


THE STUDENTS' ATTITUDES TOWARDS READING COMPREHENSION IN JUNIOR HIGH SCHOOL

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 29, 2022 Revised: January 2, 2022 Accepted: February 15, 2023 Published: March 15, 2023</p> <p>Keywords: Attitudes Students' Attitudes Reading Comprehension</p>	<p>The purpose of this study was to determine and find data about the attitudes experienced or felt by students or attitudes that often appear in class in learning English in class. To obtain the data, researchers used a research tool, namely Observation Checklist. This type of research was qualitative using descriptive methods. The subject in this study was a class VIII student at SMP Negeri 2 Bangkala Barat while the object used was 20 students. The results of this study that have been obtained are students' attitudes in English in class, feelings of fear and shame of students including fear of communication or speaking or reading in front of the class. Based on the three aspects of the attitude discussed in this study, researchers found that in the aspect of behavior there were 30% or as many as 6 students who had that attitude, whereas in aspects of cognitive attitudes there were 20% or as many students who had this attitude and aspects Emotional attitude is 90% or as many as 18 students who have that attitude. In addition in this study, researchers used coding techniques to explain the results that had been obtained during the study.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Education is a very important and very effective thing that can help recognize the behavior and character of students in accordance with the needs and expectations of the community. Student attitudes are an integral part of learning because it must be an important component in pedagogical learning or second language learning. According to Ajzen et al (1980) theory of reasoned action, "attitude is a function of belief". Based on this theory, it can

be concluded that doing a task will produce a positive result, especially when making a decision that can be favorable towards the task. The attitude that is formed can shape the way students think, understand, master, feel, and behave.

One of the English skills that must also be recognized and understood by students is reading skill. As a student, the reading program has a very dominant role because students are required to be more knowledgeable and ethical while providing information, whether it is in conversation or writing. Because by reading students can learn at the same time can get more latest information (Agustiani, 2017: 75). In addition, the success of a student in gaining a scientific knowledge because it is obtained from a lot of reading. Reading is one of the important activities in English and Indonesian. According to Willis (2008) that by reading, we can get the information we need specifically.

A positive attitude towards reading is closely related to the process of learning to read well. The purpose of the reading process is that students cognitively and affectively want to get pleasure and new information. Attention to the contents of the reading text cognition and affection is devoted to the process of gaining an understanding of a reading. When reading has become a trend and as an entertainment activity, students will be more enthusiastic and more active in reading (Anderson in Holmes, et al, 2007). Aaron et al, (2008) expressed their opinion that the affective aspect that contributes to the development of students' reading skills is the psychological component of reading attitudes and other psychological factors maximally.

There are several attitudes of students in the class when they are reading. Like the attitude of pleasure and displeasure. Many students often experience anxiety and lack of confidence when reading English texts. They worry about how to pronounce English wrong because they don't really like English lessons. In addition, students also often feel embarrassed with their classmates or with their teachers because they cannot read English texts. Where we know that the pronunciation of words in English and Indonesian is very much different. The students' happy attitude is that they do not feel anxious or embarrassed when reading English texts in class because they can speak English and they also have the ability to pronounce words better than their classmates. They are very confident because they like English lessons so that when reading English texts they don't feel anxious about the pronunciation of wrong words.

RESEARCH METHOD

The type of research that was be carried out by researchers in this study was a qualitative research design.

Research Design

Qualitative research was research with activities to collect, analyze, and interpret narrative and visual or non-numeric data to obtain information about the particular

phenomenon being studied. (Gays, 2006). The purpose of qualitative research is to explain a phenomenon very carefully and in detail by means of actual data collection, which showed the importance of depth and detail of the data being studied. The type of approach in this study was a descriptive approach. Descriptive research was research that aims to characterize problem solving techniques currently used based on data.

Subject and Object

The subject in this study were students of class VIII SMP Negeri 2 Bangkala Barat, which have 2 classes. And the object in this research have been take as many as 20 students of class VIII at SMPN 2 Bangkala Barat as respondents.

Research Instrument

The instruments in this study was observation checklist. Observation checklist was used to observe students' attitudes in class towards reading comprehension.

Data Collection

The researcher have observed the class, after that the researcher observed some students with reading comprehension. This observation sheet is used to measure or assess the attitude of students in class during the learning process on reading comprehension. Filling in the observation sheet is done by placing a tick (√) in the answer column of the student observation sheet.

Data Analysis

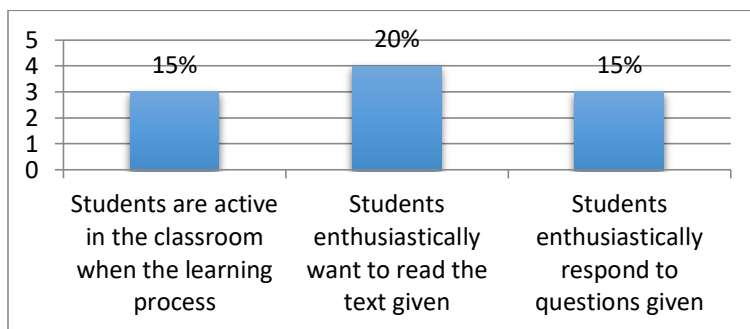
Qualitative data analysis can be followed up if the data obtained by combining the results of the data are solved in the form of words, not numbers. In addition, qualitative data analysis used simple words which are then developed into texts with systematic and structured descriptions.

RESULT AND DISCUSSION

Result

The data collected in this study was primary data obtained using an observation checklist instrument which discusses the attitudes felt by students and the attitudes that often appear in class when students read. Based on the data or findings that have been obtained in the research, the attitudes felt by students and attitudes that often appear in class when they read. Attitudes that often appear in class are student behavioral attitudes and students' emotional attitudes.

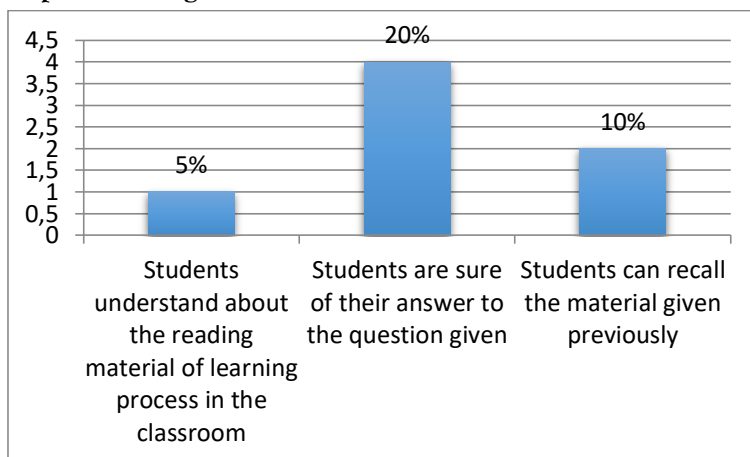
1. Aspects of Behavioral Attitudes



Graph 1. Aspects of Behavioral Attitudes

Based on what was obtained from the observation sheet data, there were 15% of students who were active when asked about the lesson or about the text being read, including students 10, students 12 and students 19. And there were also 20% of students who enthusiastically read the text given even though they still had deficiencies and difficulties in pronouncing words, among others, students 6, students 10, students 12, students 18 and students 19. And there are 10% of students who enthusiastically answer the questions given, namely students 10 and students 12. While some other students feel afraid and embarrassed when asked about the material or text being read out, for fear that the answer given is wrong or the pronunciation is wrong.

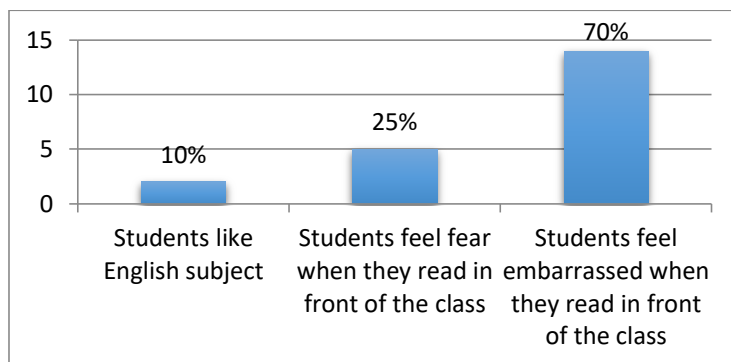
2. Aspects of Cognitive Attitudes



Graph 2. Aspects of Cognitive Attitudes

Based on the graph above, it can be seen that there are 4 students who have aspects of this cognitive attitude. Of the 4 students namely S9, S10, S12 and S19. Only those who have a cognitive attitude in the class.

3. Aspects of Emotional Attitudes



Graph 3. Aspects of Emotional Attitudes

Based on the graph above, we can see that there are only a few students who like English lessons, namely student 9, student 10, student 12 and student 19. However, there are also some students, one of which is, student 12 who likes English lessons but based on the teacher who enters teaching, they prefer when the teacher who teaches is a good teacher or not easily angry, and the way of teaching is more exciting and not fierce. When the teacher teaches, they like it when the teacher often asks where the students' difficulties are with English.

Discussion

Among the 3 attitudes discussed in this thesis are behavioral aspects, cognitive aspects and emotional attitudes. Among the three aspects of attitude, there are two aspects that often appear in class, namely aspects of behavioral attitudes and aspects of emotional attitudes. However, the most dominant aspect of attitude in this class is the aspect of emotional attitude.

1. Aspects of Behavioral Attitudes

In this aspect of attitude, the researcher found that in the class there were 5 students or 25% of the 20 students in the class who had aspects of behavioral attitudes during class lessons. Based on the results of the research these students are students who have good behavior, especially in English subjects. In addition, they also have an enthusiastic attitude and the researcher also found students who were enthusiastic to read and respond so that the researcher could conclude that they looked enthusiastic.

2. Aspects of Cognitive Attitudes

In the aspect of cognitive attitude, the researchers found that as many as 4 out of 20 students in the class studied by the researcher or as many as 20% of students had aspects of cognitive attitude. In the aspect there are 3 statements, in the first

statement namely "Students understand about the reading material of the learning process in the classroom" there are 1 (5%) students who understand reading material during the learning process. Whereas in the second statement, namely "Students are sure of their answer to the question given" there are 4 (20%) students who often feel confident about the answers they give. Then in the third statement, namely "Students can recall the material given previously" the researcher found 2 (10%) students out of 20 students in the class.

3. **Aspects of Emotional Attitudes**

In this aspect of attitude is one of the aspects that more students often feel this attitude compared to the two previous aspects of attitude. In this attitude aspect, the researcher found 18 (90%) students. With details, in the first statement namely "Students like English subjects" there were only 2 (10%) students who liked English subjects after the researchers conducted interviews with students. Then for the second statement, namely "Students feel afraid when reading in front of the class" the researcher found as many as 5 (25%) students who felt afraid to read in front of the class and in front of the teacher and friends. Whereas in the third statement, namely "Students feel embarrassed when reading in front of the class" the researcher found as many as 14 students felt embarrassed when reading in front of their friends and teachers.

CONCLUSION

Based on the results and discussion, the researcher draws the following conclusion.

1. **Aspects of Behavioral Attitudes**

In this attitudes aspect, the researcher can conclude that there are 70% of students who are not active or not enthusiastic to read the text given or enthusiastic to respond to the question gives. There are only 30 % of students who have this attitudes.

2. **Aspects of Cognitive Attitudes**

In this aspect of attitudes, researcher can conclude that there are 80% of students who do not understand the subject matter given even though with different teacher, there are only 20% of students who have this attitudes.

3. **Aspects of Emotional Attitudes**

In this aspect of this attitudes, it can be concluded that there are 90% of students often feel scared or ashamed when appearing in front of the class. Also, only a few students like English subjects and others don't like English lessons because they don't find it difficult to say English words.

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