

# SELECTED READING STRATEGIES AS PREDICTORS OF READING COMPREHENSION

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## Abstract

This research is intended to seeing the reading strategies as predictors of reading comprehension; the categories of reading strategy in this research are cognitive metacognitive compensation and social. This research was carried out to answer the problem is there any significant predictors of reading strategy to reading comprehension. This research used a quantitative approach with correlational research design. Correlational research design was used for investigating the contribution of independent variables to the dependent one. The students of Junior High School of Kediri ( MTS N I,II,III Kota Kediri ) were chosen as the subject of research with 730 populations of students. After being computed using accessibility sample, the sample is amount 319 students. Simple random sampling was used as the method and lottery was used as the media of taking sample.

Keywords : Reading Strategies (cognitive, metacognitive, compensation, social), Reading Comprehension.

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## INTRODUCTION

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text present letters, words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. The process of reading is very complicated, for the students are engaged in decoding a message rather than encoding. Reading is the important skill that must be owned by the students. If the students understand what they read probably they will get much knowledge or information. Here, to make students successful in reading, teacher must have good strategy to improve their reading skills. Based on the preliminary stud. Reading is a purposeful and active process. a reader reads to understand, to remember what is understood and put the understanding to use. Many have shown the successful comprehension does not automatically happened, it depends on the directed cognitive effort, which includes knowledge about and regulation of cognitive processing.

almost all the students have problems with reading. Some of the experts believe that reading many facts about reading express useful problem-solving strategies in order to solve various difficulties in reading. One of the most important skills which have been taken into account in recent years is the ability to read in a foreign language effective readers are capable of analyzing, evaluating, synthesizing, and interpreting what is being read with regard to the content of the materials (Marzban and Barati, 2016). It is very interesting to conduct this research in senior high school students. The researcher wants to prove that there is contribution between reading

strategies (cognitive, metacognitive, compensation, social) and reading comprehension of junior high school students at MTs N I,II,III Kediri.

## METHOD

The research intention of this study is a correlational research design. Correlation is one of the types of quantitative research. According to Creswell, correlation study is used when the researcher relates two or more variables to see if they affect each other (Creswell: 2012). This research used a correlation research design with regression analysis. The design was implemented because this research was to find the relationship of independent and dependent variable without manipulating the independent variable (Latief,2012)

This research tries to identify, analyse, and describe the predictors of reading comprehension on reading strategies. The determination of this research to varied about predictors of reading strategy as seen reading comprehension with quantitative research design especially in correlation design. In additionally this research using correlation design because it is based on the calculation of the numbers(scores or grade, rankings, frequency), which analysed using statistics or SPSS 20 program to answer the question or hypothesis of the research in specific and to predict that a particular variable affects the other variable.

The research tries to renew the Prediction of independent variable X reading strategy ( Cognitive, Metacognitive, Compensation and Social) to dependent variable Y ( students reading comprehension). The independent variable here divided into four sub categories namely cognitive, metacognitive, compensation, the frame work of correlation research design in this research are described in the following figure.

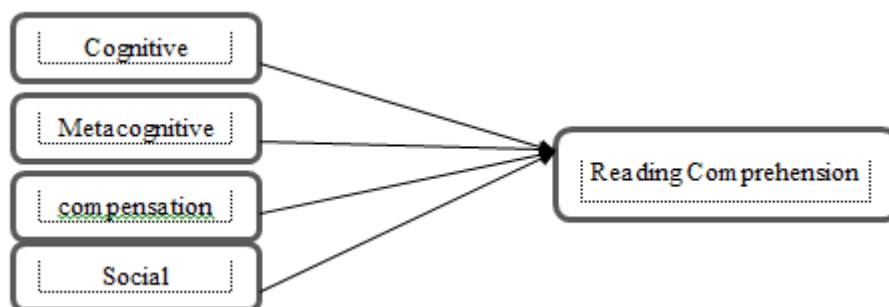


Figure 1.1 The Identification of Variables

From the figure above, the researcher concludes that analysis is to find out the correlation between Reading Strategies ( cognitive, metacognitive, compensation, social ) and reading comprehension.

The researcher decides a population into the sample. The sample is a part of the population, the researcher takes three schools from the population, because three schools are easy to access and the distances are near. The information of the total number of the sample in MTs N 1,2,3 Kediri are shown in Table 3.1.

**Table 1.1 Sampling of the Research**

School	class	total	Sampling class	Student
MTs N I	Super class	3	1	28
	Reguler	7	2	76
MTs N II	Super class	3	1	35
	Reguler	7	2	70
MTs N III	Super class	3	1	34
	Reguler	6	2	76
Total sampling			9	319

To collect the data, some of instruments are implemented to collect the data. This research used two kinds of test. The first is using the questionnaire of reading strategy, and the second is using the instruments using a test of reading comprehension to measure how students class VIII comprehend in reading.

Questionnaire was used to collect data about the reading strategy (X). Reading strategy in this research divided into 4 categories namely cognitive symbolized by (X1), meta cognitive symbolized by (X2), compensation symbolized by (X3) and social symbolized by (X4) (See on Appendix 1). The questionnaire adapted from language strategy use survey (Cohen, Oxford and Chai, 2001) combining with strategy inventory for language learning (Oxford 1990).

**The blueprint of Language Learning Strategies by using Strategy Inventory Language Learning (SILL) adopted from Oxford (1990).**

Variables	Sub Variable	Aspect	Indicator	Number of question
Reading strategy inventory for language learning (Oxford 1990)	Cognitive	-Rehearsal	Trial performance of play or other work for later public performance	1-4
		Elaboration	involving many carefully arranged parts; detailed and complicated	5-7
	Metacognitive	planning	Decide on and arrange in advance make preparation for anticipated event or time	8-10
		Monitoring	Observed and check the progress or quality of something over a period of time, keep under systematic review.	11-13
	Compensation	Linguistic	Relating to language or linguistics	14-17
		Semantic	Relating to meaning in language or logic	18-20
	Social	Affective	chiefly psychology relating to moods, feelings, and attitudes	21-25

Cognitive strategy divided into two parts aspects, namely rehearsal and elaboration. While metacognitive is divided into planning aspect and monitoring

aspect. Compensation strategy, there are linguistic and semantic aspect. The last category is social.

The Questionnaire is used to measure the students' Language learning strategies in English as a Foreign Language. The researcher has distributed 25 items of questionnaires. Each item is provided five options of Likert scale from level 1= never or almost never true, 2= usually not true of me, 3= somewhat true of me, 4= usually true of me, to level 5= always or almost always of me. To answer the questionnaire, the participants circle the Likert.

The reading test was in form of an objective test considering of 25 items of multiple choice questions and time allotment was 45 minutes. Each item consists of four alternative :A,B,C and D. the student got 1 for correct answer and got 0 for wrong answer. In this case the maximum score for students test was 100 and minimum score was 0. The text types include descriptive text. The purpose of using multiple choice questions in this study was due to practically and efficiency. Writing the test covered writing the direction and items of test. The instruction were made as clear and brief as possible to ensure that the students did not get confused in reading the test instruction.

The description of the test items used in the reading comprehension test can be seen in the table 3.4

**Table 3.4 The Blueprint of Test Items**

Objective of The Test	Test type	Specific Objective	Number of Questions	Number Item
To evaluate students' reading comprehension of the text they read	Comprehension test	Topic of the whole text	5	1,9,15,20,25
		Topic of a certain paragraph	1	17,
		Main idea of the whole text	2	18,19,
		Main idea of the certain paragraph	3	3,14,24,
		Specific information	3	5, 10,21,
		Detailed information	4	4,6,12,23

	- Inference	2	8,16
	- Reference	2	7,13
	- Vocab skills	3	22,2,11
Total		25	

## RESULTS AND DISCUSSION

### I. The correlation of reading strategies (cognitive, metacognitive, compensation, social strategies) and Reading Comprehension.

To find the correlation between reading strategies and reading comprehension. The value of F is computed. The result is served as follows:

Table 4.3. The Model Summary of the analysis correlation strategies

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,187 <sup>a</sup>	,035	,023	10,07598

a. Predictors: (Constant), social, compensation, cognitive, metacognitive

The table consists of the result of simultaneous correlation of four variable symbolized by R. The value of R shows 0.187. it meant that the low correlation between reading strategies (cognitive strategies, metacognitive strategies, compensation strategies, social strategies) and reading comprehension. Next coefficient of determination ( $R^2$ ) is 0.035 or 3.5% it mean that the distribution of X was 3.5%, the standard error was 10.07, it mean that the error value in prediction of X was 10.07.

Table 4.4. The interpretation of Simultant Test (F-test)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1149,729	4	287,432	2,831	,025 <sup>b</sup>
	Residual	31878,986	314	101,525		
	Total	33028,715	318			

- a. Dependent Variable: R.C  
b. Predictors: (Constant), social, compensation, cognitive, metacognitive

The table 4.4. serves the result of simultant test computation symbolized by F. From the table, it can be seen that the result of F is 2.831 with significant was 0.025. The significance shows 0.025 or 0%. It means that the degree of error is less than 5%, so it can be concluded that the result is significant in 5% significance level. The result can reject the null hypothesis and accept the alternative hypothesis. It means that reading strategy and reading comprehension significantly contribute to the students' reading comprehension.

## II. Contribution of Reading Strategies to Reading Comprehension

To find the contribute reading strategies to reading comprehension used multi co-linearity. Multi co-linearity means the linear correlation between independent variables in this study. It is symbolized by VIF. This finding should be no multi co-linearity problem to fulfil the second assumption. According to Santoso (2001), the variable has multi co-linearity problem if the VIF value was greater than 5. The computation of data collection was served in the SPSS standard table

Table 4.5 Multi Co-Linearity of Variable

Model	Coefficients <sup>a</sup>						Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.			
	B	Std. Error	Beta			Tolerance	VIF	
(Constant)	85,262	8,303		10,268	,000			
cognitive	-,462	,213	-,121	2,173	,031	,993	1,007	
1 metacognitive	,507	,228	,124	2,224	,027	,988	1,012	
compensation	,094	,151	,035	,625	,533	,995	1,005	
social	-,210	,157	-,075	1,338	,182	,991	1,010	

- a. Dependent Variable: R.C

Based on the table 4.5, from the fourth reading strategies, there are two variables contributing to reading comprehension, they are cognitive and

metacognitive strategies at level of significant 0,031 and 0,027 respectively, it mean that the variables significant, the other two variables, compensation and social strategies are not significant level, because the significant value of two variables 0,533 and 0,182 respectively.

## **CONCLUSION**

After the research was conducted at the second years of MTs N Kota Kediri, the finding of this research as follow; First, the result of research reading strategies (cognitive, metacognitive, compensation, social) and reading comprehension, the results of data analysis of multiple regression of the research problem showed that there was low correlation between reading strategies (cognitive, metacognitive, compensation, social strategies) and reading comprehension of MTs N I,II,III Kediri. The result showed that the significant value is  $0.025 < 0,050$ .

Second, much contribution of reading strategies are cognitive and metacognitive strategies, while the compensation and social strategies they are not give contribution to reading comprehension.

The researcher has suggestion for the teachers, students and the other researcher. The teacher should focus on applying the metacognitive strategy in teaching reading. They also train the student with many kids of technique that can be used to comprehend the text. By using appropriate technique. The students will be able to catch the information from the text easily.

For the students, they should use reading strategy when reading text increase their knowledge use those strategy. The reading strategy, especially for metacognitive strategy will help them to read the text correctly and find information in the text quickly.

Finally, for other researcher can use this research as the reference to conduct the next research with the similar variable and design, but they should complete and make the content of the next research better and decrease the limitation of the research. For example, the researcher should discover the other factors that can influence students' reading comprehension beside reading strategy. Then for the technique of sampling, the next researcher should use better sampling technique and method such as stratified or clustered random sampling to know the preciseness of the factors influencing reading comprehension at each stratum. Also for getting the data hopefully the next researcher use more test items instrument and develop instruments by adding more samples and better way to collect the data. For the reading test instrument the future researcher hopefully adds the discrimination, level of difficulty and effective distracters.

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