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The Correlation of Students Digital Reading Attitude and their Reading Comprehension at 3rd Semester of English Education Department in UIN Bukittinggi

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ABSTRACT

This research aimed to investigate the correlation between students' digital reading attitude and their reading comprehension at the third semester of the English Education Department at UIN Bukittinggi. The study employed a quantitative correlational design involving 54 students as the sample. Data were collected using a digital reading attitude questionnaire adapted from Putman's reading attitude model and a reading comprehension score obtained from a validated reading test. The data were analyzed using descriptive statistics and Spearman's rho correlation due to the non-normal distribution of the data. The findings indicated that students' digital reading attitude obtained a mean score of 59.85, while their reading comprehension achieved a mean score of 83.2. The correlation analysis revealed a positive correlation between digital reading attitude and reading comprehension ($r = 0.294$, $p < 0.05$). These results indicate that students' digital reading attitude is associated with their reading comprehension. Therefore, integrating digital reading materials and strategies into English instruction is recommended to support students' reading comprehension development.

Key Word *Digital Reading Attitude, Reading Comprehension*

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INTRODUCTION

Reading is one of the skills in English. It is important for students to get knowledge. By reading, students can improve their insight and other knowledge. However, reading is not a passive process, it is an active process that is not only read and spell the word in a fast time but also suggests the students know the meaning from what they have read. Therefore, comprehension is much needed and it is also the main purpose of reading (Rizkoh et al., 2014). Comprehension is the central goal of reading and all cognitive processing involved in reading is related to this fundamental goal (Melyann Melani, 2014). Reading comprehension is a complex language skill and recquires the reader to connect to the knowledge behind reading material.

A reader must be able to decode words in a good way so that long text can be implemented proerly. Therefore, readers must have an adequate vocabulary. Reading skill is necessary for the student not only to understand the information of the text but also the reader can apply it to life, such as education and work (Amelia et al., 2020).

In digital age, traditional print materials are quickly being replaced by digital alternatives. While print books have been around for centuries and remain a popular choice for reading, digital reading on screens has become increasingly popular in recent years. Digital reading offers convenience and accessibility as readers can access content on various devices wherever and whenever they want. Additionally, digital media allows for interactive features such as hyperlinks, multimedia elements, and annotations, enhancing the reading experience. It also reduces environmental impact by eliminating the need for physical paper and printing. While printed books will always hold a special place, the advantages of digital reading cannot be ignored in today's fast-paced and technology-driven world. By June 2011, Amazon reported that sales of Kindle books had surpassed those of both hardcover and paperback editions. The introduction of the Apple iPad in April 2010, which included the iBooks application, further expanded access to digital reading options (Louise M. Rosenblatt, 1988). Furthermore, many similar apps come after that which further support reading in digital environment. Researches show that technology carried beneficial implications for students' reading comprehension (Sastriani, 2017).

The relevance studies on reading comprehension using reading digital apps or websites also have been successfully deployed previously and this emphasize that the students' positive attitude in subject areas, such as online reading article (Fitriyah Nur, 2020). This means that digital reading attitude plays an important role in reading comprehension. Readers with a positive attitude towards reading on digital devices are more likely to have better skills and strategies, be able to filter out distractions, be more digitally literate, and engage more with digital texts, all of which contribute to a deeper understanding and higher levels of reading comprehension. Reading attitude is mental state and emotions, creating varying levels of inclination towards reading. It essentially reflects an individual's approach to engaging in reading, whether it is with enthusiasm or reluctance. Students tend to be candid in expressing their preferences, including their stance towards reading. Their emotions and feelings play a crucial role in shaping their reading attitude (Louise M. Rosenblatt, 1988).

Day and Bamford argue that individuals' attitudes towards reading are influenced by their past reading experiences, level of education, cultural values, and past successes or failures in reading. It can be concluded that one's prior knowledge and understanding of reading plays a crucial role in shaping their emotional response to reading (Louise M. Rosenblatt, 1988). In reading attitude, there is positive attitude and negative attitude. Beers in Wardira explains that students who have a positive attitude towards reading see it as a way to connect with the text and enjoy various aspects such as selecting their own books, getting to know authors, and participating in discussions. On the other hand, students who have a negative attitude view reading as a mundane activity and prefer to avoid reading activity. They are not familiar with authors and find the library overwhelming, leading to a lack of interest in reading (Indah, 2017).

Furthermore, in simpler terms, this means that there was a strong connection between how students felt about reading and how well they were able to understand what they read. The better their attitude towards reading, the higher their reading comprehension abilities were. This correlation shows that having a positive attitude towards reading can greatly impact a student's reading skills and academic performance. However, this relationship becomes more complex when considering contextual factors like the reading medium, reading purposes, grade level, and gender.The Transactional Theory of Reading suggests that interactive elements in e-books, such as hyperlinks and multimedia, can shape what readers focus on, making the reading experience more selective and dynamic (Louise M. Rosenblatt, 1988). Paivio's Dual Coding Theory also explains that cognition is divided into two; a verbal system specialized for dealing directly with language and a nonverbal (imagery) system specialized for dealing with nonlinguistic objects and events. In digital reading, which often integrates verbal and visual elements, can create a more engaging and enjoyable experience, helping readers develop a more positive attitude toward reading when both text and visuals are effectively combined.

Based on the interview that was conducted with one of the english lecturer in UIN Bukittinggi, some facts were found. Digital reading has begun to play a role in the classroom, even though not always applied. The lecturer said that digital reading activities were administered during the Extensive Reading course. She said that students did it by reading materials from websites such as Disney World, which provided short stories and fairy tales that has features such as animations, sound, and pictures. These features made digital reading an interesting activity and improve their engagement in reading activity. The teacher added that the integration of digital reading materials positively affect

her students' learning experiences. The visual and auditory features increase students' attention and their comprehension of the reading materials. However, digital reading activities were assigned rarely. It was only two meetings in the Extensive Reading course. The teacher acknowledged the potential of digital reading to improve student engagement and willing to use it more in future.

Based on the interview with some students, digital reading has integrated with students' academic and personal lives. Based on the interview, students view digital reading has many benefits because its accessibility, efficiency, and convenience. Most students said that digital reading allows them to access information quickly and keep many books in just one device, which they think as environmental friendly and energy-saving. However, students also gave information about some challenges related with digital reading. They said too long exposure to screens would strain their eyes. Furthermore, notifications on digital devices can lead to many distractions which reduce their concentration. In addition, many students preferred printed reading material for academic assignments, since they will have better focus, less distractions, and would not strain their eyes. For digital reading, students usually use applications like Google Books, PDF Readers, and Google Classroom. They have classroom activities such as reading and discussing articles from eBooks, completing quizzes based on their readings, or engaging in extensive reading tasks with a platform such as Disney world. Outside the classroom, students do digital reading to read articles, news, novels, and shared learning materials in PDF format.

The first study by Sukarni investigated the correlation between reading attitude and reading comprehension, she found that both variable have significant positive relationship. This means, students who have high reading attitudes would likely to have good reading comprehension. The second study by Divya and Haneefa about students' attitudes toward digital reading in universities in Kerala, India. they found that most students demonstrated average attitudes toward digital reading, with male students having more positive attitudes than females. The third study by Hacer examined the relationships between attitudes toward reading, reading habits, metacognitive awareness of reading strategies, and critical thinking tendencies in pre-service teachers. he found that reading attitudes positively impacted reading habits and metacognitive awareness. However, none of those studies above studies about the medium of reading attitude such as digital environment which highlight the novelty of this research. This research is important to find out the correlation of its medium, digital reading attitude, with reading comprehension.

RESEARCH METHODE

In this research, the researcher used quantitative research. Quantitative research is a research which is getting the data by computer formulas and using statistic data. Instrument Validity Test, this test is used to determine whether the questionnaire items and test items accurately measure the intended variables. It is commonly conducted using Corrected Item and Total Correlation. If r-count > r-table, the item is valid. If r-count < r-table, the item is not valid. Instrument Reliability Test, this test is used to examine the consistency of the instruments. It is usually measured using Cronbach's Alpha. An instrument is considered reliable if Cronbach's Alpha ≥ 0.70. Normality Test, the normality test is used to determine whether the data are normally distributed. Common tests include Kolmogorov–Smirnov or Shapiro–Wilk tests. Correlation Test, since the study aims to find the relationship between students' digital reading attitude and reading comprehension, a correlation analysis is applied. If the data are normally distributed, Pearson Product Moment Correlation is used. If the data are not normally distributed, Spearman Rank Correlation is used. In conclusion, this quantitative study applies validity, reliability, normality, and correlation tests to analyze the relationship between the two variables.

This research involves two variables, they are students' digital reading attitude and students' reading comprehension. According to Gay and Airisian explained that correlation research involves collecting data to determine whether, and to what degree, a relation exists between two or more quantifiable variables. In this research, the researcher used two variables, they were students' digital reading attitude as variable X and students' reading comprehension as variable Y. Students' digital reading attitude is one of factors that influence stdents' reading comprehension.

The population in this research is semester 3 students of people, events, or objects. The populations in this research are semester 3 students of English Education Department of UIN Bukittinggi. In this research, the researcher used total sampling technique. This means that every member of the population was selected for the sample. In gathering the data in this research, the researcher used test. This test was used to get the data from students' digital reading attitude and students' reading comprehension. It has aim to measure the digital reading attitude and reading comprehension made by students. In this research, the researcher used two instruments to get the data. They were digital reading attitude questionnaire and reading comprehension test.

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RESULT AND DISCUSSION

Result

These results indicate that students' digital reading attitude is associated with their reading comprehension. There are 2 variables in this research which are reading comprehension (Y) and digital reading attitude (X). In this section, each result of data collection from all variables is explained. Reading Comprehension :

Table 1.
Reading Comprehension Distribution Table

Range	Total Students
30-38	1
39-47	1
48-56	1
57-65	0
66-74	2
75-83	13
84-95	36

Based on the Reading Comprehension Distribution Table, the table shows the distribution of students across different reading comprehension score ranges, listed from lowest to highest. One students scored in the 30-38 range, another in the 39-47 range, and one in the 48-56 range. No students scored in the 57-65 range. Two students fell within the 66-74 range, 13 students scored between 75-83, and the highest number students 36 achieved scored in the 84-95 range. In addition, the descriptive statistic of the students' reading comprehension test result can be seen on the table below:

Table 2.
Descriptive Statistic of Reading Comprehension Test Result

Maximum Score	95
Minimum Score	35.5
Mean Score	83.2

Based on the table above, it can be seen that the students achieved 95 as the maximum score, 35.5 as the minimum score, and 83.2 as the mean score. Digital Reading Attitude : The result of the students digital reading attitude questionnaire can be seen on the table below. The data above then classified using Sturge's rule into the distribution table below:

Table 3.
Digital Reading Attitude Distribution Table

Range	Total Students
32-38	1
39-45	5
46-52	9
53-59	6
60-66	13
67-73	19
74-80	1
Total	54

Based on the Digital Reading Attitude Distribution Table, the attitudes of 54 students toward digital reading are distributed across various score ranges. Only one student scored within the lowest range of 32–38. Five students scored between 39–45, and nine students fell within the 46–52 range. Six students scored in the 53–59 range, while 13 students scored between 60–66. The largest group, consisting of 19 students, scored in the 67–73 range. Finally, only one student achieved a score in the highest range of 74–80. In addition, the descriptive statistic of the students' digital reading attitude questionnaire result can be seen on the table below:

Table 4.
Descriptive Statistic of Digital Reading Attitude Questionnaire Result

Maximum Score	75
Minimum Score	32
Mean Score	59.85

Table 4 presents the descriptive statistics of the Digital Reading Attitude Questionnaire results. The data shows that the highest score obtained was 75 , while the lowest score was 32 . The mean score, which represents the average attitude score of the students, is 59.85 . This indicates a moderate level of digital reading attitude among the respondents. Before analysis the data, the researcher conducted normality and homogeneity test in order to choose the type of test to test the hypotheses. If the data was normal, Pearson can be used. However, Spearman correlation is useful for nonnormally distributed continuous data (Schober, et.al, 2018). Normality of the Data, The result can be seen on the following table:

Table 5.
Normality Test Result

Shapiro-Wilk		
Statistic	**df**	**Sig.**
.918	54	.001
.950	54	.024

Based on the table above, it can be seen that the data was not normally distributed. All the sig.value are lower than the alpha of 0.05. This means that the data cannot be processed by Pearson Correlation . So that, the Spearman correlation will be used to test the hypotheses. Homogeneity of the Data, The result of the homogeneity test result can be seen below:

Table 6.
Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
7.558	1	106	.007
5.889	1	106	.017
5.889	1	99.289	.017
6.746	1	106	.011

Based on the table above, it can be seen that the sig.value is smaller than the alpha (0.001<0.005). This means the data is not homogeneous and cannot be tested using parametric test (Pearson Correlation). Hypotheses Test, There are 3 hypotheses that were tested in this research. They are such as follow, First Hypothesis :

Ha: There is significant correlation between students digital reading attitude and reading comprehension.

Ho: There is significant correlation between students digital reading attitude and reading comprehension.

Since the data was not homogenous and normally distributed. The first hypothesis was tested by using Spearman Correlation. The result can be seen on the table below:

Table 7.
Significance of the Correlation

Reading Comprehension	Digital Reading Attitude
1.000	.294**
	.002.
54	54

.294*	1.000
.002	.
54	54

Based on the table above, the correlation coefficient is 0.294 and sig.value is 0.000 which smaller than the alpha of 0.05. This means, Ho is rejected and Ha is accepted. In other word, there is significant correlation between students digital reading attitude and reading comprehension. Second Hypothesis :

Ha: The correlation direction between students' digital reading attitude and reading comprehension is positive.

Ho: The correlation direction between students' digital reading attitude and reading comprehension is negative.

For the second hypothesis, it can also be analyzed by looking at the table 7. It can be seen that the value is in positive mark (0.294). This means that the correlation direction is positive. So that, Ha is accepted and Ho is rejected. In other word, the better students' digital reading attitude, the better their reading comprehension. Third Hypothesis :

Ha: The correlation magnitude between students' digital reading attitude and reading comprehension is moderate to strong.

Ho: The correlation direction between students' digital reading attitude and reading comprehension is low.

The third hypothesis can also be analyzed by the result of table 7. it can be seen that the Spearman Correlation coefficient is 0.294. This value then will be compared with the interpretation table below:

Table 8.
The Strength of the Coefficient Correlation

Coefficient Correlation	Criterion
0.00	No correlation
0.100 – 0.190	Very low correlation
0.200 – 0.390	Low correlation
0.400 – 0.590	Moderate correlation
0.600 – 0.790	Strong correlation
0.800 – 1.00	Very high correlation

Based on the table above, the correlation magnitude is in strong correlation. So that, Ho is rejected and Ha is accepted. It is suggesting that as

one variable increases, the other variable tends to increase as well, though the relationship is strong.

Discussion

The findings of the current research align with the results of previous studies in several key ways, reinforcing the strong correlation between students' digital reading attitudes and their reading comprehension abilities. The first study by Ryan (2020) found a significant positive correlation (r = 0.568) between general reading attitude and reading comprehension, with reading attitude influencing comprehension by 32.2%. This supports the current study's hypothesis that a positive digital reading attitude enhances comprehension. Similarly, the third study by Hacer ULU further strengthens this link by showing that reading attitude significantly impacts reading habits and metacognitive awareness, which in turn influence critical thinking—key components of effective reading comprehension.

However, the current study extends this understanding by focusing specifically on digital reading environments, which are becoming increasingly relevant in today's educational landscape. While Sukarni's and ULU's studies primarily dealt with traditional reading attitudes, the current research highlights how digital reading, with its interactive and multimedia elements, can foster a more engaging and positive reading experience. This aligns with theoretical perspectives such as the Transactional Theory of Reading and Paivio's Dual Coding Theory, which suggest that digital texts can enhance attention and comprehension by integrating verbal and visual elements.

The second study by (Divya and Haneefa, 2017) found that most students had an average level of digital reading attitude, with male students showing more positive attitudes than female students. This contrasts with the current study's focus, which does not differentiate by gender but instead examines the overall impact of digital reading attitude on comprehension. Unlike Divya and Haneefa's findings, which indicate no significant difference in digital reading attitudes across disciplines or universities, the current research emphasizes how a positive digital reading attitude regardless of contextual factors can directly influence comprehension outcomes. According to (Singer, 2017) this finding can be explained by Cognitive Engagement Theory, which suggests that recreational digital reading activities such as texting, instant messaging, and social media involve low cognitive engagement and do not require higher-order comprehension strategies.

This highlights the importance of distinguishing between casual digital reading and purposeful, academic digital reading, which is the focus of the current study. The current research thus fills a gap by demonstrating how

structured digital reading activities such as those used in academic settings can indeed positively influence reading comprehension when students maintain a favorable attitude toward digital reading.

CONCLUSION

The research concludes that there is a significant, moderate, and positive correlation between students' digital reading attitude and their reading comprehension. The data revealed that students generally demonstrated a moderate level of digital reading attitude, with an average score of 59.85, while their reading comprehension scores varied, with a mean score of 83.2. The normality and homogeneity tests confirmed that the data was not normally distributed and not homogeneous, leading to the use of Spearman correlation for hypothesis testing. The results of the correlation analysis showed a correlation coefficient of 0.294, which is statistically significant at the 0.05 level. This indicates that as students' digital reading attitude improves, their reading comprehension also tends to improve. Therefore, fostering a better attitude toward digital reading can potentially enhance students' reading comprehension abilities

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