

STUDENTS' READING STRATEGIES RELATED TO THEIR READING COMPREHENSION AND ENGLISH ACHIEVEMENT SCORE

Komala Dwi Syaputri
Universitas Bina Dharma
komaladwisya Putri@ymail.com

Abstract: Reading is a complex process. In reading text, students have to deal with some aspects like reading strategies. This study deals with students' reading strategies and comprehension. Every body is not the same. They have different characteristics and individuals which can influence the ways students read and upgrades the students' reading achievement. The objectives of the study were to find out what reading strategies applied by the students in reading English texts and are there any significant correlation to their reading comprehension and English achievement score. The population of this study was the eleventh grade students of a public senior high school of Indralaya, South Sumatra with the total number of 88 students. The sample of this study was taken from the social class of the population with the total number was 42 students. This study was a quantitative research. In collecting the data, the writer used questionnaire, reading comprehension test and documentation. The correlation in this study was calculated by using the correlation coefficient formula. The result found that the most reading strategy applied by students is the Problem reading strategies. The result also indicated that there was weak correlation among students' reading strategies, reading comprehension and English achievement score.

Keywords: Reading Strategies, Reading Comprehension, English Achievement Score

INTRODUCTION

Language is one of important tools in communication. There are many languages all over the world. Every country has its own language to communicate among the people in that country. In order to be able to communicate with people from other countries, we need one language which is spoken all over the world. That is why we have English as the global language.

English, as a global lingua franca, is used by most of people around the world. In Indonesia, English becomes one of the important subjects in education. English is taught at all levels of education. It is taught both in formal and informal education, from early education up to higher education. In learning English, students are expected to master every aspect and skill of English. English has four major skills that

should be mastered by the students. They are listening, reading, speaking and also writing.

Reading is one of the major skills in English that should be mastered by the English learners. Reading is a way the writer transfers the idea to the reader through written text. One of the purposes of reading is to obtain information. Without reading somebody will probably get lack of information about what is happening around him or her. People are required to be able to read if they do not want to get difficulties in doing their activities. People can read while sitting, walking, studying, driving, etc.

Reading is a dynamic process which the reader works actively to construct the meaning from the material they read (Barton, 1997). In reading text, students

have to deal with some aspects like strategies used in reading the written text. This study deals with students' reading strategies and comprehension. Every body has different characteristics and individualities. These differences can influence the way students read and results of the students' reading achievement.

Based on the explanation above the writer is interested in conducting research entitles "Students' Reading Strategies Related to Reading Comprehension and English Achievement".

The purpose of the study is to know what reading strategies are mostly used by the students of the eleventh grade science class students of a public senior high school of Indralaya, South Sumatra. How often students use the reading strategies when reading English text, and do the students' reading strategies relate to their reading comprehension and English achievement.

The writer hopes that his study hopefully can give contribution to both students and teachers. For students, this study can help them to know what reading strategies that can be used by them in their reading activities. For teachers of English, this study can help them in determining students' strategies so teachers can know what is suitable for the students' in their reading activities.

METHOD

Research Design

This study used quantitative method where the researcher did not deal directly with the respondent. The researcher used descriptive correlational study. The primary purpose is to find the fact. Descriptive study allows researchers to explore the data by summarizing, describing, and presenting them, without making any inferences or prediction.

The researcher used questionnaire, test, and documentation. The researcher used one questionnaire in this study, namely: reading strategies questionnaire. The test used in this study was reading comprehension test. This study was correlational

study since the data collected from students' reading comprehension achievement from the test and documentation were correlated to the data from questionnaires in order to find out whether or not the relationship exists between students' reading strategies to their reading comprehension achievement.

Data Collection

The population of this study was the eleventh grade students of a senior high school in Indralaya, South Sumatra. The total number of the population was 88 students. The distribution of the population was seen in table below:

Table 1. Population of the Study

No	Class	Number of Students
1	Science	46
2	Social	42
Total		88

Source: a senior high school in Indralaya, South Sumatra
(T.A 2015-2016)

The sample of this study were all of the science class students in Eleventh grade of a senior high school in Indralaya, South Sumatra. The total number of the sample was 42 students that consisted of 20 male students and 22 female students. The distribution of the sample was as follows:

Table 2. Sample of the Study

No	Sex	Number of Students
1	Male	20
2	Female	22
Total		42

Source: a senior high school in Indralaya, South Sumatra (T.A 2015-2016)

In this study, the writer collected the data by distributing questionnaire and test.

Questionnaire

The questionnaire used by the researcher in order to collect the data related to the reading strategies used by the eleventh

grade of science class students of a senior high school in Indralaya, South Sumatra in reading English text. In this study, the researcher used one kind of questionnaire, namely: the reading strategies questionnaire. The researcher used a ready-made questionnaire which was taken from e-journal.

The questionnaire was designed to determine what reading strategies used by the students and how often the students used the strategies when reading a text. It was adopted from survey of reading strategies (Mokhtari & Sheorey, 2002). It was taken from journal with the title "*Journal of Developmental Education*", 25 (3), pp 2-10. (source: <http://richarddpetty.files.wordpress.com/2010/03/sors-2002-english.pdf>). Kouider Mokhtari and Ravi Sheorey (2002) stated that there were 30 questions about the various strategies students used when they read English text material (e.g., reading text for homework or examination; reading journal articles, etc).

Test

In this study, the researcher also distributed a reading comprehension test that consisted of 25 questions. The reading comprehension test contained six reading texts with questions for each reading texts. The total number of all texts was 25 questions. The reading comprehension test was adopted from the eleventh grade school examination from year 2007-2013.

Documentation

The researcher used the documentation in the form of the students' mid term examination score in English lesson. The grades would show the students' English achievement, whether they got good or bad grades.

Variables of the Study

Variable is defined as any characteristic that is not always the same – that is any characteristics that varies (Fraenkel & Wallen, 1991, p.31). There were three variables in this study which consisted of

one independent variable and two dependent variables.

The independent variable of this study was the students' reading strategies. While the dependent variables were reading comprehension and English achievement score.

Procedure

The instruments were distributed to the eleventh grade of a senior high school in Indralaya, South Sumatra in two days (12th-13th of October 2015). On the first day, 12th of October 2015, the researchers asked the teachers to distributed the reading strategies questionnaire to the students. The students were given 30 minutes to fulfill the whole reading strategies questionnaire. The next day, 13th of October 2015, the students were asked to do the reading comprehension test. They were given 45 minutes to answer the test that consisted of 6 reading texts with the total number of questions was 25. In this study, the researcher did not directly face the respondents. The questionnaire and the test were distributed by the class teacher.

The first focus of the study was to find out reading strategies applied by the eleventh grade of a public senior high school at Indralaya, South Sumatra and how frequently the students used reading strategies while reading text, the writer used reading strategies questionnaire taken from e-journal (<http://richarddpetty.files.wordpress.com/2010/03/sors-2002-english.pdf>). The questionnaire was analyzed by using Kouider Mokhtari and Ravi Sheorey Scoring Guidelines for the Survey of Reading Strategies. After calculating the data, the writer summarized the data into a table and diagram.

The writer analyzed the result of the questionnaire by using percentage analysis. The formula of the percentage analysis as cited in Ali (1987, p.184):

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage of the students' choice

F = The total of students' choices

N = The total number of the sample students.

For assessing the students' reading comprehension, the writer used reading comprehension test consisted of 6 reading texts with the total question were 25 questions. The test was distributed in the form of multiple choice. The maximum score for the whole questions were 100 with each correct answer got 4 points. So, the score of the students' reading comprehension test were calculated with the formula as seen below:

$$S = N \times 4$$

Where:

S = Score

N = The total of correct answer

RESULTS

The findings of this study dealt with the result of the questionnaire and test. In the questionnaire, the writer asked 30 questions which were included to each kind of strategies. By answering the questions, the reading strategies used by the students and the frequency of the students used then the strategies could be identified.

The percentage of each reading strategy which was measured by using the formula $P = (F/N) \times 100\%$. From the formula the writer got the percentage as stated below:

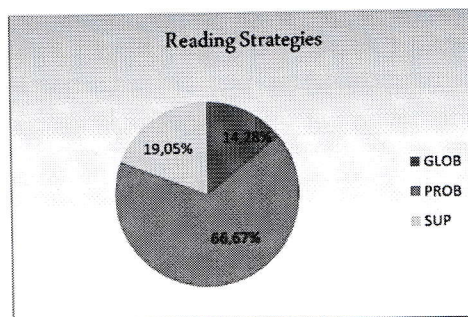
Reading Strategies Used

$$\text{Glob} : 6 \rightarrow p = \frac{6}{42} \times 100\% = 14,28\%$$

$$\text{Prob} : 28 \rightarrow p = \frac{28}{42} \times 100\% = 66,67\%$$

$$\text{Sup} : 8 \rightarrow p = \frac{8}{42} \times 100\% = 19,05\%$$

From the results above, it can be seen that from three reading strategies, the most reading strategy applied by students was the Problem reading strategies (66,67%), and after that was Global reading strategies (14,28%), and the last one Support reading strategies (19,05%). (see the graphic)



The Frequency of using Reading Strategies

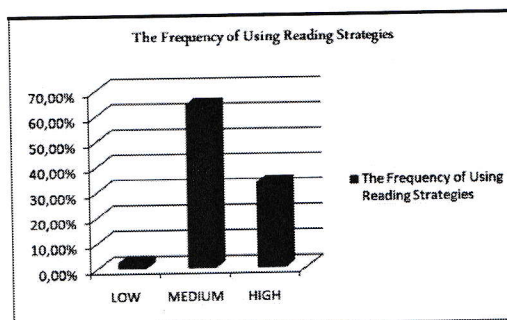
$$\text{Low} : 1 \rightarrow \frac{1}{42} \times 100\% = 2,38\%$$

$$\text{High} : 14 \rightarrow p = \frac{14}{42} \times 100\% = 33,33\%$$

$$\text{Med} : 27 \rightarrow p = \frac{27}{42} \times 100\% = 64,29\%$$

Note: Low → Rare, Med → Sometimes, High → Often

From the results above, we can see that most of the students (27 of 42) occasionally used the strategies while reading text (64,29%). And the rest of the students used the reading rarely (1 of 42, 2,38%) and usually (14 of 42, 33,33%) while reading text. (see the Graph)



The Result of The Reading Comprehension Test

To assess the reading comprehension, the writer distributed a test consisted of 25

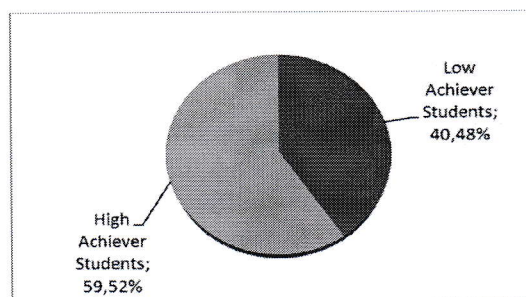
questions. The test was in the form of multiple choice question where each correct answer got 4 score. The maximum score that can be obtained from the test was 100. The writer also categorized the result into two, Low achiever students and high achiever students, in which both of them were considered from the mean of the data. The student who got score below the mean was considered as low achiever and the student who got score above the mean was considered as high achiever.

The percentage of the students' reading comprehension achievement was also calculated with the percentage formula $P = (F/N) \times 100\%$. From the formula the writer got the percentage as follows:

Low Achiever Students : $17 \rightarrow p = \frac{17}{42} \times 100\% = 40,48\%$

High Achiever Students : $25 \rightarrow p = \frac{25}{42} \times 100\% = 59,52\%$

From the results above, we can see that more than half of the students in the sample of the study were considered as high achiever students. (see the graph)



The following table 3 was the descriptive statistics of the means and the standard deviation (SD) of the variables measured.

DATA ANALYSIS

To show the relationship among the variables, the researcher calculated the correlation coefficient for each variable. As seen in the table 4.

From the table 4, it can be seen that reading strategies has higher correlation coefficient to the English achievement score with the correlation .34. while its correlation to the reading comprehension score occurs in the correlation of .23.

INTERPRETATION

With regard to the aims of the study, the findings showed that the reading strategies used by the eleventh grade students of a senior high school in Indralaya, South Sumatra with the rank order (1) Problem Solving Strategies with 66,67% out of the students who apply the strategies , (2) Support Reading Strategies with 19,05% out of the who students apply them, and (3) Global Reading Strategies with 14,28% of the students apply them. It means that the eleventh grade social class of a senior high school in Indralaya, South Sumatra mostly apply problem solving strategies in reading text which was explained by Mokhtari and Sheorey (2001) that this strategy was the actions and procedures that readers use while working directly with the text.

Table 3. Descriptive Statistics of The Study

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Strategies	42	2.40	4.17	3.33	.3789
Reading Comprehension Achievement	42	16	48	31.90	7.2577
English MidTerm Score	42	31	72	56.86	9.935

Table 4. Relationship among Variables

CORRELATION	Reading Comprehension (y)	English Achievement (z)
Reading Strategies (x)	.23	.34

CONCLUSIONS

The finding showed that most of the students (27 out of 42) sometimes apply the reading strategies in reading text, and only some of them who often apply them in reading. From the data analysis, it can be seen that reading strategies do have correlation to reading comprehension score and English achievement score. Although the correlation was not strong. It is concluded that there were still many other aspects beside the reading strategies used by the students which were related to their reading comprehension score and English achievement.

REFERENCES

- Anonymous. (2008). *Reading comprehension*. Wikipedia. Retrieved from http://en.wikipedia.org/wiki/Reading_comprehension.
- Anonymous. (2008). *Reading (process), sub topic: Goals of reading*. Wikipedia. Retrieved from http://en.wikipedia.org/wiki/Reading_%28process%29#Goals_of_reading.
- Barton, M. (1997). Addressing the literacy crisis: Teaching reading in the content areas. *National Association of Secondary School Principals Bulletin*, 81, 22-30.
- Fraenkel, J.R. & Wallen, N.E. (1991). *Educational research: A guide to the Process*. New York, NY: McGraw-Hill, Inc.
- Gebhard, J. G. (2009). *Teaching English as a foreign or second language: A self-development and methodology guide*. Lansing, MI : The University of Michigan Press.
- McCracken, R.A., & McCracken, M.J. (1978). *Modeling is the key to sustained silent reading*. *The Reading Teacher*, 31(4), 406-408.
- Mokhtari, K., & Sheorey, R. (2002). *Measuring ESL students' awareness of reading strategies*. Retrieved from <http://nowurlearning.net/Documents/MeasuringESL-stratgy.pdf>
- Syaputri, K. D. (2011). *Reading strategies applied by English education study program students of teacher training and education faculty of sriwijaya university*. Unpublished Undergraduates Thesis. Palembang: Faculty of Teaching Training and Education, Sriwijaya University.

Appendix 1

READING STRATEGIES QUESTIONNAIRE

The purpose of this survey is to collect information about the various strategies you use when you read **school-related academic materials in ENGLISH** (e.g., reading textbooks for homework or examinations; reading journal articles, etc.).

Instruction: Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

- '1' means that 'I **never or almost never** do this'.
- '2' means that 'I do this **only occasionally**'.
- '3' means that 'I **sometimes** do this'. (About **50%** of the time.)
- '4' means that 'I **usually** do this'.
- '5' means that 'I **always or almost always** do this'.

After reading each statement, **thick (V) the number** (1, 2, 3, 4, or 5) which applies to you. Note that there are **no right or wrong responses** to any of the items on this survey.

No	Statements	1	2	3	4	5
1.	I have a purpose in mind when I read. <i>Saya memiliki tujuan ketika saya membaca.</i>					
2.	I take notes while reading to help me understand what I read. <i>Saya mencatat ketika membaca untuk membantu saya memahami apa yang saya baca.</i>					
3.	I think about what I know to help me understand what I read. <i>Saya memikirkan tentang apa yang saya tahu untuk membantu saya memahami apa yang saya baca.</i>					
4.	I take an overall view of the text to see what it is about before reading it. <i>Saya melihat keseluruhan teks untuk melihat tentang apa teks tersebut sebelum saya membacanya.</i>					
5.	When text becomes difficult, I read aloud to help me understand what I read. <i>Ketika teks menjadi sulit, saya membaca dengan keras untuk membantu saya memahami apa yang saya baca.</i>					
6.	I think about whether the content of the text fits my reading purpose. <i>Saya memikirkan apakah isi dari teks tersebut sesuai dengan tujuan saya membaca.</i>					
7.	I read slowly and carefully to make sure I understand what I am reading. <i>Saya membaca dengan pelan dan hati-hati untuk memastikan saya memahami apa yang saya baca.</i>					
8.	I review the text first by noting its characteristics like length and organization. <i>Saya melihat kembali teks terlebih dahulu dengan mengamati karakteristiknya seperti panjang dan tatanannya.</i>					

9.	I try to get back on track when I lose concentration. <i>Saya mencoba untuk kembali ke jalur bacaan ketika saya kehilangan konsentrasi.</i>					
10.	I underline or circle information in the text to help me remember it. <i>Saya menggarisbawahi atau melingkari informasi di dalam teks untuk membantu saya mengingatnya.</i>					
11.	I adjust my reading speed according to what I am reading. <i>Saya menentukan kecepatan membaca saya berdasarkan pada apa yang sedang saya baca.</i>					
12.	When reading, I decide what to read closely and what to ignore. <i>Ketika membaca, saya memutuskan mana yang dibaca dengan cermat dan mana yang diabaikan.</i>					
13.	I use reference materials (e.g. a dictionary) to help me understand what I read. <i>Saya menggunakan materi-materi tambahan (ch: kamus) untuk membantu saya memahami apa yang saya baca.</i>					
14.	When text becomes difficult, I pay closer attention to what I am reading. <i>Ketika teks menjadi sulit, saya menjadi lebih perhatian terhadap apa yang sedang saya baca.</i>					
15.	I use tables, figures, and pictures in text to increase my understanding. <i>Saya menggunakan tabel, figur, dan gambar dalam teks untuk meningkatkan pemahaman saya.</i>					
16.	I stop from time to time and think about what I am reading. <i>Saya berhenti membaca dari waktu ke waktu dan memikirkan apa yang sedang saya baca.</i>					
17.	I use context clues to help me better understand what I am reading. <i>Saya menggunakan petunjuk-petunjuk konteks untuk membantu saya memahami lebih baik apa yang sedang saya baca.</i>					
18.	I paraphrase (restate ideas in my own words) to better understand what I read. <i>Saya memparaprase (menyatakan ide dalam kata-kata saya sendiri) untuk memahami lebih baik apa yang sedang saya baca.</i>					
19.	I try to picture or visualize information to help remember what I read. <i>Saya mencoba untuk menggambarkan atau memvisualkan informasi untuk membantu saya mengingat apa yang saya baca.</i>					
20.	I use typographical features like bold face and italics to identify key information. <i>Saya menggunakan fitur cetak seperti huruf tebal atau huruf miring untuk mengidentifikasi kunci informasi.</i>					
21.	I critically analyze and evaluate the information presented in the text. <i>Saya secara kritis menganalisis dan mengevaluasi informasi yang disajikan di dalam teks.</i>					
22.	I go back and forth in the text to find relationships among ideas in it. <i>Saya bolak balik pada teks untuk menemukan hubungan diantara ide-ide di dalamnya.</i>					

23.	I check my understanding when I come across new information. <i>Saya mengecek pemahaman saya ketika saya menemui informasi baru.</i>					
24.	I try to guess what the content of the text is about when I read. <i>Saya mencoba untuk menebak apa isi dari bacaan itu ketika saya membaca.</i>					
25.	When text becomes difficult, I re-read it to increase my understanding. <i>Ketika teks menjadi sulit, saya membaca ulang untuk meningkatkan pemahaman saya.</i>					
26.	I ask myself questions I like to have answered in the text. <i>Saya menanyakan kepada diri sendiri pertanyaan-pertanyaan yang saya telah jawab di dalam teks.</i>					
27.	I check to see if my guesses about the text are right or wrong. <i>Saya mengecek untuk melihat apakah tebakan saya tentang teks benar atau salah.</i>					
28.	When I read, I guess the meaning of unknown words or phrases. <i>Ketika saya membaca, saya menebak arti dari kata-kata dan frase yang saya tidak tahu.</i>					
29.	When reading, I translate from English into my native language. <i>Ketika sedang membaca, saya mengartikan dari bahasa Inggris ke bahasa saya sendiri.</i>					
30.	When reading, I think about information in both English and my mother tongue. <i>Ketika sedang membaca, saya memikirkan tentang informasi baik dalam bahasa Inggris maupun bahasa ibu saya.</i>					