CORRELATION BETWEEN ATTITUDE TO READING AND LEARNING STRATEGY ON READING USED BY STUDENTS OF SMAN 1 TERBANGGI BESAR

(A Script)

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CORRELATION BETWEEN ATTITUDE TO READING AND READING LEARNING STRATGEY USE ON READING OF SMAN 1 TERBANGGI BESAR STUDENTS

By

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A Script

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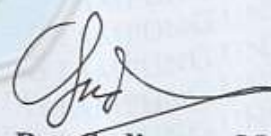
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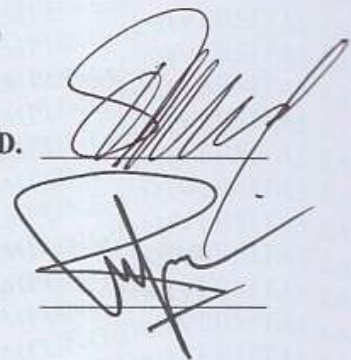**Drs. Sudirman, M.Pd.**
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ABSTRACT

**CORRELATION BETWEEN ATTITUDE TO READING
AND LEARNING STRATEGY ON READING USED
BY STUDENTS OF SMAN 1 TERBANGGI BESAR**

By

HAMDAN HANIIFAN

This research was intended to investigate correlation between attitude to reading and the use of learning strategy on reading and the contribution of attitude to reading toward students' reading learning strategy in terms of cognitive, metacognitive, and social strategy. This research was conducted at SMAN 1 Terbanggi Besar to 33 Students in class XI Science I as the sample. To collect the data, the reseracher administered two questionnaires, attitude to reading questionnaireand reading learning strategies questionnaire. Then, the result of the questionnaires were analyzed quantitatively using Pearson Product Moment in SPSS 16 for Windows.

In reference to the data analysis of attitude to reading questionnaire and reading learning strategies questionnaire, it was obtained that the highest score of reading learning strategies questionairewas 70, the lowest score was 35, divided with 20 as the number of questionnaire items, there was 3.5 as the highest score and 1.75 as the lowest score. The mean of the average score was 2.99. There were 21 students who had higher average score and other 12 students had lower average score compared to the mean. Reffering to the reading learning strategies questionnaire there were only 5 students who dominantly used cognitive strategies in reading, 21 students dominantly used metacognitive strategies in reading, and there were 7 students who dominantly used social strategies in reading.

The result of attitude to reading questionnaire test and learning strategy quentionnaire test showed coefficient of corelation 0.108. with the r-value (0.108) < r table (0,3440). Furthermore, it was found that students' attitude to reading contributes 4.9% to cognitive strategies, 0.8% to metacognitive strategies, and 1.1% to social strategies. Considering the result of the analysis, it can be concluded that there is a corelation between students' attitude to reading and their learning strategies use in reading, but it is not significant and attitude to reading has a little contribution to the use of learning strategies in reading by students of SMAN 1 Terbanggi Besar

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

CURRICULUM VITAE

The writer's name is Hamdan Haniifan. He was born on Poncowati, on May 3rd, 1993. He is the first son of a happy moslem couple, Dade Kusnadi and Sakti Haryani.

His first formal education was taken in Kindergarten of his neighborhood, Taman Kanak Kanak Aisyah Bustanul Athfal Poncowati for two years. At the age of six, he went to Taman Kanak Kanak Yayasan Pembina Pancasila Bandar Harapan. The following year he went to Sekolah Dasar Yayasan Pembina Pancasila. At the middle of his forth grade he moved to Sekolah Dasar Negeri 1 Poncowati, and graduated in 2005.

He continued his study at State Junior High school 1 Terbanggi Besar, and graduated in 2008. Then he spent the next three years in State Senior High School 1 Terbanggi Besar, and graduated in 2011.

In the same year, he entered English Eduaction Study Program of Language and Arts Department at Faculty of Teacher Training and Education University of Lampung through SNMPTN written test.

In July-September 2014 he did Field Teaching Practice (PPL) at SMPN 1 Pagardewa, West Lampung. In July-December 2016 he taught at SMP Doa Bangsa Terbanggi Besar, Central Lampung. Since November 2017, he has worked at Lampung Digital Project.

DEDICATIONS

This script is proudly dedicated to:

A special feeling of gratitude to my beloved parents, Dade Kusnadi and Sakti Haryani. Thank you so much for all your supports, attention, pray, and love that make me into the way I am now.

My beloved sister and brothers, Nida Syakilatin Ulya, Ruuhan Nurun Ala, and Izzan Muhammad Musa. Thank you for your love and supports.

My beloved Fraternity of English Education Study Program 2011. Thanks for all experiences that we have been through.

My Almamater, Lampung University

MOTTO

عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ۰

He teaches man that which he knew not (Quran 96:5)

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This Script is finished due to the assistance and guidance of several people in the process. It would not be possible to write this undergraduate script without helps, supports, and guidance from great and kindhearted people around. In that time, I have worked with a number of people who had inportant contribution in some way. I would like to offer my big thanks and respect to all of them.

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I. INTRODUCTION

In order to introduce this research, this chapter discusses background, research questions, objectives, uses, scope, and definition of terms used in this study.

1.1. Background

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. Reading has been known as one of the receptive skill in learning. In the process of language learning, reading mostly occurs as the media of developing learners' knowledge and understanding.

Reading is an active process which means the students have a choice every time they see a passage, to read or not to read. Many books are written to support the teaching of English. Clark and Silberstein (1987: 21) argue that reading is an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. The availability of supportive books is important, but will and skill of reading it are more significant for the students.

Because they are the things that determine the improvement of the skill and knowlegde of the students.

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. For this reason students should be able to read any kind of text written in English in the process of learning English.

Meanwhile, researches of English learning have been observed about attitude, which belong to affective domain, taking a main role in the proceess 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. Learning a language, in this case, English is a process of change of the learner with some treatment by the instructor which purposes are to comprehend what people write in the language, to be able to utter the language words, to understand what is written in the language, and to express and communicate what the learners think in his mind.

Attitude is not considered as the only affective aspect that takes role in language learning, there are some researchers observe about learning strategy that used by the learner. Rubin (1975:41) states: the different success of second language or foreign language suggests a need to examine in detail what strategies successful language learner employ. An indication is given of what these

strategies might consist of and a list of several widely recognized good learner strategies as given. 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" (Weinsten & Mayer, 1986). The learning strategy use is personal and different compared to other learners. Thus strategy can be recognized and categorized to choose the treatment to fit it.

Based on writer's experience in KKN at SMP N 1 Pagardewa, teacher still did not give attention on students' attitude and learning strategy and taught as what they like to. Thus the students did not know about learning strategy and just receive what teacher told them to. On the other hand specific learning strategy has its own strength and weakness. It is necessary to do this research to find out what attitude students have and how it takes role on their learning strategy. So the teacher and the students can maximize their reading learning process.

Researcher did a 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. From this finding, the researcher is curious to know how their attitude to reading will take role in their use of learning strategy on reading.

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. Successful learners possess positive attitude based on his research. 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. From previous research above the researcher is interested to find the corelation between the attitude and learning strategy in context of reading.

Referring to the explanation above, the researcher wanted to analyze whether there is correlation of students' attitude to reading and their reading learning strategy use. This was important to be conducted in order to know how the students' attitude to learning is, particularly in SMA Negeri 1 Terbanggi Besar. By identifying this, teacher will have a possibility to enhance the success of learning by conducting a teaching which can mostly fit with the attitude to reading and reading learning strategy use of the students.

1.2. Research Questions

Based on the background mentioned earlier, the research questions which are formulated by the researcher are as follows:

1. Is there any correlation between attitude to reading and the use of reading learning strategy on reading at SMA N 1 Terbanggi Besar?

2. How much the contribution of attitude to reading toward students' reading learning strategy in terms of cognitive, metacognitive, and social strategy.

1.3. Objective

In relation to the research question already formulated, the objectives of this research are:

1. To find out the correlation between attitudes to reading and the use of learning strategy on reading at SMA N 1 Terbanggi Besar.

2. To find out how much the attitude to reading contribute students' reading learning strategy in terms of cognitive, metacognitive, and social strategy.

1.4. Uses

The uses of this research are:

1.   Theoritical Benefit

This research proposed as an advanced observation of research based on attitudes toward reading and students use of reading learning strategy.

2.   Practical benefit

   a)   As input for both teachers and students on attitude to reading and it's correlation to the use of learning strategy on reading.

   b)   As input for other researchers interested on attitude to reading and it's correlation to the use of learning strategy on reading.

1.5. Scope

This research is quantitative research. The independent variable is students' attitude to reading. There are two attitudes that will be investigated namely positive and negative attitudes. Meanwhile the dependent variable was students' learning strategy. This research also intended to answer whether there is

any correlation between attitude to reading and reading learning strategy use. The research was conducted to students of grade XI of SMA Negeri 1 Terbanggi Besar, this research took one class out of twelve classes of Eleventh year students, that is XI IPA 1, as the sample.

1.6. Definition of Terms

In this research, the writer used some definitions of key terms in order to avoid misunderstanding as stated below:

Reading

Reading is an active process of eliminating prejudice, gathering information and ideas from a text as a kind of interaction between the readers and the writers through passages.

Attitude to reading

Attitude to reading is assumptions, respond, and feeling towards the language learning item, material, instructor, situation and questions while the process of reading is taking place.

Reading Learning strategy

Reading learning strategy is any set of operations, steps, plans, routines used by learners to facilitate their learning especially on reading in order to find the information and extract the idea of passages in the language they learns.

In this chapter, the researcher described the introduction of the research that was used in this study, including background, research questions, objectives, uses, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter discusses the concepts and findings reviewed from related literatures which are expected to contribute the findings of the research.

2.1. Concept of Reading

Reading is one of important skills in language learning and it is purposely taught to learners in EFL courses. Althought it seems simple, reading is not considered as an easy course. In comprehending the text by reading, learners deal with a complex process which requires a great participation of the readers. Carrel, Devine, and Eskey (1988:16) state that the reading is interaction between writer and the reader. It means that the learners as readers will interact with the writers through their texts.

Alongside with listening, reading is a receptive skill which determine the ideas or knowledge that the learners will possess. Reading is stated as an active process, the readers forms a preliminary expectation about materials, then select the fewest, most productive clues necessary to confirm or reject that expectation (Mackay:1979). Reading is an activity of gathering information and ideas from

the text. As stated by Simanjuntak (1998:3) Reading is a process of putting the readers in contact and communicates with ideas.

In order to be able to communicate with the ideas readers have to possess the word-identification skills. Most teacher of EFL would agree that if the learners have not posses it, it is impossible to construct meaning from the written text. The term of word-identification is frequently interchangeable with word-recognition and decoding. The Literacy Dictionary (Harris & Hodges, 1995) defines both word recognition and word identification as "the process of determining the pronunciation and some degree of meaning of an unknown word". In reading, when a word in the written text is already in a reader's meaning vocabulary, it will unlock the pronunciation which also will drive the word's meaning. But if the word's in not already in the reader's word vocabulary, the reader will only able to pronoun it but not gain the meaning of the word. Since reading is a process of collecting ideas, if there are some ideas missing it will be difficult to reach the purpose of constructing ideas of reading.

Reading is an active process of eliminating prejudice, gathering information and ideas from a text as a kind of interaction between the readers and the writers through passages.

2.2. Learning Strategies on Reading

In order to reach the goal of learning reading, learners need to know and use particular strategy. Among all the strategies for reading, O'Malley and Chamot (1990) divide three main types of strategy was a kind of self-regulated learning. It includes the attempts to plan, check, monitor, select, revise, and evaluate. For example, for meta-cognitive planning strategies, learners will clarify the objectives of an anticipated reading passage, and attend to specific aspects of language input or situational details that assist in understanding the passage. Generally, it can be discussed through pre-reading planning strategies, while-reading monitoring strategies, and post-listening evaluation strategies.

Learning strategy seems to be tactical preference of the learner to optimize the process of remembering or do things. Several researchers have studied what learning strategies are. Oxford (1990) take us back to the root word strategy, which come from Greeks *strategia*, means general ship or the art of war. Strategy means the management of the troops, ships, or aircraft in a war situation. She points out a similar word tactics which are tools to achieve the success strategies these words are interchangeably by words.

Since there are many classifications of learning strategies proposed from different writers, such as O'malley et al, Oxford, Scarsella, and Vandergrift which may have different taxonomies of language learning strategies, we can take the similarity within theirs. However, they actually reflect more or less the same

categorization. According to O'Malley et al. (1985: 582-584) cited in Hismanoglu (2000) typical strategies are divided into three categories, i.e. meta-cognitive, cognitive, and social strategy. Besides, Setiyadi (2011) also states that there are three main categories of language learning strategies; cognitive category, meta-cognitive category, and social category.

Besides, Oxford's (1990) considers that the aim of Language Learning Strategies is being oriented towards the development of communicative competence. Oxford classified LLS into two main classes, direct and indirect. Direct strategies are memory strategies, cognitive strategies, and compensation strategies. Indirect strategies are metacognitive strategies, affective strategies, and social strategies

In this research, the researcher tried to find out the students learning strategy according to O.Malley and Setiyadi, which is classified into Cognitive, Meta-cognitive, and Social Strategy. Oxford classification is also used in terms of direct and indirect strategy since cognitive, metagognitive, and social strategies are used in her classification.

2.3. Type of Learning Strategies

Learning strategy is a tactical preference in learning as stated by Setiyadi can be categorized into three; cognitive, meta-cognitive and social strategy. The explanations of each are proposed below.

1. Cognitive strategy

Cognitive strategy is a strategy which involving mental process of learning. O' Malley et al. (1985: 582-584) as cited in Hismanoglu (2000) states that cognitive strategies are strategies which refer to the steps or operations used in learning or problem solving that requires direct analysis, transformation, or synthesis of learning materials. Cognitive strategies are more limited to specific learning task and they involve more direct manipulation of the learning material itself, for instance repetition, resourcing, translation, grouping, and note taking.

Furthermore, the cognitive processes include all activities related to mental processing. In relation to language learning strategies, the cognitive category may include all activities that take place in the brain in order to acquire a foreign language. This category may include intellegent guessing, looking for patterns, form sentences, inferrencing, association, summarizing, grouping, in the mind, deducting, imagery, and other mental processes (Setiyadi, 2011).

Another theory comes from Fillmore (1979) which explicitly mentions a cognitive category to classify some learning activities. He has different concepts of what cognitive strategies are. Fillmore states that examples of cognitive strategy are (a) get some expressions you understand, and start talking, (b) make the most what you have got. It seems that these are not mental processes that relate to language learning. Such processes are not categorized under the same category in O'Malley & Chamot's study and Oxford's study. O'Malley & Chamot

and Oxford classify learning strategies in different ways but they seem to be similar in classifying learning processes when it comes to cognitive strategies.

In Oxford's model, *guessing intellegently by using linguistic clues* is similar to *infer by using available information* in O'Malley & Chamot's model. Memory strategy in Oxford's model, which includes creating mental linkages, applying images and reviewing, will be included under the cognitive strategies in Setiyadi's study since the processes mentioned in the category of memory in Oxford's model involve mental processing. Meanwhile, Wenden and Rubin (1990) also introduces cognitive strategies in her classification scheme, Cognitive strategies in her classification involve selecting and retrieving the information.

2. Meta-cognitive

Meta-cognitive strategy is an awareness of someone's own learning process. O'Malley et al.(1985: 582a term to express executive function, strategies which require *planning* for learning, *thinking* about the learning process as it is taking place, *monitoring* of one's production or comprehension, and *evaluating* learning after an activity is completed. Meta-cognitive can be loosely defined as "thinking about one's own thinking". More specifically, Meta-cognitive is an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make correct inferrences about how to apply one's strategic knowledge to a particular situation, and to do so efficient and reliably (Peirce, 2003:2).

Students who are able to identify suitable learning strategies in the proper situation are using meta-cognition. For example, a student may understand that she/he has difficulty in finding the connection between important concepts within a story. If she/he has been taught to use a graphic organizer, such as a concept map, to identify the main concepts and link them together using lines, similar to spider web, then that student has used meta-cognitive to complete the task.

Concerning about meta-cognitive strategy Wenden and Rubin (1990) cite that meta-cognitive learning strategies refer to knowledge above cognition or executive control or self-management through such processes as planning, monitoring, and evaluating. They are used to oversee, regulate or self-directed language learning. In addition, Wednen 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.

Students with meta-cognitive learning strategies can make plan for their studies. Students without meta-cognitive learning strategies can make plan for their studies. Students without meta-cognitive learning strategies are essentially learners without directions and abilities to review their accomplishment, progress, and future learning direction.

3. Social strategy

Social strategy is a strategy which requires interaction with people. O'Malley et al. (1985:582-584) as cited in Hismanoglu (2000) states that social strategies which are related to social-mediating activity and transacting with others. Cooperation and question for clarification are the main social strategies. Besides, Stratton and Hays (1988) defines social psychology as the branch of psychology which is particularly concerned with the nature and the form social interaction and how people come to influence one another's behavior.

Social category was investigated and explicitly stated in studies conducted by Fillmore (1979). In the study by Fillmore (1979) there are three social strategies, namely joining a group, give the impressions- with a few well-chosen words- that you can speak the language, and count on your friends. In addition, O'Malley et al. (1985) also introduces the category of social strategy and classifies it under a heading *social mediation*. In their study this group only contains one strategy, namely, cooperation (working with one or more peers to obtain feedback, pool information, or model a language). States differently, Wenden (1991) classifies social strategy under 'retrieving information cognitive strategy.

Based on the explanation and classifications of learning strategies above, it can be concluded that learning strategy is a term that refers to particular thoughts and behaviors used in the purpose of attaining objectives independently. The thought and behaviors can be included in cognitive strategy, meta-cognitive

strategy and social strategy. In other words, cognitive strategy is a strategy which uses cognitive processes in learning, like summarizing. Besides, looking thorougthly at the explanation before, it can be concluded that meta-cognitive learning strategies are the strategies which play function as the decision-making of one's learning. There are four components of meta-cognitive strategies, namely *planning* before learning, *managing* the learning process, *monitoring* the learning process, and *evaluating* what has been learned. Then social strategy deals with social activities involve in learning a second/foreign language, such as sharing ideas and thoughts to peers.

There are very important for learners to gain their attention and energy on focusing to certain language task, activities skills, or materials in their language learning process. Different writers have classified similar processes into different categories. Some use the same terms for a category but they refer to different concept, and some others refer to the same concepts with different terms.

2.4. Attitude and Its Components

In many studies observing attitude in the context of gaining knowledge and skill of language, there have been many definitions of attitude from different points of view. 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. From this perspective, attitude pervades not only the aspect of human's cognition but also the affective values towards

particular object. Hence, attitude significantly influences what is going to be done as a part of behavior when someone faces certain condition. Furthermore, Gardner (1985) also points out that attitude links to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.

Similar to Gardner definition about attitude, Azjen (1998: 18) argues that an attitude is a disposition to respond favourably or unfavourably to an object, person, institution or event. This definition gives an idea that someone's attitude is what he tends to behave as a response, whether it shows either approval or disapproval, towards specific entity, individual, organization, or phenomenon. More specifically, this implies that judgement on a person's attitude can only be done after the result of thoughts emerges in one's action(s).

An elaboration about positivity or negativity of one's attitude states by Baker (1998) in Hosseini and Pourmandnia (2013: 6). His wide view on attitude, elaborating attitude as dimensional rather than bipolar – they vary in degree of approval or disapproval. One's attitude thus is not absolutely positive or negative; but it can be both positive and negative in some distinct points. However, in relation to this study, the researcher categorized students' attitude to reading based on their tendency to have positive or negative attitude. Baker further adds that attitude predisposes a person to act in certain way, but the relationship between attitudes and actions is not a strong one. How people behave is clearly not only affected by their attitude but also the condition which they are in. He also says

that attitude is learnt, not inherited or genetically endowed. Attitude is actually not innate; but it, though tends to persist, can be changed or modified by experience.

Similar to Baker's idea about attitude, Brown (2007) presents ideas about attitude that is not very different from those of Baker's (1988). He argues that attitudes develop in early childhood and are the result of parent's and peers' attitudes, of contact with people who are different in any number of ways, and of interacting different factors in the human experience. So the establishment of attitude evokes from environmental conditions – from the closest one: family, to the larger society: social milieu – and accumulation of personal experience.

Referring to the elaboration about the definition of attitude above, the researcher assumed that attitude is a set of reaction given by an individual to a particular object as a result of his deep feelings, thoughts, and conviction. The reaction itself consists of values e.g. agree or disagree, and like or dislike.

In common, attitude is constructed by some distinguishable aspects. Wenden (1991) divides attitude into three components namely cognitive, affective and behavioural. Those three components greatly interrelate to one another. This means that one component reciprocally influences the others before an attitude is strongly built. In order to make the components of attitude clearer and explain its significance in language learning, the researcher provides the elaboration in the following section.

The first one, cognitive component consists of the beliefs and thoughts about an object, people, behaviour, and event. This component seems to affect the learning very much since it relates to one's mind, in this case, perception. If a student's cognitive component of attitude is negative, the process of learning will be hampered. When the student believes that learning English is too complicated, for example, he therefore will not be eager to attempt to understand more about the lesson. He will close his mind to approve any input about the object. As a result, the learning process will come to failure.

The second one, the affective component covers the person's feelings towards an object. This affects one's preferences such as to stand for or against, or to like or dislike. If the student has negative emotion in the class towards the teacher, for instance, he will pay less attention to the teacher's elaboration while the process of learning is going. The one who dislikes the teacher will not fully appreciate what the teacher teaches in the class. This condition obviously disrupts the English learning.

The last one, the behavioral aspect deals with an individual's actions or disposition to take up and practice special behaviour(s) when one is in certain situation. When a student has positive behavioural component of attitude, he tends to feel comfortable and enjoy getting involved in the activity. Furthermore, the student will be more active in the classroom. Conversely, negative attitude will lead the student to relatively be reluctant to be engaged in doing any classroom activity. He then will be discouraged to join whatever the English teacher has

planned to undertake in the class. This can clearly be an obstacle in the reading learning process.

In this study, the three components of attitude elaborated above are taken as components that construct students' attitude to reading. In collecting the data, the questionnaire involves those components of attitude since they must be in unity to form the existence of attitude to reading.

2.5. Attitude to Reading and Its Role in The Use of Learning Strategy on Reading

Most learners develop reading skills and attitudes towards engaging in reading in school. Though teachers agree students' reading attitudes are important, limited class time appears to be devoted towards fostering positive reading attitudes (Kush & Watkins, 2001). Those students who can read but possess negative attitude so they choose not to read are a significant concern for teachers.

The process of reading is extremely complex and involves cognitive skills, but it is important for teachers to realize that there is an affective component involved – attitudes. Possessing positive attitudes will help learners to willingly understand the contents in a reading selection constructed in the language, and communicate what is in his mind using the language through sentences on paper. The attitude possessed by learners will determine what they will do with the passage, what information will they gathered, in what way they do it. In short, by

possessing either positive or negative attitude towards reading, learners automatically choose their own reading learning strategy.

From the explanation above, it is obvious that attitude towards reading plays a crucial role that contributes the success or failure of the learning reading. If a student's attitude to reading is positive, the student will be encouraged in learning reading process. He will exercise to read more and get the values of reading advantages. On the contrary, when a student has negative attitude, he will be irresponsive during the learning reading. He will be lack of attention to the passages. More badly, his/her interest to the reading will not be favorable. This situation seems very disadvantageous because it absolutely disrupts the learning process.

2.6. Theoretical Assumption

The elaborated literature reviews above make the researcher presumes that students' attitude to reading correlates with their use of reading learning strategy. The students' attitude to reading will influence how they behave on their reading whether favorably or unfavorably. More favorable learners will pay more attention to passages, relish the activities during reading, and give more effort to read efficiently. In contrast, those who have unfavorable attitude will not fully care about the passages as well as the reading and will be indolent to accomplish exercises and rely to their friends. Those situations will absolutely lead to differences in the students' use of reading learning strategy. Students who possess positive attitude to reading will have greater possibility to prefer meta-cognitive

learning strategies in their reading, where as those with negative attitude to reading will prefer social reading learning strategy.

2.7. Hypothesis

Based on the theoretical assumption above, the hypothesis of this research is formulated as follows:

Is there any correlation between students' attitude to reading and their use of reading learning strategies at SMA Negeri 1 Terbanggi Besar.

This chapter has elaborated concepts and findings reviewed from related literatures which are expected to contribute the findings of the research, including attitude and its components, attitude to language learning and its role in the process of learning, concept of reading learning strategy. reading learning strategies, theoritical assumption and hypothesis.

III. RESEARCH METHODS

In order to answer the research question and achieve the objective of the research, research method should be constructed thoroughly. The research method consists of research design, research sample, research administration, research instrument, validity of the questionnaire, reliability of the questionnaire, data analysis, and hypothesis testing.

3.1 Research Design

This research is quantitative descriptive study which was aimed to investigate the correlation between attitudeto reading and students learning strategy on reading. In order to do so, ex post facto design was used in this research. Hatch and Farhady (1982:26) state that ex post d=facto design is often used when the researcher does not have control over the selection and manipulation of the independet variable.

This research tookattitude to reading as the independent variable and learning strategyon reading as the dependent variable. In this research, the

researcher found out students' attitude to reading and learning strategy on reading used by students using questionnaire. Then the researcher also found out the role of students' attitude towards language on studentslearning strategy on reading. The researcher used ex post facto design because there was no treatment nor experiment in this research.

According to Setiyadi (2006), the design of the researcher is as follows.

$$T1 \rightarrow T2$$

Where:

T1 = Attitude to reading

T2 = Reading learning strategy

The research consists of the following variables :

1. Students' attitude to reading (x), and

2. The students' reading learning strategy(Y)

3.2 Research Population and Sample

The population of this research was students of XI grade at SMAN 1 Terbanggi Besar academic year 2015/2016. There were 9 classes at the school. The number of the students of each class was approximately 34 students. Then the reseacher took one class in second grade of SMAN 1 terbanggi Besar as the

sample. Their age ranged from 16-17 years old and consisted of more female than male. The researcher chose one classes, XI IPA 1 as the sample for this research, this class had 33 students. The sample of this research was chosen through probability sampling using random sampling in order to make all classes of first year have same opportunity to be chosen.

3.3. Research Instrument

The researcher used two questionnaires as instruments in this research, attitude to reading questionnaire and language learning strategy questionnaire.

3.3.1 Attitude to Reading Questionnaire

The researcher took the questionnaire from J.Kear and Mc. Kenna (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. The scoring system of this questionnaire was displayed in the following table.

Table 3.1 Table of Scoring System of Questionnaire

No.	Degree of Agreement	Positive Statement	Negative Statement
1.	Strongly Disagree	1	4
2.	Disagree	2	3
4.	Agree	3	2
5.	Strongly Agree	4	1

3.3.2 Language Learning Strategy Questionnaire

It was a list of some statements answered by the students to find out which students' learning strategies use. The research used close-ended questionnaire where the answer was limited (Setiyadi, 2006: 54). In accordance with Setiyadi (2011), the questionnaire was given to the students adapted from "Language Learning Strategy Questionnaire". The researcher usedLanguage Learning Strategy Questionnaire or the LLSQ to find out students' learning strategies on reading. It wastranslated and answered into Indonesian in order to facilitate the learners in understanding the questionnaire. In the LLSQ students wasprovided with 20 items. There are three kinds of strategies in LLSQ, namely: cognitive strategy, metacognitive strategy, and social strategy. Cognitive strategies on readingweremeasured with item number 1-11, metacognitive strategies weremeasured with item number 12-17, and social strategies with item number 18-20.

In the questionnaire, instruction was given to students; students wereasked to write their response to statements in the LLSQ on the separated answer sheet attached to the questionnaire. 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.

Table 3.2 Table of Scoring System of Questionnaire

No.	Degree of Agreement	Positive Statement	Negative Statement
1.	Strongly Disagree	1	5
2.	Disagree	2	4
3.	Neutral	3	3
4.	Agree	4	2
5.	Strongly Agree	5	1

3.4. Validity of the Questionnaire

The validity of the questionnaire was also measured to find if the components are proportionally suitable and related to the relevant theories of students' learning strategies.Since the questionnaire was adopted from LLSQ constructed by Setiyadi, the researcher considered that the construct validity of the questionnaire has been standardized. Therefore the researcher measured the construct validity only. Construct validity was necessary for measurement instrument which has several indicators in measuring one aspect or construct (Setiyadi, 2006: 25).

In order to find out whether the construct validity was good, the researcher examined the relevance of the questions both in the questionnaire with the concepts of attitude to reading and reading learning strategy. The following table described the aspects of learning strategies used by the L2 students based in reading developed by Setiyadi.

Table 3.3 Specification Table of Language Learning Strategies Questionnaire

Aspects of Questionnaire	Number of Items
Metacognitive strategies	1-11
Cognitive strategies	12-17
Social strategies	18-20

It can be seen from the table above that all the aspects of learning strategies in reading relate to the theories of learning strategies classification (metacognitive, cognitive, and social strategies). The construct validity of this questionnaire was proved since the researcher had asked three raters to analyze the indicator.

Table 3.4 Specification table of Attitude towards reading questionnaire

Aspects of questionnaire	Number of items
Attitude towards recreational reading	1-10
Attitude towards academic reading	11-20

The construct validity of this questionnaire was proved since the researcher had asked three raters to analyze the indicator.

3.5. Reability of the Instruments

Reability can be called as a consistency. A good intrument is an intrument which consistently measures what it is intended to measure. In other words, a good instrument should have a good reability. It is not possible to calculate reability; however, Internal Consistency Reability is used in this research. Internal

consistency reability is the consistency of results across items, often measured with Cronbach's Alpha.

The discussion below focused on the measurement of questionnaire's internal consistency reliability by using Cronbach's Alpha becausein factit is the most common scoring to assess the questionnaire's indicators consistency.

a. **Reliability of the Questionnaire**

The researcher collected the data by using the quantitative one. First of all, the result of questionnaire was scored based on Likert Scale. The score ranges from 1-5. To made sure that the data gathers from the questionnaire is reliable, the researcher used reliability analysis based on Cronbach Alpha Coefficient of SPSS for windows. Cronbach Alpha Coefficient is the most common used to measure the consistency among indicators in the questionnaire which was counted based on the correlation between each items. The Alpha ranges from 0. To 1. The higher alpha, the more reliable the items of the questionnaire (Setiyadi, 2006).

Goerge and Mallery (2009) in SPSS for Windows Step by Step; A Simple Study Guide and Reference, 17.0' have a suggestion in evaluating the Alpha Cronbach coefficient :

>0.9 = very high reability

>0.8 = high reliability

>0.7 = medium reliability

>0.6 = low reliability

>0.5 = very low reliability

The formula to examine the reliability of the questionnaire is depicted below:

$$r = \left[\frac{n}{n-1}\right]\left[\frac{1 - \sum \sigma i^2}{\sigma i^2}\right]$$

Explanation:

r = reliability

n = the number of item

$\sum \sigma i^2$ = total variance of all items

σi^2 = the total variance

To find out the variance, the following formula is used.

$$\sigma = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Explanation:

σ = variance

$\sum X^2$ = the total square of the number of data

$(\sum X)^2$ = square of the total number of data

N = the number of data

The classification of reliability is as follows:

a. Between 0.80 to 1.00   = very high reliability

b. Between 0.60 to 0.79   = high reliability

c. Between 0.40 to 0.59   = moderate reliability

d. Between 0.20 to 0.39   = low reliability

e. Between 0.00 to 0.19   = very low reliability

The reliability of the LLSQ was determined for each individual category of language learning strategy. With 79 participants from an Indonesian university, the Cronbach Alpha of sub-scales of the LLSQ were .89, .82, and .75 for metacognitive, deep-level, and surface-level categories respectively. The result of reliability analyzes of metacognitive, deep level cognitive, and surface level cognitive categories in speaking, listening, reading, and writing show that the items of the subcategories are highly correlated (Setiyadi, 2011).

3.6. Research Procedure

Below is the procedure in conducting the research:

1. Determining research problem

   The problem of this research was determined based on the researcher's experience in SMA N 1 Terbanggi Besar. The research problem can be seen in chapter one.

2. Determining the research instrument

   The researcher examined the students' attitude to reading and their reading learning strategies use by giving a questionnaire of attitude to reading and a questionnaire of reading learning strategies. each questionnaire consisted of 20 items and administered for about 2 x 25 minutes. The attitude to reading questionnaire has four options whereas the reading learning strategies questionnairehas five options.

3. Distributing the questionnaires

   The researcher distributed the questionnaires measuring the attitude to reading and reading learning strategies to the students.

8. Tabulating the data

   After the data from the questionnaireswere collected, then, they were tabulated to then be analyzed.

9. Analyzing the data

   The researcher in this step analyzed the tabulated data. The analysis, which was done by using SPSS (Statistical Package for Social Science) 16.0 computer program, was on the correlation between the students' attitude to reading and their reading learning strategies by means of *Pearson product-moment*.

10. Drawing conclusion

    As the last step, conclusion was drawn up by carefully considering the result of the data analysis.

3.7. Data Analysis

The research has dependent variable i.e. is variable that appears because of the independent variables and independent variables which is varied variable that is not affected by other variables.Attitude to reading is the independet variable because the researcher assumes that attitude to language leaning is not affected by other variables. The researcher also divided it into two groups namely positive attitude and negative attitude.The data from learning strategies questionnaire was classified as the dependent variable because learning strategiesare affected by the

attitude, and dividedthe strategies into three elements namely: cognitive strategies, metacognitive strategies, and social strategies.

3.8. Hypothesis Testing

To summarizeis there any correlation between positive and negative attitude learners in using different learning strategies on reading, the researcher used the criterion of the hypothesis acceptance. To deteremine whether the first hypothesis is accepted or rejected, the following criteria for acceptance:

H0= t value < t table

H1= t value > t table

Notes:

H0: There is no significant correlation between attitude to reading and reading learning strategy. We can accept this hypothesis if t value is lower than t table.

H1: There is a significant correlation between attitutde to reading and reading learning strategy. We can accept this hypothesis if t value is higher than t table.

In this chapter the researcher describes the research method which consists of research design, research sample, research administration, research instrument, validity of the questionnaire, reliability of the questionnaire, data analysis, and hypothesis testing

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the result of the research and suggestions to the other researcher and English teacher who want to conduct the research about the correlation between attitude to reading and reading learning strategy.

5.1. Conclusions

In line with the analysis of the data during the research, the findings and the results of the present study in the previous section, the researcher made these conclusions:

1. There are 21 students (64%) that possesed positive attitude to reading and 12 students (36%) that posseses 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. Because the correlation coefficient between students' attitude to reading and cognitive strategy is 0.221, correlation coefficient between students' attitude to reading

and metacognitive strategy is -0.098, and correlation coefficient between students' attitude to reading and social strategy is 0.107.

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.

5.2. Suggestions

Refer to the strengths and weaknesses of the present study, the researcher would like to suggest:

1. Teachers can maximize the learning process by training students to combine cogntitive strategy and appropriate metacognitive strategy.

2. This study is conducted in limited number of students, the writer suggest other researchers who are interested in elaborating this issue in the future to have bigger number of students and cover all proficiency level to have more data validity.

3. To be succesful in reading, students have to posses positive attitude and implement both cognitive and metacognitive strategies.

The researcher presents some conclusions of the result of the research and suggestions to the other researcher and English teacher who want to conduct the research about the correlation between attitude to reading and reading learning strategy in this chapter.

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