

CORRELATION BETWEEN ATTITUDE TO READING AND LEARNING STRATEGY ON READING USED BY SENIOR HIGH SCHOOL STUDENTS

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Abstrak. Penelitian ini bertujuan untuk menyelidiki: (1) korelasi antara sikap terhadap membaca dan penggunaan strategi belajar dalam membaca, (2) dan kontribusi sikap terhadap membaca terhadap strategi belajar membaca siswa dalam hal kognitif, metakognitif, dan strategi sosial. Penelitian ini bersifat deskriptif kuantitatif. Subjek penelitian adalah 33 siswa Kelas XI IPA I dari SMAN 1 Terbanggi Besar. Untuk mengumpulkan data, penelitian ini menggunakan dua kuisioner mengenai sikap terhadap membaca dan strategi belajar membaca. Hasil menunjukkan bahwa tidak adanya korelasi yang signifikan antara sikap siswa untuk membaca dan penggunaan strategi belajar mereka dalam membaca; dan sikap terhadap membaca memiliki kontribusi yang kecil terhadap strategi siswa dalam belajar membaca. Melihat hal ini, guru dapat memaksimalkan proses belajar siswa dengan melatih mereka untuk menyatukan strategi kognitif dengan strategi metakognitif yang tepat.

Abstract. This research aimed at investigating: (1) the correlation between attitude to reading and the use of learning strategy in reading, (2) and the contribution of attitude to reading towards students' reading learning strategy in terms of cognitive, metacognitive, and social strategy. The research was quantitative descriptive study. The respondents of the study were 33 students of Class XI IPA I of SMAN 1 Terbanggi Besar. Questionnaires concerning attitude to reading and reading learning strategies were used to collect the data. The findings revealed that there was statistically insignificant correlation between students' attitude to reading and their learning strategies use in reading; and attitude to reading had a little contribution to the use of the students' strategies in learning reading. This suggest that, teachers can maximize students' learning process by training them to combine cognitive strategy and appropriate metacognitive strategy.

Keywords: attitude to reading, correlation, learning strategy in reading.

INTRODUCTION

English is a main foreign language taught in Indonesia, and students are familiar with it in junior and senior high school. In the process of teaching a language there are four skills that must be mastered; listening, speaking, reading, and writing. In Indonesia, reading is important as it is considered as a part to be learned by the students in school. As stated in School Based Curriculum (KTSP), that students of senior high school are expected to be able to comprehend a written text in simple function. Clark and Silberstein (1987: 21) argue that reading is an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning.

Meanwhile, researches of English learning have been observed about attitude, which belong to affective domain, taking a main role in the process of learning. Gardner (1980: 267) defines attitudes as the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic. Attitude is not considered as the only affective aspect that takes role in language learning, there are some researchers observing about learning strategy used by the learner. Rubin (1975:41) states: the different success of second or foreign language suggests a need to examine in detail what strategies successful language learner employ. Teachers can improve their performance by paying more attention to learner strategies already seen as productive. Learning strategies are defined as "behaviors and thoughts that a

learner uses for processing information during learning" (Weinstein & Mayer, 1986).

Based on writer's experience and pre observation research at SMAN 1 Terbanggi Besar, there the researcher found from the data that the teacher held that there is an unique different attitude to reading of the students in reading comprehension sections. The learners' attitude can differ one to other, even in different semester some students show different attitude from their own attitude in previous semester. Previous research by Riyanto (2015) states in reliance to the result of the study, the students' attitude to language learning correlated with their reading comprehension. Another previous research from Khandari (2015) states there was no significant difference between successful and unsuccessful learners in using cognitive and social strategy, meanwhile metacognitive strategy had significant difference. With respect to the reasons clarified above, therefore, the major purpose of this study are (1) to investigate the correlation between students' attitude to reading and their reading learning strategy use; and (2) to find out how much the attitude to reading contributed the students' reading learning strategy in terms of cognitive, metacognitive, and social strategy.

METHODS

This study was designed in form of quantitative descriptive research. The population was the second grade learners of SMAN 1 Terbanggi Besar in academic year of 2015/2016. Class XI IPA 1 consisting of 33

students was selected as the sample. To gain the data, this study applied two questionnaires concerning attitude to reading and language learning strategy.

The researcher took the questionnaire from J.Kear and Mc. Kenna's ERAS (1990), modified, and translated it into Bahasa Indonesia, afterwards. The questionnaire provided four options covering the positive and negative statements and consisted of 20 items. Number 1 means that they strongly disagree, number 2 means they disagree, number 3 means they agree, and number 4 means they strongly agree. Then the students categorized into positive and negative attitude students by based on their score compared to the average score. While, Setiyadi's LLSQ was used to measure students's reading learning strategy. They should write their response (1, 2, 3, 4, or 5) that tells *how true of them that statement is*. Number 1 means that it was never or almost never true of them, number 2 usually not true of them, number 3 somewhat true of them, number 4 usually true of them, and number 5 always or almost always true of them (Setiyadi, 2011). After answering the questionnaire, the students were classified into those three kinds of learning strategies based on their highest score of questionnaire answers.

The data were analyzed by using Pearson Product Moment in SPSS (Statistical Package for Social

Science) 16.0 computer program to investigate the correlation between the students' attitude to reading and their reading learning strategies and Linear Regression Formula in SPSS 16 to find out the contribution of students' attitude to reading to each category of students' reading learning strategies. The data of attitude to reading questionnaire were divided into two groups, namely positive attitude and negative attitude; and the data of learning strategies questionnaire were divided into three elements, namely cognitive strategies, metacognitive strategies, and social strategies.

RESULTS

Administering the investigation and data analysis, this research eventually could discovered the recent findings which, definitely, in reference to the research purposes. Here are the findings of the research:

Result of Students' Attitude to Reading Questionnaire

As mentioned earlier that the results of this typical questionnaire were categorized into two groups: positive attitude and negative attitude. The students which possessed higher score than the average score were considered as the students having positive attitude to reading. While the ones who possessed lower score than the average, were considered as students with negative attitude to reading. In the attempt to know further how the results are, the following table shows the case.

Table 1. Percentage of Students' Attitude to Reading

Attitude to Reading	Total Students	Percentage
Positive Attitude	21 students	64%
Negative Attitude	12 students	36%

By table 1, it noticeably indicates that there were 21 students that had positive attitude to reading, while 12 other students had negative attitude to reading. Based on the data shown in table with the range 1 to 4, the average of mean score 2,99 was considered as the representative of positive attitude to reading in general of SMAN 1 Terbanggi Besar Students.

Result of Reading Learning Strategies Questionnaire

The results of this typical questionnaire were, as illustrated previously, divided into three elements, namely cognitive strategies, metacognitive strategies, and social strategies. The results were obtained from the average score of each strategy category. The strategy with highest mean score came out as the dominant strategies in reading. To be clearer, the following table will evince the results.

Table 2. Percentage of Students' Reading Learning Strategies

Strategies Used	Total Students	Percentage
Cognitive strategy	6 students	18%
Metacognitive strategy	20 students	61%
Social strategy	7 students	21%

Table 2 above obviously shows that there were only 6 students (18%) who dominantly applied cognitive strategy in reading; 20 other students (61%) dominantly used metacognitive strategy in reading; and for social strategy, there were 7 students (21%) who dominantly utilized it in their reading. It is now evidence that the most useful strategy the students employed in their learning reading was metacognitive strategy.

Correlation of Students' Attitude to Reading and Their Use of Strategies in Learning Reading

In order to know the correlation between the students' attitude to reading and their reading learning strategies, the data needed to be analyzed by using SPSS. The following table shows the computation result of the two variables.

Table 3. The Value of Pearson Product Moment Correlation

	Attitude	Strategies
Attitude Pearson Correlation	1	.108
Sig. (2-tailed)		.548
N	33	33

From the calculation above, it is found that the coefficient of correlation between students' attitude to reading and students' reading learning strategies is 0.108. It means that the correlation between students' attitude to reading and students' reading learning strategies is not significant because the r table is 0.344 and the r (0.108) is lower than r table.

Furthermore, the researcher analyzed the data of students' attitude to reading and each category of students' reading learning strategies.

Seeing the results, it evidently shows that each category of strategies has little correlation with attitude. The coefficient correlation between the students' attitude to reading and cognitive strategy is 0.221, the correlation between the students' attitude to reading and metacognitive strategy is -0.089, and the correlation between the students' attitude to reading and social strategy is 0.107. This means that the students' attitude to reading contributed 4.9% to cognitive strategy, 0.8% to metacognitive strategy, and 1.1% to social strategy.

DISCUSSION

Cronbach Alpha Formula of SPSS program was used in analyzing the reliability of the instruments. In assessing internal consistency, the Cronbach alpha reliability is the most appropriate reliability index to be used on continuous data, such as that produced by a Likert scale (Oxford & Burry-Stock, 1995). The reliability of 20 items from Attitude to Reading Questionnaire was 0.865, which was

considered as very high reliability. Then, Reading Learning Strategies Questionnaire was considered as high reliability as its coefficient was 0.645.

The results of this recent study have evidently showed that there were 21 students possessing positive attitude to reading, and 12 other students possessing negative attitude to reading. One of the students with positive attitude, for example, student number 4 had positivity level of her attitude to reading with total 70 points out of 80 maximum points. Meanwhile student no. 20's score was only 35 point out of 80 maximum point, it was only a half of student no. 4's score. The choices indicate that she found reading as unfavorable activity for her.

Learning strategy is a tactical preference in learning that can be categorized into three: cognitive, meta-cognitive and social strategy. And after analyzing the students' attitude to reading, the researcher analyzed their reading learning strategies, and the data analysis indicated that there were only 6 students (18%) who dominantly use cognitive strategies in reading. While the most of students, 20 students (61%), mainly used metacognitive strategies in reading. And for social strategies, there were 7 students (21%) who dominantly used it in their reading (see appendix 5).

Cognitive category may include intelligent guessing, looking for patterns, form sentences, inferencing, association, summarizing, grouping, in the mind, deducting, imagery, and other mental processes (Setiyadi, 2011). For example, student no. 23 stated that

she chose always for four items, she chose often for two items, and she chose for three items. From eleven items, there were only two items that was chosen as seldom.

Wenden and Rubin (1987:25) state that meta-cognitive refers to an individual's self-knowledge about their cognition and the ability to influence one's own cognition. The goal of this strategy teaches students how to become purposeful, effective, and independent learners. For example, student no 18 chose always or almost always for five items. Her choices above made her reading learning strategies categorized as metacognitive strategies.

Social strategy is a strategy which requires interaction with people. O'Malley *et al* in Hismanoglu (2000) states that social strategies are related to social-mediating activity and transacting with others. For example, student no. 4 chose always or almost always for two items, and sometimes for one item. Her tendency of using her reading learning strategies was categorized into social strategies.

Researcher tried to find out the correlation between the attitude to reading and students' reading learning strategies using The Pearson Product Moment in SPSS program. The result showed that attitude to reading and reading learning strategies are correlated, but the coefficient of significant is low (0.108). The researcher also analyzed to find out which strategies had the highest correlation with attitude. The results showed that cognitive strategy was the strategy that had highest correlation with attitude (0.221) followed with social

strategies (0.107) and metacognitive strategy (-0.089).

The cognitive strategy, as well social strategy, were not significantly correlated with the attitude to reading score in this study. While the data in the table showed that not only metacognitive strategy insignificantly correlated but they were negatively correlated to the attitude to reading. In addition, Oxford (1990: 9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect. Cognitive strategy is categorized as direct strategy, while metacognitive strategies and Social strategies are categorized as indirect strategies.

Students using cognitive strategy mostly had positive attitude to reading (5 of 6 students) which means they have higher potential to get better result in reading because according to Soleimani and Hanafi (2013), attitude to language learning affects the ability to master the language. They also tended to do well in practicing, receiving and sending messages strategies, analysing and reasoning and creating structure for input and output because of the direct strategy they use in reading. Meanwhile more students who used metacognitive and social strategy tended to possess negative attitude to reading. Students who used metacognitive were good in centering, arranging, planning and evaluating their learning. Students who used social strategy tended to ask questions, cooperate with others and empathise with others. Those

strategies have no direct contribution in process of doing particular task in learning reading.

Riyanto (2015) states in reliance to the result of the study, the students' attitude to language learning correlated to their reading comprehension. And Khandari (2015) states most of successful learners in learning reading comprehension applied cognitive and social learning strategies. Those statements imply that in reading succesful students posses positive attitude and use cognitive strategy. However, the implementaion of other strategies in reading is also important, especially the metacognitive strategies. Wen (2003) states that most of the comprehension activities of effective readers happened at the level of metacognition. From the previous and present researches, it is possible to predict that succesful student in reading will be the one who posseses positive attitude and implementing both cognitive and metacognitive strategies.

CONCLUSIONS

In line with the discussion of the research findings, some conclusions are drawn as follows:

1. There are 21 students (64%) that possessed positive attitude to reading and 12 students (36%) that possessed negative attitude to reading
2. Most used reading learning strategy in SMAN 1 Terbanggi Besar is metacognitive strategy, which is used by 61% of students.

3. In this research, cognitive strategy is the one that has the highest score in terms of correlation between attitude to reading and reading strategy.
4. Students' attitude to reading does not significantly correlates with reading learning strategy use. It means that attitude is not the main cause of the use of reading learning strategy.
5. To be succesful in reading, students have to posses positive attitude and implement both cognitive and metacognitive strategies.

SUGGESTIONS

In reference to the conclusions above, this research proposes some worthwhile suggestions as follows:

1. Teachers can maximize the learning process by training students to combine cognitive strategy and appropriate metacognitive strategy.
2. For short term competence teacher can focus in teaching or instructing Students to posses cognitive strategy, while for long-term effectiveness of reading, metacognitive should be the priority
3. Tansmitting more positive attitude to bigger number of students will increase the quantity of students who willing to invest more time of theirs in reading.
4. The writer hence suggests other researchers being interested in elaborating this issue in the future to have bigger number of students to have more data validity.

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