

The Relationship of Reading Attitude with Reading Speed and Reading Comprehension

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Abstract

Accurate and effective reading depends on several variables such as the continuation of the reading activity at a certain speed, the understanding of what is read at a certain level, and having a positive attitude towards reading. In this study, research was conducted to determine whether there is any relationship between reading attitude and reading speed, and reading comprehension. A total of 400 students from the Turkish and Classroom Teaching departments of two different universities took part in the research carried out according to the relational screening method. After determining the reading speed and comprehension levels of the students, their attitudes towards reading were taken. Obtained data were analyzed using SPSS 21 program. As a result of the research, it has been determined that there is a positive and highly significant relationship between the average reading speed and the average comprehension level, between the average reading speed and the average attitude towards reading, and between the average comprehension level and the average attitude towards reading. The results obtained were discussed together with similar results in the literature.

Keywords: Reading speed, comprehension level, reading comprehension, reading attitude.

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Introduction

Reading, which can be defined as the process of deciphering the alphabetic codes agreed upon by a certain community and gaining meaning in the mind; is a very complex process that is not natural in human life but can be acquired later, that can affect the whole life of the individual, and that provides competence in social, cultural and cognitive fields (Kesgin & Akyol, 2014). Even though knowledge continues to accumulate at this point, reading maintains its importance as one of the most frequently used skills. For this reason, reading speed and reading comprehension skills should also increase as knowledge accumulation increases rapidly. With an increase in this direction, the way to reach information in a shorter time and more effectively will be opened (Durukan, 2013). However, it should not be forgotten that the attitude towards reading is another important factor that comes into play at this point.

The attitude required for the reading skill to attain a certain quality shows a complex structure in terms of human behavior, emotions, and thoughts, the position it occupies in society, and the main material in the socialization process. Some basic concepts are effective in the formation and maintenance of this complex structure. Attitudes are among these basic concepts (Temizkan & Sallabaş, 2009). Attitudes are an important factor that directs the behavior of the individual towards the attitude object and prepares it for motivation. In this respect, attitude can be defined as a state of constant readiness that determines whether an individual will show a positive or negative emotional reaction to any object (Erden, 1995). Considering that attitude is a positive or negative reaction to reading, it is possible that individuals' developing a positive attitude towards reading progress in reading skills may have a certain effect on reading speed and reading comprehension.

Another essential component of fluent reading is reading speed. Reading speed is frequently measured in fluent reading studies. The correct reading of words helps students to increase their reading speed. The correct reading is an important threshold for comprehension and has a direct impact on reading speed. Thanks to repetitive readings, the progressive reading speed makes reading an automatic skill. At this stage, reading takes on a spontaneous structure (Samuels, 1979). Automation is generally used to express tasks that are easily performed without much effort (Deeney, 2010). Automating a skill means that it is done at a certain pace, in a certain rhythm.

Reading skill is divided into three reading aloud, reading silently, and reading poetry aloud. (MEB, 2011). In silent reading, the process that begins with the eye's recognition of the text is completed with the memory's interpretation of what is read. The voice, vocal cords, tongue, ear, and sound waves, which are called vocal organs, do not take part in this process. Although it is the most used type of reading, it helps the individual to read and learn by himself, to work, and use his time

more effectively. In this type of reading, the speed of reading increases, and the level of comprehension increases (Güneş, 2000).

Reading aloud is the expression of the codes that are received by the eye and transmitted to the memory with speech organs in the context of the meaning attributed to the writing. The purpose of this type of reading is to provide individuals with reading skills by the rules of their mother tongue. In addition, with this type of reading, the individual learns to use his language by the rules (Aktaş & Gündüz, 2009). Reading speed is the time it takes to see the word and recognize it (decode it) and read it aloud or silently (Baştuğ & Akyol, 2012). In this sense, reading speed is important in both oral reading and silent reading. The fact that the reading speed is at a certain speed and in a certain rhythm directly contributes to the automation of the reading skill and makes reading a meaningful skill.

In order to ensure that reading achieves its purpose, one of the factors that must exist besides reading speed is comprehension. In reading comprehension, there are different skills such as establishing relationships between words, sentences, and paragraphs, comprehension, analysis, synthesis, evaluation, and interpretation (Coşkun, 2002). There are some studies in Turkey and abroad on whether there is a relationship between "reading speed" and "reading comprehension", which are two important concepts in the reading process (Akçamete, 1980; Sticht, 1984; Akçamete & Güneş, 1992; Dökmen, 1994; Dedeşali, 2008; Bozan, 2012; Kaçar, 2015; Kurudayıoğlu & Soysal, 2015; Yalçın, Erdoğan Çeltik & Altınok, 2017; Mergen, 2019; Durukan, 2020; Yalçın Akkaş, 2021). In these studies, it has been found that there are links in different directions (positive and negative) between reading speed and reading comprehension skills. These studies focused on the increase in reading speed and reading comprehension level with the reading methods and techniques learned as a result of a certain education, as well as the relationship between reading speed and comprehension rate, but reading attitude was not questioned as a third variable. While there is no study on the relationship between reading attitude and reading speed in the literature, there are few studies that question the relationship between reading attitude and reading comprehension skills (Çakıcı, 2005; Şeflek Kovacıoğlu, 2006; Sallabaş, 2008; Karabay & Kayıran, 2010; Ünal, 2012; Ürün Karahan & Taşdan, 2016; Dwie Agustiani, 2017; Ahmad and Yamad, 2021) were reached. In this study, unlike previous studies, the relationship between reading speed, reading comprehension, and reading attitude was examined, and it was examined whether students with high reading speed and reading comprehension level also had high attitudes towards reading. In the study, the participants were not given any training on reading, the application was carried out on the current reading speeds and comprehension levels of the participants. The starting point of the study is that if the reading attitude is related to reading speed and reading comprehension, studies on reading attitude should not be considered separately from reading speed and reading comprehension skills. It is predicted that the

results obtained in the study will be the source of new studies to be done. In this context, the questions sought to be answered in the research are as follows:

- Is there a relationship between reading speed and reading comprehension?
- Is there a relationship between reading speed and attitude towards reading?
- Is there a relationship between reading comprehension and attitude towards reading?

Method

Research Design

In this study, the relational survey model, which is one of the general survey models from quantitative research methods, was used. The scanning model is the whole of the processes that describe a past or present situation as it exists, applied for the realization of learning and the development of desired behaviors in the individual. In the general scanning model, in a universe consisting of many elements, the whole universe or a group of samples or samples to be taken from it are scanned to make a general judgment about the universe. A relational screening model is a screening approach that aims to determine the existence of co-variation between two or more variables. In the relational screening model, it is tried to determine whether the variables change together, and if there is, how this happens (Karasar, 2011).

Participants

The research was carried out with 1st, 2nd, 3rd, and 4th-grade teacher candidates studying in the Turkish Language Teaching and Classroom Teaching programs of two education faculties in the Central Anatolia Region and the Western Black Sea Region in the 2021-2022 academic year. In this study, it was deemed appropriate to work with students studying in the field of Turkish Language Teaching and Classroom Teaching, since the relationship between reading attitude and reading speed, and reading comprehension was questioned. 400 pre-service teachers took part in the study, which was carried out using the purposive sampling method. Balcı (2010) stated that in purposive sampling, the researcher uses his judgment about who will be selected, and he chooses those who are most suitable for the research. The participant information in the research is as follows:

Table 1. Information about the participants in the study

Department	Grade Level	Number of Students
Turkish Language Teaching	1	50
	2	50
	3	50
	4	50
Classroom Teaching	1	50
	2	50
	3	50
	4	50
Total		400

Of the 400 participants in Table 1, 50 students at each grade level were selected as a sample. 200 students from the Department of Turkish Language Teaching and 200 students from the Department of Classroom Teaching took part in the study. 169 of the participants are male students and 231 are female students.

Procedure

In the research, first of all, the reading texts and reading comprehension tests to be used in the applications were determined. Then, the participants were informed in detail about the application to be made. The application was carried out in three separate sessions, one week apart. In the first session, a narrative text was read to the students and they were provided to solve the multiple-choice tests related to this text. In the second session, an informative text was read to the same students and they were allowed to solve the multiple-choice tests related to this text. While the students were solving the tests, they answered without looking back at the text. The averages of the students' reading speeds and reading comprehension achievement levels obtained from two different texts were taken. In the third session, the reading attitudes of the same students were taken through the reading attitude scale.

The texts read during the application process were previously reproduced by the researcher and distributed to the participants before the application. The students started to read the text at the same time by silent reading and the reading time of each student who finished was recorded in seconds by the researcher. After the reading process was completed, the reading comprehension questions were distributed and the application was completed with the solution to the questions. The same process was carried out for both the narrative and the informative text, at one-week intervals. At the last stage, the applications were completed with the completion of the attitude scale towards reading.

Data Collection Process

The data collection process of the study covers three weeks in October 2021. The process was completed by reading the narrative text and solving the questions related to this text in the first week of October, reading the informative text and solving the questions related to this text in the second week, and filling out the attitude scale toward reading in the third week. The schematic view of the data collection process is as follows:

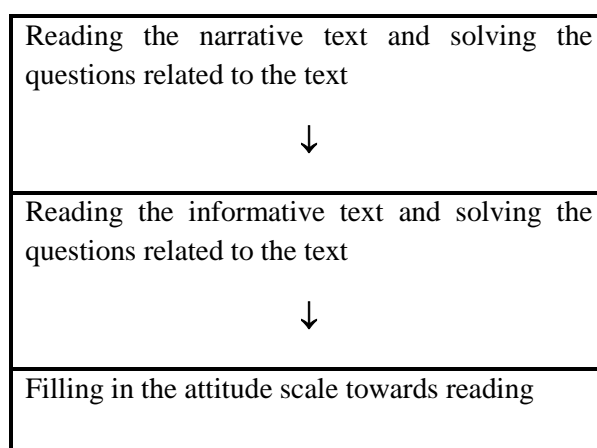


Figure 1. The data collection process of the study

Data Collection Tools

In the research, narrative and informative texts and reading comprehension tests related to these texts as well as an attitude scale towards reading were used as data collection tools.

Narrative and Informative Texts

The texts used in the research were taken from the section of "Reading Comprehension Scales: Secondary Education-Higher Education Level" of Karatay's (2018) "Reading Education Theory and Practice", depending on the permission of the author. While there are 1968 words in the narrative text, there are 1388 words in the informative text. In the selection of the texts, it was taken into account that they were suitable for the level of the student.

Reading Comprehension Tests

Reading comprehension tests are included in the relevant source (Karatay, 2018) as questions related to the text right after the texts. Reading comprehension tests, which are multiple-choice questions, consist of twenty-five questions each. The validity and reliability studies of the tests have been carried out, which has been the reason for the preference for their use in this study.

Attitude Scale Towards Reading

The "Attitude Towards Reading" scale used in the research is a study by Sarar Kuzu and Doğan (2015). The scale was chosen for use in this study with the written permission of the first author. The fact that the scale was prepared for university students is also an important reason for preference.

Data Analysis

After obtaining data from prospective teachers of two different universities in the study, the data were analyzed using the SPSS 21 package program. The information obtained is presented in tables with detailed explanations under the title of "Findings" of the study.

Findings

To evaluate the data obtained from the measurement tools used in the study group of the research, first of all, their normal distribution was examined, and then the appropriate analysis technique was decided. Accordingly, before the comparison of the scores, the normality test was performed to determine the statistical technique. According to the normality test results, parametric or non-parametric statistical techniques were used for comparison. The results of the normality analysis regarding the test scores of the students are presented in Table 2.

Table 2. Normality distribution of reading speed, comprehension level, and reading attitude scores

Substances	Skewness Value	Kurtosis Value
Reading speed	,273	,173
Reading comprehension level	-,525	2,449
Attitude toward reading	,065	-1,921

Looking at Table 2, it is seen that the skewness and kurtosis values in the normality distribution test are between -3 and +3. Therefore, it was determined that the data obtained in the study were normally distributed, and parametric tests were used in the analyzes performed. After the normality findings, a Pearson correlation analysis was conducted for the relationships between reading speed, comprehension level, and attitude towards reading, and the data obtained are presented in Table 3.

Table 3. Pearson correlation analysis results for the relationships between reading speed, comprehension level, and attitude toward reading

		Reading speed average	Reading comprehension level average	Average attitude towards reading
Reading speed average	Pearson Correlation	1	,746**	,665**
	Sig. (2-tailed)		,000	,000
	N	400	400	400
Reading comprehension level average	Pearson Correlation	,746**	1	,644**
	Sig. (2-tailed)	,000		,000
	N	400	400	400
Average attitude towards reading	Pearson Correlation	,665**	,644**	1
	Sig. (2-tailed)	,000	,000	
	N	400	400	400

*p<,05

As a result of the Pearson correlation analysis, it was determined that there was a positive and highly significant relationship between the mean reading speed and the mean comprehension level ($r=.746$; $p<.05$). Similarly, a positive and highly significant relationship was found between the average reading speed and the average attitude towards reading ($r=.665$; $p<.05$). In addition, it was determined that there was a positive and highly significant relationship between the mean comprehension level and the mean attitude towards reading ($r=.644$; $p<.05$). According to the findings, it is seen that students with high reading speed and comprehension have a positive attitude towards reading. Another analysis made within the scope of the research is the independent group's t-test regarding the difference between the gender variable and the reading speed, comprehension level, and reading attitude scores. The data obtained are presented in Table 4.

Table 4. Independent group's t-test results regarding the difference between gender variable and reading speed, comprehension level, and reading attitude scores

	Gender	N	Av.	sd	se	df	t	p
Reading speed	Male	169	159,90	24,16	2,318	398	,262	,233
	Female	231	159,29	21,93				
Reading comprehension level	Male	169	68,33	11,24	1,211	398	,109	,542
	Female	231	68,19	12,46				
Attitude towards reading	Male	169	124,71	23,09	2,352	398	-,158	,807
	Female	231	125,08	23,34				

* $p<.05$

As a result of the analysis, it was found that the scores of reading speed, comprehension level, and attitude towards reading did not differ significantly according to the gender variable ($p>.05$). Therefore, the reading speed, comprehension level, and reading attitude scores of male and female students did not statistically differ according to gender groups. Another analysis is the independent group's t-test regarding the difference between the department variable and the scores of reading speed, comprehension level, and attitude towards reading. The data obtained are presented in Table 5.

Table 5. Independent group's t-test results regarding the difference between the department variable and the scores of reading speed, comprehension level, and attitude toward reading

	Department	N	Av.	sd	se	df	t	p
Reading speed	Turkish Language Teaching	200	158,90	23,35	2,289	398	-,568	,106
	Classroom Teaching	200	160,20	22,41				
Reading comprehension level	Turkish Language Teaching	200	68,98	12,08	1,194	398	1,214	,025*
	Classroom Teaching	200	67,53	11,79				
Attitude towards reading	Turkish Language Teaching	200	125,22	23,48	2,324	398	,803	,250
	Classroom Teaching	200	124,64	22,99				

* $p<.05$

As a result of the analysis, it was revealed that the scores of reading speed and attitude towards reading did not differ significantly according to the department variable ($p > .05$). Therefore, the reading speed and reading attitude scores of Turkish Language Teaching and Classroom Teaching students did not statistically change according to the department groups. On the other hand, it was revealed that the comprehension level scores differed significantly according to the department variable ($p < .05$). Therefore, the comprehension level scores of Turkish and Classroom Teaching students changed statistically according to the department groups, and the mean level of comprehension of female students was higher than that of male students (Female: 68.98; Male: 67.53). Another analysis conducted within the scope of the research is the one-way analysis of variance (ANOVA) regarding the differences between the class variable and the reading speed, comprehension level, and reading attitude scores. The results obtained are presented in Table 6.

Table 6. One-way analysis of variance (ANOVA) results regarding the differences between the grade variable and the scores of reading speed, comprehension level, and attitude towards reading

		Sum of squares	df	Mean of squares	F	Sig.
Reading speed	Between groups	131866,544	3	43955,515	226,356	,000*
	In-group	76898,246	396	194,187		
Reading comprehension level	Between groups	33134,771	3	11044,924	183,440	,000*
	In-group	23843,219	396	60,210		
Attitude towards reading	Between groups	145867,157	3	48622,386	278,457	,000*
	In-group	69146,883	396	174,613		

* $p < ,05$

As a result of the analysis, it was revealed that the scores of reading speed, comprehension level, and attitude towards reading differed significantly according to the grade level [$p < ,05$]. As a result of the one-way analysis of variance (ANOVA) performed in Table 4, statistically, significant differences were obtained between the reading speed, comprehension level, and reading attitude scores of the class variable groups ($F(3-396)=226,356$; $p=.000$). To determine the source of these significant differences, the Tukey Test, one of the multiple comparison tests, was applied and the results of the test are given in Table 7.

Table 7. Tukey test results regarding the differences between the grade level variable and the scores of reading speed, comprehension level, and attitude towards reading

Independent variable	(I) Class	Average	(J) Class	Average difference	p.
Reading speed	1st-grade	140,72	2nd-grade	-1,39844	,893
			3rd-grade	-36,10376*	,000
			4th-grade	-37,80664*	,000
	2nd-grade	142,12	1st-grade	1,39844	,893
			3rd-grade	-34,70532*	,000
			4th-grade	-36,40820*	,000
	3rd-grade	176,82	1st-grade	36,10376*	,000
			2nd-grade	34,70532*	,000
			4th-grade	-1,70288	,823
	4th-grade	178,52	1st-grade	37,80664*	,000
			2nd-grade	36,40820*	,000
			3rd-grade	1,70288	,823
Reading comprehension level	1st-grade	60,05	2nd-grade	1,77658	,369
			3rd-grade	-17,69570*	,000
			4th-grade	-16,86216*	,000
	2nd-grade	58,28	1st-grade	-1,77658	,369
			3rd-grade	-19,47227*	,000
			4th-grade	-18,63874*	,000
	3rd-grade	77,75	1st-grade	17,69570*	,000
			2nd-grade	19,47227*	,000
			4th-grade	,83353	,873
	4th-grade	76,92	1st-grade	16,86216*	,000
			2nd-grade	18,63874*	,000
			3rd-grade	-,83353	,873
Attitude towards reading	1st-grade	107,76	2nd-grade	3,74217	,189
			3rd-grade	-34,63558*	,000
			4th-grade	-37,67880*	,000
	2nd-grade	104,02	1st-grade	-3,74217	,189
			3rd-grade	-38,37776*	,000
			4th-grade	-41,42097*	,000
	3rd-grade	142,39	1st-grade	34,63558*	,000
			2nd-grade	38,37776*	,000
			4th-grade	-3,04322	,364
	4th-grade	145,44	1st-grade	37,67880*	,000
			2nd-grade	41,42097*	,000
			3rd-grade	3,04322	,364

*p<,05

Considering the findings in Table 7, significant differences were observed between grade level variables and reading speed scores between grade 1, grade 3, and grade 4 [p<,05]. Accordingly, it was concluded that the reading speed scores of the 1st-grade students were significantly lower than the reading speed scores of the 3rd and 4th-grade students. At the same time, significant differences were determined between the 2nd-grades and the 3rd and 4th-grades. According to these results, it was concluded that the reading speed scores of the 2nd-grade students were significantly lower than the reading speed scores of the 3rd and 4th-grade students.

According to Table 7, there were significant differences between the grade level variable and the comprehension level scores between the 1st-grade and the 3rd and 4th-grades [p<,05].

Accordingly, it was concluded that the comprehension level scores of the 1st-grade students were significantly lower than the 3rd and 4th-grade students' comprehension levels. At the same time, significant differences were determined between the 2nd grades and the 3rd and 4th grades. Accordingly, it was concluded that the comprehension level scores of the 2nd-grade students were significantly lower than the 3rd and 4th-grade students' comprehension level scores.

According to Table 7, there were significant differences between the grade level variable and the reading attitude scores between the 1st-grade, the 3rd-grade, and the 4th-grade [$p < .05$]. Accordingly, it was concluded that the 1st-grade students' attitude scores towards reading were significantly lower than the 3rd and 4th-grade students' attitude scores toward reading. At the same time, significant differences were determined between the 2nd-grades and the 3rd and 4th-grades. According to these results, it was concluded that the reading attitude scores of the 2nd-grade students were significantly lower than the 3rd and 4th-grade students' attitude scores towards reading.

Discussion, Conclusion and Recommendations

According to the results obtained in this study, in which the existence of a relationship between reading attitude and reading speed, and reading comprehension was questioned, it was determined that there was a positive and highly significant relationship between the average reading speed and the average comprehension level. This result has been found in studies that found a positive relationship between reading speed and comprehension level in the literature (Akçamete & Güneş, 1992; Bozan, 2012; Dedeali, 2008; Dökmen, 1994; Erbaş, 2021; Kaçar, 2015; Kurudayıoğlu & Soysal, 2015; Mergen, 2019; Sticht, 1984; Yalçın, Erdoğan Çeltik & Altınok, 2017; Yalçın Akkaş, 2021; Yen, 2012) are similar to the results obtained. While these studies argue that there is a positive relationship between reading speed and comprehension level, Akçamete (1980) and Durukan (2020) did not find a positive relationship between reading speed and comprehension level.

In the study, it was determined that there was a positive and highly significant relationship between the average reading speed and the average attitude towards reading. At the same time, it has been determined that there is a positive and highly significant relationship between the mean comprehension level and the mean attitude towards reading. This result is compatible with the result of Ünal's (2012) study that found a high level and significant relationship between students' reading attitudes and their reading comprehension levels. In another study, Karabay and Kayıran (2010) determined that there is a significant relationship between students' reading comprehension skills and their attitudes towards reading. The studies of Şeflek Kovacıoğlu (2006) are also similar to the results of this study. Sallabaş (2008), Dwie Agustiani (2017), and Ahmad and Yamad (2021) revealed in their studies that students' reading attitudes and their reading comprehension skills are correlated at a low level. However, in the studies of Çakıcı (2005), Ürün Karahan and Taşdan (2016), it was

determined that students' attitudes towards reading did not predict reading comprehension, and it was stated that this might be related to the diversity of the sample and the development of the skill to be measured.

Another result obtained in the study is that the scores of reading speed, comprehension level, and attitude towards reading do not differ significantly according to the gender variable. Similarly, reading speed and reading attitude scores did not differ significantly according to the departments of the students. The mean level of understanding of the female students in the study was higher than the male students. This result can be found in similar studies in the literature (Wang & Guthrie, 2004; Anılan, 2004; Güngör & Açıkgöz, 2005; Ateş, 2008; Sallabaş, 2008; Temizyürek, 2008; Balcı, 2009; Yıldız, 2010; Katrancı & Kuşdemir, 2016; Altunkaya, 2017; Türkben & Gündeger, 2021) female students' reading comprehension mean scores are higher than that of male students, which is consistent with the results. However, in this study, there was no difference between male and female students in terms of reading attitude. While this result is similar to the studies of Akyol (2005) and Suna (2006), there are significant differences between male and female students' reading attitudes (Mckenna, Kear & Ellsworth, 1995; Küçük, 1998; Güngördü, 2006; Sallabaş, 2008; Anastasiadou, 2009; Balcı, 2009; Kush & Watkins, 2010; İşeri, 2010 and Ünal, 2012) differ with studies.

According to the results obtained in the analyzes made in terms of the class variable, it was revealed that the scores of reading speed, comprehension level, and attitude towards reading between 1st and 2nd-grade students and 3rd and 4th-grade students differed significantly according to grade level. Reading attitudes of 3rd and 4th-grade students are significantly higher than 1st and 2nd-grade students' reading attitudes. This can be explained by the fact that as the classes progress, the lessons related to the mother tongue increase, the experience in reading increases, the number of content read increases, and the development of a reading culture has reached a higher level. In a similar study conducted at the primary school level (Özdemir & Kiroğlu, 2021), it was concluded that as the grade level increases, the attitude toward reading increases. In other studies (McCoy et al., 1991; Hayes, 2000; Keleş, 2006; Suna, 2006; İşeri, 2010; Baş, 2012), it was found that the attitude toward reading progressed negatively as the grade level increased. This can be explained by the different study groups. Because it is normal for there to be a difference between the reading culture developed by middle school and high school students and the reading culture of university 3rd and 4th-grade students. The fact that this study worked with Turkish and classroom teacher candidates who will specialize in mother tongue education may also help in explaining the difference between this study and other studies in the literature.

Considering the relationship between reading attitude and reading speed and reading comprehension, studies on reading in educational environments should not be considered independent

of reading attitude. Reading speed and reading comprehension are very important in terms of developing reading habits and being an active reader. However, based on the results obtained in this study, reading speed and reading comprehension studies should be considered as a whole, not separately from reading attitude. In addition, the fact that environmental factors are also effective in reading comprehension (Çiğdemir & Akyol, 2022) should be taken into consideration.

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