

# The Correlation Among LLS (Language Learning Strategies), Students' Reading Interest, and Students' Reading Comprehension

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## Abstract

For Indonesian senior high school students, reading comprehension does not only extensively improve their knowledge in general but also their English achievement. The pieces of evidence show us that English assessments are mostly given in the form of reading text. Therefore, the ability to understand the information from the text is inevitably precious in our educational setting. The Indonesian students' reading comprehension achievement is still low because only 69% have the lowest level of reading. Students of SMA (Senior High School) still have the poor reading ability, it is shown by They can finish reading text but they can not answer some questions correctly based on the theme that they have already read. It means that they can not comprehend the text well. Based on the problems, the researcher wants to investigate the Correlation among LLS (Language Learning Strategies), Students' Reading, and Students' Reading Comprehension. Furthermore, the population of the research is the ninth students of SMPN 27 of Palembang consisting of 133 students, from the population, 60 students were represented as the sample which was taken through the probability sampling technique. The instrument to collect the data used questionnaires for LLS and Reading Interest therefore Reading Comprehension was taken by students' reading test. While analyzing the data, was used multiple correlation in SPSS 20 for Windows. The data analysis showed that the result of  $R_{yx1x2} = 0.448$  with  $R^2 = 0.200$  (or 20.0%) contributed of LLS and 80%. from linear regression analysis, it showed that regression between X1 and Y is  $F_{\text{Count}} = 7.139 > F_{\text{table}}(73) = 2.61$ , which means that linear and significant. Hopefully, it is suggested to provide with some useful lessons of LLS and reading interest that may help the readers improve the quality of their reading comprehension.

**Keywords:** *Correlation, Language Learning Strategies, Reading Interest, and Reading Comprehension*

## INTRODUCTION

Reading is an activity where the students can get information about everything. Provided the students more or less understand what they read, the more they read, the better they get at it. Reading also has given a positive effect on students' vocabulary knowledge on their spelling and their writing. at the same time, it enlarges knowledge and improves technology achieve the order to develop reading skills, it is necessary to read many kinds of reading materials. Students should not only develop their reading skills through formal education and assignment in various textbooks textbook, but they also should read fiction, free readings books, news magazines. According to Pang (2003), reading comprehension is about relating prior knowledge to knowledge contained in written texts. Relating prior knowledge to new knowledge means to relate the experience to the new page which is contained in written text or reading text. Meanwhile, According to Miculkecky and Jeffries (In Ria, 2012), comprehension is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you know. The text's own. The text allows people to communicate their ideas to the readers across time and space. Indeed, a large part of what each persis on knows is gained from reading texts. People who never discover how to learn from the text have strong constraints on what they can know and do. On careful reflection, however, learning from text is a more controversial topic that is readily obvious. The target competence of reading for senior high school students is to understand and comprehend the meaning of twelve types of text: recount, narrative, procedural, descriptive, report, news items, analytical exposition, hortatory exposition, persuasive exposition, spoof, explanation, discussion, and review. In relation, the

standard competence eleventh-grade grade senior high school reading comprehension states that students have the ability in understanding the method of short functional text and simple monolog text in form of a report, a lyrical exposition, narrative, hortatory exposition, and spoof in daily life context and accessing popular knowledge. The government hopes the senior high schools' students become good readers as a means of getting important information about science and technology through twelve texts genres. Anda and Akande(2007) report the reasons for Indonesian overall students' poor reading ability vary. Among them are not understanding the text due to complex new vocabulary and having no interest in the topic. Recently, the English teacher of Ethika High School Palembang especially who teaches the students of eleventh-grade shares if the students' scores are below the standard score (75). The scores of 28 students' reading achievement in the daily examination; 4 students got 75, 8 students got 65, and 16 others got 60. Those facts indicate that many Indonesian students still have insufficient ability to comprehend the text.

Based on the writer's interview, many students of the high school of Ethika Palembang feel that English is very difficult. The reading ability of most students is still low, it is based on the students' school report cards which indicate that most of the students got score six on average. Generally, they can read the words but they do not understand what they read. The students fail to understand the content of the text not because they do not understand the reading text but because they have little training or exercise in learning reading. Related to the previous explanations, the writer researched to know whether or not LLS and Reading Interest influence reading comprehension. LLS is the strategy to help the language learner in developing their language performance, whether in language skill or component while reading interest is one of the ways to measure and to know some factors that influence the students' reading comprehension. In order, the writer would like to combine those strategies in increasing students' ability in reading comprehension.

## **METHODOLOGY**

This study uses the descriptive method because it investigated the effect of prediction variables on the criterion variable with a correctional study. Furcan states (2008) states descriptive method covers some kind of study and one of them is a correlation study. While Soedjana, (2008) states that a descriptive method is the accurate that descriptive indication, in fact, by accident that will happen at the future time. Fraenkel, Wallen, and Hyun (2012) defined a correlational study as a study that involves collecting data to determine the degree to which a relationship exists between two or more variables. In this study, the writer used correlation study research to measure and describe the degree of relationship between LLS and reading interest, toward reading comprehension. The objects in a population are investigated, analyzed, concluded in such a way and then the conclusion made was valid to the whole population. In this study, the population is the eleventh-grade students of Ethika High School of Palembang. The writer took 20 students from each class as a sample to find out the correlation between LLS and Reading Interest toward students' Reading Comprehension The writer used probability sampling as a technique for taking a sample. According to Cohen, Manion, and Morisson (2007) a probability (also known as a random sample) which means it draws randomly from the wider population, it is useful if the researcher wishes to be able to make generalizations because it seeks representativeness of the wider population. To collect the data, the writer used some techniques. They are questioner and text. The questioner to get influencing of LLS and Reading Interest and validity, reliability to measure the valid and reliable reading comprehension at the eleventh grade of Ethika High School Palembang.

## **RESULT AND DISCUSSION**

### **RESULT**

This research has three types of data; they are Language Learning Strategies, Reading

Interest, and Reading Comprehension. The data of Language Learning Strategies were collected by using Questioners on Monday, April 25th, 2016, the data of LLS and Reading Interest were collected by using a questionnaire and the data on reading comprehension were obtained through the reading test. Based on the result, the correlations are very high interpretation. In this research, there is significant correlation among X1, X2 and Y is  $F_{count} = 7.139 > F_{table}(73) = 2.61$ . It means that the regression of the three variables is linear and significant. The result from the first hypothesis proved there was a significant correlation between learning strategies (X1) and Reading comprehension (Y). the result of  $R_{yx1} = 0.369$  with  $R^2 = 0.13.6$  (or 13,6%) contributed of LLS and 86.4%. from linear regression analysis, it showed that regression between X1 and Y is  $F_{count} = 9.141 > F_{table}(58) = 2.61$ , which means that linear and significant. The result from the second hypothesis proved there was a significant correlation between reading interest (X2) and Reading comprehension (Y). the result of  $R_{yx2} = 0.397$  with  $R^2 = 0.15.8$  (or 15.8%) contributed of LLS and 84.2%. from linear regression analysis, it showed that regression between X1 and Y is  $F_{count} = 10.848 > F_{table}(58) = 2.61$ , which means that linear and significant. The result from the third hypothesis proved there was a significant correlation among LLS (X1), reading interest (X2), and Reading comprehension (Y). the result of  $R_{yx1x2} = 0.448$  with  $R^2 = 0.200$  (or 20.0%) contributed of LLS and 80%. from linear regression analysis, it showed that regression between X1 and Y is  $F_{count} = 7.139 > F_{table}(58) = 2.61$ , which means that linear and significant.

## DISCUSSION

This research has three types of data; they are Language Learning Strategies, Reading Interest, and Reading Comprehension. The data of Language Learning Strategies were collected by using Questioners on Monday, April 25th, 2016, the data of LLS and Reading Interest were collected by using a questionnaire administrated on Saturday, April 25th, 2016, and the data of reading comprehension were obtained through writing test administrated on Monday, April 17th, 2016. Based on the result, the correlations is very high interpretation. In this research, there is significant correlation among X1, X2 and Y is  $F_{count} = 7.139 > F_{table}(73) = 2.61$ . It means that the regression of the three variables is linear and significant.

The result from the first hypothesis proved there was a significant correlation between learning strategies (X1) and Reading comprehension (Y). the result of  $R_{yx1} = 0.369$  with  $R^2 = 0.13.6$  (or 13,6%) contributed of LLS and 86.4%. from linear regression analysis, it showed that regression between X1 and Y is  $F_{count} = 9.141 > F_{table}(58) = 2.61$ , which means that linear and significant. Learning strategies are very important for the students because learning strategies is the step taken by the students to learn. Moreover, Pruslow and Leviti (2008) stated that learning strategies are "intentional behavior and thoughts used by learners to better help them understand, learn, or remember new information". Based on this theory, the students will use a learning strategy is not only using their behavior but also they must use their thinking to focus on the strategy that they use. By having appropriate learning strategies which are done by the students, it can help them to improve their English because they will feel enjoy ad become interested in joining material. Reading as one skill of English brings important role in learning English. The result from the second hypothesis proved there was a significant correlation between reading interest (X2) and Reading comprehension (Y). the result of  $R_{yx2} = 0.397$  with  $R^2 = 0.15.8$  (or 15.8%) contributed of LLS and 84.2%. from linear regression analysis, it showed that regression between X1 and Y is  $F_{count} = 10.848 > F_{table}(58) = 2.61$ , which means that linear and significant. According to Hidi (In Anggra Prima, 2010:10), interest is central in determining how we select and process certain types of information in preference in others. Furthermore, interest is a significant influence on a child's education that he devoted a whole volume to its discussion. Teaching that incorporates a child's interest allows the child to find the purpose and spirit in his learning and interest is a dynamic, propulsive force that projects the child toward the object of his interest.

As educators, we know that for students to be intrinsically motivated to read we need to take their interest into account. Hidi (2001:196) investigated that most of the research focused on text

characteristics that make reading materials more interesting. It is shown when students read text related to their interest, they processed information at deeper levels and comprehended text better than when the text was not related to their interest. Interest can be contributed by presenting materials in more meaningful, challenging, or personally relevant context, and self-regulated strategies. The result from the third hypothesis proved there was a significant correlation among LLS (X1), reading interest (X2), and Reading comprehension (Y). the result of  $R_{yx1x2} = 0.448$  with  $R^2 = 0.200$  (or 20.0%) contributed of LLS and 80%. from linear regression analysis, it showed that regression between X1 and Y is  $F_{count} = 7.139 > F_{table}(73) = 2.61$ , which means that linear and significant. Reading is an activity where the students can get information about everything. Harmer (2007:99) states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more read, the better they got it. Reading also has a positive effect on students' vocabulary knowledge in spelling and their writing. every student gets an equal chance to learn English in a class, but their achievements, particularly in reading considerably different from each other. This might be due to some factors; two of them are learning strategy and reading interest. Learning strategies are very important for the students because learning strategies is the step taken by the students to learn. interest is central in determining how we select and process certain types of information in preference in others. Furthermore, interest is a significant influence on a child's education that he devoted a whole volume to its discussion. In order learning strategies and reading interest are the important factors in learning English. Many students get higher students in reading achievement in means their reading interest is quite good comprehension in reading.

## CONCLUSION

The result from the first hypothesis proved there was a significant correlation between learning strategies (X1) and Reading comprehension (Y). the result of  $R_{yx1} = 0.369$  with  $R^2 = 0.13.6$  (or 13,6%) contributed of LLS and 86.4. the level of significant is  $(0.004) < (0.005)$ , consequently,  $H_0$  is rejected. It means between LLS and Reading Comprehension significant correlation of the eleventh-grade students of the Ethika High School of Palembang (2016). From the findings, the students have a good strategy in learning strategy, so they will have high scores in reading achievement. The result from the second hypothesis proved there was a significant correlation between reading interest (X2) and Reading comprehension (Y). the result of  $R_{yx2} = 0.397$  with  $R^2 = 0.15.8$  (or 15.8%) contributed of LLS and 84.2%. the level of significant is  $(0.002) < (0.005)$ , consequently,  $H_0$  is rejected. It means between reading interest and Reading Comprehension significant correlation of the eleventh-grade students of the Ethika High School of Palembang (2016). From the findings, the students have a high interest in reading, so they will have high scores in reading and good reading comprehension. The result from the third hypothesis proved there was a significant correlation among LLS (X1), reading interest (X2), and Reading comprehension (Y). the result of  $R_{yx1x2} = 0.448$  with  $R^2 = 0.200$  (or 20.0%) contributed of LLS and 80%. Learning strategies are very important for the students because learning strategies is the step taken by the students to learn. interest is central in determining how we select and process certain types of information in preference in others. Furthermore, interest is a significant influence on a child's education that he devoted a whole volume to its discussion. In order learning strategies and reading interest are the important factors in learning English. Many students get higher students in reading achievement in means their reading interest is quite a good comprehension in reading.

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