

CORRELATION BETWEEN LLS OF READING AND STUDENTS' READING ENGLISH AND INDONESIAN ACHIEVEMENT

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Abstract

Penelitian ini bertujuan untuk mengetahui hubungan strategi belajar dalam membaca terhadap hasil membaca Bahasa Indonesia dan Bahasa Inggris. Penelitian ini menggunakan analisis deskriptif, di mana penulis menganalisis dan memaparkan strategi belajar siswa yang digunakan dalam pelajaran Bahasa Indonesia dan Bahasa Inggris dalam kuesioner strategi belajar. Subjek penelitian ini adalah siswa XII IPA1 dan XII IPS4 berjumlah 59 orang. Penulis memberikan kuesioner untuk mengklasifikasikan strategi belajar siswa dalam Bahasa Indonesia, terdiri dari 20 pertanyaan tentang strategi kognitif, metacognitif dan sosial. Hasilnya menunjukkan bahwa tidak ada korelasi yang signifikan antara strategi membaca siswa dengan prestasi siswa. Namun, sebagian besar siswa menggabungkan strategi belajar. Rata-rata nilai strategi belajar yang dipilih, kognitif, metakognitif, dan sosial adalah 3.36 dan 3.38, 3.55 dan 3.62, 3.07 dan 3.19.

The objective of this research is to find out the correlation of learning strategies in reading toward reading achievement in Indonesian and English subject. This research used descriptive analysis in which the writer analyzed and described students' language learning strategies that was used in Indonesian and English subject on language learning strategies questionnaire. The subjects of this research were class XII IPA 1 and XII IPS 4 that consists of 59 students. The writer distributed questionnaire to classify students' learning strategies in Bahasa which consists of 20 questions about cognitive, metacognitive, and social strategies. The result shows there is no significant correlation between students' strategies in reading and students achievement, but most of students combine each strategy in learning process. The mean score of learning strategies preferences, cognitive, metacognitive, and social strategies are 3.36 and 3.38, 3.55 and 3.62, 3.07 and 3.19.

Keywords: achievement, language learning strategies, reading comprehension.

INTRODUCTION

English plays a very important role in the communication world. Consequently, English has become a compulsory subject in Indonesia, which is learned by student's elementary school until university. Even though it has become a compulsory subject, the success of English learning in Indonesia is still questionable. Then, language learning is one of the most important needs and it has become an essential component in people's lives. Because of numerous reasons such as studying at an English medium university or living in a foreign country, people all over the world are trying to learn a second, even a third language.

Based on researcher's experience when conducting the field practice program or PPL at SMPN2 Adiluwih, 2011-2012, it was found that one of the problems faced by the students was that they often found difficulty in comprehending the text. They tend to like to be dictated and they only work an assignment to gain good score. As a result, students failed to develop the targeted skills in the learning process. According to Wixson et.al. (1987) reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. Unfortunately, many students lacked of the ability to relate their existing knowledge and the information from the text and the context of the reading situation because they have no idea about the subject or topic of the reading. At worst, they will just ignore and leave the subject in the passage.

Having reached this conclusion some other people in the field changed the focus from the language teaching methodology to the language learner and the variables that affect language learning. This shift of the focal point has led to an increase in the number of studies carried out regarding learner characteristics and foreign or second language learning. Language Learning Strategies (LLS) have been one of the most popular aspects researchers have focused on. Some studies have shown that learning strategies refer to the behavior that the students use. Wenden (1987:6) states that learner strategies refer to language learning behaviors that learners actually engage in learn regulate the learning of second language. These language learning behaviors have been called strategies. It means that the strategies are able to change the learners' behavior especially positive behavior. But in the real condition we can see many language students were use passive and accustomed to learning only from the teacher.

Oxford (1990: 8) expands the definition of learning strategies and defines them as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". When analyzing the learning strategies it can be seen that different writers use different terminology to refer to the strategies. For example, Wenden and Rubin (1987) use the term "learner strategies" and Oxford (1990) uses the term "language learning strategies." Even though the terminology used for language learning strategies is not uniform among the scholars in the field, there are a number of basic characteristics accepted by them. Oxford (1990) summarizes her view of LLS by listing twelve key features below as they:

- Contribute to the main goal, communicative competence.

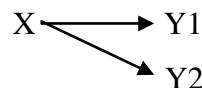
- Allow learners to become more self-directed.
- Expand the role of teachers.
- Are problem oriented.
- Are specific actions taken by the learner
- Involve many aspects of the learner, not just the cognitive.
- Support learning both directly and indirectly.
- Are not always observable.
- Are often conscious.
- Can be taught.
- Are flexible.
- Are influenced by a variety of factors.

(Oxford, 1990: 9)

Therefore, this study proposes to investigate the individual learning strategies of learners prefer to use and to investigate a correlation between language learning strategies and learning achievement especially in reading comprehension, are there any relation between language strategies which used by the students and the scores they achieve in reading subject especially in reading Bahasa and English. Based on explanations above, the researcher wanted to find out the correlation of learning strategies toward reading achievement. This is very important to be done in order to improve the success of English teaching learning.

METHOD

This is a quantitative non experimental research, whose purposes were to describe current existing characteristics such as achievement, attitudes, relationship, etc. The writer uses descriptive types of quantitative non experimental as research design. With Design:



Where

X = Reading Strategies
 Y1 = Reading achievement in Bahasa Indonesia
 Y2 = Reading achievement in English

The study is based on a survey research conducted for the purpose of making descriptive assertions about some populations. This study aims at finding out the learning strategies, and to investigate the relationship between the students' achievement and language learning strategies of pre-intermediate students at the third year of senior high school students by using purposive random sampling from SMA N 1 Terbanggi Besar. The researcher chooses two classes, out of 9 classes. The two classes were XII IPA1 and XII IPS 4; with 59 students participated. It can be said that sample is more than 25 %, thus it is fulfilled the purposive random sampling.

This study was purposed at identifying students' language learning strategies and L1 achievement in order to determine whether there is a relationship between them. Another purpose of this study is to find out whether students are really making use of the language learning strategies they seem to prefer in the language learning strategies questionnaire (LLSQ). A third aim of the study is to identify whether there is differences in the preferences of L1 and language learning strategies. LLSQ was administrated with the purpose of identifying students' language learning strategies. The statistical analyses were calculated by using the Statistical Package for Social Sciences (SPSS). In order to reveal whether there was a significant relationship between the learning achievement in L1 and the language learning strategies the Pearson correlation were used.

RESULTS AND DISCUSSIONS

This research was done in order to find out the effect of students' strategies in EFL learning towards student achievement in (L1), and to know the main

strategies (cognitive, meta-cognitive, social) students use in learning English. Besides that, the researcher found that students' strategies have high effect towards Indonesian learning language achievement. In conducting the research, the researcher administered the LLSQ (Language Learning Strategies Questionnaire) to see the influences of each strategy on the students. This was a descriptive study based on a survey research, which consisted of 59 students. The sample in the study was selected by making use of the purposive random sampling technique.

There are two instruments needed to be tested in this research. They were LLSQ and achievement test. The purpose of using the *Language Learning Strategy Questionnaire* was to identify the language learning strategy preferences of the students who participated in this study. The questionnaire consisted of 20 items, which identified the strategy preferences of the respondents. The strategies were grouped under the main three categories: cognitive, metacognitive, and social strategies. Questionnaire is given to the students to find what types of strategies that they might employ in learning English. The questionnaire are taken translated to Bahasa Indonesia and also modified from Setiyadi (2006) the researcher adapts the questionnaire from LLSQ (Language Learning Strategy questionnaire) that provided with 20 items in each skill-based category (speaking, listening, reading and writing). Each category consists of 3 groups of strategies, namely: cognitive strategies, Metacognitive strategies, and social strategies. Cognitive strategies in reading are measured with items nos. 1-11; Metacognitive strategies are measured with items nos. 12-17, and social strategies with items nos.18-20.

The reliability of the questionnaire was measured by using Cronbach Alpha coefficient. The result of the analysis was shown below:

Table.1 Reliability of the LLSQ
Reliability Statistics

Cronbach's Alpha	N of Items
.706	20

The data came from the score distribution of students strategies show that the Cronbach Alpha Coefficient was 0.706 it means that the strategies questionnaire used in this research was good and relevant to be used to measure students strategies. The test consists of 20 items each subject questions in the form of multiple choices. After analyzing the data gained, the researcher found that the mean of the student's achievement score were 63 for Bahasa achievement and 72 for English learning language achievement. The maximum score were 90.

The data show that the mean score of reading test was 63.13 with maximum score 85 and minimum score 35. As for reading subject in Bahasa, the mean score of reading test was 72.93 with maximum score 95 and minimum score 8 for reading in English subject. In order to determine whether there was a statistically meaningful relationship between the first language achievement and the language learning strategy preferences of the students, the Pearson correlation was computed.

Pearson Correlation Matrix

Correlations

		Nilai Bahasa INA	Nilai Bahasa INGG	Total cognitive	Total metacognitive	Total Social
nbahasINA	Pearson Correlation	1	.138	.038	.096	-.057
	Sig. (2-tailed)		.297	.775	.469	.666
	N	59	59	59	59	59
nbahasINGG	Pearson Correlation	.138	1	.160	-.151	-.292*
	Sig. (2-tailed)	.297		.225	.254	.025
	N	59	59	59	59	59
Total cognitive	Pearson Correlation	.038	.160	1	.447**	.118
	Sig. (2-tailed)	.775	.225		.000	.372
	N	59	59	59	59	59
Total metacognitive	Pearson Correlation	.096	-.151	.447**	1	.143
	Sig. (2-tailed)	.469	.254	.000		.278
	N	59	59	59	59	59
Total social	Pearson Correlation	-.057	-.292*	.118	.143	1
	Sig. (2-tailed)	.666	.025	.372	.278	
	N	59	59	59	59	59

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

This table showed that the correlation of the strategies and Indonesian learning achievement are high at -.036. It means that the questionnaire has high correlation and it will be beneficial to measure Indonesian language strategies. The table showed the correlation of the strategies more than 76 percent, but from the table we read that only 10 percent was correlated with the achievement of English language learning. It means that the strategies were correlate but not significant.

It is done by calculating the difference and the correlation of each independent variable. Based on the findings above, the first language does not directly influence students' strategies in learning EFL. The strategies that are highly used by the students were metacognitive strategies. It is probably because the focus of this research subject was reading skill and reading achievement from pre-intermediate students.

Metacognitive experiences involve the use of metacognitive strategies or metacognitive regulation (Brown, 1987). Metacognitive strategies are sequential processes that one uses to control cognitive activities, and to ensure that a cognitive goal (e.g., understanding a text) has been met. These processes help to regulate and oversee learning, and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities.

Self-questioning is a common metacognitive comprehension monitoring strategy. If students find that they cannot answer their own questions, or that they do not understand the material discussed, she must then determine what needs to be done to ensure that they meet the cognitive goal of understanding the text. Students may decide to go back and re-read the paragraph with the goal of being able to answer the questions they had generated. If, after re-reading through the text they cannot answer the questions, they may determine that they understand the material.

The validity of the instruments in this research was mainly based on the content validity. The content validity can be seen from the table specifications that were made by the researcher. Based on the tables, it is clear that the instruments

measured what they wanted to be measured. Since the researcher had found the reliability and the validity of the instruments, was testing the selected sample or group by using instruments that had been prepared, then to find the reliability of the instruments, the researcher conducted one time try out test. The score of this test was used to measure the reliability of the instruments. The reliability of the instruments was based on the analysis. The reliability of questionnaire was analyzed by using Pearson Product Moment Coefficient Analysis. The analysis showed that Cronbach Alpha coefficient 0.706 which means that it has a good reliability. There is no item dropped from the questionnaire. The result of the questionnaire shows the consistency of the answer given by the students.

Indonesian language learning has higher correlation than English language learning. It shows that the LLSQ can be used to measure other learning strategies in languages other than Bahasa and English. It is relevant to the theory of Second language learning theories that have been developed to account for second language learning, or acquisition, are closely related to those discussed above as general learning theories. A behaviorists approach to second language learning focuses on imitation, practice, encouragement and habit formation. Learning a second language necessarily involves comparison with the learner's first language, but the latter is generally perceived as causing 'interference' in the learning of additional one(s). This approach is seen now to offer an insufficient explanation of the complexity of language learning.

The linguist Chomsky (1957) provided a major critique of behaviorism and its view of second language learning as imitation and habit formation. He developed

a theory of first language learning that suggests that language learning is an innate capacity – that children are programmed to acquire language thanks to their in-built knowledge of a Universal Grammar. He called this knowledge ‘competence’, to distinguish it from what might actually be said on a particular occasion. Second language acquisition and learning theories need to account for language learning by learners from diverse life-worlds, learning with diverse needs, interests, motivations and desires in diverse contexts. Intercultural language teaching and learning focuses on the relationship between language, culture and learning.

Using languages, hence learning languages, is:

- an intrapersonal and interpersonal process of meaning-making
- interactional
- developmental/dynamic
- Interpretive, imaginative and creative.

One of the most influential of the innatist theories (i.e. theories that argue that language is innate, is that of Krashen (1981) and it is this theory that influenced communicative language teaching. Within cognitive theories of second language acquisition, learning involves building up the knowledge system or architecture which over time and through practice becomes automatically accessible in reception and production. Some theorists within the cognitive tradition have argued that interaction is essential for language learning to take place, with the modification of input, by teachers for example, to render it comprehensible to the learner.

CONCLUSION AND SUGGESTION

Based on the explanation above, it can be concluded that there is a correlation, but not to significant, between reading strategies and reading achievement. LLSQ can be used to measure students’ strategies in Bahasa and English subject. The

explanation show that most students use combination strategies when they are learning. Based on the conclusion, it is suggested that the teacher and students use learning strategies more effectively in learning process. For further research, the researcher focus on the other factors that impact student's achievement in learning, such as motivation, environment, performance and the factors which might influence the perceptual learning.

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