms the results that university students are more mature and knowledgeable compared to primary and elementary school students.

4. Limitations and Future Directions for Study

The findings of the current research provide valuable novel perspectives on the relationship between students' attitudes towards reading and their academic performance in reading. Given the inherent constraints of the study, it is vital to bear in mind that the findings are to be regarded as provisional rather than conclusive. Further research is required to examine the most effective strategies used by educational institutions in shaping students' attitudes towards reading English. The research took place in Riyadh, Saudi Arabia, wherein students have limited opportunity to engage in English language studies due to its perceived lack of usefulness. One further constraint pertains to the sample size used in the study. Subsequent researchers may be inclined to explore the use of an expanded sample size in order to enhance the generalizability of the findings to a wider range of contexts.

5. Conclusion

Reading is an important educational endeavor because it helps readers get a more comprehensive grasp of a subject. Students who are able to remember what they have learned often experience positive changes in their personal, professional, and even spiritual lives as a consequence of their efforts. The current study investigated the relationship between reading English attitude and reading achievement in genera. The positive results of correlation and regression statistics have shown a significant positive relationship between the general reading English and reading achievement. In simple words, the students of first year in Riyadh University were of the opinion that reading English makes them more sophisticated and reading English will earn them a job in future. Future researchers should consider expanding the scope of the study by increasing the sample size to enhance the generalizability of the results to a broader population.

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