Investigating the associations among EFL students reading attitude, reading motivation, and comprehension

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Abstract: Reading is crucial in every subject and includes a relationship with the students' achievement. This study was aimed to research whether or not there's correlation between reading attitude and reading comprehension achievement, correlation between reading motivation and reading comprehension achievement, correlation between reading attitude and reading motivation. The study was a correlational study with Pearson-product moment correlation. The samples of this study were 100 Ethiopian grade 11 students. Cluster sampling technique was utilized in this study. Questionnaires of reading attitude, reading motivation, and reading comprehension tests were applied. The questionnaire result revealed that the reading attitude and reading motivation were medium. Furthermore, the results showed that reading attitude and reading comprehension

had substantial association. Reading motivation and reading comprehension also had important relationship. The roles of scholars, parents and teachers must work suitably so as to construct the positive reading atmosphere, thus they might achieve the higher achievement in reading even for all subjects.

Introduction

The ongoing globalization of world has had great impact on Ethiopian society and on the people who live in the country. English language has become the tool of world people to communicate each other. English has been broadly used in many areas such as politics, economics tourism, electronics, telecommunication, culture, inventions, and technology. Ethiopia is a multilingual, multiethnic, and culturally pluralist country. It is a country never been colonized during European colonization of Africa. However, the introduction of contemporary education in to Ethiopia, the media of instruction used to be foreign language (French, Italian, and English). Heugh et al, (2006:45 as cited in Amilaku, 2013) prove this saying "this first school (Menelik II) was primarily limited to teaching languages of European like English, French, and Italian". When Italy occupy Ethiopia oromipha, Tigrigna and other local languages used as media of instruction in the country and throughout imperial and military regimes English was one foreign languages in use in Education, particularly from grade seven upwards (Daniel, 2013).

In teaching, reading is both a teaching means and a teaching goal. It is the target of teaching to get information. Currently, reading is demanding skill, and become a global community language (Paulos, 2015; Abebe, 2012; Seid, 2012; Mikeladze, 2014; Snow, 2002; Grabe, 2011). Similarly, researchers advocated that the target of reading is an improvement of students reading ability, fluency, and enjoyment (Nuttall, 2000; Day &Bamford, 2005; Grabe, 2009; Krashen, 2003,Waring, 2006,Yamashita, 2013). Additionally, it increases learners' positive attitudes towards comprehension (Karlin&Romanko, 2008).

During their reading, students are expected to read books for both language study and real-world experiences (Day and park, 2005; Brown, 2004; Krashen, 2011; Grabe, 2011). Reading contributes to better results in developing general language competence. Oberhalzer (2005) describes reading as a basic life skill and a cornerstone for a successful learner both at school and throughout life. However, the average reading comprehension of Ethiopian English language students at the high school level often found to be at low level (Belilew, 2015, Goetz, Frenzel, and Pekrun ,2007,Belilew 2015) note that student's eventual academic success or failure depends on their ability to read and comprehend the textbooks.

Despite these, various research studies in teaching reading in Ethiopia show that the English reading ability of students is unsatisfactory (Ambachew, 2003; Gemechis, 2015; Daiwt, 2014). Consequently, difficulty with reading comprehension affects achievement in all areas of the curriculum (Hassell&Rodge, 2007). Furthermore, students deprived of reading often develop a negative attitude towards reading comprehension and regularly develop poor reading habits (Tunde, 2014, Clark and Cunningham, 2016).

Understanding reading processes is the cornerstone of reading comprehension development. There is now increasing recognition of the role of reading motivation on comprehension (Schaffner, Schiefele&Ulferts, 2013; Sullivan & Brown, 2013; Wigfield, Guthrie, Tonks&Perencevich, 2004). Guthrie (2004) stresses the need to acknowledge that reading competency and motivation are interdependent: Without reading motivation, it is difficult to read, and yet without competent reading skills, those who want to read cannot. Thus, readers with strong cognitive reading skills do not necessarily spend much time reading if they are not motivated to do so (Wigfield et al., 2004).

Readingattitude is additionally a system of feelings associated with reading that causes the learner to approach or avoid a reading scenario. Gorard, Seeand Davies ,2011 Matthewson (2004), reading attitude is classed into 3 aspects, like towards associate degree object, analysis of the object that is in associate degree extremely positive or negative to associate degree object. Walberg and Tsai (1995) mention some factors contributed to a positive perspective.

Motivation influences and plays a vital role in learning and reading activity as a result of motivation could be a primary key for folks to try to one thing, as believed by (Wigfield, and You ,2012, Barbara 2012) reading motivation means that enjoying a book, being excited regarding associate degree author or being delighted by new information(Tabaoada&McElvany, 2009). Chun (2009, p. 147) explains that providing attention and grabbing texts is crucial in motivating students to browse in English.

Brumfit (2008) defines reading comprehension as an important element of useful skill. With the ability to know what they browse, folks cannot solely live safely and fruitfully, additionally continued to develop socially, showing emotion, and intellectually. Reading Comprehension is evaluating, and utilizing info and ideas gained through interaction between reader and author (Allan & Smith, 1990; Royer ,2004; Ahmadi&PourhoseinGilakjani, 2012). In step with Heilman (2002), reading could be a method of constructing sense of written ideas through substantive interpretation interaction with language.

Statement of the problem

Numerous studies have shown positive effects of reading on students reading comprehension. Nevertheless, several studies that have examined the effect of reading on students reading comprehension have shown inconclusive results (Smith 1994). Tamrackitkun (2010) studied reading effects on EFL Thai students' reading comprehension, reading fluency, and reading attitudes of University students. Hamed (2014) conducted a study on Exploring the effectiveness of reading on incidental vocabulary acquisition by EFL learners This study investigated incidental lexical growth and retention by Libyan university EFL majors who were involved in a two-month reading program. Moreover, Paige, Rasinski, Magpuri-Lavell, and. Smith (2014) discovered that interpreting the relationships among prosody, automaticity, accuracy, and silent reading comprehension in secondary students.

Indeed, most students in Ethiopia have a very limited access to the English language. That is to say, there is very little opportunity for students to learn acceptable form of English outside classroom. The only place where they can read and use English is when they learn the language in their class. On top of that, even though communicative language teaching was introduced in Ethiopia thirty years ago and the new English for Ethiopian grade 11 course book have been implemented in primary and secondary schools since 1997,no substantial change has been noticed in the reading comprehension is concerned (Teodros,2005;Tekele,2010; Seid,2012;Abiy,2005;Alemu,2004).

Likewise, experts extensively discussed the approaches we used to teach reading as a vital factor that determined reading comprehension achievements. Thus, (Deneke, 2019; Abiy, 2012; ;Abebe, 2012;Tekele (2016) carried out one of the studies on self-governing reading in English as a foreign language. The findings revealed a subordinate tendency towards practice self-governing EFL reading among public schools. Subsequently, in Ethiopian high schools examining the relationship between students reading attitude, motivation and reading comprehension is never put into practice in the classroom. Students are textbook-dependent. Accordingly, as far as the researchers understanding the current study is the first to examine the relationship among the previously mentioned variables and comprehension as a practice in formal EFL classroom settings in the Ethiopian high school level.

Research Questions
1.   What is the relationship between students reading motivation and reading comprehension?
2.   What is the correlation between students' reading attitudes and reading comprehension?
3.   What is thecorrelation between reading attitude and reading motivation of Ethiopian EFL thestudents?

Hypotheses
The researcher formulated the following hypotheses to predict a relationship
 (H0):   There is no statistically significant correlation between students reading motivation, reading attitude and reading comprehension.
 (H1): There is a statistically significant correlation between students reading motivation, reading attitude and reading comprehension.

Research methodology

This study used the correlational research design to determine the relationship among the students' reading attitude, reading motivation, and reading comprehension achievement. Reading attitude and reading motivation as the predictor variable and reading comprehension achievement as the criterion variable. According to McMillan and Schumacher (2010), the variable which influences or predicts is called the independent (predictor) variable, while the one that is affected by or is predicted by the independent variable is the dependent variable (criterion).A cluster random sampling technique was used to choose the sample class. Fraenkel, Wallen, and Hyun (2012) explain that random cluster sampling is a selection of sample based on groups or cluster subjects. The total population in this study was 204 students and consisted of two classes, science and social. The sample was taken by selecting the classes randomly in the piece of paper. Finally, 104 students were selected as the sample of this study. Unfortunately, there were only 95 students who participated.

Two techniques were used to collect the data, that are ready-made questionnaires Reading attitude, which was developed by Tullock, Regina, and Alexander, Estill (1980) and Yamashita's (2013) which consisted of 50Likert scale items, and Reading Motivation Questionnaire (MRQ) by Wigfield and Guthrie (1997) which consists 50Likert-scale items, and Reading Comprehension Test which consists 40 short questions. The writer's consideration to use the two questionnaires is because the two questionnaires have been used for research in some schools in countries using EFL in the school contexts. Reading Attitude Questionnaire score is classified into two categories, which are a positive Attitude and Negative Attitude. To decide students' attitude toward reading, the classification

system for reading attitude judgment is classified into two categories, which are negative (≤ 3.0) and positive (≥ 3.0) (Kubiszyn&Borich 1993:178). Each item of the questionnaire has a five-point Likert scale, strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). The reading motivation questionnaire was scored by assigning the value of one to five points to the chosen response. A response indicating a low level of motivation receives one point, and those indicating a high level of motivation receive five points. The possible range of scores for the MRQ is 50 for the lowest score and 265 for the highest score. There are three levels of reading motivation, which are high motivation (161-265), medium motivation (107-160), and low motivation (50-106). Before the test was tried out to non-sample, the test was validated by experts' judgments in order to rate the level of appropriateness and difficulties of the test. The experts' judgments were chosen from English teachers of WolaitaSodo University, Sodo General secondary school,Ottona secondary school and WolaitaLiqa general secondary schools EFL teachers.The researcher used Cronbach Alpha SPSS version 21 to investigate the reliability of the reading comprehension test.

A 40 item reading comprehension tests which was standardized and adapted from Cambridge Preparation for the TOEFL online test (2014:26) was used to measures students reading comprehension skills. The reading comprehension test used in this study is the standard reading test which is similar to the reading articles covered during the teaching period. As a complement, the Flesch-Kincaid readability formula was chosen to evaluate the reading complexity of the reading comprehension test, fixed in Microsoft word spelling and Grammar, and easily calculated toallow the claritystatisticswas applied. Flesch-Kincaid Grade Level = 0.39 X ASL + 11.eight X ASW -15.59.ASL = common sentence length (quantity of phrases divided with the aid of using the quantity of sentences). A frequently used version of the K-21 formula was as following KR21 reliability coefficient = Where K = the number of test items, M = the average of the test score set, and SD = the standard deviation of the established test scores.

Table 1.Pre-Pilot Study Descriptivestatistics of thereadingcomprehensiontest

Descriptive Statistics	Value
Mean	32.44
Std .Deviation	11.649

As shown in Table 1 above, the numbers of cases valid were a 50 and 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 respectively.

$\frac{k}{k-1}(1-\frac{M(K-M)}{K(SD^2)}$ ▯   K = 40   M = 32.44   SD = 11.649 = $\frac{40}{40-1}(1-\frac{32.44(7.56)}{40(11.649^2)}$ ▯ =

$\frac{40}{39}(1-\frac{32.44(40-32.44)}{40(135.699201)}$ = $\frac{40}{39}(1-\frac{245.2464}{5427.96804}$▯ = 1.0256410(1-0.04518199)   = (1.0256410)

(0.954818009)   = 0.98

After the test was tried out, the result of the reliability was (r= 0.98), which is higher than 0.70, and the test is considered reliable.Therefore, the way the participants responded to multiple items on the readingComprehension Scale had strong internal consistency. Before doing the reading comprehension test, students were asked to fill the two questionnaires. Once they finished filling the questionnaires, students were not allowed to answer the reading comprehension test before the writer asked. The duration of answering the reading comprehension was given only 60 minutes if some students had not finished answering all the questions; they could not continue answering the test.

Results and discussion
Analysis of Reading Attitude

	Table 2. Descriptive Statistics mean of students attitude				
1	N	Minimum	Maximum	Mean	Std.Deviation
	100	1.54	4.00	3.2944	.40950
	Score for items(range)	Percent	Classification of attitude judgment Range of score ≥ 3.0 Positive Attitude , ≤ 3.0 Negative attitude		
1	1.54-2.86	11%	Negative attitude		
2	2.87-300	9%	Negative attitude		
3	3.04-3.26	20%	Positive attitude		
4	3.27-3.46	27%	Positive attitude		
5	3.47-3.74	21%	Positive attitude		
6	3.75-400	12%	Positive attitude		

Table 2 depicts reading the attitude of the students was obtained, and it was found that the mean is 3.29, and a standard deviation is 0.41. The results also revealed that 20% of students were negative in reading attitude. In comparison, 80% of students were positive in reading attitude.

Table 3 .Analysis of Reading Motivation

No	Motivation levels			
	Range of score	Reading motivation level	Participants number	Total %
1	53-108	Low motivation	53	53%
2	107-160	Medium motivation	47	47%
3	161-212	High motivation	-	-
		Total	100	100
	Mean and standard deviation of reading motivation			

	No	Mean	Standard deviation	
1	100	3.78	0.56	

It was revealed that the mean reading motivation of students was 3.78, and a standard deviation of 0.56, based on the data obtained. It was also shown that 53% of the students had low motivation in reading comprehension, and 47% of the students had medium reading comprehension motivation and none of the students were highly motivated.

Analysis of Reading Comprehension achievement Test

The students reading comprehension achievement score scale was based on Vitria(2021) and Aisyah(2015).

Table 4.The system of Students' Scoring Scale				
	Score range	Category	Score	Percent
1	96-100	Excellent	-	--
2	81-95	Very good	-	-
3	61-80	Good	7	7%
4	41-60	Fair	28	28%
5	21-40	Poor	56	56%
6	0-20	Very poor	9	9%
Total			100	100%

Based on the table above it can be seen that only 7 % of grade 11 students are in good category,28% of students in fair category, 56% of students in poor category and 9% of students in very poor category.

Table 5 :Mean and Standard Deviation of the Reading Comprehension Test						
No		N	Minimum	Maximum	Mean	Std. Deviation
	Reading comprehension test	100	15.00	75.00	37.5750	13.08333
	Valid (list wise)	100				

The mean Reading comprehension achievement test was 37.57, and a standard deviation was 13.08. The researcher concluded that samples were notsuccessful in doing the reading Comprehension test, which consisted of 40 items of short questions from the reading text.

Table 6. Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
1	Comprehension	.128	100	.000	.955	100	.002
2	Attitude	.110	100	.005	.915	100	.000
3	Motivation	.124	100	.001	.885	100	.000

a. Lilliefors Significance Correction

Determine the normality of the test; the researcher used the normality test before obtaining the correlation analysis. The result showed that the Reading Attitude, Reading motivation,and Reading Comprehension test revealed to be expected. The significance value of these variables was lower than $0.05(p<0.05)$.The data out have reading comprehension significance at .000 levels, reading attitude at $0.005(p<0.05)$levels and reading motivation at $0.001(p<0.05)$ Levels. Thus, reading comprehension, reading attitude and reading motivation are statistically significantly normally distributed. Thesignificance levelof the three variables is less than 0.05 then the null hypothesis was rejected.Interims of Shapiro-Wilk the data are assumed approximately normally distributed.

	Table 7 .Correlations of the variables				
			Reading comprehension	attitude	Motivation
1	reading comprehension test	Pearson Correlation	1	.239*	.334**
		Sig. (2-tailed)		.016	.001
		N	100	100	100
2	Reading attitude	Pearson Correlation	.239*	1	.590**
		Sig. (2-tailed)	.016		.000
		N	100	100	100
3	Reading Motivation	Pearson Correlation	.334**	.590**	1
		Sig. (2-tailed)	.001	.000	
		N	100	100	100

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

** Correlation is significant at the 0.01 level (2 –tailed).

The output recordincorporates a matrix of all viable correlations a number of the variables. For correlation; r serves because the numeric degree of the impactlength whose powermay be interpreted in line withstandardsevolvedthrough Cohen (2007). When r is greater than 0.10 and less than 0.30, the effect size is "small." When r is greater than 0.30 and less than

0.50, the effect size is "medium." When r is greater than .050 the effect size is "large." effect size smaller than 0.10 would be considered trivial. Thus, the correlation amongattitude to reading and comprehension iseffective with a coefficient correlation of.239 at a sizabledegree of 0.05. Besides, the correlation between reading motivation and reading comprehension is also positive and .334 at a significant level 0.01. The correlation between reading attitude and reading motivation was0.590, the correlation was significant at 0.01(2-tailed) so all null hypotheses was rejected. Besides the correlation analysis, the researcher also did regression analysis to know the coefficient of influences between independent and dependent variables

Table 8. Model Summary of regression				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.338ᵃ	.114	.096	12.44023

a. Predictors: (Constant), Motivation, attitude
b. Dependent Variable: reading comprehension test

As depicted in Table the correlation between the predicted value and the observed value is .338.The variability in reading comprehension which can be accounted for use of reading attitude, and reading motivation is 11.4 %.It is meaningfully accounted. The SPSS adjusted R square for 96% of variation explained by regression line.

	Table 9.Residuals Statistics ᵃ					
		Minimum	Maximum	Mean	Std. Deviation	N
1	Predicted Value	14.8463	45.5806	37.5750	4.42048	100
2	Std. Predicted Value	-5.142	1.811	.000	1.000	100
3	Standard Error of Predicted Value	1.255	6.646	1.979	.858	100
4	Adjusted Predicted Value	13.7864	47.3094	37.5888	4.52436	100
5	Residual	-23.49412	38.60204	.00000	12.31393	100
6	Std. Residual	-1.889	3.103	.000	.990	100
7	Stud. Residual	-1.908	3.120	-.001	1.001	100

8	Deleted Residual	-23.98029	39.03577	-.01383	12.60415	100
9	Stud. Deleted Residual	-1.935	3.273	.003	1.015	100
10	Mahal. Distance	.018	27.266	1.980	3.549	100
11	Cook's Distance	.000	.072	.008	.013	100
12	Centered Leverage Value	.000	.275	.020	.036	100

a. Dependent variable reading comprehension test

The residual value of the mean is Zero and there are no residuals. This means there is no the vertical distance between the data point and regression line.

Figure1. Histogram reading attitude, reading motivation and reading comprehension
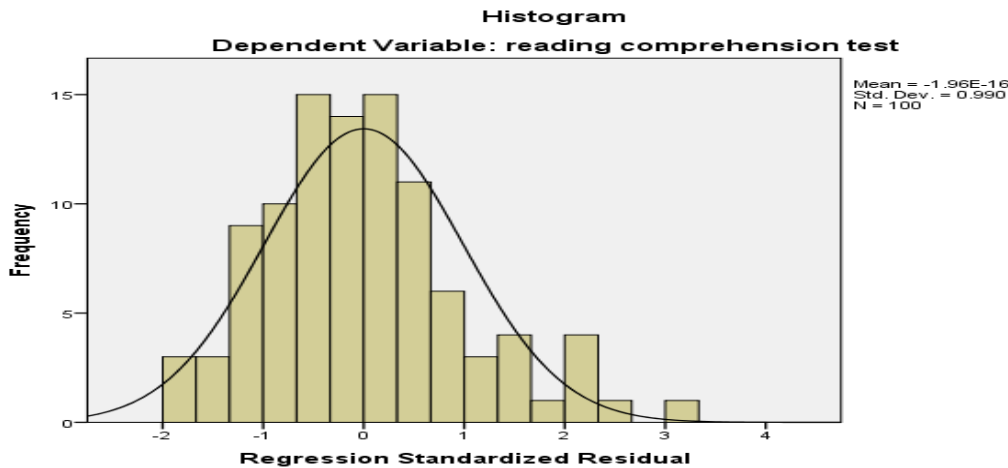
The histogram also showed the normal distributions of the variables.

Figure 2. P-P Plot of regression of the Variables
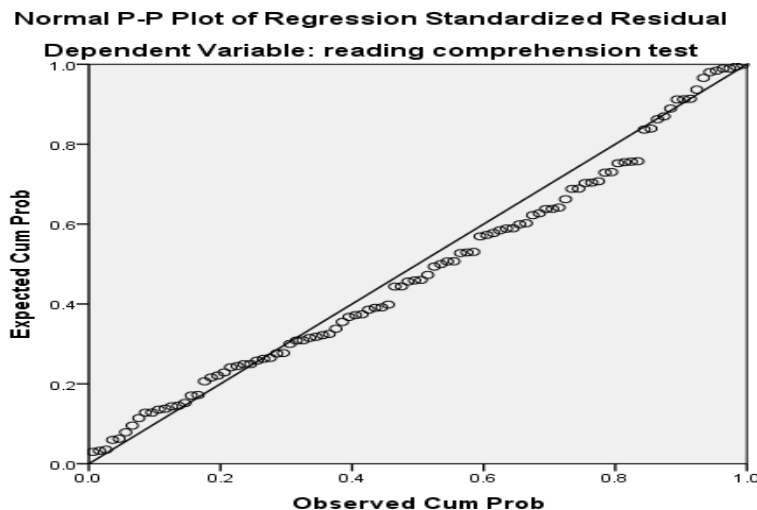
The P-P Plot of regression depicted also normal distribution of the variables. However there are values roughly shouldered .

Discussion

The main objective of this research is to investigate the relationship between reading attitude, reading motivation and comprehension of students of English as a foreign language in Ethiopia. The specific objectives of this research were: to examine the correlation between reading attitude and students' comprehension scores; explore the relationship between reading motivation and students' reading comprehension; find the correlation between reading attitude and students' reading motivation . According to the correlation between reading attitude and comprehension, the correlation coefficient is 0.239 and the correlation coefficient is 0.05, which is effective.
 Furthermore, the correlation between reading motivation and reading comprehension is also positive, with 0.334 at a significant level of 0.01. The correlation coefficient between reading attitude and reading motivation is 0.590, and the correlation coefficient is 0.01 (2 tails), which is significant. The degree of correlation was moderate.However, the null hypothesis that the reading attitude and reading motivation of Ethiopian EFL students do not have a significant relationship with the achievement of reading comprehension in this study was safely rejected.

The first research question examined the correlation between reading attitude and reading motivation. So the Pearson product moment coefficient suggested that the classification of attitude judgment of score revealed 20% of EFL students have negative attitude towards reading and 80% of students have positive attitude (Table 2). Concerning students reading comprehension score 35% of students reading comprehension achievement. This study provides evidence to support the correlation between reading attitude and reading performance. This result supports (Lukhele, 2013; Partin et al., 2002; Tunde, 2015) part of studies on the relationship between reading attitude and reading comprehension. The results of the study show that Ethiopian ESL students have a moderate reading attitude towards reading achievement. A moderate reading attitude has an impact on students' reading comprehension scores. Therefore, 65% of Ethiopian grade 11 students have scores below 40%. Most students score low on the reading comprehension test. Therefore, reading occurs both in the cognitive domain (reading skills and strategies) and in the emotional domain, which will mark an important step forward in the study of the relationship between reading attitudes and reading motivation.

From the research results, it can be seen that Ethiopian English as foreign language students have not yet reached the level to complete all the practice in daily life. Experts believe that reading is not just a set of discrete skills, it is a matter, dynamic and interactive

meaning creation practices between the world and their texts (Anstey & Bull, 2004). Because of their gentle attitude towards reading, their attitude significantly affected their level of participation in reading. Attitude is described as "a state of mind, accompanied by feelings and emotions, which makes reading more or less possible" (Kush and Watkins, 2001: 315). Reading attitude is related to the improvement of reading behavior and reading skills, and is an important educational achievement and evaluation criterion. Because there are no guaranteed strategies in reading comprehension that can promote positive student attitudes. There is another value in the attitude to reading. Obviously, attitude is a key factor. Generally speaking, a student will not try to learn anything unless he is interested. In addition, like any other skill, reading ability can only be improved through practice. The more students read, the more likely they are to become fluent readers

Research question 2, examined the relationship between reading motivation and reading comprehension. The results were consistent with numerous studies (Gambrell&Marinak, 2010, Guthrie et al., 2010) about the influence of reading motivation to engage reading achievements. The first motivational dimensiondefinedby Guthrie and Wigfield is self-efficacy (as cited in Tilley, 2009). The motivation level of Ethiopian EFL students depicted 53% of students had low motivation in Table 3.This need strong effort of teachers to improve students reading motivation. For educational actorswho specialize in reading,it is important to determine how to prevent lack of motivation and improve students' academic performance through research (Helterbran, 2008).Thus, what are teachers doing to help students have more confidencein their reading practice? Choice is an effective way to allow students to have autonomyin their own learning, which can increase their confidence; offeringchoices can also ensure that students read texts that they think are of personal interest, thereby increasing participation (Miller 2009). Students should be able to choose from a wide variety of texts with differentskill levels, subjects and genres (Miller 2009). The second dimension of motivation is goal setting (as cited in Tilley, 2009). Goals help students havethe purposeofreading.If students have some desires, they can increase their intrinsic motivation (Miller 2009). Teachers musthaveconfidence in their ability to motivate students to read independently (Daniels &Zemelman 2004). To answer research question number 3,to find out correlation between reading attitude and reading motivation of the students the data from Reading Motivation Questionnaire (MRQ) by Wigfield and Guthrie (1997) which consists 50 Likert-scale items were used. The correlation between reading attitude and reading motivation was 0.590, the correlation was significant at 0.01(2-tailed) so all null hypotheses was rejected.

Conclusions

Based on the discussion in the previous chapter, the researcher would like to conclude that: The students have moderate positive attitude and motivation towards reading and so they were performing not well in reading comprehension. The performance level of the students in reading comprehension was below average. Both the reading attitude and reading motivation contributed 11.4 % to students' reading comprehension, and the rest 88.6 % is contributed by any other variables. Reading attitude correlated significantly positively with reading comprehension performance of the students($r = .239$, the correlation is significant at the 0.05 level, 2-tailed), the correlation between reading motivation and comprehension is .334(correlation is significant at the 0.01 level, 2 – tailed). Based on the conclusion, the researcher presents some suggestions as follows: The researcher suggests the teacher to use technology for reading. It will encourage students to explore this process in alternative media other than traditional books. The results of the research also show that the use of an English game-based mobile application (EBMA) in the reading class can improve students' grades, reading attitudes and motivation in   reading. This is because EBMA provides fascinating teaching and learning activities as a learning medium. This technology- based reading will Motivate and attract the attention of students to read more as the students are digital-natives, are keen to use computers or mobile phones as medium for learning which will lead to improvement in their language proficiency. In addition, researchisneeded to obtain more reliable results and incorporate more variables, such as family history, reading contact, and availability of reading materials, aswell as variables that are particularlyrelevantto reading in a digital environment. Future research should focus more on how touse computers and digital devices to actually read**.**

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