

THE CORRELATIONS OF LANGUAGE LEARNING STRATEGIES AND READING INTEREST TOWARDS STUDENTS' READING ACHIEVEMENT

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Abstract

This study aimed at determining: (1) the correlations of language learning strategies; (2) the correlations of reading interest; and (3) the correlations both language learning strategies and reading interest towards the students English study program at Universitas Muhammadiyah Palembang. This study was a qualitative study using simple regression method. The respondents were 60 students at Universitas Muhammadiyah Palembang. Data collection technique in this study were questioners and documentation. Validation test in this study were construct validity and content validity, while the reliability test was Cronbach's Alpha. Normality test, homogeneity test, and linearity test had been conducted before data were analyzed using simple and multiple regression technique. The findings showed that (1) There is no significant correlations of language learning strategies on students' reading achievement of English study program at Universitas Muhammadiyah Palembang value of 0.582; (2) There is significant correlations of reading interest on students' reading achievement of English study program at Universitas Muhammadiyah Palembang value of 0.029; (3) There is no significant correlations of language learning strategies and reading interest simultaneously on students' reading achievement of English study program at Universitas Muhammadiyah Palembang value of 0.082. There is simultaneous influence between language learning strategies and reading interest with reading achievement.

Keywords: *Language Learning Strategies, Students' Reading*

INTRODUCTION

Background

Reading is an important skill in the learning process because it allows you to obtain information from a text. The main idea of reading is to find information from some resources and messages conveyed in the text. Reading is an important skill to learn when studying the four English language skills because it allows learners to comprehend all of the new information in English printed and written texts. (Patel and Jain,2008:113) stated that reading is the most useful and important skill for people. This skill is more important than speaking and writing. "It means that students use their reading skills to access and understand the knowledge and ideas from the text. Therefore, a student's ability to comprehend the text must be strong. Reading is a fundamental communicative skill, yet it involves a complex process. Reading can be defined as a process in which a reader seeks out information provide by

a writer in the form of a written text. In this situation, reading might be described as a participatory activity involving checks and queries regarding the content of the text. Reading is a process in which the author communicates with the reader. Reading, probably the most important talent for success in all educational environments, resurfaces as a skill of paramount relevance as we build tests of general language competence, (Brown,2004).

According to (Herlina,2018), reading is the ability to think about and generate meaning from, Jaya et al (2018) a text in order to obtain information. Based on (Desmarais,2018), reading books increases cognitive engagement and improves a variety of skills, including language, cognitive skills, and focus. Ardiansyah et al (2020) Empathy, social awareness, and emotional intelligence may all be correlationsd, with the latter allowing individuals to live longer on the planet. reading is a bridge to understand or comprehend the material of the text, so the

students can catch the meaning or the idea of it. In short, students can get information and expand their knowledge about what they are learning and what they need to know by reading. Through reading, students can improve their reading skill and the students can develop their ability in using English. Reading can give them more information and knowledge that they need. In many case, student's reading ability is still low and students have some problems in reading, especially to comprehend the meaning or the message of the text. They can read the text, but they do not understand about the message or purpose of the text. Because of that, they cannot answer the questions based on the text.

(Parmawati,2017:1) stated that Reading is a complex process that involves the generation and getting information, analyzing meaning, and making any decision about content to improve the students' learning interest toward reading skill, the lecturer needs to know how to teach reading effectively, and what instructional materials are the most suitable for their students. (Duke and Pearson, 2001:423) stated that Reading Comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which the meaning is construct through interactions between text and reader. It means that Reading is also involved accessing previous knowledge and students will be understanding vocabulary, concepts, making inferences, and linking key ideas. (Sulaiman,2017:1) mentioned that teaching is such as verbal interaction among the teacher and the student in a good learning sequence or atmosphere. It means that teaching is a process of transferring knowledge between teacher and student in daily activity in the class. Additionally, the researcher found some problems in teaching reading at

Universitas Muhammadiyah Palembang when the researcher did observation at Universitas Muhammadiyah Palembang lectures of English classified that had some problems when students read a text, the first, the students are not interested in reading and the second, the students did not understand the meaning of the words in the text.

The difficulties in reading comprehension text was also faced by the students English of study program at Universitas Muhammadiyah Palembang in accordance with the study related to this research, the researcher also did an observation and found some problems faced by the students English of study program Universitas Muhammadiyah Palembang in learning reading text. Many factors affect them, first, students were not interested in reading. Second, students did not understand the meaning of the text. Then the student's achievement in reading is low. Some of these problems can make students bored in the teaching-learning process. The teacher has an important role to improve student's ability to reach and understand. With this condition, the teacher should explain the text, identifying the relationship between the readers determine the main idea or topic of the text, etc.

Based on the explanation above, the researcher would like to know the correlations of language learning strategy, reading interest and their reading achievement and researcher proposes the research an titles: "The correlations of language learning strategies and reading interest towards students' reading achievement of English study program at Universitas Muhammadiyah Palembang".

Literature Review

Concept Language learning Strategies

Learning strategy is one of the important things in the learning process. This is because

the learning strategy can affect the results of the learning process carried out by these students. (Crow,1973) in Aggarwal and (Vasantha,2018:7) stated that "Learning is the acquisition of habits, knowledge, and attitudes. It involves new ways of doing things, and it operates in an individual's attempts to overcome obstacles or to readjust to new situations. It represents progressive change in behaviour. It enables him to satisfy interests to attain goals." (Chamot,2008) argued that learning strategies are techniques for understanding, remembering, and using information and skills. Besides, (Rachmawati,2017) explained that Language learning strategies are defined as specific ways of making learning more enjoyable, faster and problem-solving in the learning process. It allows learners to improve their language learning and to learn the language more effectively. (Pressley,in Lan,2005) quoted that learning strategies are consciously "controllable" as a means for learners to achieve their learning objectives. The way in which learning strategies are defined is usually something like "A learning strategy is X to achieve Y." Of course, this form implies a goal, purpose, or intention.

(Oxford,2003) The strategy that students use for their learning is also included as the factor to determine how well students learn language. (Lee,2010) stated that the goal of learning strategies by learners is to learn something more successfully. Students who have their appropriate learning strategies will normally have better understanding. Moreover, (Oxford,1990) said that learning strategies help to make the learning becomes easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situation. Their better understanding will result good marks in their learning.

(Oxford,1990) classified into two big types of language learning strategies; direct and indirect, which are further categorized into six

groups. Direct strategies are strategies used by learners by involving the new language directly for example: guessing meaning of the target language, producing sentences using the target language, etc. These strategies require mental processing of the language such as memory strategies, cognitive strategies and compensation strategies. Meanwhile, indirect strategies are strategies that support and manage language learning without directly involving the target language such as metacognitive strategies, affective strategies and social strategies. One of the most crucial aspects of the learning process is the learning strategy. This is because the learning technique used by these pupils can correlations the outcomes of their learning process.

(Nurhayati,2008:3) stated that, Language learning strategies is demonstration, personal story telling, interview, calling a friend, story outline, group survey, short speech, filling speech bubbles, taking notes of song lyrics, and writing a list in relation to language performance, not the model of communicative competence, so that the research findings only elaborate language learning strategies such as demonstration, personal story telling, interview, calling a friend, story outline, group survey, short speech, filling speech bubbles, taking notes of song lyrics, and writing. (Oxford,1990), classified Language learning strategies are divided into two categories: direct and indirect, which are further divided into six divisions. Learners utilize direct tactics to engage with the new language directly, such as guessing the target language's meaning, generating phrases in the target language, and so on. Memory strategies, cognitive strategies, and compensating strategies all need mental processing of the language. Meanwhile, indirect methods, such as metacognitive strategies, affective strategies, and social strategies,

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Concept of Reading Interest

An interest in reading is a sense that someone needs to pay careful attention to reading. If they are interested in reading, students can read actively. To achieve this in reading, learners must want to learn. That it will make them view the practice of reading as their normal activity. In reality, interest is very prominent in the perception of activity.

Since reading is one of the four English skills that language learners should master, they should be able to understand the meaning of words, extract knowledge from the text, and make assumptions on what the text is all about.

(Thomas,2001) Clarified that reading interest refers to how excited an individual is to become involved in reading some of the written material. It may also refer to the individual's perception of the potential for stimulating or fulfilling reading material. The reading interest is focused on the attitude of the individual towards the reading process and the various reading materials, based on the definition given by (Thomas,2001).

(Crosby,2013) stated that a study was conducted to address this need, underscored by

earlier researchers, and found that reading attitudes, after controlling language and vocabulary skills, were able to independently correlations reading comprehension. Teenagers with more positive reading attitudes also had better understanding scores.

According to (Miranda et al,2011), Individuals with a high degree of interest in reading often exhibit a variety of constructive reading behaviours. Researchers also noticed that more difficult reading materials also do not deter these people. Typically, readers with a high degree of curiosity and devotion to what they do are often determined to appreciate the ambiguity of words, feelings, or contexts contained in written content. In addition, people with a high interest in reading usually enjoy reading more than others. Because of their interest and commitment, reading activity is often seen as a pleasurable experience.

(Miranda et al,2011) He also noted that people with high levels of interest in reading can usually be relied on to share with others what they have read. To their peers or other interested people, they are more likely to suggest good books or reading materials. Based on (Hidi & Berndoff,2002) said that interest has a strong correlations on learning. Individuals show more persistence, commitment and positive impact on the tasks they are interested in. Interest affects the use of learning strategies and choices for direction and duration of attention. Interest can be generated by motivation, so motivation is required in order to get students interested in reading. It is interesting to read in the restricted sense or in the sense of the board. The interest encourages one to read and make an effort because the choice of reading is interesting.

In (Khairuddin,2013), stated that Interest in reading has been described as readings that are carried out when students are outside the school complex. Furthermore, reading

motivation is whether students choose to read at home or in their free time, or whether or not they like to go to the library.. In addition, the number of books read in a month, and the number of times students read in a week, as well as the favorite genres and styles of English reading content, also describe the reading interest.

Concept of Reading Achievement

Reading is the window to the world. According (Yugafiati,2017:1) Reading is a complex process that involves the generation and getting of information, analyzing meaning, and making any decision about content. Student achievement is the measurement of the amount of academic content a student learns in a given time frame. Each instruction level has specific standards or goals that educators must teach to their students. Achievement is usually assessed through frequent progress and comprehension checks and examinations. However, there is no consensus on how it is best evaluated or which elements of it are most important.

Student achievement refers to the extent to which a learner has attained their short or long-term educational goals. Individual differences in academic performance are strongly correlated with differences in personality and intelligence. As well, students' levels of self-efficacy, self-control and motivation also impact levels of achievement.

Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are

most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement.

Achievement is the result of what an individual has learned from some educational experiences. Students earn an achievement score after completing a course or taking an exam. Reading comprehension will disseminate in this study to collect students' reading comprehension achievement. Achievement is different based on the individual's ability, and it's also utilized to. The achievement in the study will take from the result of the reading comprehension test. (Duke,1990:77) as cited in Linda Jaya explained reading achievement is defined as the result of the test measuring students reading mastery. Achievement is the expectancy of finding satisfaction in mastering challenging and difficult performance. Achievements as the progress pupils make towards the goal and objectives of the curriculum. Students earn an achievement score after completing a course or taking an exam. Reading will disseminate in this study to collect students' reading achievements. Achievement is different based on the individual's ability, and it's also utilized to determine how far a person has progressed in their learning. The achievement in the study will take from the result of the reading test.

METHODS

In this study, the researcher used quantitative research with correlational design. A correlation study is a quantitative method of research in which the researcher has three quantitative variables from another groups of

subjects. The writer is trying to determine if there are correlations among those variables.

This research was conducted to determine the distribution of the correlation between X1 and Y, X2 and Y, Y, X1, X2, as well as the correlations between X1, X2 and Y. This research answered the problem formulation, tested the research hypothesis, and concluded the correlation between Language learning strategies(X1), reading interest (X2) and reading achievement (Y) of english study program at Universitas Muhammadiyah Palembang.

Therefore, the study aimed to find out whether or not there are significant correlations among Language learning strategies, reading interest, and reading achievement of english education study program Universitas Muhamamdiyah Palembang.

Population and Sample

Population

(Sugiyono,2018:80) explained the population is a generalizing region that consists of an object or subject having certain characteristics and quality which specify the researcher to be studied and later, then pulled is the conclusion . Population is described by (Fraenkel et al,2012:91) as "the larger community to which one hopes to apply the findings." It means the population is all subjects that have the same characteristics. Furthermore, according to (Arikunto,2013:58) the community is the entire focus of the inquiry. The population in this study is all the third semester students of English education study program at universitas muhammadiyah palembang. It consists of 107 students.

Sample

This research will use the proportional random sampling technique because all of the individuals in the population had the same opportunity to be chosen as the sample. The writer choose two classes semsester one 28

students nad semester third 32 students total sample 67 people.

Technique of Collecting Data

1. Questionnaire

According to (Richard and Schmidt, 2002), a questionnaire is a collection of questions on a single topic or a group of related topics that are intended to be answered by a respondent. Check lists and ranking scales are two other types of questionnaires.

For each response indicating strong agreement, the answer options were assigned a value of 5 points, a value of 4 for agree, a value of 3 for neutral, a value of 2 for disagree, and a value of 1 for strongly disagree. In contrast, the values for each response option for the unfavorable statement were the polar opposite of the favorable statement. The substance of the favorable statement determined whether it was strongly approved or strongly disapproved.

2. Documentation

According to (Arikunto,2019:85) used the documentation approach to look at written things such as books, periodicals, documents, values, diaries, and so on. Researchers employed this strategy to collect data on students' reading scores in semesters 1 and semester 3 of English study programs. The population for the sample was drawn from semesters 1 and semester 3. Researchers employ this type of documenting to finish their study data. In this study, the researcher did not give a reading test to the students, the researcher only took the students' reading scores based on their learning result cards.

RESULTS AND DISCUSSION

Result

1. Result of correlations language learning strategies and Reading

achievement (Research problem No. 1)

The first hypothesis was tested as follows:

Ha: There is significant correlations of language learning strategies on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?

Ho: There is no significant correlations of language learning strategies on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?

The result of the significant correlations of language learning strategy (X1) and reading comprehension (Y) was presented in table.

a. The Correlations of Students' Language Learning Strategies and Reading Achievement Summary

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	22.206	1	22.206	.307	.582 ^b
Residual	4196.528	58	72.354		
Total	4218.733	59			

- a. Dependent Variable: Reading achievement
- b. Predictors: (Constant), LLS

Based on Table 4.7 above, the result of the correlation coefficient between language learning strategies and reading achievement showed the level of significant was 0.582 > 0.05. Consequently, Ho was rejected. It means that between language learning strategies and reading achievement of the study program at universitas muhammadiyah Palembang have any significant correlations.

2. Result correlations of Reading Interest and Reading achievement (Research problem No. 2)

The first hypothesis was tested as follows:

Ha: There is significant correlations of reading interest on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?

Ho: There is no significant correlations of reading interest on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?

b. The Correlations of Students' Reading Interest and Reading Achievement Summary

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	336.367	1	336.367	5.025	.029 ^b
Residual	3882.366	58	66.937		
Total	4218.733	59			

- a. Dependent Variable: Reading achievement
- b. Predictors: (Constant), reading interest

Based on Table 4.7 above, the result of the significant correlations between reading interest and reading achievement showed the level of significant was 0.029 > 0.05. Consequently, Ha was rejected. It means that between reading interest and reading achievement of English study program at universitas muhammadiyah Palembang have not significant correlations

3. Result of correlations Students' Learning Strategy and Reading Interest simultaneously on students' reading achievement (Research problem No. 3)

The first hypothesis was tested as follows:

Ha: There is significant correlations of language learning strategies and reading interest simultaneously on students' reading

achievement of English study program at Universitas Muhammadiyah Palembang?

Ho: There is no significant correlations of language learning strategies and reading interest simultaneously on students' reading achievement of English study program at Universitas Muhammadiyah Palembang?

c. The correlations of Students' Language Learning Strategies, Reading Interest, and Reading Achievement Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.286 ^a	.082	.050	8.243

a. Predictors: (Constant), language learning strategies, reading interest

Based on Table of p-output above, it can be seen that the coefficient of determination value or R square was 0.005 or equal to 0.5%. it means that motivation variable and reading interest variable simultaneously affect the reading achievement was only 0.5%. A percentage 99.5% was contributed by other factors toward reading achievement.

In relation to Table 4.10, the researcher found that probability value (sig. r table was 0,286 < 0.05, consequently, Ha was accepted while Ho was rejected. It means that there are any significant correlations. among language learning strategies, reading interest, and reading achievement at the English study program universitas muhammadiyah Palembang.

Discussion

This research was conducted for the English Study Program at Universitas Muhammadiyah Palembang. This research has three types of data. They are language learning

strategies, reading interest, and reading achievement. The data of language learning strategies were collected by using a readymade questionnaire which is adopted from Oxford 1989 version 07 administrated on October, 5th-7th 2020, the data of reading interest were collected by using a readymade questionnaire which is adopted from (Triseda,2018) administrated on October, 8th- 10th 2021, and the data of reading achievement were collected by using score reading taken from study result cards administrated on October 11th-12th 2021.

The result from the first hypothesis testing is that there was a very weak or little significant correlations. between language learning strategies (X1) and reading achievement (Y). the result of statistical analysis showed value of r_{x1y} (-0.73) and r^2 0.5.%). The value of r_{x1y} shows that there was a weak significant correlations between language learning strategies and reading achievement. A percentage of 95% was contributed by other factors toward reading achievement. The level significant was $0.87 < 0.05$ consequently, Ho was rejected. It means that between language learning strategies of the English Study Program at Universitas Muhammadiyah Palembang any significant correlations. A weak correlations coefficient between language learning strategies and reading achievement indicated that having high interest .

The result from the second hypothesis testing is that there was a very weak or little significant correlations. language learning strategies (X2) and reading achievement (Y). the result of statistical analysis showed value of r_{x1y} (-0.29) and r^2 0.5.%). The value of r_{x1y} shows that there was a weak significant correlations between language learning strategies and reading achievement. A percentage of 95% was contributed by other factors toward reading achievement. The level significant was $0.97 < 0.05$ consequently, Ho

was rejected. It means that between language learning strategies of the English Study Program at Universitas Muhammadiyah Palembang any significant correlations. A week significant correlations between reading interest and reading achievement indicated that having high interest.

The third hypothesis analyzed by correlations. in SPSS 22 show P-output was 0.0001. This value was lower than significant 0.05, therefore, there is a significant correlations. In this case H_0 , was rejected while H_a was accepted, therefore, there is a significant correlations between language learning strategies and reading interest of the English study program at universitas muhammadiyah Palembang.

The total maximum language learning strategies questioner score 154, it is the item number 22. The total of minimum language learning strategies score is 203, it is item number 29.

The total of maximum reading interest questioner score is 85, it is the item number 20. The total minimum reading interest score is 66, it is item number 20. The total maximum reading achievement score is 1000, and total minimum score is 67

CONCLUSION

In line with the findings in the previous chapter, the following conclusions can be drawn as follows:

- a. There is significant correlations of language learning strategies on students' reading achievement of English Study Program at Universitas Muhammadiyah Palembang.
- b. There is no significant correlations of reading interest on students' reading achievement of English Study Program at Universitas Muhammadiyah Palembang.
- c. There is significant correlations of language learning strategies and reading interest

simultaneously on students' reading achievement of English Study Program at Universitas Muhammadiyah Palembang

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