# STUDENT ATTITUDE TOWARD
# CONNECTING STRATEGY IN READING

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**Abstract**

Reading is one of the most important thing in this whole world. Researchers have become increasingly interested in children's motivation to read. Because reading is an exigent activity that involves choice, motivation is crucial to reading engagement. Besides, reading is not just for reading, but also to increase our knowledges about everything that is very important to everyone and ourselves to make a better world with reading, not just in mind but also for attitude. The purpose of this case study was to investigate student attitude toward connecting strategy in reading at the student in Department of English State Islamic University of North Sumatera in the third semester. It was hypothesized that students attitude would improve during their literacy in school and everywhere they doing their activities about reading. Students attitudes were assessed through an onlline interview using platform Google Form as one of the most common tools for doing miniresearch in this pandemic era of the Covid-19. Findings indicated that reading consistent involvement in the learning process was crucial for students success. Furthermore, students attitude toward connecting strategy were found to be multidimensioanl and challenging to assess.

**Keywords:** Reading attitudes, strategy in reading, students in English Department.

## I. Background of Study

In this era, reading have become one of the most important thing to do, but because of the development of technology many people avoid reading and no interested in it. In order for students to develop into effective readers, they must possess attitude skills and teachers lead in the process of becoming literate tp read. As noted by Guthrie and Wigfield (2000), "motivation is what activates behavior." Students attitude toward connecting strategy in reading are a central factor affecting reading performance.

This case study addressed the strategy of connecting reading attitudes of twenty students in Department of English State Islamic University of North Sumatera, Medan in the third semester. It was expected that these students would be provided with supplemental support, including one on one from reading comprehension study. Because instruction that provides cognitive and emotional supports for learning can increase students' motivation (Nolen, 2007), it was hypothesized that the students attitude toward connecting strategy would improve during their literacy in reading everything. The specific questions utilized by the researchers in conjunction with instructional strategies and practices we chose to

use with all of the students were documented in order to determine their impact of students attitudes toward the connecting strategy.

Reading is one of the most important that has received considerable attention in education academic life. Teachers/lecturers have realized that students attitude towards reading is as important as improving students' reading comprehension. Creation and maintenance positive attitude towards reading comprehension is expected to be stepping stone for student success to become good readers. This paper discusses Student Attitude Toward Connecting Strategy in Reading for student in State Islamic University of North Sumatera, Medan. It is hoped that it will contribute to educators in teaching reading comprehension at all levels education. We also hoped that it will useful for everyone in this whole world.

**Problem of Study**

The problem of this study can be formulated as the following question "How are students' attitude toward connecting strategy in reading of the third semester of English study program at State Islamic University of North Sumatera?" Schunk and Zimmerman (1997) found that students who doubt their ability to learn give up quickly when faced with new challenges.

**Objective of Study**

In accordance with the problem statements before, this research aims at finding out how the students'

attitude toward connecting strategy in reading of the third semester of English study program at State Islamic University of North Sumatera. Students who do not enjoy typical school texts often fail to engage in reading, and may be develop a lifelong aversion to reading. Even if they are not initially struggling readers, "reluctants readers tend to gradually lose some academic ground, because wide reading is related to increases in general knowledge and reading comprehension" (Williamson & Williamson, 1988).

**Significance of Study**

Student attitude toward connecting strategy in reading is deally placed to become the highest in which significant studies from the students of State Islamic University of North Sumatera, Medan can be rapidly published. With this in mind, the significance and impact of the study is highly visible in the online of the journal, and as such, it is important that the authors take full advantage to promote and highlight the key messages of our articles. The global leadership of Student attitude toward connecting strategy in reading ensures a properly written significance and impact of the study in reading can not only promote greater interest from readers within the field of research of a given article, but also across a wider audience in Department of English State Islamic University of North Sumatera, Medan, especially for the students in 3rd semester.

**Review of Related Literature**
**1. Reading**

According to Babiker (2018), "Reading was the visual recognition of symbols, letters, words and sentences. This was besides the comprehension text, refers to its understanding." Nahar (2017) states that "reading was one of the four skills that students must accomplish in learning english. In order to master reading skill, students need to know what reading was and its nature."

David Nunan (1988:33) states that "Reading is no an invariant skill, that there are different types of reading skill that correspond to the many different purposes we have for reading". According to Grellet (2004:7) "Reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use that what they know to understand."

**2. Attitude**

Attitude are relatively stable evaluation of persons, objects, situations, or issues, along a continuum ranging from positive to negative (Wood, Wood, & Boyd, 2007). Some attitudes are acquired through firsthand experiences with people, objects, situations, and issues. Others are acquired when children hear parents, family, friends, and teachers express positive or negative attitudes toward certain issues or people (Wood, et al., 2007).

According to David Krech, Richard S. Crutchfield, and Egerton L. Balackey, "Attitudes are an individual's enduring favorable or unfavorable evaluations, emotional feelings, and action tendencies toward some object or idea." Frank Freeman said, "An attitude is a dispositional readiness to respond to certain institution, persons or objects in a consistent manner which has been learned and has become one's typical mode of response."

**3. Reading Attitude**

According to Martinez (2008), "Reading attitude is defined as the feeling about reading that results in the adoption or avoidance of positive reading habits." There has been much research identifying factors that affect reading attitudes. Martinez also states that studies indicate the amount of quality time students spend reading, in and out of school, is influenced by their level of engagement with the text and their overall reading abilities. The higher students' attitudes about reading will determine the amount of time they engage in reading activities.

Reading is not static act, but constantly changes and adapts to the social environment in which it is practiced. The extent to which students positively or negatively engage in reading at home and at school or university is influenced greatly by the attitude they have towards reading. Students' attitudes significantly influence their level of engagement with reading. Attitude has been described as "a state of mind accompanied by feelings and emotions that make reading more or

less probable" (Kush & Watkins, 2001: 315).

## 4. Connecting Strategy

According to Lumbantoruan (2019), "making connections is a strategy that uses in order to enhance reading comprehension; readers may relate their previous learning and background knowledge to the text." Good readers can use their prior knowledge and experience to understand what they are reading and use that knowledge to make connections.

Correia et.al (2018) aimed that employing a framework of making connections often used in reading comprehension, to characterize how making connections between the Service-Learning Experience (SLE) and prior experiences in similar settings, personal life experiences, and knowledge gained in the world, help students make better sense of their SLE.

According to Keene & Zimmerman (1997) concluded that students comprehend better when they make different kinds of connections, they are:

- Text-to-self
  Text-to-self connections is a very personal connection that the reader makes between the reading material and the reader's own experiences and life. An example of a text-to-self connection might be "This story reminds me of a vacation we took to my grandfather's farm."

- Text-to-text
  Sometimes when we reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are text-to-text connections. Readers can gain insights by connecting with other familiar text. "This character has the same problem that I read about in a story last year," would be an example of a text-to-text connections.

- Text-to-world
  Text-to-world connections are the larger connections that a reader brings to a reading situation. We all have ideas about how the world works that goes far beyond our own personal experiences. We learn about things through television, movies, magazines, and newspapers.

Teachers often seek to improve the connection between text and the world when teaching science, social studies, and literature classes.. An example of a text-to-world connection would be when a reader says, "I saw a program on television that talked about things described in this article."

## II. Method of Research

Data can be defined as a raw unprocessed facts. It can also be defined as facts usually collected as the result of experience, observation or experiment. Data may consist of numbers, words, or images, or as

measurements or observations of a set of variables. Data are often viewed as a lowest level of abstraction from which information and knowledge are derived. Data collection methods can be combined to collect primary and secondary forms of data (Patton, 2002; Wahyuni, 2012).

There are many data collection methods in research, each having its strengths and weaknesses (McGrath, 1982). The choice of data collection methods to be used in Student Attitude Toward Connecting Strategy in Reading is a major research issue. A researcher (such as a student) must have thorough and adequate knowledge of the relevant data collection methods to be used. These methods include surveys, interviews, focus groups, experimentation, observations, content analysis, meta-analysis, case study, and archives, among others. For example, in this experiments are a widely used research method in reading comprehension, but reading researchers, generally, rely on surveys, observations, or interviews to collect data.

Data collection via survey method is efficient and gives quick turnaround (Frippiat & Marquis, 2010), although with decrease in survey response rates over the years (Schmeets, 2010).

We are doing interviews using Google Form as one of the most famous site to do an interview on this pandemic era. Because of we are surrounded by the Covid-19, we used the Google Form for collecting the data. We added some questions into the form and send it to the people who we have chosen as our research material namely the students in Department of English State Islamic University of North Sumatera, Medan.

## III. Data Analysis and Finding

In this special journal, we are using qualitative research method in reading comprehension which has relation to our title. In this article, we review some principles of the collection, analysis, and management of qualitative data to help readers interested in doing research in their practice to continue their learning in this area. Qualitative research can help researchers to access the thoughts and feelings of research participants, which can enable development of an understanding of the meaning that people ascribe to their experiences. Whereas quantitative research methods can be used to determine how many people undertake particular behaviours, qualitative methods can help researchers to understand how and why such behaviours take place.

To organize the data, we initially created some questions in the platform of Google Form with six questions according yo our title about "Student Attitude Toward Connecting Strategy in Reading". We believed that this collection data would allow us totally the occurences of these connecting strategy components asa we made our miniresearch. However, after the twenty interviews it became apparent that this information could not be collected in this fashion. As a result, we began to look at the

information in the website, how do we make it better especially in collecting the data. With that in mind, we continued to collect the datas with using the platform Google Form and send the form link to our friends in the third semester of State Islamic University of North Sumatera by using WhatsApp application. This is the only one way that we can use to collect the data. Because of we sorrounded by the Covid-19, we hard to do an observations directly and just collect it by using applications in our Smartphones.

After reading that transcribed field notes, we inductively coded our datas into six parts of questions, such as: (1) Have you ever used a connecting strategy in reading?; (2) Did this passage remind you of your life experience? In text to self! (3) Does this passage remind you of another book you've read? In text to text! (4) Do you think something that is similar to this in the world? In text to world! (5) Can the connecting strategy help you in finding the message or information from the text? (6) Are there any difficulties in implementing the connecting strategy? If yes or not, please explain why!

From the data, we constructed mini-cases of the twenty students. As the first question,  Have you ever used a connecting strategy in reading? We found that not all students had never used this strategy. As we know that this strategy is one of an uncommon strategy in the global. Usually, people just read everything completely untill the end of the texts or the books and then conclude it.

After saw the answers from the twenty students, we got that there were some students that had never used and had ever used it. So it means there's a possibility that this strategy is not familiar for everyone.

The second question that we put in the platform of Google Form is: Did this passage remind you of your life experience? In text to self! In this question we put an exercise to measure the capacity of their minds, how to get the meaning and conclude it by theirselves. We got some answers like these from the students; "*Keep everything be well before do anything*" from Yuifta Afifka. From MHD. Husri, Winda Rahmana Siregar, Indi Ramadhani Daulay, Muliana Safitri, Susi Handayani, Amanda Kirana, and Syahdah,  they said, "*they had never experienced it*". From Nurul Mifta Lubis she said, "*I remember about falling off my motorbike when I was in 1st grade of high school*". From Siska Widiya, she said, "*Yes, this text reminds me of my experience in an accident. Previously I wanted to cross and look right and left, but my view was blocked because there was a large car parked from the right, so I thought there was no train, and I passed finally there was a train at high speed and I ended up getting hit and seriously injured. From there I learned that it is very important to be careful whether driving, crossing the road, or doing anything else.*" From Yosi Andana, she said, "*I have ever gotten the same experience but it was on motorcycle.*" From Bujing Safitri, she said, "*Yes but I only glimpsed the accident, I saw the car was damaged and the driver was dead and injured.*" From

Silviana Simatupang, she said, *"The text above reminds me of my experience in a motorcycle accident while in high school with my friend. Although not injured but my friend's motorbike was damaged in several parts."* From Ryansyah Athallah, he said, *"The text above reminds me of the incident."*

From those answers above, we can conclude that some students had ever gotten the same experienced but also there are some students that had gotten the experience with different types. Furthermoe, there are some students that never experienced it in their lifes.

The third question is : Does this passage remind you of another book you've read? In text to text! We got some answers from the students, such as from MHD. Husri, he said, *"Yes, this text reminds me of when I read a news story from Instagram about a car accident that killed an Indonesian female artist last month."* From Nurul Mifta Lubis, she said, *"Yes, I've read the same news as this on television."* From Fadhila Stephanie Dwi, she said, *"I once read the news that the incident was almost similar to this text in the newspaper, a car accident which fortunately did not kill a single person and all survived."* From Muliana Safitri, she said," *Yes, it seems I've read similar things from other sources."* From Ryansyah Athallah, he said, *"In other sources that I read there is something like the text above."* From Silviana Simatupang, she said, *"I do not remember ever reading a text similar to the text above."* From Susi Handayani, she said, *"Yes, the text of the car crash reminds me of a book I've read. Where the car accident was experienced by a teenage boy and his friends who drove a car so drunk that it hit a tree."* From Bujing Safitri, she said, *"Yes, in the newspapers I sometimes read."* From Amanda Kirana, she said, *"Yes, this text reminds me of a text I've read on the internet. The accident occurred on the highway, but from the text I read there were injuries in the incident."* From Siska Widiya, she said, *"No, I have just read this text and have not read this text from any other source."*

From those answers, we can conclude that many students have ever read the text that we put as the exercise in the Google Form while another students have never read the text.

We move to the fourth question: Do you think something that is similar to this in the world? In text to world! We got some answers from the students, such as: from Siska Widiya, she said, *"There have been incidents such as the collision of trucks on the road because the speed was out of control, and it could also be caused because the driver was sleepy or drunk while driving."* From Yosi Andana, she said, *"yes, the laura's story after got crashed in a car."* From Amanda Kirana, she said, *"Yes, I thought of something similar to this text in the world, the accident that happened on the highway at that time and there was."* From Susi Handayani, she said, *"Yes, the text part reminds me of my brother's car accident. However, the car accident did not happen because my brother was driving at high speed. The car accident occurred because of an oil spill on the highway which caused the tires of my*

brother's car to slip even though it was running slowly." From Silviana Simatupang, she said, "*The text above reminds me of the traffic accident of one artist couple that took their lives which went viral a few moments ago and even today.*" From Ryansyah Athallah, he said, "*In a world similar to this text there are probably a lot.*" From Muliana Safitri, she said, "*Yes, I remember the accident that happened to Vanessa Angel.*" From Fadhila Stephanie Dwi, she said, "*Yes, my grandfather and my uncle had a car accident like this text that caused my grandfather's leg to fracture due to being pinched by something during the accident, I don't know for sure how it happened.*" From Nurul Mifta, she said, "*Yes, in real life accidents often happen and I often hear the news and have seen it myself.*" From Rafli Al Abid, he said, "*Yes, I've seen an incident similar to the one in the text in this world.*" From MHD. Husri, he said, "*Yes, the events in this text are not only similar to events in the world, but there are indeed many similar car accidents in this world.*" From Yufita Afifka, she said, "*Yes, this text is almost the same as short stories in newspapers or magazines that I have read.*"

From those answers, we can conclude that those students have ever seen the same accident as our text, and also some students got it in their lifes while the other saw it in the Television and their families also.

Next the fifth question is: Can the connecting strategy help you in finding the message or information from the text? We got some answers from the students, such as: from Yufita Afifka, she said, "*Yes, the connecting strategy is very helpful in finding messages and information from text, such as text to self, text to word and text to text that make it easier to find messages or information.*" From MHD. Husri, he said, "*Yes, because the purpose of the connecting strategy itself is to make it easier for us to find messages or information from the text.*" From Rafli Al Abid, he said, "*Yes, because the connecting strategy can improve our reading skills, so the better our connecting strategy, the easier it will be to find messages or information from a text.*" From Nurul Oktari Nasution, she said, "*Yes, because it can help sharpen the mind and connect the synopsis in reading so that we can understand the story.*" From Nurul Mifta Lubis, *she said, "Yes, with a connecting strategy we can relate it to our experience so that we can get a lot of information from it.*" From Indi Ramadhani Daulay, she said, "*Yes, because from connecting we can understand the meaning of each text or sentence.*" From Yuli Aflal Afifah, she said, "*Yes, it really helps to understand the content, messages, information and ideas contained in the writing.*" From Fadhila Stephanie Dwi, she said, "*I think it is quite helpful, because we can relate it to our personal experiences related to the topic in the text.*" From Muliana Safitri, she said, "*Very helpful, with this strategy we can easily find information and messages in text.*" From Ryansyah Athallah, he said, "*I think it can help because I can find messages or information faster.*" From Silviana Simatupang, she said, "*In my opinion, the connecting strategy really helps students' reading comprehension by making connections*

*between the text they read and the information they already know.*" From Susi Handayani, she said, "*Yes, the connecting strategy can make it easier for me to understand the message or information the author wants to convey to me. Because by linking the texts we read to ourselves, other books with similar stories, to the world we have seen other people experience, we can easily get the message. Because we like to see directly the incident.*" From Bujing Safitri, she said, "*Yes of course, sometimes a story or text has an enigmatic message, and this strategy is quite helpful.*" From Amanda Kirana, she said, "*Yes, the connecting strategy helps in finding information from the text which is of course easier to find because it is similar to the stories we have experienced.*" From Yosi Andana, she said, "*Yes, because by connecting our experiences, it will be easier for us to understand the message conveyed by the author.*" From Siska Widiya, she said, "*Yes, this connecting strategy really helped me in finding messages or information from the text, because the connecting strategy can help students find meaning in a text by connecting it with our background knowledge. This is also very important for English language students in connecting classroom learning with the experience he has.*" From Syahdah, she said, "*Yes, because it can connect a story.*"

From the answer's explanation above, we can conclude that this strategy is really useful to get the information faster. It can help everyone to conclude something better than without the strategy.

The last question that we put in the platform google form is: Are there any difficulties in implementing the connecting strategy? If yes or not, please explain why! We got many kinds of answer from the students, such as: from Siska Widiya, she said, "*Yes, every student has different reading skills. I sometimes have difficulty understanding a text, I understand the words of the text but sometimes I find it difficult to understand the meaning of the text.*" From Syahdah, she said, "*It's not too difficult to apply it for me.*" From Yosi Andana, she said, "*yes, if we do not have background knowledge.*" From Nada Vidya, she said, "*In my opinion, there is no difficulty in this strategy.*" From Amanda Kirana, she said, "*There are difficulties when applying the connecting strategy, namely remembering events that have happened to us related to the texts we read.*" From Bujing Safitri, she said, "*I think every thing must have its own difficulties, but to find meaning or message in the text is usually not that difficult.*" From Susi Handayani, she said, "*I don't think there is. Because by linking the story or text to life experiences, other books, and the world, it can make it easier for us to get information or messages. Because by applying the connecting strategy in reading we are like being at the scene, we can see it directly. And messages or information are easy to get.*" From Silviana Simatupang, she said, "*I have no difficulty using this strategy.*" From Ryansyah Athallah, he said, "*I think the problem is only in its application.*" From Muliana Safitri, she said, "*Sometimes I forget to use this strategy when reading text.*" From Fadila Stephanie Dwi, she said, "*I think there is no difficulty, because this is quite easy*

*if we have life experience related to the content of the text.*" From Yuli Aflal Afifah, she said, "*No, because actually we only have to understand the existing text and connect it with things or information that we know.*" From Winda Rahmana Siregar, she said, "*Of course there is, because there are so many similarities in some words.*" From Indi Ramadhani Daulay, she said, "*There may be, the section connects each fact to conclude the meaning of the text.*" From Nurul Mifta Lubis, she said, "*Sometimes I struggle and sometimes I don't, I struggle when I have no experience with the incident.*" From Nurul Oktari Nasution, she said, "*No, because in this connecting strategy it can help someone in understanding reading.*" From Rafli Al Abid, he said, "*There is a difficulty, that is if there is a weak understanding in reading, because of this, it is difficult to apply the connecting strategy.*" From MHD. Husri, he said, "*No, because the implementation of the connecting strategy is very easy if we understand it well.*" From Yufita Afifka, she said, "*No, because the steps used are easy to understand and implement.*"

From the answer's explanation above, we can conclude that this strategy does not have difficulty to use in a reading comprehension for some students while the other have some difficulties to proccess the strategy in their reading comprehension.

## IV. Conclusion

This study focused on the use of connecting strategy in reading of the third semester of English Education Department at State Islamic University of North Sumatera. The purpose of this study was to examine students' attitude toward connecting strategy in reading, and to identify the challenges or difficulties faced by the students when using connection strategy in reading.

Connecting strategy in reading is very useful to help the readers understand what they are reading, if the readers can take advantage of their prior knowledge and experienced, they can use that knowledge to make connections. There are three ways to make a connection, they are: 1) text-to-self, which means to connects between the text that they've read and their own experiences of life. 2) text-to-text, which means the information they are riding connects to other text. 3) text-to-world, to make connections between the text that they're reading and the event, or issue from the television, magazines, and newspaper.

The applications of connecting strategy in reading has a positive reaction to improving students' reading comprehension. Mostly students have ever used connecting strategy in reading. From twenty students in this research, there were seventeen that had known and used this strategy, while the rest had never used connecting strategy in reading. furthermore, there were some students stated that using this strategy was difficult to them, and there were also some students stated that there was no difficult when using connecting strategy.

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