The Correlation among Language Learning Strategies, Reading Attitude, and Reading Achievement of the Eleventh Grade Students of State Senior High Schools of Lahat District

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Abstract

This study aimed to find out the correlation among language learning strategies, reading attitude, and reading achievement of the eleventh grade students of State Senior High Schools Lahat District. In this study, 85 students of the eleventh grade were chosen as sample through stratified random sampling. This study applied correlation research design. Questionnaire and test was used to collected the data. They were analyzed by using pearson product moment correlation coefficient, simple and multiple regression analysis. The result showed that the sig value of correlation between learning strategies and reading achievement was 0.04 which was higher than 0.05, with 5% contribution of learning strategies. The correlation between reading attitude and reading achievement was 0.000 which lower than 0.05, with 15.8% contribution of reading attitude. The correlation between learning strategies and reading attitude was 0.006 which was lower than 0.05, with 8.7% contributions. The correlation among language learning strategies, reading attitude, and reading achievement was 0.000 which was lower than 0.05, with 17% contributions of learning strategies and reading attitude.

Keywords: *learning strategies, reading attitude, and reading achievement.*

INTRODUCTION

English as a Foreign Language is used in most countries in the world for communication. English is used by some countries as their native language, but it is considered a foreign language in Indonesia. English is sometimes not used for daily interactions but is used in formal contexts, such as schools and universities. Thus, in schools, English is taught as one of the subjects. Learning a language means required one's competence in language skills; listening, writing, speaking, and reading. The four skills are interconnected. So, both oral and written by the students, it is necessary to master. Of all the skills, reading is considered a far more important skill.

Each student in a class gets an equal chance of learning English, but their achievements, especially in reading, are considerably different. Reading text in a foreign or second language is much more difficult than that in first language [1]. As a result of PISA 2018 (Program for International Student Assessment), Indonesia is proven to be in the bottom line or rank of the Reading Survey in the top six. Indonesia was currently ranked 72nd out of 77 participating countries [2].

The data above raises a question on what variables might cause the failure of students in reading. Therefore, the number of possibilities of student reading failure might be triggered by a range of findings related to pedagogical aspect notes [3]. The students' reading difficulties might come from the students or even the teachers. It indicates that reading failure might be triggered by the students' inefficient strategies and attitudes as individual readers. From these possibilities, this study, therefore, assumed that Effective reading strategies and attitudes lead students to become successful readers.

[4] similarly, said that "Learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information". This quotation shows how learning strategies concentrate on

several aspects of new information, analyzing, and organizing information to improve comprehension during learning, evaluating learning when it is finished to see if more action is required. Therefore, the idea of reading attitude itself is a feeling system linked to reading that helps the learner to approach or prevent a reading situation [5].

Knowing the students' attitude towards reading allows the teacher to identify the reasons for the failure of their students in reading. As for, the teacher should be more sensitive to preparing a suitable material or to doing fun reading activities to improve the students' positive attitudes or to change students' negative to positive attitude toward reading to teach strategies related to reading and help students overcome some problems while reading. Furthermore, Indonesia's ranking in the following year's PISA or other reading skills programs or surveys might well be changed or improved.

From the explanation above relating to the role of learning strategies and reading attitudes, it can be assume that learning strategies and reading attitudes may influence the eleventh grade students' reading achievement. The reading achievement scores of students are varied based on the observation and interview with some English teachers at State Senior High Schools of Lahat District. The teachers claimed, although they have taught reading skill for a long time, the result considered unsatisfactory because reading is very complex. Some problems faced by the students; lack of vocabulary mastery, even the factors of meanings and ideas in English. To some extent, it may be cause by internal factor, such as students' motivation, language learning strategies, reading attitude, reading interest, and so on.

The writer also found that students' have low confidence of their in English, students had difficulty to find suitable learning strategy, students still had difficulties understanding the text, most of the students had low interest in reading, although they were hesitant to talk when the materials have given were not understandable. The factors above prove not only with the reading test but also students' activity during reading class which had had by the teachers or interviewees when the samples were in the tenth grade (2019/2020).

Based on the statement above, the writer is interested in researching the correlation between these three variables by involving Eleventh-grade students of State Senior High Schools of the Lahat District. Therefore, the writer conducted this research that addresses the correlations of the eleventh-grade students of State Senior High Schools of Lahat District among language learning strategies, reading attitude, and reading achievement.

METHOD
Type of Research
Quantitative research with a correlational research design would be this research. The schema of correlation research design can be seen in the following figure
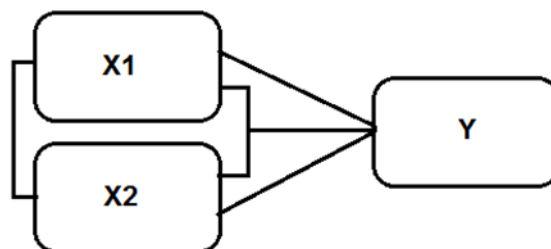

Figure 1. The correlational research design

Information:
X1   : Learning Strategy
X2   : Reading Attitude
Y   : Reading Achievement

The goal of this research should be to find out how much correlation is distributed between the independent variable (X1) and the dependent variable (Y), the independent variable (X2) and the dependent variable (Y), the independent variable (X1) and the independent variable (X2), and the correlations between the independent variables (X1, X2) and the dependent variable (Y). This research was intended to answer the formulation of the problem, hypothesis test, and conclude the correlation among learning strategies (X1), reading attitude (X2), and reading achievement (Y).

Research Subjects and Data

The subjects in this study comprised the eleventh-grade students of State Senior High Schools of Lahat District. this research was limited to the three schools of five State Senior High Schools of Lahat District, they are; State Senior High School 1 of Lahat, State Senior High School 2 of Lahat, and State Senior High School 3 of Lahat. Because of the Covid-19 pandemic and all the learning activities through online, the teachers claimed that most of the students have difficulty in online learning because of signal, having no internet quota, even a handphone/laptop. For that reason, the writer used stratified random sampling and there are 85 students as the sample.

The research data were obtained utilizing a questionnaire to determine students' learning strategies and reading attitude, while multiple-choice test used to find students' reading achievement. In this research, the writer has used content validity. The purpose of this analysis was to know whether the item used in this research was valid or not. Hence, to analyze the validity instruments, the writer use SPSS 23.0 Program for Windows. Then, all the instruments used in this research was valid. On the other hand, to analyze whether or not the instruments are reliable, Cronbach Alpha formula in SPSS 23 Program for Windows was used to analyze all the instruments. Then, all the instruments used in this research was reliable.

Before analyzing the regression or testing the hypotheses, it is necessary to complete the requirement analysis test of X1, X2 and Y variables after collecting data. These three variables have to be normal, homogeneous, and linear. Normality test conducted to find out whether the data of three variables distribute normally or not. In this research, the writer used Komogorov-Smirnov test for testing the normality of the data. After conducting the normality test, the analysis was continued to measure the homogeneity of the data. This analysis to find out whether the data were homogeneous or not. Levene Statistics was used in this research. The linearity will be used to show that the average from the three variables of data sample is on the same straight line. It is used to find out whether the two variables (X and Y) have a significant linearity of relationship or not. Linearity data testing will use Test of Linearity in SPSS 23 Program for Windows.

The variable to be analyzed by using r-Product Moment Correlation Coefficient are; Language Learning Strategies (X10 and Reading Achievement (Y), Reading Attitude (X2) and Reading Achievement (Y), and Language Learning Strategies (X1) and Reading Attitude (X2). to analyze the correlation among three variables, Multiple Regression Correlation (Ryx_1x_2) was used. Next, their regression analysis was used to assess how much the independent variables contribute to the dependent variable. In this part, the writer used multiple regression analysis in SPSS 23 Program for Windows to find out the R square.

RESULT AND DISCUSSION

Because of Covid-19 pandemic, all the instruments were given via online (Google Form). The writer shared reading test and questionnaires to students via Google Forms links. The instruments were given to 85 eleventh grade students of State Senior High Schools of Lahat District in the academic year 2020/2021.

Language Learning Strategies

Learning strategy questionnaire was used to measure students' learning strategy. The writer grouped the score into six categories; memory strategies, cognitive strategies,

compensation strategies, metacognitive strategies, affective strategies and social strategies to see the position of students' language learning strategies. The most dominant strategy that used by the students was cognitive strategies with mean score 3.37, standard deviation was 0.7863, maximum score was 5 and the minimum score was 2. Followed by metacognitive strategies with mean score was 3.36, standard deviation was 0.7393, maximum score was 5 and the minimum score was 2. Then, affective strategies with mean score 3.35, standard deviation was 0.8227, maximum score was 5 and minimum score was 1, at the third rank.

Next, memory strategies in the fourth rank with mean score 3.33, standard deviation was 0.7383, maximum score was 5 and minimum score was 1. Followed by social strategies with mean score was 3.33, standard deviation was 0.7272, minimum score was 1 and maximum score was 5. Last, compensation strategies with mean score was 3.32, standard deviation was 0.7695, minimum score was 2 and the maximum score was 5.

Besides, there are 2% or 2 students with an interval score of 127-134. The interval score 135-142 was got by 8%% or 7 students. Then, there are 38% or 32 students who got interval score 143-150. 15% or 13 students got interval score 151-157. There are 15% or 13 students who got interval score of 158-164. The interval score 165-171 was got by 13% or 10 students, and the last interval score 172-178 was got by 9% or 8 students in learning strategy questionnaire. The, the writer found that mean of learning strategy score was 154, median was 151, standard deviation was 11.123, minimum score that students got was 127 while maximum score was 176, and the total score was 13093. It seems that the students who got higher score than means or having appropriate strategies in learning was about 36 students or 42% of the samples. Nonetheless, there was 58% of the samples or 49 students still have inappropriate learning strategies.

Reading Attitude

In reading attitude questionnaire, there are 8% or 7 students who got interval score of 54-60. The interval score 61-67 was got by 5% or 4 students. Then, there are 19% or 16 students who got interval score 68-74. There are 24% or 20 students who got interval score of 75-81. The interval score 82-88 was got by 22% or 19 students. There are 16% or 14 students who got internal score 89-95. The interval score 96-102 was got by 6% or 5 student in reading attitude questionnaire. Then, the writer found that mean of reading attitude score was 79.34, median was 81, standard deviation was 10.797, minimum score that students got was 54 while maximum score was 98, and the total score was 6744. From the information above, most of students got interval score 76-86. It can be concluded that most students were high reading attitude toward reading.

Reading Achievement

In reading test, there are 15% or 13 students who got interval score of 50-55. The interval score 56-61 was got by 13% or 11 students. 19% or 16 students got interval score 62-67. There are 24% or 20 students who got interval score 68-73. 13% or 11 students got interval score 74-79. Then, 14% or 12 students got the interval score 80-85. 2% or 2 students who got interval score 86-91. Based on the data above, there are 14 students who got good score and 31 students who got average score in reading test. Besides, the fair score was got by 19 students and 21 students got poor score in reading test. In short, most students got good score in reading test.

Based on the data above, there are four hypotheses in this research had to be tested. To find the correlation between the first hypothesis, second hypothesis and third hypothesis, the writer used Bivariate Correlation analysis in SPSS 23 Program for Windows. Besides, for the fourth hypothesis, to analyze the correlation among three variables, multiple correlation (Ryx_1x_2) was used. If the result of significance score was higher than significant level 0.05, it was assumed that there was no correlation. While if the result of the significance score was lower than significant level 0.05, it means there was correlation. Next, the analysis of their regression was used to find out how much the independent variables

gives contribution toward dependent variable. In this part, the writer used multiple regression analysis in SPSS 23 Program for Windows to find out the R square. The hypotheses test can be seen as follows.

Table. 1   The Correlation between Students' Learning Strategies and Reading Achievement

		Learning Strategy	Reading Achievement
Learning Strategy	Pearson Correlation	1	,223
	Sig. (2-tailed)		**,040**
	N	85	85
Reading Achievement	Pearson Correlation	,223	1
	Sig. (2-tailed)	**,040**	
	N	85	85

The result of the data analysis above show that coefficient correlation Sig. 0.04, it means the Sig. score 0.04 was lower than 0.05. Consequently, Ho is rejected while Ha was accepted. It means that learning strategy was correlated with reading achievement. The analysis was continued to find out the contribution by using multiple regression, it can be seen on the Table below.

Table. 2   The Contribution of Students' Learning Strategy toward Reading Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,223[a]	,050	,038	10,003

a. Predictors: (Constant), Learning_Strategy

Based on the Table above, it was also found that the correlation coefficient (r) was 0.223. It means that the correlation was in low category. Then, it was found that R square (R^2) was 0.050. It means the contribution of learning strategy toward reading achievement only about 5%, and rest of 95% is contributed from other variables.

Table. 3 The Correlation between Students' Reading Attitude and Reading Achievement

		Reading Attitude	Reading Achievement
Reading Attitude	Pearson Correlation	1	,398
	Sig. (2-tailed)		**,000**
	N	85	85
Reading Achievement	Pearson Correlation	,398	1
	Sig. (2-tailed)	**,000**	
	N	85	85

Based on the result of the data analysis above, the coefficient correlation Sig. 0.000, it means the Sig. score 0.000 was lower than 0.05. consequently, Ho is rejected while Ha was accepted. In short, for second hypothesis, reading attitude was correlated with reading achievement. The analysis was continued to find out the contribution by using multiple regression, it can be seen on the Table below.

Table. 4   The Contribution of Students' Reading Attitude toward Reading Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,398[a]	,158	,148	9.417

a. Predictors: (Constant), Reading_Attitude

It was also found that the correlation coefficient (r) was 0.398, based on the Table above. It seems that there was a very poor correlation between reading attitude and reading achievement. Besides, it showed that 0.158 was the R square (R^2). This implies that the contribution of the reading attitude to the achievement of reading is around 15.8 % and other variables contribute 84.2%.

Table. 5 The Correlation between Students' Learning Strategies and Reading Attitude

		Learning Strategy	Reading Attitude
Learning Strategy	Pearson Correlation	1	,296
	Sig. (2-tailed)		**,006**
	N	85	85
Reading Attitude	Pearson Correlation	,296	1
	Sig. (2-tailed)	**,006**	
	N	85	85

Based on the result of the data analysis above, the coefficient correlation Sig. 0.006, it means the Sig. score 0.006 was lower than 0.05. consequently, Ho is rejected while Ha was accepted. For the third hypothesis, learning strategy was significantly correlated to reading attitude. The analysis was continued to find out the contribution by using multiple regression, it can be seen on the Table below.

Table. 6 The Contribution of Students' Learning Strategy toward Reading Attitude

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,398[a]	,158	,148	9.417

a. Predictors: (Constant), Reading_Attitude

Based on the Table above, it was found that the correlation coefficient (r) was 0.296. It means that the correlation between learning strategy and reading attitude was very weak. Then, it shows that R square (R^2) was 0.087. It means the contribution of learning strategy toward reading attitude only about 8.7%, and rest of 91.3% is contributed from other variables.

Table. 7 The Correlation among Students' Learning Strategies, Reading Attitude and Reading Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,413^a	,170	,150	9.405	,170	8.420	2	82	,000

a. Predictors: (Constant), Reading_Attitude, Learning_Strategy

Based on Model Summary table above, the result of correlation analysis among language learning strategy (X1), reading attitude (X2), and reading achievement (Y) showed Sig. F Change = 0.000. Because of Sig. F. Change 0.000 was lower than 0.05, it means Ha was accepted and Ho was rejected. In short, for fourth hypothesis, there were correlation among students' learning strategy, reading attitude, and reading achievement.

Furthermore, it shows that $Ryx1x2 = 0.413$. It means that the correlation among learning strategy, reading attitude, and reading achievement were in medium level. Then, R Square (R^2) = 0.170 that means the contribution of learning strategy and reading attitude toward reading achievement about 17%, and rest of 83% is contributed from other variables.

Depend on the results of the research, it has been shown that learning strategy is very important to the students because it is the learning step taken by students. The students are able to use both direct strategies and indirect strategies. Many kinds of activities that can be done by the students in using direct strategies, such as by grouping while learning in the classroom, translating the language, using gesture, selecting the topic, and so on. Moreover, the activities that can be done by the students in using indirect strategies in learning, such as by paying attention to the teacher, self-evaluating, rewarding self, and so on. By having appropriate learning strategies which is done by the students, it will help them improve their English skills since they will enjoy the material and become interested in entering it.

The reading attitude of students has become one of the important variable in learning English because it influences the spirit and confidence of the students. Students who have a positive attitude towards reading believe that reading is important, they enjoy reading, they pay close attention to what is being taught, have access to and are interested with in materials given. In contrast, students who have a positive attitude towards reading contribute to a better reading experience which help them to achieve good reading performance or achievement. Consequently, higher positive attitudes was significantly correlated with exceptional reading performance.

Reading as an English skill plays an important role in the learning English. In reading subject, the students need to understand about something that they read because by reading they will get the information, knowledge, and sciences. Many reading text sources that could be used by students to improve their reading skills, such as reading text from English books, newspapers, magazines, novels, and so on. The students need to choose appropriate strategies, whether direct or indirect strategies, to make it easier for them to understand the text. In addition, students also need to have a positive attitude to make them achieve good reading achievement. In short, learning strategies and reading attitude are the important factors in studying English, especially in reading skill because one each other have significant correlation.

CONCLUSIONS

Based on the findings in the previous chapter, it can be drawn; 1) There was correlation between students' learning strategies (X_1) and reading achievement (Y). It means that if students' learning strategies is high, so reading achievement is also become higher. 2) There was a correlation between the reading attitude of students (X2) and reading

achievement (Y). It means that the better the reading attitude of the students, the higher the achievement of their reading. 3) There was correlation between students' learning strategy and reading attitude. It means that the appropriate students' learning strategies, the better reading attitude would be. 4) There were correlations among students' learning strategies (X_1), reading attitude (X_2), and reading achievement (Y). It can be concluded that is students' have appropriate strategy and positive attitude, so the students' reading achievement is successful.

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