

THE CORRELATION BETWEEN STUDENTS' READING STRATEGIES AND READING COMPREHENSION ACHIEVEMENT

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Abstract: This research aims to find out the correlation between reading strategy and reading comprehension achievement. This research used a quantitative approach with a correlation design. The sample consisted of 80 accounting students in the sixth semester of the economics faculty at the University of Islam in Malang. The data was collected by using a reading strategies questionnaire and a reading comprehension test. Then, the data was analyzed by applying Pearson Product Moment Correlation analysis. The findings of the research showed that there was a positive significant correlation between reading strategies and reading comprehension because the significance shown on the table was $0.000 < 0.05$ level of significance. In addition, the significant correlation between reading strategies and reading comprehension achievement shows that the more students use strategies in reading, the better their reading comprehension is.

Keywords: *Correlation, Reading Strategies, Reading Comprehension Achievement*

INTRODUCTION

Language is the most crucial part of human life in order to have good communication with other people. Language allows us to share our ideas, thoughts and feeling with others. According to Fitch (2010), language is the greatest strength for sharing experience and information. It means that language

has a big role to make a good relationship with people. Most people nowadays are interested in learning English because of its position as an international language that allows individuals to connect with others from all over the world.

To understand English, learners have to know the basics of English language skills. There are four skills that students have to develop. Those four skills are listening, speaking, reading, and writing. Reading is one of the most critical abilities that students have to learn. Gilakjani (2016) said that reading is an essential skill taught in school because Patel&Jail (2008) states that reading is the key to get more information about everything. We can get information about education, news, even the hot issues in the world, etc., especially in English. Reading is an act of forming some perceptions from the written script (Sabouri & Gilakjani, 2016). Through reading, the individual can learn how to identify the meaning of the text and then paraphrase them into brief sentences. Reading is an activity that requires written media that can increase knowledge for the reader. Through reading, the reader is trained to look for the essence of reading. The readers can also train themselves in solving problems and finding solutions.

In reading, the readers actually need to comprehend a text. Reading comprehension is one of the most crucial skills to be developed by language learners. It is the capacity of the reader to understand a material and to answer descriptive questions. According to Fitriani (2014), reading comprehension is a process of thinking that requires students to comprehend and deduce information based on their background. It means that reading comprehension refers to reading for meaning, comprehension, and entertainment. It requires higher-order thinking skills and is far more difficult than decoding specific words.

Sinambela (2015) has supported certain degrees of understanding of reading, which include literal, inferential and critical comprehension. 1) Literal Comprehension. In this level, readers should understand the significance of words before knowing detailed messages and then relate the grammar theory to the main concepts presented in the study. The readers can sort all the information that is given in the reading in the final phase of literal comprehension. 2) Inferential Comprehension. in this level, readers need to be able to recognize the mood of the

content, such as the sound of the author, the purpose and attitude of generalizations, relations and conclusions. Readers are required to think hard when use this level of understanding. 3) Critical Comprehension. A higher level of reading thinking is critical comprehension. The authors' information must be actively reacting to by the reader. Readers should be responsible for assessing the material and connecting it to their own knowledge. The reader then evaluates the value of the information and gives the author a personal feedback. As defined above, reading is the way that the meaning of the textual content is structured so that readers may understand and comment on the information and knowledge in the text.

There are numerous crucial problems that learners often found in comprehend a reading text. Kasim (2017) states that learners usually get a problem in understanding reading because of lack of vocabulary and reading strategies which happened in non- English Department students. It means that reading strategy is one of the factors that contribute to reading comprehension since it is highly important to help readers in comprehend a text. A strategy is an individual comprehension approach to a task. According to Roit (2005), strategy is the conscious plan that people use to achieve a goal. In reading activity, readers need a strategy to apply. Reading strategy is the readers' ability to comprehend a text by their method.

The reading strategy is efficiently utilized to understand a material, to recall important concepts and to integrate new learning into a current scheme or previous knowledge. The readers will be better in comprehending a reading text when they use reading strategies (Roit, 2005). The effective strategy is regarded as a significant effort to increase students' reading interest and skill. According to Ulker (2017), using strategies is critical for students who are struggling with their learning. The strategies commonly used by EFL students are Activating and Using Background Knowledge, Generating and Asking Question, Making Inferences, Predicting, Summarizing, Visualizing, Comprehension Monitoring.

There are three categories of reading strategies which are developed by Mokhtari & Sheorey (2002), the following strategies as follow: 1) Global Reading

Strategies (GLOB). Glob is a process used by students to monitor and control their reading activity. Readers who use this strategy have a specific idea. Preparing the text to its length and organization, and attempting to use typographical aids, tables, and figures. 2) Problems-Solving Reading Strategies (PROB). PROB is the readers' behavior and procedures. The reader changes its reading speed, image, and information in this strategy, assumes the significance of an unfamiliar word or sentence, and concentrates. 3) Support Reading Strategies (SUP). Support reading strategies are methods and approaches to comprehend a material. SUP refers to the use of reference materials like dictionaries to help readers understand content.

Based on all the related statements, the researcher wants to investigate the correlation between reading strategies and reading comprehension achievement in the sixth semester in accounting students of economics faculty at University of Islam Malang.

METHOD

A quantitative approach was used in this study, along with a correlation design. It calculates the relationship between two variables. The researcher used a correlation design because this research has two variables which are independent variable and dependent variable. The independent variable was reading strategies and the dependent variable was reading comprehension. University of Islam Malang is selected as the place where the researcher conducted this research. This university was chosen because the faculty of Economics in this university is accredited A by Board of National Accreditation.

Sixth-semester accounting students of the Economics Faculty at University of Islam Malang were the populations. This semester divided into 7 classes (A-1 to A-7) which consisted 40 students in each class. Thus, the total population was 280 students. To represent the population, the researcher took a sample to get the participants. The sample of this research was two classes which consisted of 40 students in each class. The researcher used a cluster random sampling technique to get the participants. In this technique, regardless of the number of men and

women in the population, every member of the population has the same chance to become a sample. So, the researchers held a lottery and chose 2 classes randomly. In the end, classes A-2 and A-4 were chosen to be sampled.

To get the data, a questionnaire and test was contributed as the instruments of this research. A questionnaire was provided to students to determine how frequently they utilize reading strategies to grasp a reading content. SORS used by the researcher to investigate students' reading strategies. SORS is Survey of Reading Strategies which adopted from the previous researcher and have been tested of validity by Fadhiliyah (2020) and Mokhtari and Sheorey (2002). This strategy provided 20 questions which consist of 3 categories of strategies, which are global reading strategies, problem solving reading strategies, and support reading strategies. After the participants got the score, the researcher used a table of standard mean scores to interpretation the level of their reading strategies.

A test was given to get the students' scores in reading comprehension. A test is a set of questions or activities which students must answer or finalize in order to assess the learning skills and progress of students. The researcher used a multiple choice objective test. The test was adopted from English TOEFL book which consists of 4 reading text in 20 questions. The scoring system was 5 point for the correct answer and 0 point for the incorrect answers in each question.

The researcher distributed the questionnaire and test using a Google Form to all the participants. First, the researcher shared the questionnaire to the participants and they are able to choose one option that was provided based on their experience. Then, the test's scoring system was to add up all of the answers. Second, the test was shared after the subjects completed a questionnaire. The participants are able to choose the best answer based on the related question. Then, the scoring method was 5 points for each question. As a result, the greatest possible score was 100, and the lowest possible score was 0. The final score directly showed in the Google Form after the students completed the test.

To find out the correlation between students' reading strategies and their reading comprehension achievement, the researcher used the Pearson Product Moment Correlation formula to test the significant correlation between two

variables with SPSS 20.0.

FINDINGS AND DISCUSSION

When doing a statistical analysis of the data, the researcher discovered some findings in both variables which are reading strategies and reading comprehension. Thus, the results of those variables will be explained as follows.

Table Descriptive Statistic of Reading Strategies and Reading Comprehension

	N	Score Minimum	Score Maximum	Mean	Std. Deviation
Reading strategies	80	40	89	69.36	11.022
Reading comprehension	80	25	80	54.19	13.033
Valid N (list wise)	80				

Based on the table, out of 80 students, some of them got a score of 40 and 89. It indicated the lowest and the highest scores for the students' reading strategies. The table also showed that the mean score of the students' reading strategies was 69.36 with a standard deviation of 11.022. It means that there were 32 students got the scores below the mean and 48 students got the scores above the mean. (See Appendix 9). The students' reading comprehension test showed in the greatest feasible score of 80 and the lowest score of 25. The mean score of the students' reading comprehension was 54.19, with a standard deviation of 13.035. Based on the results, 38 students got scores below the mean and 42 got the scores above the mean. (See Appendix 9 for more information)

Table 4.2: Correlation between Reading Strategies and Reading Comprehension

		Reading Strategies	Reading Comprehension
Reading Strategies	Pearson Correlation	1	.420
	Sig.		.000
	N	80	80

Reading comprehension	Pearson Correlation	.420	1
	Sig.	0.000	80
	N	80	

The table showed that there was a correlation between students' reading strategies and their reading comprehension achievement because the P_{value} shown on the table was $0.000 < 0.05$ level of significance. Then, the coefficient correlation obtained shown on the table was 0.420. In terms of size, considering high or low, the correlation between those two variables should be consulted to the interpretation of the significant level, as taken from Mistar (2013:24).

Table 4.3: The Interpretation Level of Correlation

Product Moment (r)	Level of Correlation
0.00 – 0.20	Very Low
0.20 – 0.40	Low
0.40 -0.60	Moderate
0.60 - 0.80	High
0.80 - 1.00	Very High

(Source: Mistar, 2013:24)

After consulting the score obtained at the table interpretation level of correlation above, it can be concluded that the obtained R_{value} of 0.420 indicated a moderate correlation at the 0.40-0.60 level.

Based on the research findings, it was shown that there was a positive significant correlation between reading strategies and reading comprehension achievement in sixth semester accounting students of the economics faculty at University of Islam Malang. Theoretically, Mistar (2013) asserts three ways of interpreting a correlation. They are: in terms of size, significance, and variance. The researcher used in terms of size and significance in interpreting the result of the research. Then, the results showed on the tables that reading strategies and reading comprehension were significantly correlated. In this case, the theory which stated that reading strategies and reading comprehension are correlated was proven.

Despite the fact that the participants were non-English Department students,

the findings of the questionnaire reading strategies showed that most students have good reading strategies. This statement was proven by interpreting the students' scores with a frequency scale of reading strategies in table 3.2. The result showed that 13 students got a high score on a scale of 80-100. The medium score was gotten by 63 students on a scale of 50-79, and 4 students got a low score on a scale of 20-49. To conclude, sixth semester accounting students are good at using reading strategies.

Furthermore, the results of the students' reading comprehension exam found that more than half of them got better scores. It was proven by the reading comprehension score, which showed 38 students below the mean and 42 students above the mean. This research was in line with the previous researches, which analyzed the correlation between reading strategies and reading comprehension by Molla (2015) and Tobing (2013). The result of the previous researches was similar with the present research. It was indicated that reading strategies was significantly correlated with reading comprehension. The result indicated that students who get a high score in reading strategies also have a good score in reading comprehension.

Predictably, reading strategies and reading comprehension were significantly correlated in accounting students because they commonly found the English language in their class. Nonetheless, when writing a report, the students mostly use English. To get a good report, they are suggested to read a lot of articles in English. It means that they are familiar with English texts and they have got various vocabularies. So, it was not strange when they had good reading strategies and reading comprehension even if they were non-EFL students.

To sum up, reading strategies are important for students who want to achieve better reading comprehension, even for non-English Department students. Reading strategies assist students in easily comprehending the text. This statement was supported by Mokhtari & Sheorey (2002), who said that learners who use strategies in reading will be better in comprehending a reading text. It implies that reading strategies can improve reading comprehension because Mickuecky and Jefferies (2004) stated that when students receive instruction strategies, they build

cognitive ability that is already established in their background knowledge. This assertion is confirmed by Molla (2015), who claim that when readers employ reading strategies, they will recall the primary idea of a text, expound on confusing terms, phrasing, or ideas, and review their reading.

CONCLUSION AND SUGGESTION

To conclude, while the subjects were non-English Department students, but most of them had good reading comprehension and reading strategies scores. In this case, the more students' reading strategies are used, the higher their reading comprehension is. Accordingly, students who have good reading strategies will have better reading comprehension. Because reading strategies are essential in improving students' reading comprehension, students must employ any strategies that make it easier for them to comprehend a reading text.

After reviewing the findings of this study, the researcher makes some suggestions to students, lecturers, and future researchers. The following are the suggestions: Firstly, for students, hopefully their can improve their reading strategies and learn more about how to choose the best reading strategy that is suitable for them because it will make it easier to comprehend an English reading text. Secondly, for lecturers, as English lecturers they should be models for their students. They are expected to have appropriate strategies for teaching English, especially for reading. Even if the learners' targets are non-English Department students, they must teach their students how to use the reading strategy effectively in order to easily comprehend a text. Last, there are some suggestions for future researchers. Firstly, future researchers are suggested to conduct the same research on a different subject in the Economics faculty, especially in management students. Secondly, to get the maximal results, future researchers must give a questionnaire that provides different strategies. Thirdly, it will be better if the future researchers collect the data in an offline way to avoid misunderstanding the participants when answering the questionnaire and test. The last, if the future researchers are used a same questionnaire, they are able to test a validity in non-English Department students.

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