THE CORRELATION BETWEEN READING STRATEGIES AND LEARNING ACHIEVEMENT

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Abstract

Reading strategies are an important thing that should be known by the learners in order to enhance their learning achievement. Strategy is not only supporting the learners to improve their learning achievement, but also it can make the learners easy in comprehending the reading text. Hence, this study underlined in the case whether the strategies correlate with reading achievement. The participants were 28 English department college students who is in 4rd grade semester. In this class, there are 9 males and 19 females. In collecting data, the researcher administered two instruments, such as questionnaire and reading test. The result of this study showed that the correlation coefficient between $r_{obtained}$ was lower than r_{table}. Then, the level of probability (p) Sig. (2-tailed) was 0.410 which was higher than 0.05. It means that H0 was accepted and Ha was rejected. Hence, it can be concluded that there was no correlation indicated that metacognitive reading strategy and student's reading achievement associated each other.

Key Words: Reading strategy, students' learning achievement, correlation study

INTRODUCTION

In English language learning, reading is an interesting skill that plays an important part in the learning process of the learners. Floris and Divina (2015) stated that the aim of reading for English as a foreign language (EFL) learners is to expedite the improvement of English skills and knowledge. To gain this purpose, learners need strategies to make easy and interesting in learning second language. In addition, strategy is the way to develop the learners' skill in learning since the learners have different ability in learning process. Many studies have proved that strategy become the main purpose in mastering language learning. In addition, learning strategy can help students to achieve their goals especially in the goal of learning because it helps them in understanding what the students have read.

Numerous approaches and strategies for enhancing reading understanding were planned. One of eligible strategies is metacognitive reading strategy. This technique helps students concentrate on their assigned materials and organize what information they already have. Thus, students can quickly identify what to find and understand the texts (Mokharti & Reichard, 2002). Flavel (1976) divided metacognitive to three categories; person, task, and strategy. Person category includes someone beliefs about intraindividual, inter-individual, and universal. Task category is about learners' characteristics of specific task; how the learners manage and understand the task. The strategy category is the learners' awareness in applying metacognitive strategies during appearing the task.

Two aspects of reading that influence the capability of reading competence and understanding the meaning of the texts; decoding and cognitive resources. Decoding is used when the learners find a new word and they try to know the meaning of this word. Cognitive is more than decoding, it is used by learners to develop this word correctly. In addition, Furnes & Norman (2015) stated that when the decoding process does not work in reading a text, the readers load more cognitive resources to read the words correctly. However, when the learners lack of cognitive resources, they will use other experiences and strategies (such as skimming, skipping, and scanning) in comprehending texts.

Many studies concern in conducted metacognitive reading strategy. For instance, the study organized by Mahdi (2016) that observed the effectiveness of using metacognitive strategies on tenth graders' reading comprehension and attitudes. The result of this study showed that the building program on metacognitive strategies has impacted positively and significantly on the reading ability of students in experimental group. Another research was conducted by Sham, Lubis, Norhayuza, Akmar, and Sjahrony (2017) that observed on the impact of metacognitive Strategy (MCS) in reading Arabic text among SMK Agama in Seremban Malaysia. This study focused to identify the effect of metacognitive strategies used in comprehending reading Arabic text and the effect of metacognitive strategies in using vocabulary on reading Arabic text. The result of this study showed that the students who are competent in studying Arabic will also prepare ahead of reading the text, track the way they interpret the text, analyze the outcomes of the task, and also measure and analyze progress in interpreting the text.

METHOD

The type of this research is correlation design as research design in order to discover the relationship between variable X (reading strategies) and variable Y (students' reading achievement). Creswell (2012) claimed that in correlation design, researchers are using the statistical correlation test to define and quantify the extent to which two or more variables or scores have been associated (connection).

The purpose of this study is to explore whether metacognitive strategy correlates with students' learning achievement. In this case, the researcher analyzes 28 of 3rd EnglishDepartment students at Al-Qolam Islamic Institute academic year 2020-2021. In this class, there are 9 males and 19 females. The reason overdue selecting third year students was that the researcher consider that these students were believed to have higher levels of proficiency in reading. It could be identified from the Department of English Language Education's syllabus that these students had taken the third-level grammar and reading comprehension course.

Before doing this research, the researcher consulted to the lecturer of the class to know the participants of the class; it was meant to clarify what application that have been used by the lecturer.

In collecting the questionnaire, the researcher used MARSI (Metacognitive Awareness of Reading Strategies Inventory). It is constructed to evaluate experienced readers' metacognitive awareness and supposed the use of reading strategies while reading academic or related school matters. The students need to fulfill the questionnaire by listing in Likert-Scale 1 up to 5 in the based on the students' strategies in comprehending the text, and they must complete to answer all questions in the questionnaire honestly. The researcher calculated the students' answer by using the MARSI Scoring Rubric designed by Kouider Mokhtari and Carla Reichard (2002).

In reading test, 50 items of reading test are adopted from the Longman Complete Course by Philips (2001). This test has five sections with around ten to thirteen lines. There are numerous questions about the text followed by each passage. To answer the questions, the participants had to select one of the finest options between (A), (B), (C), or (D). Then, the participants write the answer on their answer sheet.

FINDING AND DISCUSSION

There are some findings found during study: finding from Questionnaire, and finding form the result of reading examination.

- Result of questionnaire

Students' reading strategy that is used is metacognitive strategy. To distinguish that the students used this strategy, the researcher administered questionnaire to the students. From the questionnaire, it can be taken some conclusions that the highest score of reading strategy is 150 and the lowest score of reading strategy is 62. It can be concluded that the highest to the lowest measurement strategy with the range 88 has substantial difference. Then the sum score is 2942. While the mean score of reading strategy is 105.07; it means that the mean score of reading achievements are good. The above table also demonstrates that there is a median score of 103.50 for reading strategy, while the mode score is 103. It means that there are a lot of students' who are frequently use metacognitive as a reading comprehension strategy.

- Students' learning achievement

In getting the data, the researcher was using the middle test score of reading 2 for the students. The results of the study show that the highest reading performance of students' reading achievement is 92, while the lowest score is 56. There is a significant range between the maximum and the minimum score of reading achievement with range 36. And then, the sum score of reading achievement is 2189. Mean score of students' reading achievement is 78.18; it means that the score of students' achievements is good because it is less than the mode score 82. In addition, because the mode score is 82, it means that there are a lot of students get 82. In the calculation study also demonstrates that the median score of students' reading comprehension strategy is 78.

After calculating the reading strategy and reading achievement, the researcher make assumption. Before it, the researcher calculated by doing two tests. Normality test and Hogeneity Test. Normality test showed as follows:

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Strategy	.098	28	.200*	.956	28	.281
Reading Achievement	.103	28	.200*	.951	28	.209

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the calculation above, it illustrates that both of sig. (2-tailed) = 0.20, or it can be said 0.20 is bigger than 0.05. Based on the criteria above, it may be concluded that reading comprehension strategy data are normally distributed on approach.

In homogeneity test, showed as follow:

Levene Statistic	df1	df2	Sig.
1.243	7	17	.334

According to table above, it illustrated that the assessment of sig. deviation value is 0.334 which is bigger than 0.05. Furthermore, data variance can be decided for being homogeneous.

After completing the test computation, by using the Pearson Product Moment Association coefficient in SPSS 25.0, the researcher evaluated the correlation of metacognitive technique utilization with student reading performances. Hence, the computation result may be seen as follows:

		Reading Strategy	Reading Achievement
Reading Strategy	Pearson Correlation	1	-.266
	Sig. (2-tailed)		.171
	N	28	28
Reading Achievement	Pearson Correlation	-.266	1
	Sig. (2-tailed)	.171	
	N	28	28

**. Correlation is significant at the 0.01 level (2-tailed)

Based on the table above, it showed that the correlation between robtained (-0.162) was lower than rtable (0.374). Then, the level of probability (p) Sig. (2-tailed) was 0.410. Subsequently, p value (0.410) was higher than 0.05 which means that H0 was accepted and Ha was rejected. Hence, it can be concluded that the metacognitive reading strategy is not correlate with student's reading achievement.

CONCLUSION AND SUGGESTION

In this study, the result of questionnaire proved that the participants greatly used metacognitive strategies with rate 3.4 in Global Strategies, 3.5 in Support Strategies, and 3.6 in Problem-Solving Strategies.

In assessing reading achievement, the students were evaluated by giving Reading Comprehension Test. From the result, there are 8 students got range excellent. The students who get range Very Good was 16 students. 3 students got range Good and 1 student got range Enough.

After finishing all calculation of the assumption of Pearson's correlation coefficient, the result of the correlation was -0.266. Then, the conclusion may be inferred that the usage of metacognitive technique is not linked to students' reading achievements. This negative correlation means that metacognitive reading strategy cannot overcome students' reading achievement, even though it was not strongly prompting the students at Department of English Language Education in IAI Al-Qolam Malang.

According to the result above, the researcher suggests to other researchers that in order to support students' reading comprehension, it is possible if the researcher add more participants in applying this strategy. Because of the result of this study proved that there was no correlation between the usage of metacognitive strategies and students' reading achievement. so, maybe there is an outside influence that causes this strategy not work, such as motivation, gender, etc. Hence, the other researcher can correlate it.

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