

READING STRATEGIES AND READING COMPREHENSION: HOW ARE THEY CORRELATED?

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Abstract: Reading is an active mental process intended to gain information and comprehend the message in the text. To read effectively, the reader must apply strategies that suit their reading needs. Many kinds of strategies affect how well the students comprehend the materials; in this study, the researcher focused on global reading strategies, problem-solving strategies, and support strategies. Therefore, the researchers is interested in conducting a study about the correlation between reading strategies and reading comprehension. This study used a quantitative approach, using questionnaires to measure reading strategies and reading comprehension tests to measure students' reading comprehension. The data for this research were collected from 45 students in the third semester of the English department at the University of Islam Malang. The data were analyzed using simple linear regression using SPSS 26 to measure the correlation between variables. The result shows that there was a linier relationship between the three reading strategies (global reading strategies (GLOB), problem-solving strategies (PROB), and support strategies (SUP)) and reading comprehension with $R = 0.885$ ($p < .000$). The highest correlation was the value between reading comprehension and problem-solving strategies, $r = 0.780$. It means that problem-solving contribute to students' reading comprehension the most. The finding also shows that the more students use reading strategies, the easier it is for them to understand the text.

Key Words: *Reading strategies, correlation, reading comprehension.*

INTRODUCTION

Reading is one of the essential skills that must be learned in English, it involves understanding a text to get meaning or information. According to Zare & Othman (2013), students must be learned through reading successfully communicate in today's literate society. Moreover, Balıkcıoğlu and Efe (2016) stated that every educated individual needs to develop reading skills in both their home language and a second or foreign language to a significant extent. As stated by Sutiyatno & Sukarno (2019) that access to meaning is critical for learning, obtaining more general and specialized information, and personal and professional chances.

The goal of reading is primarily to comprehend and grasp the meaning of the text (Roch, Mattera, & Simion, 2019). According to Krmz (2011), reading comprehension is an intellectual process that is influenced by prior knowledge of the students, objectives, and cognitive and metacognitive processes. The interaction between the reader, the text, and the context is seen to be positive in the process of reading comprehension. (Zhang, Zhang, & Liu, 2017). According to Herman et al., (2020) imply that the main goal of reading is comprehension. For a learner, reading comprehension is essential. Furthermore, Susanti & Irmadila (2018), explains that reading comprehension involves investigating the text, learning its content, and being able to infer by using some reading comprehension techniques as you read. Understanding the reading process is very important for improving reading ability. According to Zare & Othman (2013), the learner must be able to learn through reading to communicate in today's literate society successfully. In this case, the readers will find it simpler to comprehend the content if they read while employing methods. Yousefian (2015) claimed that by using reading strategies, including skimming, scanning, guessing, and underlying, students could better understand the text's purpose.

The process of reading comprehension requires the reader to respond to the text. It's a complicated process because it's crucial for the learner to

comprehend or understand a text. Understanding a text involves interactions between the reader and what was going on in the reader's thinking before reading the text, as well as information contributing to the text. Many issues prevent many kids from mastering reading comprehension. The problem is that the instructor avoids using inappropriate materials, strategies, the students or the classroom environment. (Herman et al., 2020). Aini & Akhriyah (2022) stated that the reading comprehension process makes the students understand the direct meaning of a text deeply.

Reading strategies are crucial for assisting readers in understanding the content as they read and using specific reading strategies makes better use of time. A strategy is a broad plan to achieve one or more long-term or broad goals under specific circumstances. Strategies are intentional plans readers adopt to reconstruct the texts in a flexible and adaptive manner. It's metacognitive repertoires, basically (Par,2020). The specific methods readers use to successfully accomplish reading assignments are known as reading strategies. (Pinninti, 2016). Therefore, Students' reading abilities will advance when they regularly apply the reading strategies. Readers learning different reading strategies understand how to utilize them in the processes of reading comprehension (Banditvilai, 2020). The good use of reading strategies can help readers make connections with the writer in the text in the most meaningful way (Rahmat et al., 2022). O'Malley (1991) categorized reading strategies into eight parts. These include practicing or remembering, planning, summarizing or making notes, assuming, deducing, picturing, transferring, and elaborating.

The recognition and comprehension of our modes of thought is known as metacognition, or learners may organize, track, and evaluate their comprehension of and performance in relation to the tasks they are engaging in through metacognition (Fauzi & Ashadi, 2019). Metacognition in reading can distinguish between skilled and incompetent readers, as these readers can discern between different ideas presented in the manuscripts and can understand a text using their general knowledge. Metacognitive strategies based on Umam (2013) are about using reflection as well as regulating an individual's method of learning and how

that certain individual think. According to Mokhtari & Reichard (2002), metacognitive awareness is the understanding of how readers read and how they utilize strategies to understand what they are reading. There are three metacognitive reading techniques exist, according to (Mokhtari & Reichard, 2002) including global strategies that are well-discussed, thought-out methods to control reading. Readers utilize problem-solving techniques to solve problems when they interact with the material. Support reading strategy is about supporting envisioned approach to support the reader to comprehend the written words in a text.

Several research that is connected to the present study. First, At Turkey's Anadolu University, Yüksel & Yüksel (2012) performed a study on Turkish EFL students' metacognitive awareness of their academic reading methods. The findings demonstrated that Turkish university-level EFL students frequently used reading methods when reading academic texts. Second, Par (2020) conducted research on the connection between reading tactics and reading proficiency of Indonesian EFL students. The findings indicated that: (1) EFL students actively use strategies to read; (2) there correlation between general strategy use in reading and student achievement in reading is significant; and (3) problem solving is a predictive strategy in terms of students' achievement in reading. Third, Siam & Soozandehfar (2011) indicated that this convincingly demonstrates a close relationship between three variables which is reading techniques, reading consciousness and reading abilities.

From these studies, the researcher chose an English study program to carry out the study since the curriculum included an English program that required students to complete a reading course from the first semester to the fourth semester. In addition, in the seventh semester, the students should complete the English proficiency test. Therefore, the English students at the University of Islam Malang should learn reading comprehension well. The researcher is interested in conducting a study about "The correlation between reading strategies and reading comprehension in third-semester students of English Education at the University of Islam Malang.”.

METHOD

This study applied quantitative correlational research design to determine the relationship between reading strategies used by the students and reading comprehension skill. Creswell (2012) explained that correlational studies extend to the connection between two or more variables that are measured as well as presented through statistical means. The researchers gathered and evaluated data from examination results on the characteristics of reading. Thus, the researchers linked four factors, namely GLOB as variable X 1, PROB as variable X 2, SUP as variable X 3, and reading comprehension as variable Y.

The population in this study originated from 2 classes, A and B. Class A has 25 students, and Class B has 20 students from the third-semester students of the English department at the University of Islam Malang. The sample that participated in the study was 45 students. This study used random sampling to ensure that all students in the population have the same chance to participate in this study.

In this study, the researchers wanted to know about student awareness, namely reading strategies, including (1) global reading strategies (GLOB), (2) problem-solving strategies (PROB), and (3) supporting reading strategies (SUP) and reading comprehension. Such data will be obtained in the form of questionnaires adapted from Mokhtari & Reichard (2002) MARS (Metacognitive Awareness of Reading Strategies Inventory) and reading comprehension tests. The MARS questionnaires were distributed on third-semester students of English Language Education at the University of Islam Malang. Questionnaires were

distributed to each participant by using Google Forms. Students are instructed to circle the number (1, 2, 3, 4, or 5) with the time to fill out the questionnaire is about 15 minutes. Meanwhile, the reading comprehension test consisted of 30 self-constructed reading test in the form of multiple choice items validated and statistically tested using reliability test.

The data were analyzed using SPSS 26.0 to test significant correlations between all variables. In this study, data was collected in the form of scores. All data are obtained through questionnaires and tests. First, the MARS test questionnaire on reading strategy includes three strategies: (1) global reading strategies (GLOB); (2) problem-solving strategies (PROB); and (3) support strategies (SUP). Second, the reading comprehension test. The data is analyzed using Pearson's Product Moment in SPSS 26 to measure the strength of the correlation as well as the significance of the correlation between three strategies used by the students and reading comprehension. Moreover, Multiple Regression analysis was also done to investigate the causal connection between a number of independent variables (global reading strategies, problem-solving strategies and support strategies) and dependent variables (reading comprehension). Multiple regression analysis was measured using two indicators, the first was the coefficient of determination (R^2) to measure the magnitude of the contribution of the independent factors as a whole to the dependent factors. And the second was the F test is used to determine the influence of the independent variables on the variables as a whole.

FINDING AND DISCUSSION

The correlation between reading strategies and comprehension was measured using Multiple Linear Regression and Pearson's Product Moment to determine the correlation between the three variables. The three variables mentioned above are global reading strategies as the variable X1, "Problem-solving strategies as the variable X2, Support strategies as the variable X3, and reading comprehension as the variable Y".

The researcher then used IBM SPSS 26 to count the data, and the descriptive results are displayed in the accompanying table.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SUP	45	13	41	29.96	4.758
PROB	45	17	37	28.29	4.065
GLOB	45	28	57	42.84	5.854
READING COMPREHENSION	45	40	100	79.04	12.249
Valid N (listwise)	45				

This study was done on 45 students (N=45) as the total sample. The highest score for the students' global reading strategies (GLOB) was 57, and the lowest was 28. The average score of the students was 42,84, with a standard deviation of 5,845. On the Support strategies (SUP) test, students had scores ranging from 13 to 41. Support strategies (SUP) scores for the students had an average of 29.87 and a standard deviation of 4.758. Students received a total of 37 out of a possible 60 on the PROB test, with 17 being the lowest possible result. Problem-solving strategies (PROB) scores for the students had an average of 28.16 and a standard deviation of 4.065. For reading comprehension, the test for students had a maximum score of 100 and a minimum score of 40. The average reading comprehension score for the student was 79.04. The results showed that 37 students scored higher than the mean, while eight students scored below the mean.

After calculating the scores for reading strategies and reading comprehension, the researcher starts to analyze the data with IBM SPSS 26.0.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
1	.885 ^a	.783	.768	5.906

a. Predictors: (Constant), GLOB, SUP, PROB

b. Dependent Variable: Reading Comprehension

Based on the table, global reading strategies (GLOB), Problem-solving strategies (PROB), Support strategies (SUP) was the determining factor for and reading comprehension with an r coefficient of 0.885. It had $r^2 = 0.783$, which means that metacognitive reading strategies contribute as much as 78,3% to reading comprehension.

Table 3. The interpretation Level of Correlation

Product Moment ®	Interpretation
0.80-1.00	Very high
0.60-0.80	High
0.40-0.60	Moderate
0.20-0.40	Low
0.00-0.20	Very low

Based on the score obtained for the table interpretation level of correlation and the r coefficient of 0.885, it is possible to conclude that the correlation between those three variables was very high.

Table 4. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5171.772	3	1723.924	49.422	.000 ^b
	Residual	1430.139	41	34.881		
	Total	6601.911	44			

a. Dependent Variable: READING COMPREHENSION

b. Predictors: (Constant), GLOB, SUP, PROB

Based on the table obtained by analysis of the global reading strategies (GLOB), problem-solving strategies (PROB), and support strategy (SUP) variables with SPSS 26, the sig value (0.000) is <0.05 . It was concluded that there is a significant relationship simultaneously between global reading strategies

(GLOB), problem-solving (PROB), and support strategies (SUP) on Reading Comprehension.

Table 5. Correlations

		SUP	PROB	GLOB	READING COMPRE HENSION
SUP	Pearson Correlation	1	.795**	.435**	.737**
	Sig. (2-tailed)		.000	.003	.000
	N	45	45	45	45
PROB	Pearson Correlation	.795**	1	.546**	.780**
	Sig. (2-tailed)	.000		.000	.000
	N	45	45	45	45
GLOB	Pearson Correlation	.435**	.546**	1	.737**
	Sig. (2-tailed)	.003	.000		.000
	N	45	45	45	45
READING COMPRE HENSION	Pearson Correlation	.737**	.780**	.737**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	45	45	45	45

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

The result shows that the global reading strategies (GLOB) Pearson Correlation value for Reading Comprehension is 0.737, which has a high meaning. The Pearson Correlation support strategy (SUP) value for Reading Comprehension is 0.737, which has a high meaning. The value of the Pearson Correlation problem-solving strategies (PROB) to Reading Comprehension is 0.780, which has a high meaning. It can be seen that in the correlation results, the highest relationship is PROB with values are 0.780 respectively. While the

weaknesses are global reading strategies (GLOB) and support strategy (SUP), with a value of 0.737.

Before conducting the research, the researcher develops a hypothesis. The hypothesis stated that “there is a positive significant correlation between global reading strategies (GLOB), problem-solving strategies (PROB), and support strategies (SUP) in third-semester students of English Education at the University of Islam Malang.” The calculation using SPSS produced an r-coefficient of 0.885. It means there was a correlation between four variables: global reading strategies, Problem-solving strategies, support strategies, and reading comprehension. Because the r-coefficient was in the 0.800-1.00 range, it was classified as having a very high correlation. Then, the correlation had a significant value of 0.000, and the hypothesis was accepted because it was less than 0.05. It was discovered that reading strategies (global reading strategies, problem-solving strategies, and support strategies) were connected to reading comprehension.

From the above explanation, the relationship between reading comprehension in all three kinds of strategies was significantly associated, as may be inferred from the foregoing explanation. Thus, it might be concluded that their reading comprehension is influenced by global reading strategies (GLOB), problem-solving strategies (PROB), and support strategies (SUP). This was demonstrated by the regression analysis of the data, which revealed an r coefficient of 0.885 and a significant value of 0.000 for the four variables’ extremely high correlation. The highest relationship is problem-solving strategies (PROB), with value of 0.780 while the weaknesses are global reading strategies (GLOB) and support strategies (SUP), with a value of 0.737.

The results indicated that all strategies of support strategies (SUP), problem-solving strategies (PROB), global reading strategies (GLOB), and reading comprehension were correlated in the third-semester students. Based on the outcomes of data analysis using Regression and Product moment. This research is congruent with the previous studies by Dafiyanti et al., (2015) the study indicated that the correlation between variables was 0.51, which is considered a medium correlation. Moreover, this research is the result of

Banditvilai (2020) showed that strategies utilized in reading had a positive impact on students' reading comprehension. Sheikh et al., (2019) claimed that metacognitive knowledge of reading methods significantly predicts university students' academic achievement. The results imply that holding seminars or training sessions to promote MARS may be beneficial to improve students' focus on the reading process, which may have an impact on their learning. Fitrisia, Tan, & Yusuf (2015) conducted research with the goal of this study to improve students' reading comprehension performance by examining metacognitive knowledge of reading methods. The findings showed a positive correlation between MARS and reading comprehension scores.

Another study by Mokhtari and Sheorey (2002) stated that understanding metacognitive reading techniques affects how well students comprehend what they read since it determines how they engage with the context and how the application of strategies relates to good reading comprehension. Furthermore, Sutiyatno & Sukarno (2019) claimed that metacognitive techniques might sharpen one's thinking and lead to greater understanding and better performance, especially in difficult students. The result of this study is also consistent with Firdaus (2022) the findings revealed that Tagalog, Iloco, and English moderately influence reading comprehension ratings and a medium degree of understanding as well as attitudes toward the Tagalog language. Problem-Solving Strategies (PROB), Global Reading Strategies (GLOB), and Support Read Techniques were among the most often used tactics (SUP). Students' comprehension skills when reading was shown to be substantially associated with the use of problem-solving metacognitive reading methods and proficiency in the Filipino language.

In conclusion, global reading strategies (GLOB), problem-solving strategies (PROB), and support reading strategies (SUP) all helped students improve their English skills. Learners that are adept in global reading strategies (GLOB), problem-solving strategies (PROB), and support strategies (SUP) are going to do better in Reading Comprehension.

CONCLUSIONS AND SUGGESTIONS

The results of this study found that there was a relationship between four variables: global reading strategies (GLOB), Problem-solving strategies (PROB), Support strategies (SUP), and Reading Comprehension. The correlation had a significance of 0.000, and the hypothesis was accepted because it was less than 0.05. Moreover, the highest correlation value between reading comprehension and problem-solving strategies was 0.780, followed by global (GLOB) and Support strategies (SUP) with the same r value of 0.737, and all correlation is considered to be a high correlation. This indicated that the correlation between reading strategies and reading comprehension is significant and strongly correlated. The study suggest that global reading strategies (GLOB), Problem-solving strategies (PROB), and Support strategies (SUP) is necessary for the success of reading comprehension. Instructors should consider providing reading strategies in teaching reading comprehension. For the following research, this study can be used as insight into the importance of using strategies to improve reading comprehension.

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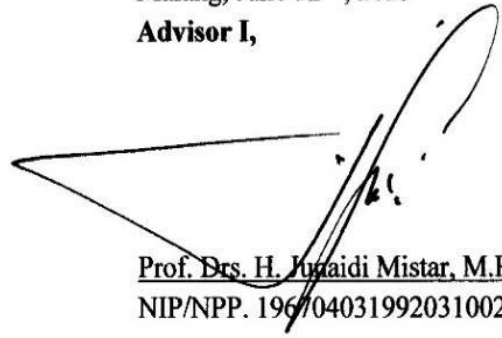
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Advisor I,

A large, stylized handwritten signature in black ink, consisting of several loops and a long horizontal stroke, positioned over the printed name and ID number.

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