

THE CORRELATION BETWEEN READING STRATEGIES AND READING ACHIEVEMENT

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Abstract

Reading is a way of thinking process and learning. It gives a unique opportunity to explore ideas and acquire information. In achieving maximum results in reading, strategies are needed to support better results. Strategy is a general plan of action to achieve short, middle and long-term desired goals. Therefore, reading strategies are important to facilitate the reading process. In this study, the researcher chooses B class to be the participants. The participants of this research were 20 students of the sixth semester of English Department of University Islam Malang. The data analyzed by using descriptive quantitative research and Pearson product moment coefficient correlation in SPSS ver.20 to find the correlation between reading strategies and reading achievement. In investigating this study, the researcher used questionnaire from Fauzan (2014) and reading final score from Reading IV lecturer as the instruments for collecting the data. The finding represented that there is positive correlation between reading strategies and reading achievement. The significance value calculated 0.454 is smaller than 0.05 ($P\text{-value} = 0.044 < 0.05$). Means that, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be concluded that there is positive correlation between reading strategies and reading achievement. In conclusion, 20 students from B class at the sixth semester are students who actively used reading strategies, the more students use reading strategies the higher their reading achievement. Reading strategies can help students overcome difficulties in reading and improve their reading achievement.

Keywords: Correlation, Reading Strategies, Reading Achievement.

INTRODUCTION

As we all know in learning English, there are four skills that important for students to master, one of them is reading. Reading is about thinking process and

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learning, it can be a way for get unique opportunity. So that, we can explore ideas and obtain information from reading. Proverb says reading is a window to the world, meaning that people can learn more by reading books, periodicals, newspapers, and other types of content. Talking about reading, reading is one of the four skills and very important skill in learning English, especially in English as foreign language or a second language. Reading is the ability to process complex information, where the reader reads and associates thoughts with the text read to create meaningful ideas, (Simanullang & Sinaga, 2019, p.333), the process of knowing the contents of the text so that from the text it can get a meaning, (Cline et.al, 2006, p.2), a tools of learning language, communication, and of sharing information and ideas, (Nurdiana & Amelia, 2017, p.1), and a process or activity that focuses on connecting information from what they read and the background knowledge of the reader's in order to obtain a meaning, (Nunan, 2003). Some of them claim that reading is the process of obtaining, comprehending, and catching the reading's material. Additionally, reading is an extraction process used to comprehend written material and it fosters critical thinking, aids in the discovery of new ideas and knowledge.

In achieving maximum results in reading, strategies are needed to support better results. Strategy is a technique or method taken to achieve a desired goal quickly, easily and effectively. Learning using strategies will make it easier for students to understand different tasks. In this way, they can learn to study effectively and complete assignments using appropriate strategies, then they can help students achieve learning objectives well. Strategy can also improve thinking process and it can overcome the difficulties experienced by students in learning, therefore by using reading strategies the reading activities will be easier and more effective. Reading with using reading strategies will make readers successful in reading a text, (Par, 2020, p.224). There are certain techniques that can be applied according to the potential of each reader in reading. Among them include techniques reading speed, reading glance (skimming), extensive reading, intensive reading, etc. Strategy is a way to make it easier to achieve goals. Means that, the goals of reading strategies are to help readers comprehend and get information, main ideas, and knowledge easily. Then, the goal of strategy in reading is to achieve it maximally and effectively. Reading strategies are effective way for readers to get the meaning of the text, (Sulistyo, 2011, p.43) cited in (Nurhidayati, 2017). Reading strategies include identifying the purpose, skimming, scanning, mapping, guess the meaning, and analyzing vocabulary. Applying the correct strategy

in reading can help student to be more easily to understand the main content of a text, (Brown, 2001) cited in (Nurhidayati, 2017).

Therefore, reading strategies are important to facilitate the reading process. Some students are sometimes lazy to read, because the text is too much, it makes them do not understand the point or mean idea from the text. However, by knowing and mastering reading strategies will make it easier to understand the message or information from the text. Reading strategies are techniques used to help the readers comprehend the meaning of the text more easily. Reading strategy is useful to be used, it can improve reading skill and students' understanding, especially it is very important for novice readers, low proficient reader, and English learners.

According to Arasuli, et.al (2019) showed in the study that the usage of strategies by the students did not increase their reading comprehension, cause by the low understanding of students regarding the strategies in reading. This led to the usage of strategies ineffectively. According to Par, (2020) showed in the study that the finding of the study also reveals a statistically significant and positive relationship between the overall reading strategy use and the EFL students reading scores. Caused that students are active reading strategy users. According to Islam, (2019) showed it further in the study that strategies played an important role in the students' English reading achievement.

Base on the previous studies, they are investigated many kinds of reading strategies. This current research investigated more deeply about other strategies that are scanning and skimming strategies. Usually scanning and skimming strategies based on some academics is used in the experiment research because of to determine the effectiveness of scanning and skimming. Therefore, the novelty of this study aims to determine whether there is any correlation between those reading strategies and the student's reading achievement.

METHOD

Research Design

In the study there is a research design, which is a plan that consists of a logical structure that guides researchers to solve research problems and answer research questions, (Salkind, 2010 p.1252). This study employed quantitative research. Quantitative research is the preferred way for elucidating phenomena through well planned and controlled data collection and analysis (Salkind, 2010 p.1123). This research included in correlation design,

according to Ary et.al (2010, p.12), correlational research is study that seeks to identify the level of a relationship between two or more variables. The researcher used two variables in this study, they are an independent variable and a dependent variable. Reading strategies and reading achievement at the sixth semester students of English Education Department University of Islam Malang.

Population and Sample

In this study the researcher chooses the sixth semester students of English Education Department University of Islam Malang. There were 29 population of this study, but the researcher used 20 students as the sample of this study because the researcher only students who know and apply the reading strategies (Scanning and Skimming).

Instrument of the Research

To collect the data, the researcher used two instruments that are questionnaire reading strategies and students' reading final score. The researcher used a questionnaire to gather information on students' reading strategies. The questionnaire is a helpful tool for collecting survey data since it provides structured, frequently numerical data. There will be 20 items in the questionnaire of reading strategies its was modified from (Fauzan, 2014).

The second instrument is reading final score of the sixth semester students of English Education Department at University of Islam Malang who have completed reading subject from the first until the fourth course. This course score was used to find out the students' reading achievement. Then, the purpose of this course score is to pinpoint strength and weaknesses students' reading achievement.

Therefore, by using questionnaire and reading final score, the researcher would find out whether there are differences between students who often and rarely use reading strategies to improve reading achievement.

Data Collection

The procedure for collecting data in this study are the researcher used Google Form. The Google Form 's link was shared to the respondents with 20 questions about reading strategies in via WhatsApp group. The researcher chose students who know and apply the reading strategies (Scanning and Skimming) to complete the questionnaire. Then, the researcher used students' final score of Reading IV from the sixth semester of students English Education Department. The score was gained from the whole learning activities in Reading IV course, such as summarizing short story, analyzing article, complete reading test, etc.

Data Analysis

To find out whether there is a correlation between students' reading strategies and reading achievement, statistical formulas were used to analyze the data. In analyzed this study, the researcher using SPSS version 20 with Pearson-product moment correlation coefficient. Then, to know whether or not there was any correlation between reading strategies and reading achievement at the sixth semester students of English Education Department at University of Islam Malang the researcher used the score of questionnaires as variable X and the final score as variable Y. Sugiyono (2011) divided the category of correlation into five namely very low, low, moderate, strong and very strong category. The category of correlation was presented in the following table.

Table. 1 The correlation category adopted from (Sugiyono, 2011).

No	Coefficient interval	Correlation category
1.	0.80-1.00	Very strong
2.	0.50-0.79	Strong
3.	0.40-0.59	Moderate
4.	0.20-0.39	Low
5.	0.00-0.19	Very low

FINDINGS AND DISCUSSION

Findings

In this point, there are two types of results in this study. The first concerned the outcome of students' reading strategies, whereas the second concerned the outcome of students' reading achievement. Based on the previous chapter, the researcher employed two variables: X (independent) for students' reading strategies questionnaire and Y (dependent) for reading achievement score. The data was analysed by using Pearson Product Moment in SPSS (Statistical Program for Social Science) version 20.

In this study, the questionnaire was modified from Fauzan, (2014). It was used to inquire the respondents from variable 1 about students reading strategies (scanning and skimming) with the 20 items. All those items were rated by using Likert scale with the distribution of point 1 for strongly disagree, point 2 for disagree, point 3 for neutral, point 4 for agree, and point 5 for strongly agree. The researcher also collected the score that was obtained from Reading IV lecturer. The researcher chose the students of B class in Reading IV of students at English Education Department, University of Islam Malang which consist of 20 students.

The data collected from the students' reading strategies score questionnaire consisted of statements about students' reading strategies. There are 20 total questionnaire items. The

lowest score was 70, while the highest score was 94. The distribution of questionnaires to students resulted in a score for using students' reading strategies.

The table students' questionnaire score shows that 20 students have score >70 from the use of students reading strategies. It is proved that all of the students have good score that 70-85. Based on the criteria score classification of students' reading strategies in Table 2, 14 students have very good score and 6 students have good score. This study shows that most of the 20 students have very good scores. In other words, 70% of students always apply reading strategies in reading. The following is the classification of students' reading strategies scores can be seen below.

Table 2: The Students' Score Classification

No	Criteria	Score	Frequency
1	Very Good	> 85	14
2	Good	$70 < X \leq 84$	6
3	Fair	$55 < X \leq 70$	0
4	Low	$40 < X \leq 55$	0
5	Very Low	$X \leq 40$	0
	Total		20

Base on the table students' reading final score, all of students have score >80 ; it means that they have very good score for their reading achievement. It was used to clarify the level of students' reading achievement based on their final score in class. The table of students' score classification on reading achievement from University of Islam Malang curriculum is written below.

Table 3: The Students' Score Classification

No	Category	Score	Frequency
1	Very Good	80-100	20
2	Good	60-79	0
3	Fair	40-59	0
4	Poor	20-39	0
5	Very Poor	00-19	0
	Total		20

Based on table students' reading final score, from 20 students there are 2 students who have very good score criteria, 16 students who have good score criteria, and 2 students who have fairly good score criteria.

The data from this study must be evaluated by the researcher in order to determine the relationship between the two variables, watching YouTube video and speaking score, after describing the X and Y variables, respectively. Its result can be seen on the table below:

The next data from this study must be evaluated by the researcher in order to determine the relationship between two variables, reading strategies and reading achievement, after describing the X and Y variables, respectively. Its result can be seen on the table below.

Table 4: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Questionnaire	20	70	94	86.20	6.237
Reading Final Score	20	81	85	82.70	1.081
Valid N (listwise)	20				

On the table students' questionnaire score and table students' reading final score, the data shows the descriptive statistics of students reading strategies and reading achievement. The total participants of this study are 20 students (N=20). The table 4 shows that the minimum score of students reading strategies is 70 and the maximum score of students reading strategies is 94. In addition, it shows the score of reading achievement where the minimum score is 81 and the maximal score is 85. The table above shows the mean score of both students reading strategies and reading achievement. The mean score of students reading strategies is 86.20 and the mean score of reading achievement is 82.70.

Table 5: Normality test

One-Sample Kolmogorov-Smirnov Test

		Questionnaire	Reading Final Score
N		20	20
Normal Parameters(a,b)	Mean	86.20	82.70
	Std. Deviation	6.237	1.081
Most Extreme Differences	Absolute	.179	.241
	Positive	.126	.241
	Negative	-.179	-.159
Kolmogorov-Smirnov Z		.800	1.079
Asymp. Sig. (2-tailed)		.545	.194

a. Test distribution is Normal.

b. Calculated from data.

Table above shows the Kolmogorov-Smirnov value is 0.800 and asymp.sig is 0.545. From that, reading strategies (X) is normally distributed since the sig. is more than 0.05 or

(0.545)>0.05. Then, for the result of reading score the Kolmogorov-Smirnov value is 1.079 and asymp.sig is 0.194. It means the reading score is normally distributed since the sig. is more than 0.05 or (0.194)>0.05.

After describing the two variables X (students' reading strategies) and Y (reading score), then the researcher analyzed the data to find out the relationship between the two variables, namely reading strategies and reading achievement. The following results from the data analysis can be seen in the following table.

In addition, to find out the correlation coefficient between two variables the researcher used Pearson Product Moment correlation coefficient in SPSS ver.20. The scores of reading strategies and reading achievement were input on the column that provided by the data view. The bivariate correlation study of reading strategies and reading achievement scores produced the following correlation output.

Table 6: Correlation between Students' Reading Strategies and Reading Achievement

Correlations			
		Questionnaire	Reading Final Score
Questionnaire	Pearson Correlation	1	.454*
	Sig. (2-tailed)		.044
	N	20	20
Reading Score	Pearson Correlation	.454*	1
	Sig. (2-tailed)	.044	
	N	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

From the table 6, that show the Pearson correlation (*r*) between reading strategies and reading achievement is 0.454 and the sig. value is 0.044. It means that the *p*-value is smaller than 0.05. So, the result represents that reading strategies and reading achievement is correlate and it has positive correlation. According to Sugiyono (2011), it shows that Pearson correlation is 0.454; it indicated to moderate category correlation coefficient. Thus, the reading strategies score and reading achievement shows a moderate correlation, so there is correlation between two variables. It can be concluded that reading strategies is one factors to improve reading achievement for students' reading achievement at B class reading course in sixth semester English Education Department, University of Islam Malang.

Discussion

The researcher did the study to determine the correlation between reading strategies and students' reading achievement at the sixth semester students of English Education

Department, University of Islam Malang. To collect the data of this study, the researcher distributed the reading strategies questionnaire to know the level of using reading strategies and the students' reading final score that was obtained from the lecturer to measure the students' reading achievement.

The result of the study showed that the students actively used reading strategies. It was proven by the mean of 86.20 from reading strategies and the students' reading score with mean 82.70. Therefore, reading strategies improve reading achievement. From the finding the Pearson correlation is 0.454; it includes to moderate correlation and the sig. value calculated 0.044 is smaller than 0.05 (p -value $0.044 < 0.05$), it means that there is positive correlation between reading strategies and students' reading achievement. Positive correlation means that the higher in one variable can predict the other variable, the more students use reading strategies the higher their reading achievement. This study is similar with previous study, Par (2020); the similarity could be because the result of the study to find out the correlation between reading strategies and reading achievement were correlate in sixth semester students of English Education Department. The result showed that the used of students reading strategies has sig. influence to the students' reading achievement at 0.000, because the students are active users of reading strategies. This study also deals with Aydinbek (2021) who stated that proven reading strategies had a good effect on students' reading achievement and that when applying the appropriate strategies, students may use effective methods to overcome some of the difficulty they encountered.

Furthermore, using reading strategies can be one factor for improving students' reading achievement. There is a difference between students who frequently use reading strategies and rarely use reading strategies. In other word the more often students use reading strategies, the students' reading achievement will increase. Then, the less students use reading strategies, the students' reading achievement will also decrease. The same opinion was stated by Islam (2019) The role of reading strategies is important to be applied, especially in improving students' reading achievement in learning English. According to (Munjid & Astiyandha, 2021, p.90), reading strategies are ways or techniques used in reading for a purpose, sometimes we will find difficulties in the reading process because we do not use reading strategies.

CONCLUSION AND SUGGESTION

Conclusion

After the research was conducted at the sixth semester in English Education Department of University of Islam Malang, the major findings are summarized as follows. The students from B class at the sixth semester are students who frequently used reading strategies. By using reading strategies, students can easily understand and find specific information, especially to improve their reading achievement. The result of this study is there is positive correlation between reading strategies and reading achievement with a value 0.044 which is smaller than 0.05 ($p\text{-value } 0.044 < 0.05$). It means that, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. From that, reading strategies can help students overcome difficulties in reading and improve their reading achievement. Moreover, there is a difference between students who frequently use reading strategies and rarely use reading strategies. It will be known if, the more often students use reading strategies, the students' reading achievement will increase. Then, the less students use reading strategies, the students' reading achievement will also decrease.

Suggestions

After the current research has been conducted by the researcher, there are some suggestions that the researcher wants to express, those are for teacher, students, and future research. First, based on the results of this study, the researcher suggests teachers to explain more about reading strategies so that students apply reading strategies because in the application of reading strategies it has been proven to improve students' knowledge about reading achievement. Second, it is recommended for students to use reading strategies when reading in the classroom and outside the classroom because the results of this study have proven that reading strategies overcome students' difficulties in reading and improve reading achievement. Last, this study's findings also include recommendations for future research. Researchers may investigate whether the way to improve students' reading achievement is only by using reading strategies. Also, choose participants who not only know and apply reading strategies (scanning and skimming) and conduct offline research in class. Based on the researcher experience the future researcher can use test to measure the students' reading achievement.

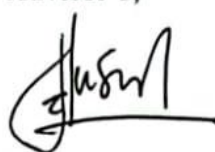
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