

ABSTRACT

THE ROLE OF ATTITUDE TO LANGUAGE LEARNING IN READING COMPREHENSION

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Theoretically, in language learning, one of the affective domains that have an impact on the success of learning is attitude. Attitude to language learning, which belongs to one sort of attitude in relation to second language learning, can be considered playing a role in students' proficiency, including reading comprehension. Having either positive or negative attitude to language learning will lead to different capability in comprehending text.

The objective of this study was to investigate the correlation between students' attitude to language learning and their reading comprehension at SMA Negeri 1 Sumberejo in Tanggamus Regency in the academic year 2014/2015.

The population of the research was second grade students of SMA Negeri 1 Sumberejo in Tanggamus Regency in the academic year 2014/2015. One out of six classes was taken as the sample, that is, XI MIA 3 which consists of 32 students, through random sampling. Ex post facto design was applied and the data were collected through questionnaire and reading comprehension test. The questionnaire consisted of 30 items. The reading comprehension, besides, was administered with 35 questions. In analyzing those data, Pearson Product Moment formula was used to find out the correlation between attitude to language learning and reading comprehension.

The analysis result revealed that there was correlation between learners' attitude to language learning and their reading comprehension since the r value was higher than the r table ($0.683 > 0.447$) at significant level 0.01. The finding proves that attitude to language learning significantly exerts an influence upon reading comprehension. The analysis of regression between attitude to language learning and reading comprehension presented that the total contribution of learners' attitude to language learning on their reading comprehension is 40.7% since the r value is 0.407. Other analysis of the correlation between learners' attitude to language learning and reading skills brought forward that attitude to language

learning most contributed to students' understanding vocabulary. The coefficient correlation in this relationship was 0.599 at significant level 0.01. Considering the result of those analyses, enhancing students' attitude to language learning should be taken into consideration as one influential part in the attempt to improve their reading comprehension.