



# The Attitudes of EFL Undergraduate Students in Yogyakarta toward Academic Reading

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## Abstract

As academic reading could not be separated from undergraduate students' educational routine, the attitude toward academic reading is very pivotal. This is due to the attitudes that could indicate the students' tendency to be engaged in a reading activity and vice versa. In this study, the EFL undergraduate students' attitude toward academic reading was investigated. The research questions in this study were "What are EFL students' attitudes toward academic reading?" and "Why do the EFL students have such attitudes toward academic reading?". Mixed-method was deployed as the method in this study. A quantitative survey was conducted with a qualitative interview as the follow-up. The study showed that the student's attitude toward academic reading was neutral. There was no strong dislike towards academic reading and the students also had no strong feeling about the enjoyment of academic reading ( $2.34 \leq \bar{x} \leq 3.66$ ). Factors affecting the students' academic reading attitudes encompassed the importance, the difficulty level, and the topic of the text, as well as the result obtained from reading the academic text.

**Keywords:** academic reading; attitudes; reading attitudes

## Introduction

Reading is a way of gathering information related to issues that happen around the readers. Hunt (2004) stated that "reading is a process shaped partly by the text, partly by the reader's expectations and habits and knowledge, and partly by the situation the reading occurs in" (p. 138). It depicts that the information gained from the reading activity is affected not only by the content of the book but also by the

readers' condition i.e. the background knowledge, the reading environment, and the feeling.

The first-semester students of the English Language Education Study Program (ELESP), Sanata Dharma University, Yogyakarta begin English learning by receiving basic English knowledge skills to be able to follow the learning process in the following semesters. Afterward, the students would learn advanced English skills and also the knowledge of how to teach English. Reading skill is one of the foundations of the learning process. The development of reading skills makes each semester important. At the end of the semester, conducting research is a requirement for the students to graduate from the university. Despite the knowledge given by lecturers, conducting research is not enough by only receiving materials from class. Besides, students should be aware of what is happening in from various points of view related to the problems and the research that has been conducted by other researchers. Those educational issues could be figured out by reading academic journals and articles related to education from experts. The importance of academic reading for fourth-year students is depicted in the need of gathering information for conducting the research, as stated by Sengupta (2002, p. 3) who defined academic reading as "purposeful and critical reading of a range of lengthy academic texts for completing the study of specific major subject areas."

The fact that reading skills had been taught during the learning in the first semester until the fifth semester, reading is supposed to be constructed as a habit. However, students possessed different attitudes toward reading even though reading was a crucial skill for their study. They seemed to find academic reading as a barrier to their success rather than an opportunity to develop reading skills. According to Joly (2007), reading attitude is defined as "a set of feelings about reading that determines student's adhesion or withdrawal when faced with reading situations" (p. 52). This shows that reading attitude affects students' willingness to read. Thus, the writers decided to undertake the study of the fourth-year students' attitudes toward academic reading.

Previous studies about reading attitudes had been conducted by some researchers. Endris (2018) inquired about the way extensive reading influenced EFL learners' reading attitudes and comprehension. In the long term, extensive reading was indicated to help students have a better reading attitude. On the other hand, (Park, 2020) compared EFL students' reading attitudes toward extensive and intensive reading. Similarly, the extensive reading resulted in a positive attitude. Distinctly, Mellit et al. (2019) investigated attitudes toward literary reading which yielded in the EFL learners' negative attitudes. In the general reading case, al Nazhari et al. (2016) discovered that students had a high awareness of the importance of English reading for their future. Also, Astriningsih and Mbato (2019) found that

college students understood the concept of critical thinking in reading, but were not yet able to implement the strategy in the reading activity. Although teachers could help students in developing their learning process with self-regulation (Mbato, 2013), those researchers depicted the fact that good English reading habit was not well promoted among students.

Even though research regarding attitudes toward reading had been conducted in previous studies, most of the research comprised extensive readings, literary reading, and reading in general. However, the number of studies inquiring about reading attitudes specifically toward academic reading was not as adequate. Therefore, this study was conducted to enrich the study regarding attitudes toward academic reading. The study aimed to investigate the EFL undergraduate students' attitudes toward academic reading. This research focused on the following research questions: (1) What are EFL undergraduate students' attitudes toward academic reading? and (2) Why do these students have those attitudes?"

### ***Reading***

In learning English, reading is one of the skills needed to be mastered. According to Setiawan (2012), reading needs to be mastered by everyone as a basic skill since it develops intellectual capacity and thinking skills well. It shows that reading is an important part of learning. In widening knowledge, the first step that could be done is reading. It opens the path to new lore and self-improvement.

Reading activity is not bounded by places and times. It could be done anywhere and anytime to have a break from a tiring activity. It could also become a place where the readers find information and knowledge. Grabe and Stoller (2002) supported the idea with the statement, "reading can be thought of as a way to draw information from a text and to form an interpretation of that information." (p. 4) Gaining information and also forming exegesis from the reading are the things that make reading beneficial. Hence, reading is a very crucial activity for living in the era of change which always brings something new to be learned.

### ***Attitude***

According to Hancock (1972) attitude is "learned behavior, and, consequently, can be changed from negative to positive by activities and experiences which are perceived to be meaningful by the learner" (p. 146). It is clearly stated that attitude is not unchangeable, but it could be learned and improved from a negative into a positive attitude through meaningful experiences. In line with Hancock's statement, Astriningsih and Mbato, (2019) also noted that students who reflect and are aware of their negative attitudes are believed to be better in their attitude (p. 112). The relation between attitude and behavior is also pointed out by Senemoglu (2004) who said that "attitude is an internal situation that is acquainted and has an effect on the selection of behavior" (p. 419). Different attitude shows different action that leads to a particular behavior.

Another view about attitudes based on Conrey and Smith (2007) is "attitudes are nothing more than people's likes and dislikes, ... it turns out that people's likes and dislikes make up a large part of who they are and what they do." (p. 718). In the beginning, Conrey and Smith (2007) depicted that attitudes are simply about one's preferences. The preferences yield a deeper understanding of the person.

### ***Reading Attitude***

Reading attitude could be defined as likes and dislikes towards reading. Alexander and Filler (1976) defined reading attitude as "a system of feelings related to reading which causes the learners to approach or avoid the reading situation" (as cited in McKenna, 2001, p. 132). It appears that the attitude toward reading can lead to a willingness to read and a reluctance to read. Similarly, Martínez et al. (2008) stated that reading attitude is defined as the feeling about reading. It results in the adoption or avoidance of positive reading habits. The statements approve Mathewson's (2005) statement that "attitude toward reading includes evaluations of content and purpose, feelings about engaging in a particular kind of reading, and action readiness for initiating or sustaining reading activity" (p. 1136). Moreover, Taghizadeh and Khalili (2019) found that attitudes toward academic reading comprised:

"(a) the global value the learners placed on the academic reading was the most frequent factor in their attitude towards academic reading; (b) the breadth and depth of vocabulary knowledge were the statistically significant contributors to academic reading, while the contribution of attitude to academic reading was not statistically significant; and (c) 'weak vocabulary knowledge was the most frequent problem reported by the learners.'" (p. 1811)

There are characteristics for students who have negative or positive attitudes toward reading. According to (Sainsbury & Schagen, 2004), students with a negative reading attitude tend to have less desire to read on their own and tend to do less meaningful reading. It depicts that those with negative reading attitudes read-only, for the obligatory task and do not read for deeper information. Regarding the positive reading attitude, Kocaarslan (2016) noted that people with a more positive reading attitude will have better engagement in reading activities. A positive reading attitude is shown in the student's interest in reading. Those characteristics differentiate positive and negative reading attitudes.

According to McKenna and Kear (1990), reading attitude consists of two aspects. The first aspect is the attitude toward recreational reading. The second one is the attitude toward academic reading. Attitude toward recreational reading is related to the feeling of reading which the purpose is for pleasure. Besides, attitude toward academic reading is the feeling that is shown related to academic texts.

### ***Academic Reading***

Academic reading is reading that focuses on learning something or finding new information. The readings used in academic reading are material books, journals, chapter books, articles, a thesis, or other scientific texts. Reading academic texts makes the readers question the information from the reading and process it to be related to real life. Sengupta (2002) defined academic reading as "purposeful and critical reading of a range of lengthy academic texts for completing the study of specific major subject areas." (p. 3). It depicts the significance of academic reading in finishing studies.

Reading academic text requires more critical thinking and knowledge. Astriningsih and Mbato (2019) noted that the importance of critical thinking in reading is well promoted among students, but the environment should also support students to develop their critical reading skills (p. 98). Sohail (2016) explained that academic texts are "challenging as they have philosophies which are expressed in a complex language and may include challenging words and sentences." (p. 116) Thus, one reading can lead to another reading which helps the readers to know and understand what is inside the reading. Leki (2012) supported the statement by emphasizing that "academic reading involves a wide and exhaustive reading of texts, which are subject explicit and include a thorough amalgamation of data from various resources" (p. 88).

## **Method**

In conducting the research, the employed method was mixed-method. According to Cohen et al. (2018), "mixed-method research (MMR) focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies." (p. 32). Therefore, qualitative and quantitative methods were combined in this research to answer the research questions. The qualitative data were collected after gathering the quantitative data as the follow-up of the result of the quantitative data.

Two research instruments were employed Questionnaire and an Interview. Questionnaires were chosen to collect students' data related to their attitudes toward academic reading. It was due to the ability of closed-ended questionnaires that allowed the data to be analyzed statistically (Cohen et al., 2018). Options in the closed questions were made based on the Likert scale which consisted of five points. They were "strongly disagree", "disagree", "neutral", "agree", and "strongly agree". Descriptive statistics analysis was conducted by finding the mean, percentage, and standard deviation of the data.

An interview was conducted after the data from the questionnaire was obtained. The interview data were analyzed through thematic analysis. In the process, the interview result was transcribed into text. Afterward, the similarities and differences were identified and analyzed. Lastly, the script was interpreted according to the theme's pattern (Braun & Clarke, 2006).

For the questionnaire, the participants were the eighth-semester 30 students from the English Language Education Study Program of Sanata Dharma University, Yogyakarta, Indonesia. They were selected using purposive sampling as the representatives of fourth-year students in their thesis class (Ary et al., 2010). For the interview, six participants were selected based on their questionnaire mean scores. Those students were chosen to represent the students with the highest, middle, and lowest scores from the questionnaire result.

**Results and Discussion**

***Students’ Attitudes toward Academic Reading***

This part of the section answers the first research question, which is “What are EFL undergraduate students’ attitudes toward academic reading?”. The quantitative data were collected using an academic reading questionnaire. Five points Likert scale was used as the measurement instrument with descriptive statistics analysis as the data analysis technique. The presented data was the mean, percentage, and standard deviation. Tables were used to help in understanding data.

*Table 1. The Data Result of Students’ Attitudes toward Academic Reading*

No.	Questions	n	Option					Mean (Range)	σ
			1	2	3	4	5		
S1	I enjoy reading academic journals.	30	-	3	12	13	2	3.47	0.763035
			-	10.00%	40.00%	43.33%	6.67%	(Neutral)	
S2	I enjoy reading books for my thesis references.	30	-	1	8	18	3	3.77	0.667499
			-	3.33%	26.67%	60.00%	10.00%	(Positive)	
S3	I enjoy reading academic journals, so I do not procrastinate to do it.	30	-	5	17	6	2	3.17	0.778175
			-	16.67%	56.67%	20.00%	6.67%	(Neutral)	
S4	I prefer reading academic material to reading for pleasure.	30	1	14	6	8	1	2.8	0.979796
			3.33%	46.67%	20.00%	26.67%	3.33%	(Neutral)	
S5	I go to the library to find and read academic	30	2	5	8	10	5	3.37	1.139688
			6.67%	16.67%	26.67%	33.33%	16.67%	(Neutral)	

	materials.								
S6	I spend a lot of time reading academic materials.	30	3	6	13	7	1	2.9	0.978093
			10.00%	20.00%	43.33%	23.33%	3.33%	(Neutral)	
S7	I read academic materials in my spare time.	30	1	9	12	7	1	2.93	0.897527
			3.33%	30.00%	40.00%	23.33%	3.33%	(Neutral)	
S8	When my lecturer tells me to read academic texts, I do so.	30	-	4	3	17	6	3.83	0.897527
			-	13.33%	10.00%	56.67%	20.00%	(Positive)	
S9	I usually do not stop reading an academic text in the middle. I keep on reading until the end of the academic text.	30	1	11	7	8	3	3.03	1.079609
			3.33%	36.67%	23.33%	26.67%	10.00%	(Neutral)	
S10	I like to learn things that I need to know through reading academic books.	30	-	1	7	16	6	3.9	0.746101
			-	3.33%	23.33%	53.33%	20.00%	(Positive)	
Mean Score of attitudes toward academic reading								3.32	
								(Neutral)	

Students' responses to the academic reading attitudes questionnaire are summarized in Table 1. Ten statements had been asked of thirty participants. As explained in chapter two, the participants were fourth-year students of ELESF Sanata Dharma University. Each statement described a positive attitude toward academic reading. The more students agreed with the statement, the more positive the students' attitude toward academic reading.

In the first statement, 13 students (43.33 %) agreed that they enjoyed reading academic journals (S1), only two of them (6.67%) strongly agreed with the statement, and 12 students (40%) were neutral toward the statement. The disagreement with the first statement was expressed by three students (10.00%). The mean was 3.47, which was classified into neutral attitudes toward academic reading.

On the other hand, more than half of the students (18 / 60%) agreed with the second statement (S2; the enjoyment in reading books for students' thesis

references). There were three strong agreements (10.00%), eight neutral responses (26.67%), and only one disagreement (3.33%). A positive attitude was shown in the second statement responses by the reason of the mean score that was 3.77. It belonged to the positive range.

Enjoying reading academic journals and enjoying reading for thesis reference (S1 and S2) indicated a good attitude toward academic reading. It was supported by Alexander and Filler (1976) who defined reading attitude as “a system of feelings related to reading which causes the learners to approach or avoid the reading situation” (as cited in McKenna, 2001, p. 132). Hence, students who agreed with the first and second statements possessed a positive attitude toward academic reading.

Different from the second statement, the student's responses to the third statement (S3; I enjoy reading academic journals, so I do not procrastinate to do it) was mostly neutral (17 / 56.67%). Six students (20.00%) agreed and two students (6.67%) strongly agreed with the statement. There were five disagreements (16.67%) among the responses. 3.17 as the mean score exhibited a neutral attitude toward academic reading. Since reading attitude is the feeling about reading that results in the adoption or avoidance of positive reading habits (Martínez et al., 2008), the enjoyment of reading and the habit of not procrastinating reading academic journals portrayed the positive reading attitude.

Reading attitude consists of two aspects. The first aspect is the attitude toward recreational reading. The second one is the attitude toward academic reading (McKenna & Kear, 1990). The students' enjoyment of academic reading more than reading for pleasure was shown in the fourth statement (S4). Only eight students (26.67%) agreed and one student (3.33%) strongly agreed that they enjoyed academic reading more than reading for pleasure (S4). Six students chose neutral in responding to the statement. Wherefore, in the statement (S4), the majority of the students (14 / 46.47%) chose to disagree, and there was one student (3.33%) who strongly disagreed. Although most of the students disagreed with the statement, the student's attitude was grouped into the neutral attitude, because the mean score was 2.8.

The next statement's responses (S5) showed that 10 students (33.3%) agreed and 5 students (16.67%) strongly agreed that they went to the library to find and read academic materials. Eight students (26.67%) were neutral, five students (16.67%) disagreed, and two students (6.67%) strongly disagreed with the statement. Having 3.37 as the mean score classified the attitude into a neutral attitude toward academic reading.

Students who had a negative attitude about reading were less likely to read voluntarily and would read less overall than their reading-positive companions (Sainsbury & Schagen, 2004). Spending much time reading academic materials (S6),

reading academic materials in my spare time (S7), and doing the academic reading task from the lecturer (S8) showed the voluntariness of the students. But, the sixth and seventh statements' responses were classified as a neutral reading attitude. It was due to the mean scores of 2.9 (S6) and 2.93 (S7). Differently, from the eighth statement, the positive attitude toward academic reading was shown with a mean score of 3.83. The detail is in the next three paragraphs.

The majority of the students (13 / 43.33%) were neutral towards the sixth statement (S6). There was one strong agreement (3.33%), seven agreements (23.33%), six disagreements (20.00%), and three strong disagreements (10.00%).

Again, the students (12 / 40%) mostly also chose neutral towards the seventh statement. Only 7 students (%) agreed and 1 student (3.33%) strongly agreed with the seventh statement. Nine students (30.00%) disagreed and one (3.33%) strongly disagreed. Furthermore, seventeen agreements (56.67%) and six strong agreements (20%) were shown in the students' responses to the eighth statement. Only three students (10.00%) were neutral and four students (13.33%) disagreed with the statement.

In contrast, most students (11 / 36.67%) disagreed with the ninth statement (S9; I usually do not stop reading an academic text in the middle. I keep on reading until the end of the academic text). One student (3.33%) strongly disagreed with the statement, and seven students (23.33%) were neutral. Eight students (26.67%) agreed and three (10.00%) students strongly agreed with the statement. The mean score was 3.03 which classified it as a neutral academic reading attitude.

In the tenth statement (S10; I like to learn things that I need to know through reading academic books), sixteen agreements (53.33%) and six strong agreements (20%) were shown in the table. There were seven neutral responses (23.33%) and only one strong disagreement (3.33%) in the responses. Therefore, the response classification was in the positive academic reading attitude due to the mean score of 3.9.

The continuous and persistent reading activity, and also the understanding of the content and goal of the reading activity indicated a positive reading attitude. It is noted by Mathewson (2005) that, "attitude toward reading includes evaluations of content and purpose, feelings about engaging in a particular kind of reading, and action readiness for initiating or sustaining reading activity." (p. 1136).

From the mean range, the students' responses toward academic reading were classified into three groups: Negative attitude towards academic reading ( $1.00 \leq \bar{x} \leq 2.33$ ), neutral attitude towards academic reading ( $2.34 \leq \bar{x} \leq 3.66$ ), and positive attitude towards academic reading ( $3.67 \leq \bar{x} \leq 5.00$ ). As shown in Table 4.2, the first statement (S1), the third to the seventh statement (S3 - S7), and the ninth statement (S9) were included in the neutral attitude classification ( $2.34 \leq \bar{x} \leq 3.66$ ). Three of the ten statements (S2, S8, S10) were part of the positive attitude classification. The means were 3.77 (S2), 3.83 (S8), and 3.9 (S10). There were no statements classified

in the negative attitude group since there was no mean below 2.34. Overall, the mean score of attitudes toward academic reading, in general, was 3.32 which was classified as a neutral attitude toward academic reading ( $2.34 \leq \bar{x} \leq 3.66$ ). Hence, the semester 8 students of ELESP's attitude toward academic reading was neutral.

### ***Reason for The Students' Academic Reading Attitudes***

In the qualitative data result and discussion section, the data acquired from the interview would be discussed. It answered the second research question which was "Why do these students (the EFL undergraduate students) have those attitudes (toward academic reading)?" There were five questions asked in the interview and the data were analyzed using thematic analysis.

The interviewees represented the students who had the highest score (#Student 5, #Student 6), the lowest score Student (#Student 3 and #Student 4), and the middle score (#Student 1 and #Student 2) from the questionnaire. Each scoring category consisted of two students. Six students became the interviewees.

### ***Students' Reading Habit***

The reading habits possessed by the students were various. But, almost all of the students had the same opinion about the importance of reading in their study. It was likely that the need for reading in pursuing their study affected their reading habit. Some students found it motivating and some others found it only an obligatory task.

"I can say that my academic reading habit is bad. Because I don't really like reading basically. I will read academic texts only for my study no more than that. But it doesn't mean that I never read a book or novel. I read a book if the title is interesting. For academic text, only if I need to read it." (#Student 4)

Students with lower scores in their academic reading attitude limited their academic reading activity for their needs only. They refused to read more since they found no interest in reading academic texts.

On the other hand, a positive expression could be found in the answer from student number 1.

"I do not read much in general. However, because I study in an English Department, I must read various academic texts. It influences me to do academic reading more often."  
(#Student 1)

Students with a positive academic reading attitude perceived the obligatoriness of academic reading as an encouragement for them to read more. Accordingly, Hancock (1972) mentioned that "attitude is learned behavior, and, consequently, can be changed from negative to positive by activities and experiences which are perceived to be meaningful by the learner." (p. 146) The students could change differently based on what they felt about their experiences and needs.

One different answer was given by one student who had a very positive view of the reading habit.

“I usually read in my spare time after having some food. I usually read some article or book to increase my knowledge or complete my thesis.” (#Student 6)

The compulsory task like completing their thesis was not the only thing that encouraged the student to read academic texts. The willingness to acquire new knowledge became another reason for having the attitude.

#### *The Students' General Attitudes towards Academic Reading Text*

From the questionnaire, it was shown that the attitude of the participants was generally neutral. In the interview, students who represented each score of the questionnaire gave a different opinion about their attitude. The students who possessed a positive academic reading attitude liked academic reading activities, and some students had a very weak feeling about enjoying reading academic texts.

The reasons for having the attitudes were mostly because of the content of the academic texts. Some reasons for the attitude expressed by the students:

“I like it (reading academic text) because I got more information about something, and I also got the new vocabulary. Besides that, I train myself to read a medium-hard text like the academic text to be my habit.” (#Student 2)

“I like it (reading academic text) if it's related to my thesis topic because I'm dealing with my thesis now, or if it's related to the issues that are happening these days.” (#Student 5)

The students with a positive attitude towards academic reading found that the contents gave them the experience of gaining information that could be explored, new, relatable, or useful for their study.

The topics written in the academic reading texts did matter for the students with a neutral attitude toward reading. They only picked academic texts that caught their interest. It was in accordance with Hidi and Harackiewicz (2000) who found that

“Investigations focusing on individual interest have shown that children as well as adults who are interested in particular activities or topics pay closer attention, persist for longer periods of time, learn more, and enjoy their involvement to a greater degree than individuals without such interest.” (p. 153)

The example was from the answer from student 3.

“Because I'm not used to reading. I only want to read some specific topics, or maybe topics that I care about. But for topics in general I preferred to say no.” (#Student 3)

The difference in the students' reasons could be seen in the way they perceive the academic reading text activity. The students with a positive attitude were aware of the advantages they could gain from reading academic texts. They found it beneficial for them, and they liked doing it. Despite the benefit and results of reading academic text, the students with a neutral attitude were more focused on the phases before or during the process of reading. What was important was choosing the desired topic, title, or difficulty of the text.

### *The Students' Feelings about Reading Academic Texts for Their Thesis*

Students with a very positive academic reading attitude felt that reading academic texts was enjoyable due to the new information they acquired from the texts. As said by student 5:

"It's fun. Because there was a lot of knowledge that I found in the article, journal, and book which I did not understand before."

(#Student 5)

The positive development of feelings was also expressed by the students with a positive attitude toward academic reading.

"At first, I felt overwhelmed with the number of texts available to read. Then it started to feel good when discovering new knowledge and information from the texts." (#Student 1)

The overwhelming feeling, confusion, and nervousness were changed into a good feeling and amazement. This happened as a result of the amount of information that they received after reading the academic text. It was by Hancock's (1972) note that "Attitude is learned behavior, and, consequently, can be changed from negative to positive by activities and experiences which are perceived to be meaningful by the learner" (p. 146)

Another feeling was expressed by students with a neutral academic reading attitude:

"I didn't enjoy that because academic things weren't reflected in me. So, I just read that because it was one of the requirements to finish my thesis. As what I said before. I read academic things only for a certain purpose. In this case, I read that to finish/ complete my thesis." (#Student 3)

Consistency was shown in the answers. The fact that the students with neutral attitude only did what they needed to do without completely hating it or enjoying it made it clear that their feeling was in line with their neutral attitude toward academic reading especially in finishing the thesis.

In the interview, students expressed their feeling about academic reading texts for their thesis in three ways. The first one was described as the change of negative feelings into positive feelings. The next was simply an enjoyment of reading. The third was the feeling that they did not enjoy academic reading but understood the importance of it.

The students had a positive and neutral attitude toward academic reading because they had different ways of perceiving the academic reading activity. They perceived the importance, difficulty levels, topic, and the obtained result of the academic reading differently. In line with the findings from Taghizadeh and Khalili (2019), the students' attitudes toward academic reading had something to do with the way students value academic reading, the depth of the reading, and the skills possessed by the readers. The students with a positive attitude saw the importance

of academic reading as a motivation for them to read more. The difficulty levels were seen as a challenge for them. The topic triggered their curiosity and made them want to have a deeper understanding of the topic. The new knowledge that they gained after the reading made them happy. Differently, the students with a neutral attitude toward academic reading only perceived reading as an obligatory task. The more difficult the reading, the less engaged they were in reading. The topic that caught their interest was the one that they enjoyed the most. They knew about the good result that could be gained from academic reading, but they focused on the topic, title, and difficulty level of the reading.

## **Conclusion**

Even though academic reading is crucial for their study, the student's attitude toward academic reading texts based on the questionnaire result was neutral. The students with a neutral academic reading attitude did not dislike the academic reading activity, likewise, they also did not have strong feelings about the enjoyment of reading academic texts.

The causes of the students' attitudes toward academic reading differed according to the classification. Students with positive academic reading attitudes had a positive way of thinking. They realized that academic reading was an important part of their study. The challenge of the difficulty level of academic reading texts encouraged them to learn more. The topic did not make them avoid academic reading activities. They focused on the new knowledge they could gain and the ability to deepen their understanding. Those were why the students had a positive attitude toward academic reading. On the other hand, students with neutral academic reading attitudes had a less positive way of thinking. They perceived academic reading as an obligatory task to help them finish their study. They were less encouraged to read academic texts with a high difficulty level. Only topics that caught their interest could make them enjoy the academic reading. They were aware of academic reading's benefits but they put their focus more on finishing what was needed to be finished instead of the other good benefits they could gain. Those were the cause of the students having such academic reading attitudes.

The students with a neutral attitude toward academic reading could have a better academic reading attitude. According to Hancock (1972), attitudes can be changed by meaningful practices and experiences. Therefore, teachers are suggested to engage students to have a positive attitude toward academic reading by giving motivation, creative activities, and promoting the value and benefits of academic reading,

Due to the limitation of the study, future researchers who are going to research academic reading attitudes are suggested to relate the academic reading attitudes to the student's motivation regarding academic reading activities. They could also relate it to the student's achievement in academic reading. The participants of the study could be varied according to different batches or levels.

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