



Learning Strategies, Gender and Reading Habits: The Influence on Reading Skill

Kurnia Devi Yuswandari, M.Pd.

STIT Miftahul Midad Lumajang

Indonesia

Contributor: nividayuswandari@gmail.com

Received: September	Accepted: September	Published: Oktober
DOI:		

Abstract : *Reading is an important skill that is used to understand the language. Nowadays reading is taught as an integrated skill in the school. So, the students must be more pay attention to their awareness of reading. Not only the awareness of reading but also learning strategies is one factor to support students' reading skill. This study has the objective of determining the influence of learning strategies, gender and reading habits on reading skill at MA Miftahul Midad. The researcher used the quantitative method in this study, especially causal-comparative design. Data of questionnaires applied to a total of 40 students consisting of 20 male students and 20 female students have been analyzed by SPSS version 20. In this study, the researcher found that there was the contribution of learning strategies on reading skill. It was significance < 0.05 a number of 58.1 %. Meanwhile, the difference of gender in MA Miftahul Midad showed that the female students reached the higher score mean than male students a number of 68.4. Meanwhile, reading habits contributed as much as 79.3 %. According to the data obtained in the study, it has been signed that more student used learning strategies and have more reading habits, the students got a good score in their reading skill.*

Keywords: *learning strategies; gender; reading habits; reading skill*

Abstrak : *Membaca merupakan keterampilan penting yang digunakan untuk memahami bahasa. Saat ini membaca diajarkan sebagai keterampilan terpadu di sekolah. Jadi, siswa harus lebih memperhatikan kesadaran membaca mereka. Tidak hanya kesadaran membaca tetapi juga strategi pembelajaran menjadi salah satu faktor pendukung keterampilan membaca siswa. Penelitian ini bertujuan untuk mengetahui pengaruh strategi pembelajaran, gender dan kebiasaan membaca terhadap keterampilan membaca di MA Miftahul Midad. Peneliti menggunakan metode kuantitatif dalam penelitian ini, khususnya desain kausal-komparatif. Data angket yang diterapkan kepada total 40 siswa yang terdiri dari 20 siswa laki-laki dan 20 siswa perempuan telah dianalisis dengan SPSS versi 20. Dalam penelitian ini peneliti menemukan adanya kontribusi strategi pembelajaran terhadap keterampilan membaca. Signifikansinya $< 0,05$ sebesar 58,1%. Sedangkan perbedaan gender di MA Miftahul Midad menunjukkan bahwa siswa perempuan mencapai rata-rata nilai lebih tinggi dibandingkan siswa laki-laki*

yaitu sebesar 68,4. Sedangkan kebiasaan membaca memberikan kontribusi sebesar 79,3%. Berdasarkan data yang diperoleh dalam penelitian, terlihat bahwa semakin banyak siswa yang menggunakan strategi belajar dan memiliki kebiasaan membaca yang lebih banyak, maka siswa tersebut mendapat nilai yang baik dalam keterampilan membaca mereka.

Kata Kunci : Strategi Pembelajaran; Jenis Kelamin; Kebiasaan Membaca; Keterampilan Membaca

INTRODUCTION

Reading skill is one of basic skill in language learning. Every student needs reading in their learning. When the students started reading, they would try to understand the meaning of the text. The ways to understand the language in the text was called by strategies. In fact, successful learners use an arrangement of strategies, matching those strategies to their own learning style and personality and to the demands of the task. Anderson (1991), Block (1986), Carrell (1989), and Devine 1984) whose stated that some successful readers used a group of strategies that combine meaning in reading text. That was the function is to maintain the stop and continuity of the process of reading, increasing the knowledge from the basic until a higher level.

The using of language learning strategies were can be used by male and female students who learned a language. Mau and Lynn (2000) analyzed the tenth and twelfth American National Educational Longitudinal Study found that females achieved According to them, it can be caused of the cognitive of female and male students were females achieved higher levels on a standardized national proficiency test than males.

METHOD

The design of this research is a quantitative method. The researcher used non-experimental causal-comparative design. In this research, the researcher attempt to determine the cause or consequences of the differences that already exist among groups of individuals. It can be meant that the researcher identified a causative relationship between an independent variable X1, X2, X3 (language learning strategies, gender and reading habits) and a dependent variable Y (the score of the test). In this research, the researcher explored the effects of language learning strategies, gender and reading habits on reading skill's score of the sample.

In this research, the instrument to collect data especially primary data is reading skill test, in this case reading comprehension test by using (Test of English for International Communication) TOEIC that is adapted from ETS (Educational Testing Service) www.ets.org. That was developing in 1977. The researcher used these test because it was a global and standardization instrument that is used to measure the English skill and has been measured by its reliability standard of the test. Besides, it was easier than the other test for the students a Senior high school. The test would be used in this research is the

objective test in the form of a multiple-choice test. The multiple-choice test is chosen for this research because it can be stored easily and the score is perfectly reliable (Hughes,1996:19).The reading test consists of 7 texts. The number of the test items of the texts is 25 items of multiple-choice. The correct answer of each item is scored 4 points, thus the total score of the correct answer is 100 points. While the wrong answer is scored zero.

RESULT AND DISCUSSION

The result section is provided before the discussion section. Each section stands alone as a subtitle. The result and discussion should be written in not less than 60% of the entire body of the manuscript.

1. Result

The test should be constructed based on the criteria of validity and reliability.Hughes (1996:22) says that a test is considered valid if it measures accurately what is intended to measure. The indicators would be measured namely: word comprehension (missing word),vocabulary skills, specific information, and inference. Moreover, Hughes (1992:42) states that a valid test must be reliable because it provides an accurate measurement.

Table 1 The validity of all variables

Item-Total Statistics

	Scale Mean if Item Deleted	Sum of Squares if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
strategies	73.45	224.203	.771	.597	.624
score_reading	144.30	2531.036	.783	.818	.182
reading_habits	197.45	3306.613	.798	.801	.528

Based on table 1, corrected item-total showed the value of variable validity, in r table for 2- tailed test with significance 0.05 for 40 sample is 0.312. It was gotten from df-2.From the table 1 it presented that strategies value is $0.771 > 0.312$, score reading value is $0.783 > 0.312$ and reading habits value is $0.798 > 0.312$. So, it can be concluded that the value of all variables $> r$ table and it was indicated that all variables valid.

Table 2 The reliability of all variables

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.48	.921	3

Meanwhile, for a reliability check, the value of Cronbach's alpha for all variables is 0.921 and it was higher than 0.312. So, the instruments are reliable. Because of the reading comprehension test in this research is valid based on its content, the test in this research is reliable. In this research, a questionnaire is used to get the prior information about the recent students' condition. In this case, the researcher took the two questionnaires. The first was to analyze the students' reading habits. Further, this questionnaire was used to support the data on the result of students' interest in reading comprehension. The second was to analyze the frequency of using learning strategies for reading skill.

The first questionnaire which is about reading habits questionnaire, consist of 5 questions. They were about the ages, gender, the interest, the time, and the enjoyment of reading. It was adapted from [www. Surveymonkey.com](http://www.Surveymonkey.com). Meanwhile, the second questionnaire was about the frequency of using learning strategies by using SILL (Strategy Inventory for Language Learning) by Oxford 1990. There were six parts that were available. Part A that was represented by strategy cognitive. Part B that was represented strategy mnemonic. Part C that was represented by strategy metacognitive. Part D that was represented strategy compensatory. Part E that was represented strategy effectively. And part F that was represented by strategy social. There were five categories in each part based on the sample condition. Point 1 was meant never true of me. Point 2 was meant usually not true of me. Point 3 was meant somewhat true of me. Point 4 was meant usually true of me and point 5 was meant always or almost always true of me. This research belongs to non-experimental research which is research that lacks the manipulation of an independent variable, random assignment of participants to condition or order conditions or both. Non-experimental research falls into some broad categories: historical research, case, and field study research, causal-comparative research, correlation and quasi-experimental research and qualitative research. In this research, the researches use causal-comparative research as a category. It focused on a statistical relationship between variables but does not include the manipulation of an independent variable. The researcher conducted the research by using questionnaire and test. That has been done on April 26, 2018. The first procedure, the research gave all respondents questionnaire about reading habits and SILL. The process was running for 15 minutes. The next procedure, the research gave respondents test by using TOEIC. It was running for 35 minutes. After the respondents have done, the data was collected and the researcher input the data into Microsoft Excel and it was analyzed by using SPSS (Statistical Package for the Social Science) version.

2. Discussion

Table 3 The result of reading test

Gender	Number of Students	Highest Score	Lowest Score	Mean
Male	20	72.00	40.00	58.20

Female	20	84.00	44.00	68.40
--------	----	-------	-------	-------

The influence of gender on reading skill is measured by non-statistic that covers percentages of TOEIC test achievement and by statistic to know the significance of gender's score in reading skill at MA Miftahul Midad Lumajang. From the data that has been presented above, it showed that the score of female students is higher than male students. So, there is the difference between male and female students in reading skill. It has been presented in the statistic table 4.5 that showed the significance of both of score between male and female students. This result was supported by the research in the previous study which stated by Wen & Johnson, 1997 "females demonstrated higher levels of performance than males on standardized national proficiency test". It was supported by Horwood, 1997 who stated that males have lower scores on all standardized test than females. It can be concluded that the contribution of gender to reading skill in MA Miftahul Midad was significance.

Table 4 The Model Summary of Learning Strategies Regression Model Summaryb

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.762a	.581	.570	7.857

a. Predictors: (Constant), strategies

b. Dependent Variable: score_reading

Based on the table 4, r square value of all variables are 0.581. It showed that the contribution of independent variable (X1) at dependent variable (Y) is 58.1% and the other is 41.9% is affected by the other variable.

Table 5 The ANOVA of Regression Analysis

ANOVAa						
Model		Sum Squares	df	Mean Square	F	Sig.
1	Regression	3250.476	1	3250.476	52.652	.000b
	Residual	2345.924	38	61.735		
	Total	5596.400	39			

a. Dependent Variable: score_reading

b. Predictors: (Constant), strategies

F value in table 5 showed 52.652 that can be used for hypothesis testing and signification $0,000 < 0,05$, so it can be concluded that learning strategies and reading habits gave a contribution on reading skill score. The finding of the result about the influence of learning strategies on reading skill is presented in table 4.1, showed that the frequency of using learning strategies in MA Miftahul Midad is gained that most of the students use learning strategy on their reading skill, which in each strategy consist of

cognitive, mnemonic, metacognitive, compensatory, affective and social strategy (see appendix 1). That result supported Oxford and Burry (1993) theory who argued about the using of language learning strategies in language learning especially in reading skill can improve the student's achievement in reading skill. And Rubin (1975) that stated there is no single strategy pattern used by effective language learners because some successful learners match these strategies to their own styles.

Table 6 The Contribution of Learning Strategies to Dependent Variable

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.	Collinearity Statistics	
	B	Std. Error	Beta		Tolerance	VIF
(Constant)	37,704	3,740		,000		
strategies	191	,026	,762	,000	1,000	1,000

a. Dependent Variable: score_reading

In the coefficient Table, in B column at constant (a) showed 37,704, it can be called as a regression hypothesis. Strategies value (b) is 7.256. The hypothesis of this research was described by H₀-there is no influence between score and learning strategies. Meanwhile, H₁ - There is influence between score and reading strategies. From the output result above, the significance $0.000 < 0.05$, so H₀ is rejected and H₁ is accepted. It means that there is influence between score and learning strategies.

Table 7 The Model Summary of Reading Habits

Model Summary

Model R	R Square	Adjusted Square	R Std. Error of the Estimate
.891	.793	.788	5.515

1

a. Predictors: (Constant), reading_habits

The model summary for reading habits (the average of all of the habits) showed that the correlation value (R) is 0.891 and determination coefficient (R²) 0.793. It is meant that the contribution of reading habits on reading a score of reading skill is 79.3%. And the other is 20.7 % is affected by the other variables which are not analyzed in this research.

Table 8 The ANOVA of Regression Reading Habits

ANOVA

AN

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4440.567	1	4440.567	145.991	.000b

1 Residual	1155.833	38	30.417
Total	5596.400	39	

a. Dependent

Variable: score

reading

b. Predictors: (Constant), reading_habits

The anova table showed that F value is 145.991 and signification 0,000 <0.05, so it can be used to predict the score variable. Table 9 The Contribution of Reading Habits to Dependent Variable

Model	Unstandardized Coefficients		Standardized T Coefficients	Sig.
	B	Std. Error		
(Constant)	30.261	2.870	10.544	.000
1 readinghabit	9.765	.808	.891	12.083

a. Dependent Variable: score

In the coefficient table, in B column at constant (a) showed 30.261 and reading habits value (b) is 9.765. The Hypothesis of this research was described by Ho that means there is no influence between score and enjoyment on reading and H1 means there is influence between score and enjoyment on reading. From the output result above, it was shown that t value = 12.083 with the significance 0.000 < 0.05, so Ho is rejected and H1 is accepted. It means that there is influence between score and reading habits. From the data above, it can be concluded that there was the influence of reading habits on reading skill at MA Miftahul Midad.

The influence of reading habits on reading skill can be contributed by the frequency of reading, the interest of reading and the enjoyment of reading. From the frequency of reading, it gained there were students who have more frequency in reading and only students who have less frequency in reading. It can be concluded that most of the students in MA Miftahul Midad have more frequency in reading. And it could be seen on the table 4.5 that presented the score of students' reading skill at MA Miftahul Midad it was influenced by their habits on reading, It supported Bass' statement(2012) about the emphasized a favorable reading habit as a prerequisite for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. By reading the students can open their mind to think critically. There were students interest in reading and who didn't interest in reading. Although more students have a high interest in reading, only who enjoy their reading. It can be affected by the school environment which is used boarding school system.

CONCLUSION

ISSN: (e) 2986-2299 (p) 2986-2515

Vol. 1 No. 2 (2023), pp. 1-8

<https://ejournal.stitmiftahulmidad.ac.id/index.php/mastery>

Based on the research and data analysis about the influence of learning strategies, gender and reading habits on reading skill at MA Miftahul Midad, the researcher would like to withdraw the conclusion that the effective learning strategies that are used by students at MA Miftahul Midad are a cognitive strategy. This strategy training can be very useful in improving the use of language learning strategies and it can be implemented by half of student's of MA Miftahul Midad. The using of learning strategies itself was influenced by the learning style of the own students. The students who used more strategy in their language learning especially reading would achieve a higher score. It supported Oxford & Burry (1995) statement that stated there was a correlation of using learning strategies in language learning success, especially on reading skill.

The achievement of female students on the reading skill test is higher and the achievement of male students on the reading skill test is lower. So, it can be concluded that there is the influence of gender on reading skill at MA Miftahul Midad. Thus, a general conception that boys do not read have the right of consideration because it can be affected by the other factors.

BIBLIOGRAPHY

- Anderson, N.J. (1991). Individual differences in strategy use in second language reading and testing. (Online), (<http://doi.org/10.1111/j.15440-4781.1991.tb05384.x>)
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (1979). Introduction to research in education. New York: Holt, Rinehart and Washington Inc.
- Cohen, A. D. (1998). Strategies in learning and using a second language. London: Longman
- Creswell, John. (2016). Research design, Qualitative, Quantitative and mixed method approaches, 4th ed. Pustaka pelajar: Yogyakarta
- Griffiths, C. (2004). Language Learning Strategies : Theory and Research. New Zealand : School of Foundation Studies
- Latief, Adnan. (2016). Research Method on Language Learning an introduction. Malang: Universitas Negeri Malang.
- Li, J., Chun, K.C. (2012). Effects of learning strategies on student reading literacy performance, The reading matrix, Vol.12:1. Zhongnan University.
- Lynn, R., Mikk, J. (2000). Sex differences in reading achievement. University of Ulster & University of Tartu.
- Oxford, R.L. (1990). Language Learning Strategies: What Every Teacher Should Know. Boston: Heinle & Heinle.
- Rubin, J. (1975). What the good language learner can teach us. TESOL quarterly, Vol.9:1, <http://www.jstor.org/stable/3586011>.
- Sugiyono. (2016). Metode penelitian kuantitatif, kualitatif, dan kombinasi (mixed method). Cv Alfabeta: Bandung.