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Students' Attitudes and Perception of Achievement in Reading Comprehension

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ARTICLE INFORMATION	ABSTRACT
	This study aimed to investigate the students' attitudes and perception of reading comprehension. Participants were fourth, fifth and sixth-grade students selected using random purposive sampling from three different classes in a public school (n=80) in Betong. This research using an explanatory mixed-method also aimed to determine whether students' attitudes and perception significantly affect their reading comprehension. The data was gathered using Elementary Reading Attitude Survey (ERAS) developed by McKenna and Kear, 1990, interview questions and the analysis on students' performance in reading comprehension. The research findings showed no strong relationship between students' attitudes and perception towards reading would affect their achievement in reading comprehension because students' attitudes and perceptions are affected mainly by other factors.

1. Introduction

Many people think of reading as a skill taught in the first few years of school. Rodriguez et al. (2011) mentioned that readers decode to figure out how every word can be pronounced in a text and then automatically understand its meaning as in their everyday spoken language. However, reading is not as easy as taking the words off the page. The reader makes meaning from a text, words and phrases. Apart from that, readers also make meaning from ideas, memories and knowledge that those words and phrasing evoke, and experiences whereby a complex problem-solving process is involved. Reading is the process of identifying, interpreting and perceiving written or printed material.

On the other hand, comprehension is understanding the meaning of written materials and incorporating the systematic techniques leading to understanding. The method of reading deals with the language form, while comprehension needs to do with the ultimate result, which deals with the language content. Furthermore, reading establishes a link between the authors and the reader. It involves the popularity of words, phrases, and clauses, and in some respects, it will be considered a less complicated process than comprehension.

Reading comprehension is a vital learning skill for students nowadays as it is known as a process to extract and construct meaning through written language. According to Reis and Fogarty (2006), to have a solid scaffolding in reading comprehension, it is important to understand the meaning of the words and analyse the authors' opinion. Currently, students need to grasp reading comprehension skills to accomplish the classroom setting requirements such as educational goals and expectations. For instance, learners shall identify the critical information to be focused on if the learners can understand textual information. Edelman et al. (2012) stated that academic success also requires students to understand, analyse, and apply the information they have gathered through reading to ensure students improve significantly in their academic areas.

However, according to Hulleman and Haracjiewicz (2008), students' learning will be negatively impacted if they cannot comprehend and retain information successfully. Ulper (2011) also mentioned in his study that difficulties in reading would jeopardise many aspects of students, including their educational progress, self-esteem, attitudes, and motivation about

reading and learning, career opportunities, social-economic status, and future expectations of reading success. It is also stated by Heckman (2007) that apart from reading comprehension being a vital skill for learning. Reading skills are critical to live independently and successfully engage in different daily activities. Beers (2003) also agreed that those who do not possess the ability to understand what they are reading would be at a disadvantage in academic and personal life situation, especially in critical circumstances.

2. Literature Review
2.0 Introduction
Parents and teachers have taken many measures to ensure that children have their opportunities to learn reading and become successful reader, in particular, in elementary school. While growing and developing their skill throughout elementary school, they may have encountered hindrances during the process of learning. They may also find some useful methods to help them in the reading process. Most importantly, a successful reader leads to positive attitudes and affects the washroom behaviour.

2.1 Intermediate Level of Reading
Teachers are responsible for encouraging students to read many types of text to expand their knowledge about reading even though it started as early as in the intermediate grades. Usually, students develop confidence and read voluntarily in their intermediate grades. However, some students only read when they are told to do so. This will affect their negative view in reading. Through these circumstances, teachers can easily differentiate the students' reading.

2.1.1 Different types of Readers
There are three types of readers, including Transitional, Self-Extending and Advanced. According to Fountas and Pinnell (2001), the three types of readers were classified. Transitional readers are usually read between a level H and level M, below from fourth-grade reading level. Fountas and Pinnell (2001) stated that these readers are at a second or third reading level. As for Self-Extending readers, they are between level M and level Q, which is expected to be reading at a very high grade or low fourth-grade reading level. These students have usually met the expectations. The final type is and advanced reader. They read between level R and level Y, which Fountas and Pinnel (2001), are expected to have completed in the fourth grade. Therefore, teachers should encourage the readers to acquire the vital skills to achieve the goals.

2.1.2 Attributes of Good Readers
For students who have developed a proficient reading skill usually display significant characteristics. Blaha (2001) indicated that fluent reader should be able to scan through the book and predict a few events that might occur in the story. Successful readers always view reading as an enjoyable experience that is done as a leisure activity. Proficient readers who have a good understanding of what they have read will be able to retell difficult storyline which includes the plot of the story along with many details such as setting, characters and so on. Most important in reading is comprehending and responding to a wide variety of genres, including poetry, fables, fantasy, and fairy tales. The students also should be able to analyse text in a different context to gain meaning.

Competent readers are always able to integrate cues and strategies that they have learned to monitor themselves and solve the problem independently. As mentioned by Harvey and Goudvis (2000), comprehension strategies include predicting, summarizing, questioning and visualization. Successful readers will always depend on their prior knowledge and make inferences regarding the text whereby they use clues or ideas from the text and relate them to their daily routines.
Another important characteristic to be a successful reader is to have self-monitoring understanding. Readers pause for a moment to check for understanding the text every time they have to self-monitor. Here, they will use the strategies such as chunking root words, use letter-sound relationship or context clues to solve problems and unfamiliar words independently. A successful reader will use multiple strategies to comprehend or develop the meaning of the text while captivating into reading.

2.1.3 Attributes of Struggling Readers
As there are successful readers, of course, there will be too many struggling readers. There are several common traits in differentiating between struggling readers and proficient readers. As McKenna (2002) observed in her study, struggling readers usually do not feel comfortable reading new text. They prefer reading easy-patterned text that they have memorized along their prior experience with the exact text for such readers. Therefore, these types of reading have difficulties in decoding text whereby will affect their reading fluency and comprehension. This matter also will demotivate students to read for learning or entertainment.

The most distinction about struggling readers is that they often negatively perceive reading. Most of the time, they would think that they only need to participate in reading when instructed by teachers or adult. These types of readers will consider reading as a task to do rather than enjoyment for leisure time.

Other than that, the struggling reader often has very little knowledge or experience with the different text due to an incorrect or incomplete base of prior knowledge. Acquiring prior knowledge and experiences is crucial for the readers to grapple with reading comprehension.

Another characteristic of a struggling reader has poor self-regulation skill, whereby these students do not monitor understanding and have difficulties comprehending what they have read. Hence, they do not understand the strategies or techniques used to monitor their comprehension, self-correct themselves or set goals for their reading achievement.
In conclusion, all these characteristics have an impact on student motivation to read, their interest in reading, students view, perception and attitudes towards the reading process, which significantly determine success in reading.

2.1.4 The Significance of Attitudes
Alexander & Fuller (1976) defined attitude towards reading as a system in which feeling is related to reaching and causes a learner to approach or avoid reading. Children acquire cognitive skills such as translating signs and symbols into meaning and an affective component through the reading process. It is believed that there is a relationship between attitudes, achievement and success in reading.

2.1.5 Factors that affect attitudes
Laurice (2004) stated several factors could influence reading, and the factors include self-concept, teacher and classroom environment. Other than that, socioeconomic status and parental involvement are also the main factors that affected attitudes towards reading. All the factors will negatively and positively impact the students towards the reading process.

i) Self-Concept
Reading achievements may usually be influenced by individual self-concept, whereby according to Alexander and Filler (1976 in his study, self-concept is perceptions of what one believes he or she is. Therefore, self-concept may impact how children enjoy the reading process. Children that have a positive self-concept will always be willing to read, fond of reading, become excellent in reading and become a lifelong reader. On the other hand, students who have a poor self-concept about themselves as readers are likely to grow a negative attitude towards reading. Thus, they will not be interested in reading either for leisure or entertaining activity, whereby they discern reading as a task done when they are told to do. Contrarily students who have confidence and believe they are good readers will definitely love reading and engross into reading for pleasure. Therefore, the students possess a positive attitude towards reading influenced by their progress as a reader. Most of the time, children are interested in reading or not depending on their attitude towards reading.

ii) Teacher and Environment in the classroom
The atmosphere in the classroom and the teacher also could affect the progress in developing positive attitudes in children. The teacher needs to have a positive classroom atmosphere attitude to promote a positive attitude towards reading. Teachers' attitudes are also significant so that the students will also perceive a positive reading environment.
Teachers can enforce a variety of strategies to instil positive attitudes towards reading. One of the strategies is to provide a wide range of reading materials from various genres. This is important to grasp the interest of students in reading. Providing a wide range of reading, materials will allow students to gain new knowledge and be engaged while reading. Besides that, the teacher could also provide positive reinforcement, demonstrating an effective way of reading and guiding the students throughout the reading process. Laurice (2004) stated that students must put more effort in order to become great reader, which will create a positive result.
As mentioned above, both teacher and environment in the classroom play essential roles in influencing students' attitudes towards the reading process.

iii) Socioeconomic Status
There is a study by Gunn et al. (1991) mentioned that socioeconomic status has not proven there is a relationship with attitude in reading. However, Patrick, as cited in Alexander and Filler (1976) rejected the idea from Gun and stated that socioeconomic status also could affect students interest in reading and usually, the impact is negative on the students who grew up in a lower socioeconomic status. To detect the correlation between socioeconomic status and reading attitudes, he then conducted studies with these students. His results show that socio-economic status and attitudes to reading are

insignificantly linked. Other characteristics of the family may have an impact on academic guidelines, education attitudes, home reading material and conversations with children about household education.

iv) Participation of the Parents
Socioeconomic status may not be the vital factor. However, parents absolutely play a crucial role in developing and forming a child's attitude towards reading. Nutall (2005) reports that parents can significantly affect children's attitudes with their children's information and values on the importance of reading. As parents are role models for their children, children tend to take the same approach as their parents have acquired. The children involved in the study conducted by Kayes and cited by Alexander & Filler (1976) were asked to indicate any factors that they believed would influence the way they read. The results show that the students believed that their parents had the greatest effect on their attitudes. Simply providing reading material at home does not lead to positive reading attitudes. Parents should encourage and commend reading at home positively. Parents with their children should be active in the reading process. Parents can promote positive reading attitudes at home in many ways.

Parents can encourage positive reading behaviour through a variety of home reading materials, including daily journals, magazines, and dictionaries. Parents encourage their kids to read by letting them know what they like and how much they learn by reading. This transfers the enthusiasm and interest of parents to their children. Parents should read with their children to foster positive attitudes, discuss their readings of the text, and give their children positive encouragement to read. A visit to the library allows parents to work with their children to promote positive reading attitudes. Children can choose their own reading material which is of interest to them in the library. The efforts by parents to promote the development of literacy can impact the attitude of their children to reading.

v) Attitude impacts on the reading process
Today, attitudes of children to reading receive little attention in child literacy development. A study of 170 students in the fifth or sixth grade by Golinkoff (1975) examined whether there was a positive relation between fifth and sixth-grade attitudes and their reading values towards certain content areas. He concluded that his attitude to the content type of material being read has a certain effect on a child 's reading understanding as he reads. Although this study was carried out some time ago, excitement and student interest still have a significant role in developing a positive attitude. Children who develop positives for reading are more. This study will examine what is known about reading attitudes and how it can positively or negatively affect the development of reading. This research examines whether the students ' attitudes toward reading and development differ considerably. The research will generalize students' attitudes compared to their lectures through data collection and analysis likely to read, enjoy reading, become skilled readers and enjoy reading all their lives.

3. Methodology
This chapter includes discussions about the research design used in the present study and the considerations and justifications for the selected population, sample, procedures, instruments used in the study, methods for collecting data and analyses of data. This research was conducted to investigate the relationship between students' attitudes and perception and students' achievements on reading comprehension.

3.1 Population and Sample
The subjects in this study consisted of eighty students from three classrooms in grade four, five and six. This study took place in a middle class suburban elementary school in Betong, Sarawak. Thirty students were from fourth grade, twenty students were from fifth grade and twenty-nine students were from sixth grade. Thirty-eight females and forty-two males participated in the study.

3.2 Research Design and Procedure
This study was conducted by the researcher conducted the fourth, fifth, and sixth grade class. The reading attitude of the subjects was assessed with the Elementary Reading Attitude Survey (ERAS), which developed by McKenna and Kear. The students' academic achievement was collected by obtaining the scores for each subject on the Reading Assessment, taken by each student participating in this study.

Before evaluating the students, the researcher obtained the approval of the principal and the participating teachers. This was achieved by discussing the intended project and reviewing the instrument (ERAS) with the principal. After receiving approval, the researcher began administering the ERAS to the participating classrooms.

Only one test was given at a time. The researcher was present as the students finished the test. The directions were given by the teacher orally. The students were told that the questionnaire was a set of questions that asked them about their feelings towards reading.   The researcher explained that they needed to circle the picture that most closely represented how they felt about the question. In order to avoid any misunderstandings and reading difficulties, each quest was reread twice to the students. Time was given to answer the question before the researcher went on. If more time was needed to answer the question, the students would be instructed to raise their hand, and additional time would be given. The surveys were collected after answering all the twenty questions.

The reading achievement scores of participants were obtained from their subject teacher. The researcher was allowed to access the files of each subject and record the scores obtained during the reading test.

Elementary Reading Attitude Survey (ERAS)

The reading attitude of the subjects was assessed by the Elementary Reading Attitude Survey (ERAS) conducted by McKenna and Kear in 1990. Estimates of reliability and proof of validity are focused on the nation-wide administration of this instrument to over 18,000 children in grades one through six (McKenna & Kear, 1990). Cronbach's alpha was measured at each grade level for both subscales and composite ratings (McKenna & Kear, 1990). The results of these equations have been reprinted.

"...With only two exceptions, coefficients were 80 or higher. These were the recreational subscale at grade 1 and 2, the stability of young children's attitudes towards leisure reading may grow with their decoding ability and familiarity with reading as a pastime" (McKenna & Kear, 1990, p. 638). Data on student attitudes to reading were collected through the survey to measure students' reading of attitudes. At the start of the study, each participant received the survey using Elementary Reading Attitudes Survey (ERAS), also known as the Garfield survey. The survey was distributed to students. These surveys were conducted individually for participants. To ensure reliability, the researcher read the instructions and questions to every participant. In order to obtain data about the attitude and the impact of the students on reading development in a variety of tools, the researcher also used an informal interview to gain additional insights regarding students' perception towards reading.

4. Results and Discussion

4.1 Introduction

This section aims to present and analyze the data concerning students' attitudes and perception towards readings that impact their achievement in reading comprehension. The design of the integration and mixed model of the study involved the simultaneous collection and analysis of quantitative and qualitative data sources. Data sources for quantitative data were from a survey adapted from McKenna and Kear (1990), and qualitative data from transcripts of personal interviews.

The analysis of the data from the survey is divided into two parts. Part I is used to present descriptive statistics based on the analysis of the demographic data reported by the respondents. Part II illustrates the statistical analysis of student responses to the 20 items in the survey. Responses are recorded on the Likert scale from 1 to 4 points.

Analysis of individual transcripts of an interview is also presented in this section. The concurrent quantitative and qualitative data strands were analyzed to determine students' attitudes perception towards reading will be the factor that affected students' achievement in reading comprehension

4.2 Students' Attitude towards Reading

For the purposes of the survey, an adapted version of the ERAS (McKenna and Kear, 1990; McKenna et al., 1995) was administered to measure recreational and academic reading patterns. The 20 items of the questionnaire were used to investigate the participants' attitudes towards reading in English in general. The questionnaire consisted of two different categories relating to two different aspects designed to discover the students' attitude towards reading. The first half of the survey refers to attitudes towards recreational reading, and the second half relates to attitudes towards the academic aspects of reading. Participants were asked to highlight the statement that best expresses their opinion in each item on the Likert scale. A pictorial response format that contains four poses of cartoon character Garfield, from very happy to very upset, was used because it is inherently attractive to children and understandable to younger students. There were four possible responses in the scale: "very upset Garfield" which indicates very bad, "mildly upset Garfield" is referred to as bad, "slightly smiling Garfield" which means good and "happiest Garfield" indicates very good. These responses were assigned with value such as (1=very bad, 2=bad, 3=good and 4=very good).

The main factor analysis with rotation gave the two-factor solution. The first factor comprised 10 elements and related to attitudes towards recreational reading. For instance: "How do you feel about reading for fun at home?". The second factor contained 10 elements that reflected students' attitudes towards academic reading such as "How do you feel about reading in school?". The total scores are ranging from 10 to 40 for each of the two subscales.
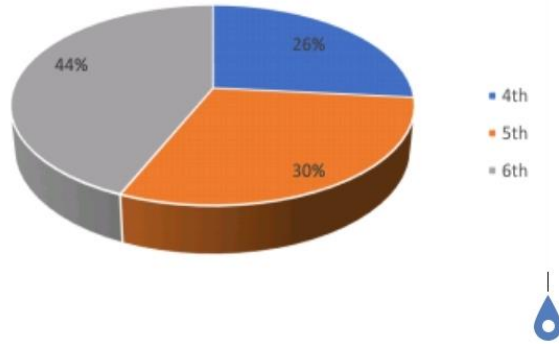
Demographic Analysis

Figure 1: Grade level of participants

As shown in Figure 1, there are 28% of students in fourth grade, 39% are in fifth grade, and 44% are in sixth grade who took the survey during English classes. Their English teacher administered the survey in accordance with their subject's time allocation.

4.2.1 Reading Attitudes Analysis

Range of Score	Recreational Reading			Interpretation	Academic Reading Score			Interpretation
	4th	5th	6th		4th	5th	6th	
31-40	18.8%	12.5%	20%	Extremely happy to be engaged	15%	12.5%	15%	Extremely happy to be engaged
21-30	11.25%	6.25%	10%	Slightly happy to be engaged	11.25%	18.8%	8.8%	Slightly happy to be engaged
11-20	7.5%	8.8%	8.8%	Slightly unhappy to be engaged	11.25%	6.25%	12.5%	Slightly unhappy to be engaged
0-10				Extremely unhappy to be engaged				Extremely unhappy to be engaged

Table 1: Raw Scores for students' attitudes towards reading

RQ1: What are students' attitudes towards reading?

Recreational Reading: As shown in Table 1, for a range of score from 31 to 40, the 6th grader has the highest percentage for recreational reading, which is 20% whereby 16 of students in 6th grade. It follows by 18.8% by 4th grader and 12.5% by the 5th grader. The range of score from 31 to 40 indicates that the students are 'extremely happy to be engaged in reading. The 4th grader scored the highest in ranking score from 21 to 30. This determines that the students are 'slightly happy to be

engaged' towards recreational reading. As or score that ranged from 11 to 20, there are 7 students or 8.8% for both 5th and 6th grader. This number shows that only 8.8% of students are 'slightly unhappy to be engaged' in reading.

Academic Reading: The 6th grader and 4th grader have the same percentage, which is 15% for "extremely happy to be engaged' for academic reading. As for the attitude that indicates 'slightly happy to be engaged' whereby students scores in a range from 21 to 30, 5th grader appeared as has the highest percentage out of all result. For the 'slightly unhappy to be engaged' attitude, the 6th grader has scored the highest.

4.2.2 Perception of Reading

NO.	Interview Questions	YES	NO
1	Do you like reading books in school?	54.5%	45.4%
2	Do you read books at home?	27.2%	72.7%
3	Do you think your friends read?	36.4%	63.6%
4	Does your friend make fun of you if you read?	18.2%	81.8%
5	Do you read because it is a task?	54.5%	45.4%
6	If a teacher asks you to read, did you read the entire task?	36.4%	63.6%
7	Are you interested in joining any book club?	63.6%	36.4%
8	Do you go to the library on your own to read?	45.5%	54.5%
9	Do you feel okay if you cannot understand what you read?	54.5%	45.5%
10	Do you know why reading is important?	72.7%	27.2%
11	Will you finish reading if you do not understand what you are reading?	9.1%	90.9%

Table 2: Interview Analysis for Students' Perception towards Reading

RQ2: What are students' perception of reading?

There are eleven questions to be answered by eleven students chosen to be interviewed to find out their perception towards reading. As seen in the table, question number 11 has the highest percentage of 'No' as the response. The question such as 'Will you finish reading if you do not understand what you are reading?' indicates that most students tend to lose their interest in reading if they do not understand the material they are reading. While the highest score for 'Yes' responses was from question number 10 'Do you know why reading is important?'. This indicates that students are aware of the importance to learn reading.

From the findings, question number 7 "Are you interested in joining any book club?" has the least percentage, which is 36.4% only responded with 'No'. This means that many of the students are interested in joining the book club and has a percentage of 63.6.

4.2.3 Student Achievement on Reading Comprehension

Participants	Reading				Comprehension				
4th Grader	E	S	M	V	Visualizes	Make inferences	Makes connection	Retell	Answer Questions
Farriel	1	1	/	/	/	x	/	/	/
Amisha	1	0	/	/	/	/	/	/	/
Hasif	0	0	/	/	/	/	/	/	/
Dania	0	0	/	/	/	/	/	/	/

Table 3: Fourth Graders' Achievement on Reading Comprehension

Participants	Reading				Comprehension				
5th Grader	E	S	M	V	Visualizes	Make inferences	Makes connection	Retell	Answer Questions
Wafa	2	0	/	/	/	/	/	/	/
Aisyah	5	0	x	/	/	x	x	x	/
Haikal	3	0	/	/	/	x	/	/	/
Marcello	4	0	x	/	/	x	x	x	/

Table 4: Fifth Grader's Achievement on Reading Comprehension

Participants	Reading				Comprehension				
6th Grader	E	S	M	V	Visualizes	Make inferences	Makes connection	Retell	Answer Questions
Aiman	2	0	/	/	/	/	/	/	/
Nazatul	3	0	x	/	/	x	x	x	/
Sharmila	2	0	/	/	/	/	x	/	/

Table 5: Sixth Grader's Achievement on Reading Comprehension

Students' achievement was as shown as in the tables for a fourth, fifth and sixth-grader. According to their results, these eleven students were selected according to their results in answering the interview questions. Based on the findings from the ERAS questionnaire, interview analysis and their achievement on reading comprehension show the correlation between their reading attitudes and perception towards reading with their reading comprehension achievement.

RQ3: What are the relationships between students' attitudes and perception regarding their reading comprehension achievement?

After scanning and analysing all the data, the researcher found that the findings determined the relationship between reading and understanding. The data also shows that there is a relationship between student perception and reading comprehension, but it does not seem obvious.

After an in-depth analysis of the data, the relationship between reading attitude and reading comprehension appears to be evident from this correlation. From this finding, it can be concluded that if a student has a positive attitude towards reading, it is reasonable to predict that the student will succeed academically. It is apparent that reading attitudes affect students' achievement in reading comprehension while students' perception towards reading does not appear as significant as students' attitudes towards reading affect reading comprehension.

There seems to be no relationship between students' perception of reading and their achievement in reading comprehension. Therefore, it can be concluded that student perception does not affect the relationship between reading and students' achievement in reading comprehension.

4.3 Summary
The negative trend that was identified between students' reading attitude and achievement in comprehension progress through school (see table 1) was obvious. Thus, a relationship between progression through elementary school, especially the fourth and fifth grades, exists. The 6th graders show a decline in reading attitudes, especially in recreational reading. That means students in sixth grade only read when assigned tasks. Therefore, it is possible to predict that as students' progress through elementary school, the relationship between reading attitude and achievement in their reading comprehension will continue to decline.

5. Conclusion
5.1 Introduction
The purpose of this chapter is to discuss and summarize the main findings after examining students 'attitudes and perceptions about reading that affect students' reading performance. The content of the chapter contains the results and effects on the improvement of teaching and learning practices in schools, especially with regard to reading skills and comprehension. This chapter also contains recommendations for further studies.

5.2 Discussion
When considering the results of this study, which contradict previous studies, it is possible that the results of this study were affected by the culture of the school where the data were collected. This school was the only primary school in the district. The school culture was one in which there were mostly Malay students, and everyone knew each other that they had been living in the same neighbourhood for the longest time. Therefore, it is expected that their attitudes and perceptions are merely similar to each other.

Finally, this research will help inform stakeholders, including teachers, school administrators, curriculum and staff development, parents and policymakers, and help to understand the relationship between academic and recreational reading attitudes and achievement of standardised reading assessments. In addition, this will provide additional information on the importance of the student's reading motivation to influence the reading attitude and may be of use in future curricular decisions based on the involvement of the lecturer. In fact, it is hoped that these findings will allow stakeholders to better meet the needs of all students.

These collective findings suggest that there is a great need today to introduce the habits of lifelong learning among students. It improves their reading attitudes, but it is also critical to their understanding of reading. This shows that one clear way to close the achievement gap and improve student performance is to increase student motivation to read. The end result is just one that cannot be ignored. When the student's reading attitude is linked to the reading interest and affects the student's performance in comprehending, the plan should include enhancing student reading behaviour or attitudes.

5.3 Implications
5.3.1 Teachers
Being a competent, successful reader is one skill teachers have been focusing on throughout the year. However, as this study has shown, there is a strong relationship between reading and academic achievement. Therefore, it is of the utmost importance that teachers try to foster a positive attitude to reading in their students.

5.4 Recommendations
Teachers could establish a programme to help their students begin to form positive reading attitudes. Teachers may help change their students' negative reading attitudes by modifying their teaching strategies. Teachers could, for example, try to make reading experiences fun, exciting and meaningful to their students.

Teachers might also try to convey to their students their interest in reading and the benefits of reading in their daily lives. Teachers have also provided a number of opportunities for their students to engage in reading activities and reading experience with many forms of literature. Over time, these positive experiences with reading and literature may have an impact on reading. There would be a positive relationship between student attitudes and perception towards reading and reading achievement in the fourth, fifth and sixth grades.

 Teachers may also try to use a reading attitude survey at the beginning of the year to assess their students' attitudes, and again at the end of the year to see if the student's reading attitudes have improved. The knowledge obtained would also be useful to the successor teachers.

5.4 Conclusion
This study aimed to gather information to better understand the factors that influence reading attitudes among the students nowadays. The research was conducted using quantitative and qualitative methods whereby students' academic and recreational reading perception was assessed using a quantitative approach. While the qualitative method was used to learn more about the factors that affected students' reading attitudes and perception towards reading.

The need to discover ways to improve the reading attitude of today's students is evident within our education system and society as a whole. Since it is recognised that the reading attitude is linked to student achievement, it is crucial that the focus

shifts to improving perception. Since the issue has risen tremendously nowadays, it is important to prioritise improving students' attitudes and perceptions of reading to determine students' success in reading comprehension.

Improving reading perception and student attitudes towards reading can positively impact student achievement in reading comprehension; thus, it definitely cannot be overlooked. This research helps to better understand the relationship between student attitudes in academic and recreational reading, student perceptions, and student achievement in reading comprehension. By understanding how these factors are associated, we could be better able to meet the needs of all students.

These results show a need to instil lifelong learning practices in students today. It not only strengthens their literacy habits but also helps them appreciate what they are reading. This demonstrates that increasing student desire to read is vital in order to boost student success in reading comprehension.

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