THE INFLUENCE OF SELF- REGULATED LEARNING AND LEARNING ATTITUDE TOWARDS THE TENTH GRADE STUDENTS' READING ABILITY

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ABSTRACT

This research investigates the influence of self-regulated learning and learning attitude towards the tenth grade students' reading ability of state SMK Negeri 8 Palembang. This study the researcher use quantitative technique and conduct utilizing a factorial design. The sample of this study are all of tenth grade students of SMK Negeri 8 Palembang that consist of 30 student for experimental group and 30 students for control group. Data collection techniques used questionnaires and tests. For the data analysis technique to find out the influence and the interaction effect used SPSS 20, The finding of this study are: (1) There are not significant influence of self-regulated learning and Learning attitude towards tenth grade students' Reading Ability of those who have high motivation and those who have low motivation; (2) There was not significant interaction effect of Self-regulated Learning and Learning Attitude towards the students' Reading Ability at SMK Negeri 8 Palembang.

Keywords: influence, self-regulated learning, learning Attitude, Result.

1. INTRODUCTION

Reading is one of the four language skills that should be learned and mastered by students. Reading has important role, so that it should be taught seriously to students. By reading, students can develop and enlarge their knowledge and skills, they can learn a lot of reading. Reading is one of the most crucial skills for the students' success in school and in life. Reading is the key to learn in all aspect of life particularly in this globalization era. It means that reading is important part that needs to be developed.

Reading help to think in English, build your English vocabulary, makes more comfortable with the language, help speaking English in country. It is not only about read story, text or sentence, and it is not only about assigning the words or sounds of written words, but also understanding the message or comprehending the written words.

Without comprehension, reading is nothing because comprehension becomes the most important factor to indicate how well the students read. According to Fahriany, (2015) Reading comprehension is a way of reader to understand the text. Reading comprehension is a way to gain information from context then combine some elements to construct new comprehensive. In the process of comprehend the text, prior knowledge of reader play a great role. It helps the reader to catch the meaning in the text comprehensively.

This research, the writer will focus on reading skill, because in SMK 8 Palembang many students have problems in understand this subject and they always confused to master the reading text. Based on the observation that will do by the researcher at her school, Maybe She will find that the problems which are often faced by the students in learning English especially in reading are as follows; 1) The students in the tenth grade of SMKN 8 Palembang are still getting can not answer the comprehension questions especially related to narrative text. 2) Most of students in the tenth grade of SMKN 8 Palembang have low interest in reading. 3) Students in the tenth grade of SMKN 8 Palembang are still in low achievement in reading comprehension, especially it is difficult for them to understand the reading passage in narrative texts. 4) Students in the tenth grade of SMKN 8 Palembang do not know how study with self-regulated learning. 5) Most of students in the tenth grade of SMKN 8 Palembang have low learning motivation. 6) Students in the eighth grade of SMKN 8 Palembang do not have good enough knowledge on reading techniques. 7) Students in the tenth grade of SMKN 8 Palembang think that reading ability is difficult.

Reading comprehension is described the process of constructing a meaning in mind by depending on reading text with self-regulated learning. Self-regulated learning is necessary to develop reading comprehension, because poor readers confront difficulties in choosing and using different strategies. So, these strategies need to be taught to these

students (Roohani & Asiabani, 2015). They also agree that students' effectiveness in the process of self-regulated learning varies based on academic context, personal effort, and performance outcomes.

Benefits of self-regulated learning as they learn to persist with challenging problems to find solutions and experience success and satisfaction for the effort they have expended. When students become more active and responsible for their learning, they set goals for themselves, complete expected tasks and review their completed work to determine what they have learned. As students regulate their own learning, they can increase their independence and proficiency, increasingly developing, adapting and accessing learning opportunities beyond those envisioned by their teachers (Ramdass & Zimmerman, 2011).

In this research, the researcher not only want to know the students' quality in learning reading comprehension and students' learning attitude but also to prove whether or not there is an influence

of self-regulated learning and students' learning attitude toward their reading ability.

2. LITERATURE REVIEW
2.1. Concept of Self-Regulated Learning

Self-regulated learning (SRL) is a multifaceted construct that restricts the scope of self-regulation to the area of achievement. Self-regulated learning refers to our ability to understand and control our learning environments. To do so, we must set goals, select strategies that help us achieve those goals, implement those strategies, and monitor our progress towards our goals (Schunk & Zimmerman, 2012). Few students are fully self-regulated; however, those with better self-regulated skills typically learn more with less effort and report higher levels of academic satisfaction (Pintrich, 2000; Zimmerman & Schunk, 2001). Self-regulated learning theory is a relatively. Recent development in cognitive psychology, with its origins dating back to the social-cognitive learning (Effeney, et al:2013).

2.2. Concept of Learning Attitude

According to Zeinivanda, Azizifara, and Gowharya (2015) stated that attitude is something crucial in language, can be growth or decay, restoration or destruction., and Khan (2016) define attitude as the way an individual look at things or activities. According to Ajzen (2005), attitude is a way to respond highly or unpleasantly to an object, intuition or event. The characteristic attribute of attitude is evaluation (pro-con, pleasant-unpleasant) and most contemporary social psychologist agree about that. People attitudes can be seen from how they are behaving to do something and attitudes is how the way people look at things or activities. Attitude is psychological construct is a mental and emotional entity that inheres in, or characterized a person (Perloff, 2003). In addition, Jain (2014) stated that terms of attitudes contain there components namely, cognitive, affective, and behavioral. cognitive is made up of the beliefs and ideas or opinions about the object of attitudes. Affective refers to feeling and emotions that one has towards an object like or dislikes, with or against and the last is behavioral component refers to one consisting of actions or behavioral intentions toward the object. Based on the theory above, attitude is something that arises based on someone feelings or views of something. If he likes or dislikes with something it will be seen from how he behaves towards something.

2.3. Concept of Reading Ability

According to Simaibang (2017) Reading is one of the four language skills. Reading is the activity of getting information from written words. according to Cline et.al, (2006:2), reading is decoding and understanding written texts. Decoding requires translating the symbol of writing system into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Harmer (2001) says that any exposure to English is a good thing for language students.

Reading is a process when readers learn something from what they read and involve it in an

academic context as a part of education. (Grabe, 2015). Reading is a complex process of thinking a assigning meaning from printed materials which involve most of the readers' intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text, it can be seen that reading is not only looking at words or line to line to understand what is being read. It means that reading process is to understand the text context and to get information.

3. RESEARCH METODHOLOGY

3.1. Method of Research

This research used a quantitative study which was intended to see the significant influence of self-regulated learning and learning attitude towards students reading ability. Moreover, experimental research is the best of quantitative design is factorial designs with pretest post-test control group designs as below.

Table1. Factorial Design

Exp (srl)	R	O_1	X	Y_1
Cntr (TL)	R	O_3	C	Y_1
Exp (Att)	R	O_5	X	Y_2
Contr (Att)	R	O_7	C	Y_2

Source: Fraenkel et al (2012)

Legends:

R   : Random

X   : The experimental group

C   : The control group

Y_1 : High learning attitude

Y_2 : Low learning attitude

O   : Observed variables (O_1-O_3, O_5-O_7, and O_2-O_4, O_6-O_8)

O_1-O_3, O_5-O_7 : Pretest

O_2-O_4, O_6-O_8 : Post-test

Both of the experimental and control class is consisted of the students who have high learning attitude and those who have low learning attitude taught by self-regulated learning technique to influence students reading ability.

3.2. Sample

The sample chosen had to have similar characteristic in terms of students' English score in their report book. Besides that, it was also based on the suggestion from the class teacher who recommended the writer two classes, accounting class 1 and accounting class 3, that consist 30 student in each class. After

providing the questionnaires, the writer got 13 students from experimental group reveled high attitude and 17 of them made the low attitude. Whereas, in control group, there are 17 students showed low attitude and 13 showed their high attitude.

3.3. Data Collecting Technique

In this study involves two kinds of data as follow: 1.Test of Reading ability and questionnaire of learning attitude and self-regulated learning. The data were collected through the result of pre test and post test. Each test consist of 25 question with multiple choice type.

The questionnaire was an important tool for measuring students' attitude to group them in the proper way. The questionnaire consist of 20 statement with five option.

3.4. Data Analysis Technique

The researcher use a two-way ANOVA supported by statistical package for social science (SPSS) to find out the significant influence of self-regulated learning and

Traditional Teaching towards the tenth grade students' Reading Ability of those who have high attitude and those who have low attitude of SMK Negeri 8 Palembang and whether or not there is significant interaction effect between two independent variable (self-regulated learning and attitude) to dependent variable (reading ability). A significant interaction effects is to find whenever the p-output is lower than mean significant difference at the 0.05 level.

4. FINDINGS AND DISCUSSION

4.1. Result of Reading ability

The complete calculation of descriptive statistics of post-test and post-test score on the students' reading ability with self-regulated learning strategy in the experimental and control group is displayed in Table 2 below.

Table2. Pretest and Post-Test Reading Ability

	Pre-test	Post-test	Pre-test
Mean	10.57	17.33	10.87
Median	9.25[a]	18.25[a]	9.50[a]
Mode	5[b]	13[b]	5
Minimum	2	7	4
Maximum	20	25	21

To answer the formulation of the hypothesis above, the researcher used a two-way ANOVA test. The goal is not only to find out the interaction, but to find out which factors have a greater role in reading ability. The results of the two-way ANOVA test are presented in Table 3 below.

Based on the average score data above, it can be seen that there are differences in abilities in the two groups, but the differences are not too significant.

Table 3. Attitude of Group Control

Attitude	Group	Mean	Std. Error
Low	Experiment	7.118	1.553
	CONTROL	7.154	1.776
High	Experiment	5.692	1.776
	CONTROL	6.588	1.553

Table 4. Test of Between-Subject Effect

Source	Mean Square	F	Sig.
Corrected Model	6.330	.154	.926
Intercept	2596.789	63.327	.000
Attitude	14.600	.356	.553
Teaching Strategy	3.200	.078	.781
Attitude * Teaching Strategy	2.722	.066	.798
Error	41.006		
Total			
Corrected Total			

Table 4. shows that P-value is 0.798. This value is higher than 0.05, this is not significant. Therefore, (Ha) is rejected while (Ho) is accepted. So, there is not any significant interaction effect of self-regulated learning and learning attitude towards the students reading ability at SMK Negeri 8 Palembang. An illustration of the interaction between learning attitude and teaching strategy on reading ability can be seen graphically in Figure 4.12 below
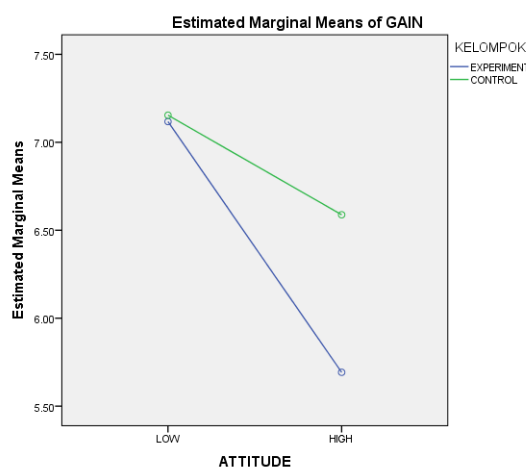

Figure 1. Interaction Effect of Self-regulated learning and Learning Attitude towards the students' Reading Ability

4.2. Discussion

Based on the statistical analysis of researcher's findings, the mean score of post-test in reading ability for

from the results of the above tables hows that the mean score of experimental was 17.33, the standard deviation was 4.467 and standard error mean 0.816 . Meanwhile the mean score of control group was 17.67, the standard deviation was 4.528 and standard error mean 0.827 shows. This was lower than significant of 0.05. It is significant. It meant that the null hypothesis (Ha) is rejected while null hypothesis (Ho) is accepted.

Two-way ANOVA is statistical test to determine differences and possible interaction when variable have two or more categories. In this study two-way ANOVA is used to measure if there was interaction effect of self-regulated learning and students' learning attitude. The calculation of using a two-way ANOVA to measure an interaction effect of self-regulated learning towards students' learning attitude resulted for reading ability were sum of squares was 2.722 , mean square 2.722, and significance was 0.798. While, self-regulated learning were sum of squareness 3,200, mean squareness

3.200 ,significance 0.000 and p-output 0.781. Since the p-value was more than 0.05, There was not significant interaction effect of self-regulated learning and Learning attitude towards the students' reading Ability at SMK Negeri 8 Palembang. it means that learning attitude is not too influenced by the learning model. the two learning models gave almost the same effect on the two groups of students (experimental and control). Therefore, The statistical research reveals that null hypothesis (Ha) is rejected while (Ho) is accepted. So, there is not any significant interaction effect of self-regulated learning and learning attitude towards the students reading ability at SMK Negeri 8 Palembang.

5. CONCLUSIONS

In line with the research results that have been described in the previous chapter, the following conclusions can be drawn as follows:

1. There are not significant effects of self-regulated learning Strategy and traditional teaching strategy towards the tenth grade Student's reading ability of

those who have high attitude and those who have low attitude at SMK Negeri 8 Palembang

2. There is not any significant interaction effect of self-regulated learning and learning attitude towards the students reading ability at SMK Negeri 8 Palembang

6. SUGGESTIONS

6.1.For Students

Students are expected to realize the importance of learning attitude and self-regulated learning to be able to improve reading abilities. Students should be willing to increase their learning attitude by learning without coercion from others. Students must also get it increasing self-regulated learning with responsibility for doing assignments given by the teacher, success oriented, creative, and innovative.

6.2. For Teachers

English teachers at SMK Negeri 8 Palembang in the academic year 2020/2021 are expected to make efforts increase in self-regulated learning. This can be done with various ways. Teachers can make efforts to increase self-regulated learning through orders by giving assignments to students. On Initially, students will certainly feel forced, but then they can become habits so that students are accustomed to racing to get the same achievement good.

6.3. For Researcher

For further researchers, it is hoped that they can develop the results of this study. Development can be done with increasing the number of samples or adding research variables with other factors that can affect reading abilities. In addition, previous research is expected to measure indicators reading abilities after measuring learning attitude.

6.4. For institutions

The findings of the research are expected to contribute highly for the development and advancement of lecturers in the duties of teaching and learning process.

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