

# CHAPTER I INTRODUCTION

## 1.1 Background of the Problem

The science of English is a useful one to study when learning a language. Reading, writing, speaking, and listening are the four main talents. Reading is one of the four talents that take the longest to master. Different types of texts would be introduced during the reading instruction in class. The success of students' learning depends on their capacity to comprehend and apply the information in these texts. As reading is achieved by successful interaction between the reader and the text from which the information is derived, reading aids learning. Reading extensively is crucial as a source of information for media consumption. According to Agustiani (2017, p.75), reading a lot can help students learn and learn a lot. The line makes a point about how crucial it is for students to learn reading skills.

In addition, Alderson and Urquhart as cited in Agustiani (2020, p.21) highlighted that reading is still important as a necessary ability for language learners in the age of the internet and modern technologies. For people, especially students, reading is a need if they are to learn and participate in the current technologically advanced world. Another perspective, from Gabtie (2022, p.23) which explain why reading is a crucial learning tool. Reading is a part of every course's gift. Teachers at school frequently set high standards for their students' capacity to fulfill their reading requirements.

In sum, reading has an impact on how knowledge is applied in daily life, including creativity and other implications. Reading aids pupils in developing their skills in a variety of areas.

Next, one of the most important variables in determining whether language learning is successful or unsuccessful is the affective side. The description above focuses on how students' attitudes toward learning, particularly in reading, are one of the elements that help students attain success in reading. Besides, Oxford (1990) as cited in Agustiani (2017, p.75) cite the definition of "affective" as including emotion, attitudes, motivation, and values. Specifically, Smith (1999) as cited in Setianingsi (2021, p.17) a state of mind, accompanied by emotions, that increases or decreases the likelihood of reading is what is meant by a reading attitude.

Beers as cited in Agustini (2017, p.78) additionally, students that have a poor attitude toward reading have quite diverse definitions of reading. Reading is described as "calling words," "speaking words," or "simply words on the page." Although given a limited selection, many readers nevertheless want to choose their own novels. They are unfamiliar with the writers and the layout of libraries. They need assistance choosing books since they think libraries are "too big" and do not know where any of the good books are. Reading is viewed as dull by kids who have unfavorable attitudes toward it. They are not readers.

The conclusion drawn from the aforementioned statement is that reading achievement and students' attitudes toward learning, particularly in reading, are related. The idea that there is a connection between students' reading attitudes and their reading achievement is one that is growing of McKenna et al (1995) as cited

in Donaldson (2010, p.17), they assert that it makes sense for reading attitudes and accomplishment scores to be related because their research revealed that students with the greatest achievement scores also had greater reading attitudes generally.

This study was inspired by or started because of the aforementioned findings connected to pupils' reading achievement. As a result, the choice of this subject as one of the study's variables was influenced by students' attitudes toward reading. This study looked into the impact of students' reading attitudes on their ability to comprehend what they read. Knowing things can help pupils, and reading can be one of the most crucial because it can help them develop their critical thinking skills. Even while they are aware that reading is crucial for learning new information from a variety of sources, they still struggle to master some fields of knowledge and advance their studies beyond where they are currently. Sometimes students still struggle to engage in reading because they are too sluggish to do so. On other case, based on interview with a teacher of English the students of eight grades at SMPN 7 Kotabumi were having difficulties in finding implicit meaning, the students got bored on the reading activities and some students were not interested in reading. Those explanations were given by the teacher, who taught them on Tuesday, May, 31<sup>th</sup> 2022. Some students prefer to avoid the reading situation.

Furthermore, The eighth-grade English students at SMPN 7 Kotabumi encountered some additional reading comprehension issues, as was evident from an observation. They claimed that reading was boring and added that they hardly ever went to the library out of their own free would. They claimed that they did not enjoy reading all that much and that it was better to learn something by

hearing their friends' stories than by reading from the book from which the information was taken. Reading made them feel miserable, so they avoided it, which made reading less likely in the end. The others claimed that they had little interest in reading and that they found it difficult to grasp books, and that they would only read a book if it held their interest.

The issues were brought up by some eighth-graders in English class at SMPN 7 Kotabumi, and many of them claimed that their avoidance of reading situations was to blame. Reading attitude, as defined by Alexander and Filler (1976), is a set of emotions associated to reading that influence how learners approach or avoid reading situations. The pupils' admissions that they disliked reading in general implied that they had negative feelings about the activity. They stated that speaking was preferable to reading and that they did not enjoy reading, thus they gradually avoided reading situations.

Based on the explanation above, to ensure and reveal students' reading attitude and their reading achievement, the researcher would choose the eighth grade in English classes at SMPN 7 Kotabumi Academic Year 2022 which is located on Jalan Stadion Barat No. 45 Sukung, Kelapa Tujuh, South Kotabumi, North Lampung as a place of research experimentally of students' reading attitude and their reading achievement, because this school has good accreditation and have achievement which achieved by schools both at the district and national level.

Relating to reading achievement, students of eighth grade in English class at SMPN 7 Kotabumi got good score in their final exams of English subject. The good achievement of eighth grade students in English class at SMPN 7 Kotabumi

Should really be consistent with how they felt about reading, but the evidence that they did not enjoy it and thought reading was uninteresting revealed the discrepancy. It was in opposition. In light of that, the purpose of this study is to determine whether or not students in the eighth grade English class at SMPN 7 Kotabumi Academic Year 2022/2023 have a positive or negative attitude toward reading.

### **1.2 Identification of the Problem**

According to the problem's history, the following issues had been noted:

1. The reading exercises bore the students.
2. The students had trouble deciphering the text's implied meaning.
3. A few students had little desire to read.

### **1.3 Limitation of the Problem**

This research focused on the correlation between students' reading attitude and their reading achievement of eight grade in English class at SMPN 7 Kotabumi Academic Year 2022/2023.

### **1.4 Formulation of the Problem**

Based on limitation of the problem, formulation of the problem is as follows:

“Is there any correlation between students' reading attitude and their reading achievement of eight grade in English class at SMPN 7 Kotabumi Academic Year 2022/2023?”

### **1.5 Objective of the Research**

The objective of the research is to find whether or not there any correlation between students' reading attitude and their reading achievement of eight grade in English class at SMPN 7 Kotabumi Academic Year 2022/2023

## 1.6 Usages of the Result

The result of this research is expected to be useful both theoretically and practically

### 1) Theoretically

The result of the research is expected to support and strengthen the previous theories then researcher's hoped from the result of this research, the researcher can find out some case about the students' reading attitude and their reading achievement of eight grade in English class.

### 2) Practically

#### a. Teachers

This research result is also hoped to give information to the teacher about students' reading attitude and their reading achievement of eight grade in English class at SMPN 7 Kotabumi Academic Year 2022/2023. By knowing the factor, the teachers are hoped to be more careful in managing activity in the class and treating their students in order to improve their students' reading skill. So, the teachers are able to help the language learners to improve their reading skills.

#### b. Students

This research result is also hoped to give information to the students about students' reading attitude and their reading achievement of eight grades in English class at SMPN 7 Kotabumi Academic Year 2022/2023. By knowing the factor, the students hoped to masterfully in reading ability. It is aimed for their future education.

#### c. Next researcher

This study could serve as an extra resource for other researchers who wish to

undertake research on a related issue, particularly in regards to eighth-grade English students' attitudes toward reading and reading achievement. Hopefully it would help them to explore and find more than the researcher got in this research. Since reading is the most activities that human did which had important role toward language acquisition.