

THE RELATIONSHIP BETWEEN READING ATTITUDES AND ACADEMIC READING ACHIEVEMENT OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT UIN ALAUDDIN MAKASSAR

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ABSTRACT

This study aimed to examine relation between reading attitudes and academic reading achievement. This study was conducted by using quantitative method with correlational design. Thirty students of the Fifth semester of English Education Department at Alauddin State Islamic University of Makassar were chosen randomly as the sample of this research. The data was gathered used a questionnaire to collect information related to the students' reading attitudes. Test of English as a Foreign Language (TOEFL) especially reading section was also used to obtain information regarding students' academic reading achievement. To verify the hypothesis, the data was analyzed by using Pearson's Product Moment Correlation. The findings indicated that there was no relationship between reading attitudes and academic reading achievement. Students' attitudes toward reading were positive and students' academic reading achievement were still low, they were dominant in literal level. Nevertheless, the information related to students' preference in some aspects of reading attitudes and their academic reading achievement may help the teacher to create a better reading teaching process in the future.

Key words: reading attitudes, academic reading achievement

INTRODUCTION

English becomes the only foreign language included as a compulsory subject at university level in Indonesia (Kaharuddin and Burhanuddin, 2017). It is supported by law No. 20 year 2003, paragraph 2, article 37 which states that the curriculum in tertiary education should include religious education, civic education, and languages. In this regard, languages involve the Indonesian language, local languages, and foreign languages especially English. English Language Teaching requires students to master the four skills of English encompassing listening, speaking, reading, and writing. Nevertheless, the students still deal with some problems especially reading. In Alauddin State Islamic University of Makassar for example, English Education Department students learn reading subjects for three semesters but their reading comprehension is still not satisfied. It is related to what Harida (2014) found that reading comprehension of many students of English Education program are low. This problem are affected by some factors. The first, limitation of vocabulary of the students which

influences their ability to build up the meaning of the text. The second, inadequate prior knowledge that makes the students unable to connect what they read to the context. The third, inability of the students to apply appropriate reading strategies for reading success. The fourth, the problem is related to students' lack of practice. In addition, Russ (1989) revealed that students' reading attitudes can also predict their reading achievement. There might be some other factors that can affect academic reading achievement instead of factors mentioned earlier. However, the researcher interested to carry out a research regarding relationship between reading attitudes and academic reading achievement.

In many cases, when the teachers found reading achievement of students are low, they then improve their teaching method without consider attitudes of the students toward reading first. As Greaney (1991) said that very little time is devoted to build up students' positive attitudes toward reading in schools. McKenna (2012) stated that it is essential to pay attention to affective element of literacy. Focusing merely on cognitive element make the teachers fail to reveal the students' strengths and weaknesses. Therefore, struggling readers end up with knowing nothing about the importance of literacy. Teachers who aware of affactive element of the students for example students' reading attitudes enable to engage students with meaningful instruction (Afflerbach and Cho, 2011). Then, in the last few years, many researchers carry out a research to gain information related to reading attitudes and academic reading achievement. The result showed that students with positive attitudes toward reading tend to look for opportunities to read, they also have greater sense of self-esteem and higher levels of motivation (Robinson and Weintraub, 1973). Conversely, negative attitudes of the students will influence their achievement in school as well as their critical reading ability (Shapiro and White, 1991).

Therefore, this study found information regarding students' reading attitudes especially their preference toward some aspects. Furthermore, the result showed that academic reading achievement of students still in the literal level. Even the findings reveal that there is no relationship between reading attitudes and academic reading achievement, this will be a stepping stone for the improvement of the future reading teaching process and it will be particularly important for educational researchers.

In this research, reading attitude is defined as personal feelings that lead someone to approach or avoid a reading situation whereas, academic reading achievement the researcher mean is reading comprehension. Reading comprehension is the process of recreating the meaning of the text by memorizing facts (literal), interpreting implied information (inferential), as well as making an inference (critical) from the text. There are several studies related to

relationship between reading attitudes and academic reading achievement. Most of the studies reported that positive relationship existed between reading attitudes and reading comprehension (Petscher, 2010; Bastug, 2014; Tunde, 2014; Lupo, 2017). However, the several findings reveal information only about reading attitudes toward leisure, extensive, and general reading and did not present any information about attitudes toward reading in academic context. Lukhele (2013), for example, conducted a research about relationship between reading attitudes, reading ability and academic performance. However, he explored only students' reading attitudes toward leisure reading. Furthermore, Bastug (2014) explained Recreational Reading Attitude (RRA), Attitudes Toward Books (ATB), as well as General Reading Attitude (GRA). They do not discuss any information about students' attitudes toward reading in academic context even while they conducted the research in schools. Therefore, the limitation of previous research encourage the researcher to find out students' attitudes toward reading in academic context and to find its relationship with their academic reading achievement or their reading comprehension.

The findings from this research may add information regarding relationship between reading attitudes and academic reading achievement in academic context. Even the result is different from some studies before, this research presents information concerning the students' preference in some aspects of reading attitudes. It is expected to help the teachers create an appropriate reading material for students and improve reading instruction program in the future.

RESEARCH METHOD

Participants

There were 30 participants of the fifth semester students of English Education Department at Alauddin State Islamic University of Makassar who were randomly selected in this research.

Research Design

Quantitative design was used to conduct this research. This research is a non-experimental research especially correlational research. The researcher explored hypothesis regarding relationship between students' reading attitudes and their academic reading achievement.

Instruments

This research used questionnaire and Test of English as a Foreign Language (TOEFL) especially reading section. The questionnaire was used to measure reading attitudes of the students. It divided into four aspects that includes some statements. The four aspects encompass how students value reading, evidence of application of reading skills taught, work study

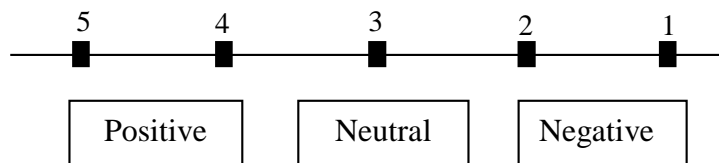
behavior, and tension sign. TOEFL test especially reading section was used to measure students' academic reading achievement.

Research Procedures

This research was conducted by four steps. In the first step, the researcher randomly selected the participants. Secondly, the researcher distributed questionnaire to gain information related to students' reading attitudes. The third, conducting TOEFL test to measure students' academic reading achievement. Finally, from the the scores of reading attitudes and academic reading achievement, Pearson's Product Moment Correlation were used to know whether or not there is a relationship between reading attitudes and academic reading achievement.

Data Analysis

The 24 items of questionnaire adapted from Alexander and Filler (1976) using likert scale (Strongly Disagree, Disagree, Agree, and Strongly Agree). Score 1, 2, 3, 4, or 5 were given to each item (1 : very negative response, 2 : negative response, 3 : neutral or undecided response, 4 : positive response, and 5 : a very positive response). Moreover, On the items number 2, 6, 10, 14, 15, 16, 19, 20, 21, 23, a response a "strongly agree" means a very positive attitude and accept score 5, on the remaining 15 items, "strongly disagree" response means very positive attitude and accept score 5. The range scores is 5 x 24 (120) to 1 x 24 (24). Furthermore, the researcher used the categories from Yassi and Kaharuddin (2018) to interpret the result of the questionnaire or categorize them into positive or negative attitudes.



The researcher used reading TOEFL as an instrument to collect information about students' academic reading achievement. Then, the researcher used table interpretation of correlation to find out the level of correlation of both variables.

Table 1. Interpretation of correlation

The Correlation Coefficient	Interpretation
0.00-0.19	Very low correlation
0.20-0.39	Low correlation
0.40-0.59	Moderate correlation
0.60-0.79	High correlation
0.80-1.00	Very High Correlation

Source: Sugiono (2016)

Morover, Mills and Gay (2016) notes that two variables will have correlation coefficient +1.00 or -1.00 if they are highly correlated. A number near +1.00 represent a positive correlation that means one variables increases and the other variable increases as well. A number near -1.00 represent a negative correlation that means one variable increases, the other variable decreases. Furthermore, if the coefficient correlation is near to 0.00, the variables are not related. It is mean that score on one variable provides no indication of the score on the other variable.

FINDINGS AND DISCUSSION

Relationship between Reading Attitudes and Academic Reading Achievement

In this part, explanation related to descriptive analysis and inferential analysis of reading attitudes and academic reading achievement were presented.

a. Descriptive Analysis of Reading Attitudes

Descriptive analysis consist of analysis of information concerning the four aspects of reading attitudes. The first, reading attitudes based on how students' value reading. The second, evidence of application of reading skills taught. The third, work study behavior. The fourth, tension sign. Analysis on overall students' reading attitudes is described as well. It can be seen in the table below:

Table 2. Reading Attitudes Based on How Students Value Reading

No.	Statement	Frequency (scale)				
		5	4	3	2	1
3.	Sometimes you forget about your task (reading book/ ebook/ journal/ article/ any others in academic context) from your lecturer when you are busy with your gadget.	2 6.67%	5 16.67%	6 20%	11 36.67%	6 20%
8.	You would rather look at the pictures in a book than read the book.	1 3.33%	9 30%	3 10%	12 40%	5 16.67%
12.	You would rather watch YouTube/ Instagram video than read (book/ ebook/ journal/ article/ any others in academic context).	2 6.67%	2 6.67%	11 36.67%	13 43.33%	2 6.67%
13.	You would rather hang out after course than read (book/ ebook/ journal/ article/ any others in academic context).	1 3.33%	12 40%	6 20%	9 30%	2 6.67%

17.	Most of the academic books/ebook you choose are not interesting.	2 6.67%	4 13.33%	11 36.67%	13 43.33%	0
18.	You think reading (book/ ebook/ journal/ article/ any others in academic context) is burden.	2 6.67%	11 36.67%	12 40%	4 13.33%	1 3.33%
23.	You think that adventures in a academic book are more exciting than YouTube/Instagram.	4 13.33%	8 26.67%	10 33.33%	7 23.33%	1 3.33%
24.	You wish you could understand the content of some academic books/ebooks without reading it.	2 6.67%	5 16.67%	4 13.33%	13 43.33%	6 20%
Average		6.67%	23.34%	26.25%	34.17%	9.58%

Source: Primary Data Processing

The result show that reading attitudes of the students related to how they value reading was negative. The average of overall data reveal from 100% of students, 43.75% of students are categorized have negative attitudes and 30.01% of students have positive attitudes. Items that show students negative attitudes for example item number 3 and 12. 56.67% students sometimes forget about the task from their lecturer when they are busy with their gadget. Furthermore, 50% students prefer to watch YouTube than read. Oblinger and Oblinger (2005) pointed that Millenials enjoy technology and playing it as a daily routine. It is important to not focus on the negative attitudes of students toward this statement, this is the right time for teachers to utilize technology in their teaching process. As Ertmer and Ottenbreit (2010) said that new definition of 'good teaching' is facilitate students learning with relevant Information and Communication Technology (ICT).

Likewise, in the item number 8, 17, and 23. 56.67% students prefer to look at the pictures in book than read the book. Beer (1998) outlined that students feel bored to read the book that does not have picture. Wood and Tinajero (2002) said that students need picture books to help them learn a language. 43.33% students feel that most of academic books/e-books students chose were not interesting and 63.33% students wish they could understand the content of some academic books/ebooks without reading it. Worthy et. al. (2001) revealed that struggling readers like to read books and materials that make them enjoy. Sewell (2003) also noted that students read challenging books when it makes them interested.

The following analysis is about students' attitudes related to evidence of application of reading skills taught as can be seen as follows:

Table 3. Students’ Reading Attitudes Based on Evidence of Application of Reading Skills Taught

No.	Statement	Frequency (scale)				
		5	4	3	2	1
14.	You talk to friends about academic book/ebook that you have read.	4 13.33%	10 33.33%	12 40%	2 6.67%	2 6.67%
22.	Often you start an academic book, but never finish it.	1 3.33%	6 20%	3 10%	18 60%	2 6.67%
Average		8.33%	26.67%	25%	33.33%	6.67%

Source: Primary data processing

In the table, it indicates that from 30 students, only 14 (46.66%) “agree” that they talk to their friends about academic book/ebook that they have read. Moreover, there were 20 (66.67%) of 30 students “agree” that they often start an academic book, but never finish it. The average of the data show 40% out of 100% students have negative attitudes in evidence of application of reading skills taught aspect, and 35 % students have positive attitudes. In item number 22, 66.67% students often start an academic book but never finish it. Sewell (2003) revealed that students enjoy reading books that is interesting and appropriate with their level.

Analysis of students’ reading attitudes regarding their work study behaviors is presented in the following table:

Table 4. Reading Attitudes Based on Students’ Work Study Behaviors

No.	Statement	Frequency (scale)				
		5	4	3	2	1
4.	You don’t check out many academic books from library/ download many academic ebooks from internet.	0	15 50%	10 33.33%	4 13.33%	1 3.33%
5.	You don’t read (book/ ebook/ journal/ article/ any others in academic context) much in the classroom.	6 20%	4 13.33%	9 30%	10 33.33%	1 3.33%
6.	When you have free time in college, you usually read a book/ ebook/ journal or any ar (book/ebook/ journal/ article/ any others in academic context) on internet.	2 6.67%	12 40%	9 30%	7 23.33%	0
7.	You seldom have academic books in your room at home/ don’t have a special folder for your academic ebooks.	4 13.33%	10 33.33%	4 13.33%	11 36.67%	1 3.33%

9.	You check out academic books at the library/ download academic ebooks from internet but never have time to read them.	2 6.67%	7 23.33%	4 13.33%	14 46.67%	3 10%
10.	You wish you had a library full of academic books at home.	11 36.67%	4 13.33%	10 33.33%	5 16.67%	0
11.	You seldom read (book/ ebook/ journal/ article/ any others in academic context) in your room at home.	0	5 16.67%	19 63.33%	5 16.67%	1 3.33%
15.	You like for the room to be quiet so you can read (book/ ebook/ journal/ article/ any others in academic context) in your free time.	10 33.33%	12 40%	7 23.33%	1 3.33%	0
16.	You read several academic books/ebooks each week.	1 3.33%	9 30%	14 46.67%	4 13.33%	2 6.67%
Average		13.33%	28.89%	31.85%	22.59%	3.33%

Source: Primary data processing

As shown in the table above, students' reading attitudes based on their work study behavior was positive. The average of the data show that from 100% (30) respondent, 42.22% have positive attitudes toward reading whereas, only 25.92% have negative attitudes. The positive attitudes that students show can be seen in the item number 4, 6, 10, 15, and 16. 50% students check out many academic books from library/download many academic ebooks from internet. 46.67% students usually read when they have free time in college. Furthermore, 50% students wish had a library full of academic books at home. Teale (1984) stated that paying attention to enthusiasm and frequency of students in reading is the best way to evaluate reading instruction program. Moreover, 73.33% students like for the room to be quiet so they can read in their free time. Regalado and Smale (2015) revealed that students like to read in the room with quiet atmosphere. Also, there were 33.33% students agree that they read several academic books/ebooks each week. Mokhtary et. al. (1994) supported that university students spend much of their time reading academic materials to finish their assignment.

The last aspects of reading attitudes is tension sign. Relevant information regarding evidence of students' tension during reading activities can be seen as follows:

Table 5. Reading Attitudes Based on Students' Tension Sign

No.	Statement	Frequency (scale)				
		5	4	3	2	1
1.	You feel uncomfortable when you are asked to read (book/ ebook/ journal/ article/ any others in academic context) in class.	3 10%	9 30%	9 30%	9 30%	0

2.	You feel happy when you are reading (book/ ebook/ journal/ article/ any others in academic context)	1 3.33%	11 36.67%	11 36.67%	6 20%	1 3.33%
19.	You enjoy reading (book/ ebook/ journal/ article/ any others in academic context) at home	1 3.33%	18 60%	6 20%	3 10%	2 6.67%
20.	You enjoy going to the library for reading (book/ journal/ article/ any others in academic context)	2 6.67%	9 30%	13 43.33%	5 16.67%	1 3.33%
21.	You enjoy surfing on internet for reading (ebook/ journal/ article/ any others in academic context)	4 13.33%	20 66.67%	2 6.67%	4 13.33%	0
Average		7.33%	44.67%	27.33%	18%	2.76%

Source: Primary data processing

As presented in the table, 52 % students have positive attitudes toward reading based on their tension sign and 20.76% students showed negative attitudes. 40% students feel comfortable when they are asked to read (book/ ebook/ journal/ article/ any others in academic context) in class. Harris and Sipay (1980) stated that students tend to read well when teacher prepare and supervise them. 40% students also feel happy when they are reading, 63.33% students enjoy reading (book/ ebook/ journal/ article/ any others in academic context) at home. Furthermore, 36.67% students enjoy going to the library for reading, as well as 80% students also enjoy surfing on internet for reading. It all supported by Wang and Guthrie (2004), they said that students read for their own desire whether for enjoyment or assignment. Finally, the data show that students' attitudes regarding tension sign was positive. Information regarding the overall result of reading attitudes can be seen in the table 6.

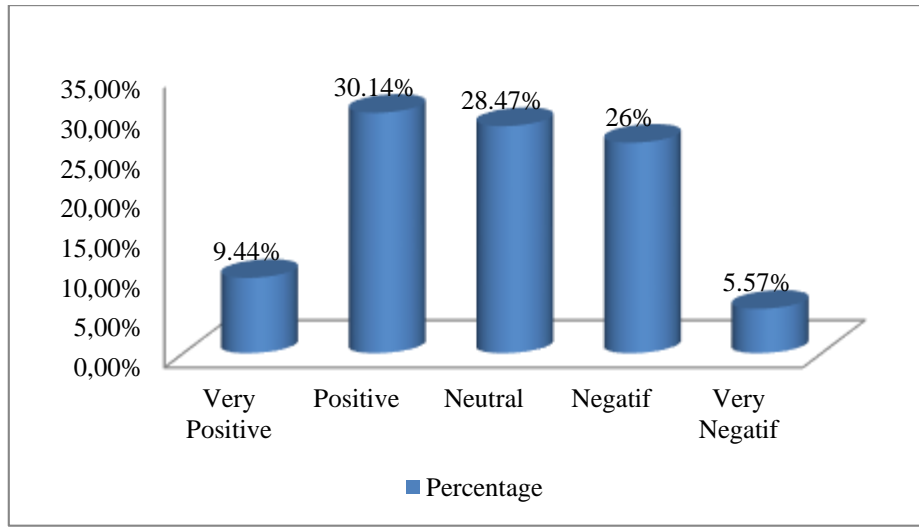
Table 6. The Overall Results of The Sudents' Reading Attitudes

Aspects of Reading Attitudes	Percentage	Description
a. How students value reading	43.75%	Negative (-)
b. Evidence of application of reading skills taught	40%	Negative(-)
c. Work study behavior	42.22%	Positive (+)
d. Tension sign	52%	Positive(+)

In conclusion, from the four aspects of reading attitudes, tension sign (52%) is the most dominant aspect. The data shows that students like to read for their own enjoyment. Therefore, it is important for teacher to create enjoying reading instruction program.

The following table is the decriptive statistics of reading attitudes. This data show minimum, maximum, and mean score of the students.

Chart 1
The Rate Percentage of Categorization of Students' Reading Attitudes



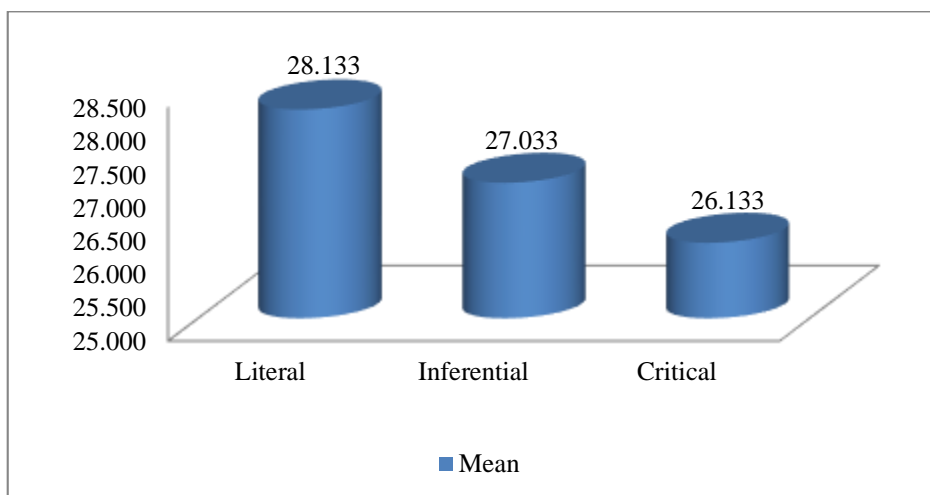
In the chart above, 9.444% students have a very positive attitudes toward reading, it is followed by students who have positive attitudes 30.139%. Furthermore, 28.472% for neutral and 26.389% students have negative attitudes. Then, the percentage of students who have a very negative attitudes is 5.556%. It can be referred that the majority of the students (39.58%) have positive attitudes toward reading whereas, 31.57% students have negative attitudes.

b. Descriptive Analysis of Academic Reading Achievement

The following chart is the rate percentage of categorization of students' academic reading achievement. Academic reading achievement divided into literal, inferential, and critical level. The data obtain from the score of students in each level.

Chart 2

The Average Score of of Students' Academic Reading Achievement



As shown at chart 2, it seems that academic reading achievement of students in literal level is higher than the other levels with mean score 28.133. In inferential level, the mean score of the students is 27.033, and in the critical level only 26.133. Fisher (1990) stated that many readers merely understand explicit meaning of the text (literal) rather than intention of the writers/ implicit meaning (inferential) of the text. Oakhil et. al. (2003) proposed that students reading comprehension will affect the way they make inferences.

c. Inferential Analysis of Reading Attitudes and Academic Reading Achievement

This section divided into analysis of test of normality, test of homogeneity, and test of hypothesis that presented in the following explanation.

1. Test of Normality

Test of Normality was used to know whether the data from questionnaire and reading TOEFL are normal or non-normal with decision-making criteria: when significance value is less than 0.05, then the sample is not normally distributed and when significance value is greater than 0.05, then the sample is normally distributed. The result can be seen in table 7.

Table 7. One-Sample Kolmogorov-Smirnov Test

		Attitude	Achievement
N		30	30
Normal Parameters ^{a,b}	Mean	74.77	38.77
	Std. Deviation	8.665	4.768
	Absolute	.108	.147
Most Extreme Differences	Positive	.069	.119
	Negative	-.108	-.147
Kolmogorov-Smirnov Z		.592	.805
Asymp. Sig. (2-tailed)		.875	.537

- a. Test distribution is normal.
- b. Calculated from data

Tabel 7 shows significance value of reading attitudes data was $0.874 > 0.05$ which means the sample was normally distributed. Moreover, significance value of academic reading achievement data was $0.537 > 0.05$, which means the sample was normally distributed as well.

2. Test of Homogeneity

Test of homogeneity was used to know whether or not the data from questionnaire and reading TOEFL was from the same population with decision making criteria: if significance value is less than 0.05, then the data is not homogeneous and if significance value is greater than 0.05, then the data is homogeneous. The result can be seen in the following table:

Table 8. ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	833.033	13	64.079	.763	.685
Within Groups	1344.333	16	84.021		
Total	2177.367	29			

From table 8, it can be seen that the significance value was $0.685 > 0.05$, which means the data of reading attitudes and academic reading achievement was from the same population.

3. Test of Hypothesis

Hypothesis testing are needed to determine whether the hypothesis can be accepted or rejected. In this hypothesis testing, Pearson’s Product Momet Correlation was used with decision-making criteria: when correlation coefficient $> r_{table}$ ($df = N - 2 = 30 - 2 = 28$, $r_{tabel} = 0.361$) or significance value < 0.05 , it meas that there is a positive correlation between variables (H_0 is rejected) and when correlation coefficient $< r_{table}$ ($df = N - 2 = 30 - 2 = 28$, $r_{tabel} = 0.361$) or significance value > 0.05 , it means that there is no correlation between variables (H_0 is accepted). The result of hypothesis testing using SPSS 20 can be seen as follows:

Table 9. Pearson’s Product Moment correlation

		Attitude	Achievement
Attitude	Pearson Correlation	1	-.036
	Sig. (2-tailed)		.852
Achievement	N	30	30
	Pearson Correlation	-.036	1

Sig. (2-tailed)	.852	
N	30	30

As shown at Tabel 9, the correlation coefficient was $-0.036 < 0.361$ or significance value is $0.825 > 0.05$. It means that H_0 is accepted. Then, there is no relationship between reading attitudes and academic reading achievement of fifth semester students of English Education Department at Alauddin State Islamic University of Makassar. As Moreover, Mills and Gay (2016) stated that when coefficient correlation is near to 0.00, the variables are not related. It is mean that score on one variable provides no indication of the score on the other variable. The result is supported by Kush et. al. (2005), he noted that no relation found between reading attitudes and reading achievement.

CONCLUSION

Students who have positive attitudes do not necessarily have a better academic reading achievement. The finding showed that the students have positive attitudes towards reading but they got low scores in academic reading achievement test, they are still in literal level. This findings indicated that there is no relationship between reading attitudes and academic reading achievement. There might be some factors that can affect academic reading achievement instead of attitudes. In addition, this research is expected to offer some informations regarding reading attitudes and academic reading achievement of students. The first, the information concerning the students' preference in some aspects of reading attitudes which may help the teachers create an appropriate reading material for students in the future. The second, knowing that the students' academic reading achievement are low perhaps will encourage the teachers to increase academic reading achievement of them. Furthermore, because this research is conducted merely in one university and only in english education department with restricted participants, further research should carry out a related research in larger scale of university, major, as well as participants.

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