

# Correlation Between Learning Attitude and Ninth Grader Literacy Skills SMP Negeri 01 Muaradua, Oku Selatan

Puput Adi Wijaya<sup>1\*)</sup>

<sup>1</sup>SMP Negeri 1 Muaradua

\*Corresponding author. Email: didinnahidin@gmail.com

## ABSTRACT

The issues of such a study are set out in the usual issues. Would there be a positive correlation between learning attitude and word reading of 9th grade students at JuniorHighSchool01 Muaradua, OKU Selatan? In this study, the author will use two kinds of tools to collect the data (1). A questionnaire and (2) a reading test. By using questionnaire, the writer known students' learning attitude. The author includes a reading analysis to test the pupil's literacy skills. There were 45 question items used in the questionnaire and a reading test for learning about learners reading skills. The value of the coefficient of correlation between Students' Learning Attitudes (X) and Reading Comprehension (Y) for 0.18. Sig. Value 0.922 was higher than Alpha value 0.05 ( $0.922 > 0,03440$ ),  $H_a$  was rejected and  $H_o$  was accepted. In other words, there's no positive correlation between Learning Attitude (X) and Reading Comprehension (Y).

**Keywords:** Correlation, Learning Attitude, Reading Comprehension

## 1. INTRODUCTION

In particular, English as being one of the school subjects in education reading skills is anticipated to accelerate the understanding, abilities, beliefs and behaviors stored within it. Reading comprehension is indeed a relatively complicated topic and fixed immediately, accuracy and a deeper understanding of the process, because reading comprehension is a lesson that can not only read but must also fully comprehend the text message. In order to be able to participate in society, students can not only have reading and writing skills, but must learn all basic language skills [1].

The far more popular questions problem is why most Young learners also have a poor level of proficiency. Motivation, attitudes, anxiety, learning accomplishments, skills, intelligence, age, personality, etc. are factors that can affect student language achievement. Based on the observation during the teaching practicum, the author found that the psychological state of students was necessary to support their learning processes. Learning to read and write is a basic ability that not all children in the world have learned enough, sadly [2]. Students who have a positive belief that English is simple, enjoyable and challenging will be eager to follow the lesson. And from the other side, many who have negative views that English is difficult, dull, and difficult to understand will appear to

be naive during the learning process. In support of student achievement, several studies have already examined factors that affect student achievement, such as teaching abilities, teaching technology, media and materials.

In addition to these aspects, the author believes that the student attitude is another critical issue in promoting student achievement. Reading is among the linguistic skills that enables you to understand the knowledge clearly. Teachers must be prepared to "teach students to be critical thinkers, critically active observers, creators and consumers of knowledge [3]. Literacy of knowledge is very important for students to plan their lives in today's era of globalization, with a view to understanding the climate, health, economy and other problems that arise in modern [4]. However, several people just aren't interested in reading since they do not even have a good subject to read. Reading is one of the fundamental skills of English. Jhonson [5] notes that when you intend to read sessions with your learners, make sure there is time to chat about the letter (passage, story and to write). As a result, participants may describe whatever they've learned from either the story or paragraph, but they can also write messages and explore their reading ideas. Especially in cases where students have to read English material for their own particular topic with limited vocabulary, there will also be limited understanding in terms of hearing, talking,

interpreting and writing [6]. Writing also includes artistic motivation, problem-solving, contemplation and editing resulting in a finished manuscript [7].

Fraenkel and Wallen [8] said that reading the most critical single in the report, and the curriculum, was one of four skills, hearing, talking, learning, and typing. The key focus is on one reading ability, since acquisition is believed to be a focus in second or foreign language reading. Reading is an important skill, since one of the keys to learning is reading, and students use too much of their attention to read individual words, which annoys their ability to grasp what they're reading. Especially in schools where people need to learn English content toward their own specific subject with limited vocabulary, there will also be limited comprehension in terms of hearing, talking, learning to read. In fact, however, reading is a difficult language skill, particularly for students who are still hard to understand the content of the reading text.

In relation to this idea, it appears a question whether language learning strategies and learning attitude correlate reading comprehension. The writer is interested in focusing on the study entitled "Correlation among Learning Strategies, Learning Attitude and the ninth grade Students' Reading Comprehension of State Junior High School 01 Muaradua, OKU Selatan".

**2. METHODS**

The study was a quantitative analysis with a correlation design, since there are three correlations between X<sub>1</sub>, X<sub>2</sub> and Y. Sugiyono [9] explains that quantitative research is research that uses numeral and statistical analysis using questionnaire, test, r-Product Moment and Multiple Regression. In this analysis, the author will use a descriptive approach since the author will study the impact of the prediction variables on the criterion variable in a correctional study.

A correlation analysis is a study involving the collection of data to assess the degree to which a relationship exists between two or more variables [10]. In this analysis, the author will use a descriptive approach since the author will study the impact of the predictive variables on the criterion variable in a correctional study. In this research, the independent variable is (X) the learning attitude, and the dependent variable (Y) in this experiment is the reading comprehension of the ninth grader student.

The participants of this research are Grade 9 students of State Junior High School 01 Muaradua, OKU Selatan in the academic year 2020/2021.

In this study, in collecting the data the writer will use two kinds of instrument: questionnaires and reading test. By using it, the writer will be known the students' learning strategy and learning attitude. The reading test instrument is in multiple choice questions with four options for each question.

The Score of students' reading comprehension test will be obtained from this following formula:

$$X = \frac{CA}{N} \times 100\%$$

- Legends :
- X : Students' individual score.
  - CA : Students' correct answer.
  - N : Total number of test

The data method that is obtained in quantitative analysis to assess the topic to be observed can be carried out by means of a test [11]. Data were collected in this study by providing questionnaires and a reading comprehension test. Questionnaires is a technique for gathering data to assess the subject as a sample, which is achieved by providing a series of questions to the respondents to be answered [12].

To making the test to be valid, the writer would use content validity, where reference is made to the essence of the material used in the instrument and the description and used by the author to formulate the content. Validity refers to the degree to which they are meant and to which one really observes what one sets out to generalize one's results from the subjects and situation to other subjects and situations.

In this study the writer will use r-Product Moment and Multiple Regression to apply in the data analysis with regard through the formulation of problems.

### 3. RESULTS AND DISCUSSION

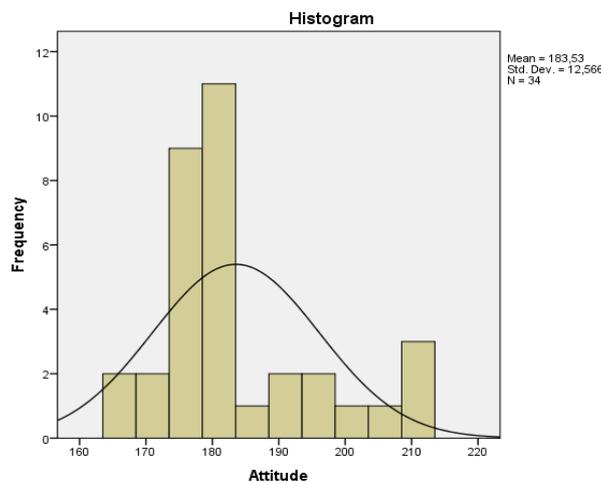
#### 1) Outcome for Students Reading Comprehension

**Table 1. The Result of Students Learning Attitude (X) Statistics**

N	Valid	34
	Missing	0
Mean		183,53
Std. Error of Mean		2,155
Median		180,00
Mode		175
Std. Deviation		12,566
Variance		157,893
Kurtosis		,456
Std. Error of Kurtosis		,788
Range		46
Minimum		166
Maximum		212
Sum		6240
Percentiles	25	175,00
	50	180,00
	75	191,00

That information on education attitudes were obtained just use a question. The highest test score was 212, the lowest test score was 166 and the scope was 46.

The mean (or average) and standard deviations were 183,53 to 12,566, respectively.



**Figure 1. Histogram of Learning Attitude Score**

Frequency data is also displayed efficiently by histogram. The data in Table 13 are shown as histograms in Figure 3 above. In this histogram, the vertical axis of the graph shows the frequency of the score and the horizontal dimension sets the learning motivation score from the lowest to the highest. Columns are drawn in the graph to match the data computation results.

2) Outcome for Students Reading Comprehension

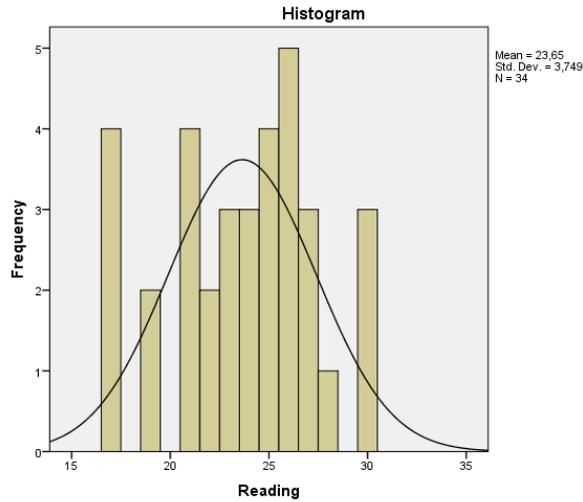


Figure 2. Histogram of Reading Comprehension Score

Reading comprehension data was obtained using a survey. The highest test score was 30, the minimum test score was 13 and the range was 13. The mean (or

average score) and standard deviations were 23,65 and 3,749, respectively.

Table 2. Correlation Students Learning Attitude (X) and Reading Comprehension(Y)

Control Variables			Attitude(X <sub>2</sub> )	Reading(Y)
Learning Attitude (X)	Learning Attitude (X)	Correlation	1,000	,018
		Significance (2-tailed)	.	,922
		Df	0	31
Reading(Y)	Reading(Y)	Correlation	,018	1,000
		Significance (2-tailed)	,922	.
		Df	31	0

Table 2. showed the magnitude of the coefficient of association between Student Attitude (X<sub>2</sub>) and Reading Comprehension (Y) for 0.18. Sig. Value 0.922 was greater than Alpha value 0.05 (0.922 > 0.05), H<sub>a</sub> was rejected and H<sub>o</sub> was accepted. In those other words, there's no meaningful connection between Learning Attitude(X) and Reading Comprehension (Y).

### 3) Linearity Test

**Table 3. Linearity Test**

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Reading * Attitude	Between Groups	(Combined)	263,065	16	16,442	1,393	,252
		Linearity	,133	1	,133	,011	,917
		Deviation from Linearity	262,931	15	17,529	1,485	,215
Within Groups			200,700	17	11,806		
Total			463,765	33			

Based on the linearity Table above, the Sig. deviation from linearity was  $0.215 < 0.05$ . it could be conducted that the correlation of Students' Learning Attitude (X) on Reading Comprehension (Y) was not linear.

Based on that the findings showed that the tests for model of regressoion above  $R_{obtained} = 0.020$ . That means there were low significant correlation between students' learning strategies(X) and reading comprehension (Y) by 2%.

#### 4. CONCLUSION

The value of the coefficient of association between Student Attitude (X) and Reading Comprehension (Y) was 0.18. Sig. Value 0.922 was higher than Alpha Value 0.05 ( $0.922 > 0.05$ ),  $H_a$  was rejected and  $H_o$  was accepted. In other words, there was no substantial connection between Students' Learning Attitude (X) and Reading Comprehension (Y).

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