Innovations

Investigating the relationship between students reading attitude and reading comprehension

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Abstract*:* This study examined the association of students'attitudes towardsreading with the comprehension performance of secondary school students in Ethiopia. The study was a correlational type. Its sample encompassed 100 students of grade 11.*Reading attitude questionnaire were used as an instruments to measure attitude.*Of the few sorts of attitude scales which might have been de-marked, the "Likert scale" type was picked due to its convenience and by and large high accuracy. The reading comprehension test, made up of comprehension passages adapted from Test of English as a Foreign Language (TOEFL) used to measure comprehension, and had reliability indices of 0.98 and reading attitude reliability indices, Cronbach's alpha coefficient of 0.807. The analysis becomes carried out with percentages and Pearson product-moment correlation statistics. The findings revealed that respondents in the reading comprehension test have a mean value of 37.57, the median of 35 (55%) of participants. The result showed that 97% of the students had low comprehension. There was a weak positive correlation between students' reading attitudes and reading comprehension test scores. It was statistically significant (r=.239, p<0.005). Predicted reading comprehension tests score 50.614. It means reading attitude influenced their achievement in reading score.

Keywords:1. EFL students 2.Reading attitude 3. Reading comprehension

1. Introduction

Ethiopia, that is Africa's oldest un-colonized country, is found in the horn of Africa. Regardless of its ancient civilization, Ethiopia is among the least developed nations based on its economic development and the living standard of its people. In Ethiopia, traditional education has been practiced for an extended period, mainly by the Ethiopian Orthodox Church. Modern education has started in the early 20[th]c by Minilik the II in 1908. The introduction and development of Modern education had brought the increase of foreign languages in modern education. Even though the current Education and training policy suggests the English language as a medium of instruction for secondary and tertiary levels as compulsory, " most regions start using English as a medium of instruction from grade 5" (FDRE MoE,2009). However, researchcontinuouslyfound out that Ethiopian

students have critical language troublesand shortagefundamentaltalents of reading (EGRA, 2010; NLA, MoE, 2013).

In addition, the English language is a challenge for many subject teachers, for those teachers teaching English as a subject. Researchers reported that students did not possess adequate literacy, numeracy, and skills required to continue their secondary education. Ethiopian Education Development Roadmap planned to (2018-30) curriculum introduces English as one of the National working languages; start English as a subject from grade 1and medium of instruction as of grade 7. The new education policy also introduced a proficiency strategy to promote language education. Plan to train language education teachers in the teacher education colleges in the language they are expected to teach at school.
Still, students at secondary schools are without sufficient knowledge of the subject to join University. There is widespread cheating in national examinations as well as a University entrance exam. Research shows that students who managed to pass the General Secondary School Leaving Examination could not read properly in English Language-which is the medium of instruction in high schools and higher institutions in Ethiopia. Inversely, international mobility and working in local advanced companies need students whose English language skills are well developed. Though the textbooks were in English, the teachers use Amharic (the national working language and other local languages) and English in the classroom only. The formal instruction in Ethiopia in EFL class is more focused on grammar and vocabulary. The students are large (about 60 students) and very impersonal, where most students do not participate. The students are national exam-focused but not lifelong reading and have deprived comprehension scores of English tests. Based on the ideas above, the researcher had an interest in research aims to know the students of Ethiopian grade 11 in reading attitude and comprehension relationship.

1.2. Statement of the problem

Schools are institutions where students prepared themselves to address economic, environmental, and cultural problems. It requires active participation and proper communication with every individual in the society, which they are going to join. In the 21st century, reading in a foreign language is the most demanding skill, as it has become a global community language (Paulos, 2015; Abebe, 2012; Seid, 2012; Mikeladze, 2014; Snow, 2002; Grabe, 2011). However, the average reading comprehension of Ethiopian English language students at the high school level is low (Belilew, 2015). Researchers like Atkins, Hailom, Nuru (1996 as cited in Belilew 2015) note that eventual academic success or failure depends on the learners' ability to read and comprehend the textbooks.
Despite these emphases, various research studies in the field of teaching reading in Ethiopia show that the English reading ability of students in Ethiopia is unsatisfactory; that is, students cannot meet the main goal required in the syllabus. Yet despite 11 years of instruction in reading, most of the grade eleven students of Ethiopia lack the required competence in reading comprehension (Ambachew, 2003; Gemechis, 2015; Daiwt, 2014). Consequently, difficulty with reading comprehension affects achievement in all areas of the curriculum (Hassell&Rodge, 2007). Generally, to examine the associations between reading attitudes and reading comprehension test scores, the researcher conducted this study on Ethiopian EFL students. Subsequently, in Ethiopian high schools assessing the association of students reading attitude with reading comprehension is never put into practice in the classroom. So, as far as the researcher's understanding, there is no works that has discovered how students reading attitude and reading comprehension in Ethiopia.

1.3 Objectives of the study

This study was conducted

1. To examine the reading attitude of grade 11 EFL students inEthiopia

2. To investigate if there is any significant relationship between Ethiopian EFL students reading attitude with reading comprehension

3. To find out the extent reading attitude predict reading comprehension of grade 11 EthiopianEFL students

1.4 Research questions

1. What are the reading attitudes Ethiopian grade 11 EFL students?

2. To what extent do reading attitudes predicts reading comprehension of grade 11 Ethiopian EFL students?

3. What is the relationship between reading attitudes and reading comprehension of Ethiopian grade 11 students?

1.5 Research Hypothesis

H0: There is no significant relationship between Ethiopian grade 11 EFL students reading attitudes and reading comprehension.

H1: There is relationship between Ethiopian grade 11 EFL students reading attitudes and reading comprehension.

2. Review of related literature

Reading attitude has a critical role in the development and use of life long reading skill. .Educators reasoned developing readers attitudes in two: 1) it may affect the level of ability attained by a student through its influence on factors such as engagement and self-regulatory practices (Patrick, Ryan, & Kaplan.2007).2. Poor attitude may lead to the absence of reading when other options are available (Nippold,Duthie, &Larsen,2005). Miller (2009) terms these students asunder ground readers. Although thosestudents are proficient readers, they choosenow no longer to studydue to the fact they see reading in school as absolutely disconnected from reading they wouldpick out to do on their own. As a result, activitieswhich includestaking note of music, watch in television ,playing video games and being on thecomputer are preferred(Nippold et al.,2005). Literacy, 'capable ofread and write,' is the optimalgoalschools and educators desire to successfully instill of theirstudents (Morrison, Bachman, & Conner, 2005).

The availability of appropriate and appealing reading material in the home is momentous. In school the eminence of instruction depends on the teachers' knowledge and curriculum. The teachers love for literature and ability to find reading materials of interest to the students are fundamental. Specifically, as students become older, the influence of peers increases. According to Feldman (2012), adolescents'' literacy skills are more difficult to improve due to attitude. Many adolescents' have been developed negative attitude about reading when they have been struggling with literacy. The reading behaviors of high school students are determined largely by their attitude towards reading.A negative attitude toward reading can ruin the potential of any reading experience (Lenters, 2006).

A variety of researchsuggest the life of poorreadingattitudeat thea part of adolescent students(Lau,2009;Twist,Gnaldi,Schagen & Morrison,2004;Bokhorst-Heng & Pereira,2008).However, others provide evidence that adolescent reading attitude changes with the context of reading

experience(Whitting ham& Huffman,2009;Davis & Neitzel,2010;Davenport,Arnold & Lassmann,2004). Attitude towards reading appears to lack uniformity and stability, and there appears to be conflicting evidence as to its nature.

On the other hand, reading increases learners' positive attitudes toward reading comprehension (Karlin & Romanko, 2008; Yamashita, 2013). During reading for comprehension, effective readers actively apply strategies designed to monitor and enhance their comprehension. Eagly and Chaiken (1993) described an attitude "as a psychological tendency this is expressed with the aid of usingcomparinga specific entity with somedegreeof favor or disfavor" .Students see analyzing as a monotonous and hardhobby that needsexceptional effort. Goetz, Frenzel, and Pekrun (2007) discoveredthat scholars are bored in the course ofnearlyhalfof every lesson on average. As a result, they'relikely to increasepoor attitudes towardreading in English.Still, even with their limited English reading proficiency; they need to read English textbooks to pass exams and to fulfill their studies requirements.Furthermore, students who are poor in reading often develop a negative attitude to reading, and regularly the development of poor reading habits (Tunde, 2014). Evidence informs us that positive attitudes to reading are vital to sustained reading attainment and good comprehension (Clark and Cunningham, 2016).Therefore, the researcher proposed to examine relationships between students' reading attitude, and reading comprehension as one way to create steps and parents and teachers interact to increase students' chances to become successful readers in high school and to foster students' interest in reading.

3. Research metodology

The present study was aimed to find out the relationship between Ethiopian grade 11 EFL students reading attitude and comprehension .The researcher did not try to change students' attitudes but only measures students' attitudes towards reading and investigated its association to reading comprehension.

3.1 Research design

This study mainly employed a correlational research design. This research design focused on measurements that were objective, with statistical analysis. Correlational designs are to denote the tendency for such research to be able to reveal relationships between variables and to draw attention to their limited capacity in connection with the elucidation of causal processes

3.2 **Research setting**

This study was conducted in the Ethiopian EFL context in the 2020/2021 academic year. It focused on examining the relationships of students reading attitude and reading comprehension in grade 11 students in selected schools in South EthiopiaWolaita Zone. From this Zone, four general secondary schools were purposely selected with the assumption that the schools have more long years of teaching experience. Besides, these schools were better resourced, have better school libraries like public libraries. Moreover, the researcher anticipated as these may raise reading attitude to students' to engage in reading and build their autonomous EFL reading skills.

3.3 **Participants of the study**

The selection of the schools and grade level was purposive because it was believed that students at Grade 11 be able to take responsibility for their learning of English; agreat deal of that'saccomplishedvia readings English.In addition, the schools have students with a similar educational background that all other secondary schools grade 11 students confess throughout the country. The sample size was large enough to give a confidence interval of desired with and as such, the size of the sample was determined by nature of the universe (homogeneous universe needs small sample). So, the sample size determination technique, proposed by Krejice and Morgan(1970) was employed.

Based on the idea of table 1, because thepopulationincreases, the samplesizewill increase at a diminishing rate and staysincrediblyconsistent at barelyextra than 380cases" (Krejicie& Morgan1970:607).The formula used to construct was S = X2NP (1-P) d2 (N-1) +X2P (1-p). In which S = required sample size, X2 =table value of chi-square for 1 degree of freedom at the desired confidence level (3.841), N = the population proportion (assumed to be .50 due to the fact thatthis willoffer the maximumsample size) and d = the degree of accuracy expressed as a proportion (.05). However, Table 1 applies to any population that is defined.

Table1: Determining Sample Size from a Given Populations

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	287	75000	382
210	136	1100	285	1000000	384

Note: N is the Population size
S –is the sample size

Table 1 illustrated the relationship between sample size and total population. The population of grade 11 students of the 2013 /2021 academic year in sampled schools was 140.Therefore, a sample of 100 students taken to represent the population. This procedure yielded a large enough sample size distribution to the administration of the selected instruments. The researcher selected the

subjects by employing a simple random sampling technique by drawing lots. Therefore, a sample of 100 was taken to represent the population. This procedure thus yielded a large enough sample size, which was, distributed to the selected schools for the administration of the instruments. The researcher selected the subjects by employing a simple random sampling technique by drawing a lot method.

3.4 Instruments for Data collection

The study employed mainly quantitative data collection tools. The relevant data were collected through reading comprehension tests, and reading attitude questionnaires. A 40 item reading comprehension test was applied using true/false, matching headings questions, matching vocabulary meanings in context, and multiple-choice questions. As the purpose of this test was to assess general reading proficiency, the researcher employed the reading proficiency criteria to check grade 11 students' expected reading standard. In addition, the researcher applied a standardized test adapted from Cambridge Preparation for the TOEFL online test (2014:26) that measures students reading comprehension skills.

As a complement, the Flesch-Kincaid readability formula was chosen to evaluate the reading complexity of the reading comprehension test. It was fixed in Microsoft word spelling and grammar easily calculated. To enable the readability statistics, the researcher used MS office word 2010 in this study. Flesch-Kincaid Grade Level = 0.39 X ASL + 11.8 X ASW -15.59.ASL = average sentence length (number of words divided by the number of sentences). ASW = average number of syllables per word (the number of syllables divided by the number of words) (DuBay, 2006). Grounded on Flesch-Kincaid, the text was analyzed using the number of words, sentences, and syllables in text.Additionally, the researcher checked reliability establishment in this reading comprehension test using the internal reliability consistency method. A frequently used version of the K-21 formula was as following KR21 reliability coefficient = Where K=number of items on the test, M= mean of the set of test scores, and SD =standard deviation of the test scores. Therefore, the statistics of frequency are as follows.

Table 2: Descriptive Statistics of Pre-pilot Study Reading Comprehension Test

Descriptive Statistics	Vale
Mean	32.44
Std. Deviation	11.649

As shown in Table 2 above, the numbers of cases valid were 50 & the numbers of items were 40. Further, the mean and standard deviation scores on the same test for the students were 32.44 and 11.649 consistently. There were no missing values. From the table, it is possible to calculate the reliability consistency of the reading comprehension test.

$$\frac{k}{k-1}\left(1-\frac{M(K-M)}{K(SD^2)}\right) \quad K=40 \quad M=32.44 \quad SD=11.649 \quad = \quad \frac{40}{40-1}\left(1-\frac{32.44(7.56)}{40(11.649^2)}\right) = \frac{40}{39}\left(1-\frac{32.44(40-32.44)}{40(135.699201)}\right) =$$

$$\frac{40}{39}\left(1-\frac{245.2464}{5427.96804}\right) = 1.0256410(1-0.04518199) \quad = (1.0256410)(0.954818009) \quad = 0.98$$ Thus, there is strong internal consistency for the test in the way that participants responded to multiple items on the scale of the reading comprehension. Flesch-Kincaid, Grade Level was also used to test materials to measure the readability rate of the texts. The Flesch–Kincaid readability tests indicate how difficult a passage in English is to understand (Flesch, 2006). The researcher had two common reasons to measure readability: to develop the instrument (reading passage) and to apply the language. Readability, as it was practical to document design concerned with such matters as sentence line length, white space, font type, and the like.

Readability applied to language was concerned with the understandability of a piece of written text. It is crucial because it goes to the very heart of our professional ethics. Therefore, the researcher used MSW (micro soft word 2010) to calculate readability statistics for the reading passage. In which the numbers that MSW generates automatically with the word count. The Flesch-reading ease test scores out of 100% based on its readability. Hence, the reading test score of 58.9 Flesch-reading ease and Flesch-Kincaid grade level 9.0. A mark of 50-70 means that the content is at the right level for 9th grade or above grade reading level .For passage, MSW calculated the wide variety of words, characters, paragraphs, and sentences, in addition to the commonwide variety of sentences according to paragraph, phrasesaccording to sentence, characters per word, and percentage of passive sentences. The table below show interpreted scores.

Table 3: Flesch–Kincaid Microsoft Readability Program		
Score	Notes	Grade level
90.0-100.0	Easily understood by an average of 11 years old students	7th-8th
60.0-78.0	Easily understood by an average of 13 to 18 years old	9th-10th
00.30.0	Best understood by above 19 years old	11th-12th

The research attempts to come up with sound conclusions based on valid data collected through appropriate instruments. Thus, the trustworthiness of the conclusions of a research study refers to its validity. In other words, validity relates to the question of whether a study has achieved what it has set out to achieve (Kumar, 2006). This means that the volume to which a positivestudy captures the authenticmeaning of the issueunderinvestigation is a characteristic of its validity. On the other side, the findings of a study should be reliable to be replicated with consistent results under similar conditions. The magnitude to which a study is replicated was checked using similar procedures to produce consistent results at different times and circumstances refer to its reliability. Therefore, validity and reliability are important research concepts.

3.5Methods of Data Analysis

The researcher assessed the relationships of variables using different statistics. The correlation coefficients employed with data depending on the level of measurement on which each variable was measured, the nature of underlying the distribution (continuous variables), the characteristics of distribution (linear). Pearson product-moment correlation coefficient(r), employed with interval scaled or ratio test variables like Likert scale as scaled test variables and reading tests as ratio variable. Linear regression used becameinvolved with the importance and direction of the relationship.

However, regression is a statistical method used to determine the strength and characteristics of the relationship between one dependent variable and receives other independent variables. Using the data of correlation, the researcher came up with a regression equation for performing the prediction. In regression, the researcher interested in using the relationship between two variables to predict the value of one of the variables given the other variable. Besides, the procedures that were used to collect data were grounded on the existing policies for data collection. A research permit was obtained from the WolaitaSodo University. With this, together with a letter of introduction from the selected Zone, permission to conduct research was obtained from the selected Woreda high schools.

4. Results

Table4: Descriptive statistics of reading comprehension test

	Descriptive statistics	Value
1	Mean	37.5750
2	Median	35.0000
3	Mode	33.00
4	Std. Deviation	13.08333
5	Range	60.00
6	Minimum	15.00
7	Maximum	75.00

The results in the statistic table.4 portrays that the number of valid cases is 100%. There is no missing value in the test. The respondents in the reading comprehension test have a mean value of 37.57 that is the average score obtained by the respondents and a median of 35(55%) of the respondents. This score cuts the sample in half so that 50% of the sample is below the median. SPSS presents the lowest valid score on the test value of 33 as the model. For reading comprehension, the test standard deviation displays that its average deviation (dispersion) from the mean is 13.08. The table also depicts the minimum and maximum scores of the respondents in the reading comprehension test. Thus, the lowest score obtained for a test is 15; the highest score obtained was 75. The distance between the minimum score and the maximum score is 60. The observed score was obtained and reflects how much the scores in the test varied. The result showed that 97% of the students had low comprehension because the score of the reading comprehension test of students was lower than 70% except for only 3% of students. Nunan (2003, p.76) says that a fluent reader is one whose comprehension is at least 70 percent.

Table 5: Descriptive Statistics of Distribution of scores

participants 100	Reading comprehension test	Skewness Statistics	Std .error	Kurtosis Statistics	Std .error
		.723	.241	.366	.478

Table 5illustrates the distribution of reading comprehension test scores. The teacher computed the distribution scores of the reading comprehension test using skewness and Kurtosis. This was to identify the direction of the skew (slop). The skewness statistics provide a clearer indication of a skew than simply at the graph. It essentially measures the relative size of two tails. Kurtosis was also used to see whether the test has an outlier. It measured the combined sizes of the two tails and the amount of probability of the score in the test.

For skewness, the value of the statistics of the reading comprehension test is.723 that is almost near to +1.0. Hence, the distribution of the score is right-skewed. If the value is less than —1.0, the distribution is leftskewed. Accordingly, the Kurtosis statistics of the reading comprehension test is positive and which is .366. To display the data's frequency value the researcher created a histogram. It provides a visual representation of data distribution and any outliners (gaps in the data)
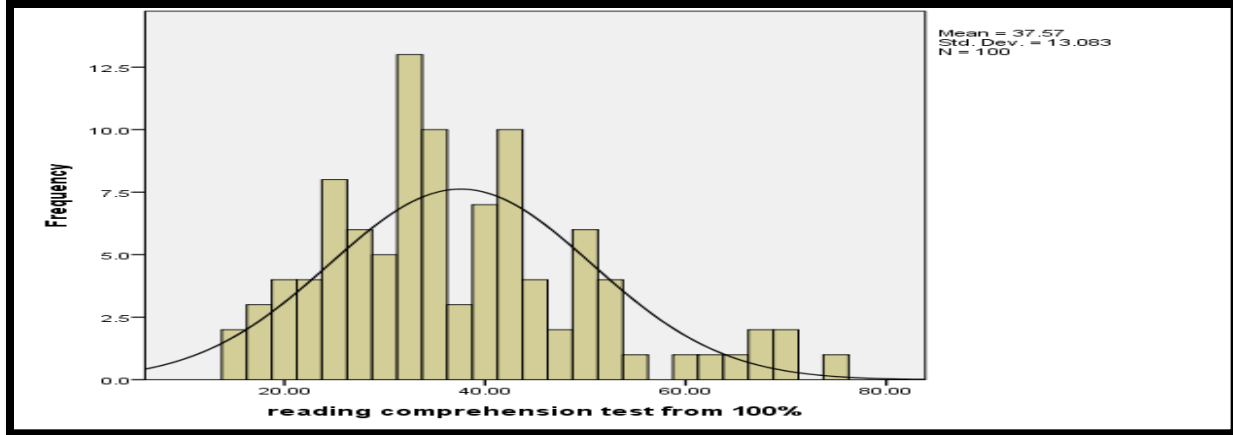
Figure1. Reading comprehension test frequency value histogram

The reading comprehension test score describes the information included. The x-axis is intervals that show the scale of values under which the measures fall. Y-axis shows the number of times that the values occurred within the intervals set by the x-axis.The peak of the bars indicates the variety of instances that the values took placewithin theinterval, even as the width of the bar indicates the intervalthat is covered. The histogram demonstrated that the test has normal distribution because the values of the reading comprehension test are distributed almost in the same number. The mean was 37.57 and the median value was 35, therefore, possibilities for values away from the mean taper off, similarly in both directions. Extreme value in both tails of the distribution is similarly likely.

To check the questionnaire's ability consistently measure the students' attitudes towards reading, the researcher measured the reliability of the test. To determine the reliability of the test and, to measure the extent to which the items in a test measure the same construct, an internal consistency procedure was applied. An internally consistent test increases the chance of being reliable. To determine the reliability of the test, the researcher applied Cronbach's alpha method.

Table 6: Reliability statistics of students' attitudes towards reading

1	Cronbach's alpha	No of items
2	0.807	50

Case processing summary

Of the total sample of 100 cases, 100 have participated in this test. No cases were excluded from the analysis because no list-wise deletion of variables takes place. Cronbach's alpha coefficient of the test is 0.807, which indicates very high overall internal consistency among inter items and the test was highly reliable. Thus, the respondents are consistent in the way they responded to overall items.
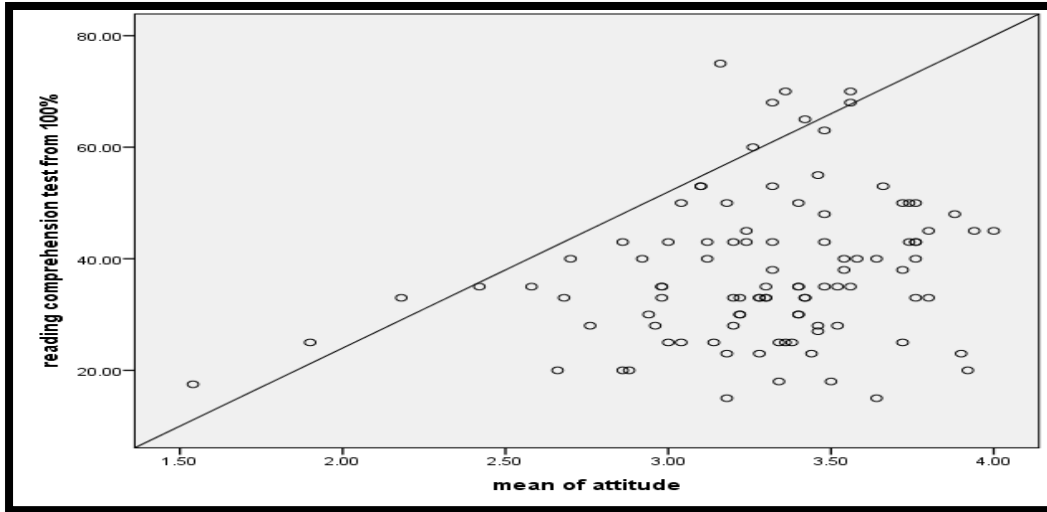
Figure 2: Scatter plot students reading attitude with reading comprehension

As can be seen from figure 3, there is a linear relationship between students' attitudes towards reading and reading comprehension tests, such that as the students reading attitude improves, so does reading comprehension. The figure also shows that the homoscedasticity (homogeneity of variance) assumption is relatively met because the variability of reading comprehension test scores remains relatively constant from one attitude score to the next.

Table 7: Correlation between students reading comprehension and reading attitude

			Reading com.test	attitude
1	Reading comprehension test	Pearson correlation	1	.239*
		Sig.		.016
		N	100	100
2	Reading attitude	Pearson correlation	.239*	1
		Sig.	.016	
		N	100	100

* Correlation is significant at the 0.05 level (2-tailed).

Table7 depicts the relationship between the reading comprehension test and students' attitudes towards reading, which were determined by Pearson correlation analysis using SPSS 21. A p-value of < 0.05 was considered significant. Adams (2019) suggest $r = \pm .50$ to be a strong correlation, $\pm.30$ to be considered a moderate correlation, $\pm.20$ to be considered a weak correlation. Consequently, there was a weak positive correlation. A weak positive correlation would indicate that while both variables tend together to go up in response to one another, but the relationship is not strong.
However, it was statistically significant ($r = 0.239$) between reading attitude and reading comprehension test score and $p < 0.016$.Since the significance level is levels 0 .05 and 0.01 respectively (there is one chance in 100 that the researcher could have selected a sample that shows a relationship. As indicated in the table value, the researcher almost certainly concluded that the relationship is statistically significant); the p-value is less than the significance level. All p-values should be below 0.05. This means that the students reading attitude increases so does their reading

comprehension scores.   Please note that this interpretation in no way implies causality-which increases in reading scores are caused by an increase in attitude (positive attitude) score.   The significant relationship merely indicates that the two variables' covariance (relationship). In these statistics, the researcher would find the prediction equation that allows top predicting the student's reading comprehension test scores from their reading attitude scores. The next important point from the statistics would be to determine the strength of the relationships.

Table 8:Linear regression of students reading attitude and reading comprehension test

Model Summary				
Model 1	R	R square	Adjusted R Square	Std. Error of the Estimate
	.239ª	.057	.048	12..76789

			Unstandardized Coefficients		Standardized Coefficients		
Model			Std.Error	Beta		t	Sig
2	(Constant) attitude		12.389	10.402		1.191	.237
	Reading comprehension		7.645	3.134	.239	2.440	.016

a. **Dependent Variable: reading comprehension test**

4.1 Prediction equation

The prediction equation is $Y=A+BX$, where Y= the predicted dependent variable, A= constant, B= unstandardized regression coefficient, and X= value of predictor variable. The relevant information for constructing a least square regression (prediction) equation is presented in the coefficient table. To predict reading comprehension test scores, the researcher used the values presented in the unstandardized coefficients' column. Using the constant and B (unstandardized coefficient) values the prediction equation would be: Predicted reading comprehension test score =12.389+(7.645 * predicted value of reading attitude score 5=50.614) Where-(1) Constant in number 12.389 indicated that if there had been no reading attitude the students reading comprehension test score would have been 12.389. (2). The coefficient regression X in number 7.645 indicated that every one additional point of students reading would improve at 7.645 points for students reading because of a positive attitude.   (3)   Reading comprehension test scores positively linearly had some influence or contribution to students reading achievement at mean of 50.614 when students attitude become mean of five.   It means reading attitude had a major influence on their achievement in reading comprehension.

Table 9: Descriptive statistics of components of students' attitudes towards reading

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
affective reaction of attitude	100	1.65	4.25	2.88	.45
cognitive reaction	100	1.00	4.67	3.72	.63
Behavioral reaction	100	1.17	4.25	3.34	.55
Valid N (list wise)	100				

Note: 5 strongly agree, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree The five-point Likert scale is considered an interval. The mean is very significant. From 1.00-1.79, it means strongly disagree, from 1.80-2.59, it means disagree, from 2.60-3.39, it means undecided, from, 40-4.19, it means agree, and 4.20-5.00 strongly agree. The mean of the affective reaction of students' attitudes towards reading comprehension test scores was 2.88. Hence, it means that the majority of participants neutral or undecided about the affective reaction of attitude towards reading questions. The affective component involves students' feelings and emotions of the attitude of object-reading in this case. The feeling may concern love/hate, like /dislike of reading. It consists of negative or positive feelings. It can be affected by the beliefs about an object (reading) which is a cognitive component. The affective reactions of the attitude questionnaire were constructed on the efficacy (usefulness) of reading. However, a significant number of students 2.8790(28.94%) were unable to decide their feelings on reading.

The next important component of attitude computed on SPSS was the cognitive reaction. Which were personal evaluative beliefs? It bears the participants' previous knowledge of reading. As the table depicts 3.7244(37.64%) of the respondents agree on attitude cognitive components. The mean of 3.3417 (33.60%) of respondents agree on the behavioral component of the attitude. This is an action-intention component. These students are with a favorable attitude towards reading might state that they would practice and read as a daily activity. This component of an attitude shows how the students will act on the reading. Generally, the effective learners' attitude is considered as one of the fundamental factors that promote and probably have a big influence on language learning success or failure (Oxford, 2015). Two of them can work well with the students need and depends much on the individual language development schematic or experiential background situation of the students reading environment. Moreover, reading comprehension might be developed if students want to seek reading practice opportunities to device themselves to develop language skills .where it was found that it was highly related to students' affective reaction side (Oxford, 2015).

Table 6 depicts the regression statistics output. It provides information on a correlation analysis of the strength and direction of the linear relationship between students' attitudes towards reading and students' reading comprehension test scores. While simple linear parameters in a linear equation were applied to predict values of students, reading attitude based on reading comprehension test scores. The first table depicts the variables entered and removed. The variables removed are indicated in blank space in the first table and the variable entered was the mean of students' attitude towards reading. So all the variables entered had worked and none of them had been dropped. The summary statistics table represented the R-square value. In a simple regression where there is only one predictor variable the multiple R is equivalent to the simple R (Pearson product-moment coefficient correlation). R-square is the coefficient determination, tells statistical measures of how close the data are to the fitted regression line. Calculating the coefficient of determination (R^2)

$$R^2 = \frac{Explained\ variation\ over}{Total\ variation} = \frac{regression\ sum\ of\ squers(SSR)}{Total\ sum\ of\ squer(sst)}$$

The proportion in our predicted variable (reading comprehension test score was 0.057(5.7%) which was very far from 0.239(23.9%) variability of response data around students' attitude towards reading. However, students had a positive attitude towards reading, which had a very small contribution to their reading comprehension test scores. The coefficients table presents the standardized Beta coefficient between the predictor variable students reading attitude and the predicted variable reading comprehension test score. The Beta coefficient is shown to be positive and statistically significant at the 0.05 level. Thus, the higher the students' attitude towards reading, the higher their achievement in the reading comprehension test, *Beta =0.24, t= 2.44, P<.05*. Note that

the standardized Beta coefficient of 0.24 is identical to the multiple R coefficients. This is because there is only one predictor variable.

5. Discussion

The purpose of this study was to investigate if there is any significant relationship between Ethiopian EFL students reading attitudes and reading comprehension. Besides, to find out the extent reading attitude predicts reading comprehension of grade 11 Ethiopia students. Based on the results of the analysis, it was found that reading attitudes are weakly correlated (r=.239). A p-value of < 0.05 was considered significant. Adams (2019) suggest $r = \pm.50$ to be a strong correlation, $\pm.30$ to be considered a moderate correlation, $\pm.20$ to be considered a week correlation. Consequently, there was a weak positive correlation. A weak positive correlation would indicate that while both variables tend together to go up in response to one another, but the relationship is not very strong.

This may point to differences in the kind of attitudes (affective, cognitive, and conative) Ethiopian students hold towards FL reading. Concerningthe moderate relationship between students' foreign language reading attitudes, various explanations can put forward. Such a weak relationship can be attributed to the values Ethiopian society put on reading and literacy.Alexander and Filler (1976) outlinereadingattitude as " a system of emotionsassociated withreading which reasons the learner to approach or keep away from a studying situation"(p.1), and Smith (1990) defines it as a state of mind, observedthroughfeelings and emotions, that make readinggreater or much less probable"(p.215).Accordingly, there is a high possibility that if a student has positive/negative attitudes toward reading in a foreign language, it may have a similar effect on reading comprehension.

Moreover, the study showed that the correlation between reading attitude and reading comprehension was weakly correlated. So, the contribution was only 23.9% to reading comprehension. The rest was affected by other variables; in fact, the correlation was positive. As the matter of that, more positive the learners attitude had; more proficient the reading comprehension got. In other words,those who generally believe that EFL reading beneficial to them (cognitive attitude), have a positive feeling toward it(affective attitude), or are involved with actual reading behaviors may transfer the same attitude to reading comprehension. The tendency of their attitude towards reading was positive and its intensity was weak. Students have attitude consistency problems between attitude assessment and his/her action. They were not ready for action towards reading comprehension. A student with a favorable attitude to reading might state that they would read and comprehend well. The conative component of attitude shows how the students act to reading comprehension. The students' predisposition to respond, to seek out, and to approach the reading comprehension was moderate.

The finding supported previous study by Sundari (2017) students who developed positive attitude toward reading are more likely to enjoy reading, be willing to read and belief long successful readers. Brown (2000:181) also supported that EFL /L2 student's welfare from positive attitude and negative attitude may lead to decreased motivation and, in all probability, because of diminished contribution and interaction, to ineffective achievement of proficiency.

In addition, Ghaith and Bouzeinedding's (2003 as cited in Mira sol, 2019) study indicated that students with positive attitudes towards reading are more likely to have more positive self-concept as individuals, enjoy their school experience, and comprehend reading material better than their equals who have less reading attitudes. It can also be noted that the social media has immense influence with the attitude of the reader. In questionnaire number 47 (I sometimes visit English websites and read

them on the Internet (being in social media) most of the students answered perfect 5 which implies the high school students seemed to have the greatest preference to read posts, tweets, and updates in social media. Students may not read a book, but they browse social networking sites such as Facebook, Twitter, Instagram, still others including online magazines. Therefore, there is a great need to consider the inclusion of social media platforms in the reading comprehension instruction program.

One thing significant in the finding of this study was parents who have significant impact in enhancing the reading proficiency of the readers. It is important to note that the students should be motivated by the parents to read. There is possibility that positive attitudes may be developed if the environments at home also encourage positive attitudes toward reading. With this, it is comforting to know that although socio-economic background plays a role, it may not be a foremost factor in predicting participation in expanding reading.Readers who considerably read a limited number of books at home seem to be least involved in diversified reading. Students who have access to a larger number of books have a tendency to be more interested in reading a broader range of materials.

According to OECD (2011), Socio-financialbackground was measured on an global index of social, cultural and economic status, the usage ofstudents' reviewsin their parents' training and occupations and their domestic possessions, which includeswhether or notthey have got a table for doing schoolwork and what number of books they have gotin the house. On this index, one "unit" is equalto at least onestandard deviation throughout OECD countrieswhich means that, in thosecountries, approximately two-thirds of students come from backgrounds which can beamong one unit above and one unit underneath average.

6. Conclusion

In educational research,attitude is considered as input and output. For instance, a favorable attitude to reading may be a vital input in reading comprehension achievement. In this sense attitude is a predisposing factor,affecting the outcomes of education. Attitude can be an outcome itself. After a reading program or language-learning course,the teacher, lecturer, the instructor may hope for a favorable attitude to reading or the language learned. Attitude may be important outcome as an achievement if further development in attitude object is sought. Thus, attitude serves a double function. It is an essentialideabecause itgives a presage and a product variable, predisposition, and an outcome.

Students' attitudes of what makes a good reader have also been studied extensively. The development of positive attitudes towards reading has been associated with sustained reading throughout the life span. The result of the study display though students'attitudes towards reading werepositive, little time was spent to develop reading attitudes in schools. In addition, in Ethiopia, teachers' ratings of students and are often influenced more by how well the students read. Studies also show that good readers generally possess more positive attitudes toward reading than poor readers do.Not all poor readers dislike reading.However, many maintain positive reading attitudes despite limited skills and continuing frustration. Reading attitude is a complex theoretical construct. It is defined in various ways, forexample, a system of feelings related to reading, which causes the learner to approach or avoid a reading situation or state of Mind, followedwith the aid of usingemotions and feelings that make readinggreater or much less probable.

Based on the results of the study and the discussion, two conclusions can be drawn. First, the reading attitude had a weak correlation toward reading comprehension achievement. Therefore, the students

have not been performing well in reading comprehension. The performance level of students in reading comprehension was low. The majority of them had a low score in reading comprehension. The reading attitude correlated significantly, both positively and with the reading comprehension performance of students. Second, the reading attitude had a small contribution toward students' achievement in reading. The effective side of the learners' attitude is considered as one of the fundamental factors that promote and probably have big influences on language learning's success or failure (Oxford, 1990).Besides, the attitude towards language-learning success connection is explained by Krashen's(1982) monitor model, which suggests that language is acquired through an affective filter. This clear out is constituted in componentvia way of means of attitude, which has the powereither to allow or block language input from attainingthe a part of a learner's mind that acquires language.Knowing the attitude can facilitate or impede second language acquisition, however, is not enough. There are three principles of attitude towards reading. First, an attitude has a focus. This means attitudes on specific topics. Second, attitudes grow from experiencewith a topic, either direct or indirect. Third, attitude is typical falls somewhere on a continuum ranging from favorable on one extreme and unfavorable on the other extreme.

The result of this study can generally contribute to students who are not reading at grade level, the assessments provide parents with a clear indication of how far away their students are from expected levels of performance. Parents can understand this and have an idea of just how much ground their student has to make up to meet grade-level expectations. Beyond providing a clear explanation of a student's reading attitude, the assessments will provide information on what teachers, parents, and the students themselves can do to improve the students' reading. Thus, they will become better readers in the target language; they learn to read strategies and increase their reading rate. More specifically, for teachers, providing advanced information about student growth over time, reading attitudes as well as in overall reading achievement and allows teachers to make informed data-based instructional decisions that couldresult inhigherteaching and progressed learning. Moreover, it is also expected to contribute to the teachers for the teaching of English especially in the use of reading attitude on reading comprehension skills.The findings also have implications for curriculum designers, it is important to examine students' reading attitudes on reading comprehension- to develop the methodology for the reading comprehension program

7. References

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