THE CORRELATION BETWEEN READING STRATEGIES AND STUDENTS' READING ACHIEVEMENT
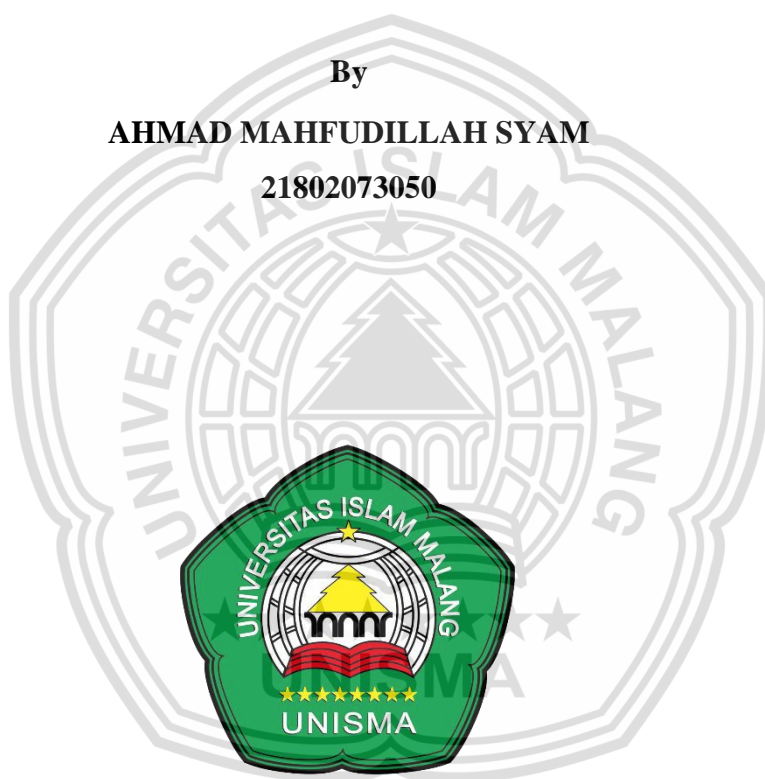
THESIS

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ABSTRACT

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Key Word: Reading Strategies, Reading Achievement, Correlation.

Strategies in language learning become an important thing in influencing learning achievement. Reading strategies are more effective and advantageous for students with lack of reading knowledge and for students with a lower standing skill to obtain reading understanding. Hence, in this occasion, this study is focused on correlating reading strategies and learning achievement.

The researcher applied correlation design since it analyzes the relationship between two variables. The participants were 28 English department college students who are in 4th grade semester. In collecting data, the researcher used two instruments, questionnaire and reading test. The questionnaire was adapted from Metacognitive Awareness of Reading Strategies Inventory (MARSI) which is designed to evaluate adult readers' metacognitive awareness and supposed the used of reading strategies. In reading test, 50 items of reading test are adopted from the Longman Complete Course. The students had to choose one of the five best options between (A), (B), (C), or (D). Then, the students write the answer on their answer sheet.

The result of this study showed that the correlation coefficient between $r_{obtained}$ was lower than r_{table}. Then, the level of probability (p) Sig. (2-tailed) was 0.410 which was higher than 0.05. It means that H_0 was accepted and H_a was rejected.

Lastly, it can be concluded that there was no correlation indicated that metacognitive reading strategy and student's reading achievement associated each other.

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about the background of study, the statement of the problems, the objective of study, scope and limitation of study, significant of study, and the definition of the key terms.

1.1 Background of The Study

In English language learning, reading became an interested aptitude which plays a very significant role in students' learning process. According to Floris and Divina (2015), the role of reading for English as Foreign Language (EFL) students is to accelerate the enhancement of English Abilities and knowledge. Floris and Divina (2015) also noted that learners who read English text more look to gain English much better than those who do not. There are some reasons in mastering English, especially by second language learners, that is they should have strategies to make it easy and interesting to learn, so they can gain the best result of learning. In this case, the use of strategies is very important for the learners since each learner has different reading ability to develop their own skill in learning consciously or unconsciously.

Successful or high achieving learner is usually the learners who have higher ability in using more strategies. According to Rubin (1975), good language learner is someone who take advantage of all practice opportunities; they have a strong desire to communicate, they are not inhibited, they monitor their own and the speech of others, and they attend the meaning. Also, Rubin noted that the

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characteristic depends on a number of variables that vary with every individual. In contrast, unsuccessful or low achieving learner is the learner who fail to learn or more relatively slowly through an English program (Vann & Abraham, 1990).

Many researchers studied about the use of different types of learning strategies and frequency rates the students; and they have stated that the use of learning strategies can encourage the learners in being successful since it becomes a factor that differentiates the students. On the other hand, learning strategy is very important as a procedure used to help students gain a goal of learning. In addition, learning strategy can help students to achieve their goals especially in the goal of learning because it helps them in understanding what the students have read.

In improving reading comprehension skill, many strategies and techniques have been planned as solution. One of them is metacognitive reading strategy. The important factor to highlight in metacognitive reading strategy is awareness, belief, and knowledge experience of readers about the process and the way of thinking which facilitates the readers in reading comprehension and improves the language learning itself. This strategy helps students to focus on their assigned texts and assists in organizing what knowledge they already possessed. Thus, students can determine what to look for and comprehend the texts better (Mokharti & Reichard, 2002). Abdullah et.al (2013) stated that metacognitive strategy is effective in encouraging students' reading comprehension. Metacognitive strategy includes three categories; person, task, and strategy (Flavel, 1976). Person category is someone beliefs about intraindividual, inter-individual, and universal. Task category is about learners' characteristics of specific task; how the learners manage

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and understand the task. The strategy category is the learners' awareness in applying metacognitive strategies during conducting the task. Taraban et al. (2004) suggested that effective reading depends on metacognitive processing; on directed cognitive effort to guide and regulate comprehension.

There are two aspects of reading that influence the capability of reading competence and understanding the meaning of the texts; decoding and cognitive resources. If the decoding process does not work in reading a text, the readers load more cognitive resources to read the words correctly (Furnes & Norman, 2015). However, less cognitive resources will lead the readers to use other knowledges and strategies (such as skimming, skipping, and scanning) in comprehending texts. Besides, readers are possible to face decoding and cognitive difficulties if they do not fully understand texts. To cover this problem, it can be solved through appropriate metacognitive knowledge. It is a key factor for successful monitoring and control of reading (KolićVehovec, Zubkovic, & Pahljina-Reinic, 2014). Flavel (1976) as the developer of metacognitive strategies stated that metacognition refers to someone's knowledge about their own cognitive processes and product related to them. It means that the readers can use their own knowledge experience to solve their problem in comprehending the text, in other word the readers try to comprehend something being comprehended. It was supported by Abdulloh (2013) that argued metacognitive strategy in language learning, especially in reading, is effective in promoting students' reading comprehension. Thus, metacognition can help readers monitor their cognitive process in acquiring information and the

meaning of the text. Therefore, in this occasion, the researcher underlined in the case whether reading strategy correlate with reading achievement.

1.2 Research Question

Based on background of the study above, the researcher states the problem: Is there any correlation between reading strategy and students' reading achievement?

1.3 Objective of Study

This study is aimed to explore whether metacognitive reading strategy correlates with reading achievement.

1.4 Hypothesis

The hypotheses of this study are proposed in the form of null hypothesis and alternative hypothesis. The null hypothesis (H_0) is a hypothesis which states that there is no relationship or influence between variables. While alternative hypothesis (H_a) is a hypothesis which states that there is a relationship or influence between variables. The hypotheses can be declared as follows:

H_0 = Reading strategy does not correlate with students' reading achievement.

H_a = Reading strategy correlates with students' reading achievement.

1.5 Scope and Limitation of The Study

This study includes the information about the use of metacognitive strategy as media in influencing the students' reading achievement. With this aim, the researcher limits the study on analyzing the most commonly used of metacognitive strategy among students in influencing reading achievement. In this case, the researcher analyzes 28 English Department students at Al-Qolam Islamic Institute who are in the fourth semester academic year 2020-2021

1.6 Significance of The Study

This study is expected to have some advantages in the English teaching and learning process as presented below:

1. For other researcher: the findings of the study can be one of the meaningful and useful references which can guide to conduct research studies in relation to the English teaching. The field of skill that relates to the metacognitive strategies can be the focus of analysis by another researchers. Hence, research on metacognitive strategies in the field of English education or the learning process may be expanded.

2. For the teacher: the results of this research can help the teacher to train the students to be autonomous learners. In the learning process, lecturers may recognize the methods used by students. Thus, it helps teachers to support and facilitate students in achieving the aptitude on English reading skill that based on the students thinking skills.

3. For university students: the findings are expected to motivate them in order to actively participating their learning process.

1.7 Definition of Key Term

1. Reading strategy

Reading strategy is the wide-ranging term used as a description of the intended and explicit acts to translate print into language to readers. It is very important for beginning readers and English Language Learners use strategy as a media to develop decoding and reading comprehension skill.

2. Learning achievement

Learning achievement is the process of getting knowledge or skill in learning subject matter that are obtained from the result of the test on particular subject matter. In addition, it is the success rate of the students in the last of particular subjects in formal or non-formal education that are expressed in the form of numerical value.

3. Correlational study

Correlational research is the act of correlating two or more items in order to find out the relationship between variables with no influence from any unimportant variable. This technique commonly utilizes multi discipline or variable in one study.
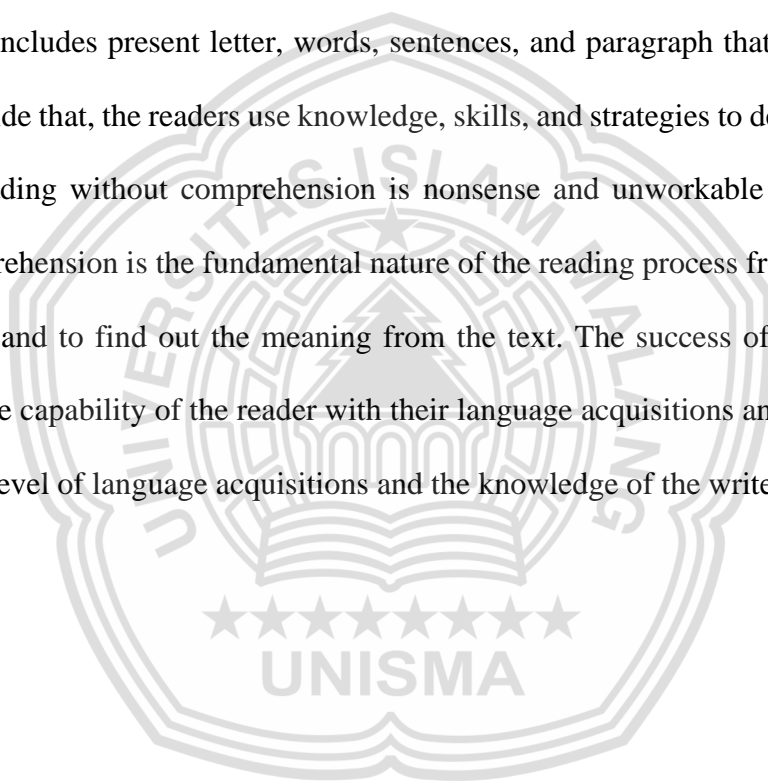
4. Metacognitive Strategies

Metacognitive strategy is one of many reading strategies in involving knowledge about cognition in general; comprehension and perception of someone's own thoughtful. In addition, it requires someone's awareness to think before learning and develop this strategy to employ in academic assignments. Maybe

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someone who use this strategy memorize the material to get the meaning of the text of to know what they have hear in the classroom.

5. Reading comprehension

Reading Comprehension is defined as the skill in finding the main idea or general information, identifying the detailed information of the text, and identifying the written references. The process also takes place interactively between the reader and the text; includes present letter, words, sentences, and paragraph that instruct meaning. Beside that, the readers use knowledge, skills, and strategies to determine meaning. Reading without comprehension is nonsense and unworkable because reading comprehension is the fundamental nature of the reading process from what is being read and to find out the meaning from the text. The success of reading depends on the capability of the reader with their language acquisitions and it is in line with the level of language acquisitions and the knowledge of the writer.

CHAPTER VI

CONCLUSION AND SUGGESTION

6.1 Conclusion

According to the result in the previous chapters, the researcher can make conclusion that in identifying the used of metacognitive strategies, the researcher uses MARSI (Metacognitive Awareness of Reading Strategies Inventory) questionnaire as the instrument. The result of questionnaire showed that the participants highly used metacognitive strategies which 3.4 in Global Strategies, 3.5 in Support Strategies, and 3.6 in Problem-Solving Strategies.

In assessing reading achievement, the students were evaluated by giving Reading Comprehension Test. From the result, there are 8 students got range excellent. The students who get range Very Good was 16 students. 3 students got range Good and 1 student got range Enough.

SPSS 25.0 is used to calculate the correlation between metacognitive reading strategies and students' reading achievement. After finishing all of the assumption of Pearson's correlation coefficient, the result of the correlation was -0.266. The result can be concluded that the correlation between $r_{obtained}$ (-0.162) was lower than r_{table} (0.374). Then, the level of probability (p) Sig. (2-tailed) was 0.410. Subsequently, p value (0.410) was higher than 0.05 which means that H_0 was accepted and H_a was rejected. Hence, it can be concluded that the metacognitive reading strategy is not correlate with student's reading achievement. In this case, it also means that the student with good understanding and using metacognitive strategy is not certify to have good result in learning achievement, and also the

student with bad understanding and using metacognitive strategy is not certify to have bad result in learning achievement.

6.2 Suggestion

After conducting this study, the are several suggestions can be delivered:

1. According to result of the study, the researcher suggests to lecturers and students to pay much attention to the metacognitive strategy in teaching-learning reading since it was not only one factor in affecting learning achievement. Therefore, lecturers should give more stimulus to the students beside giving or transferring knowledge. The lecturer should be more creative in giving a lesson and using various teaching method especially in reading comprehension, so the students can be more comfortable and interested in learning English.

2. The result of this study showed that there was no correlation between the use of metacognitive strategies and students' reading achievement. In other word, there are other factors that may correlate with reading achievement such as motivation, gender, etc. Hence, the other researcher can correlate it.

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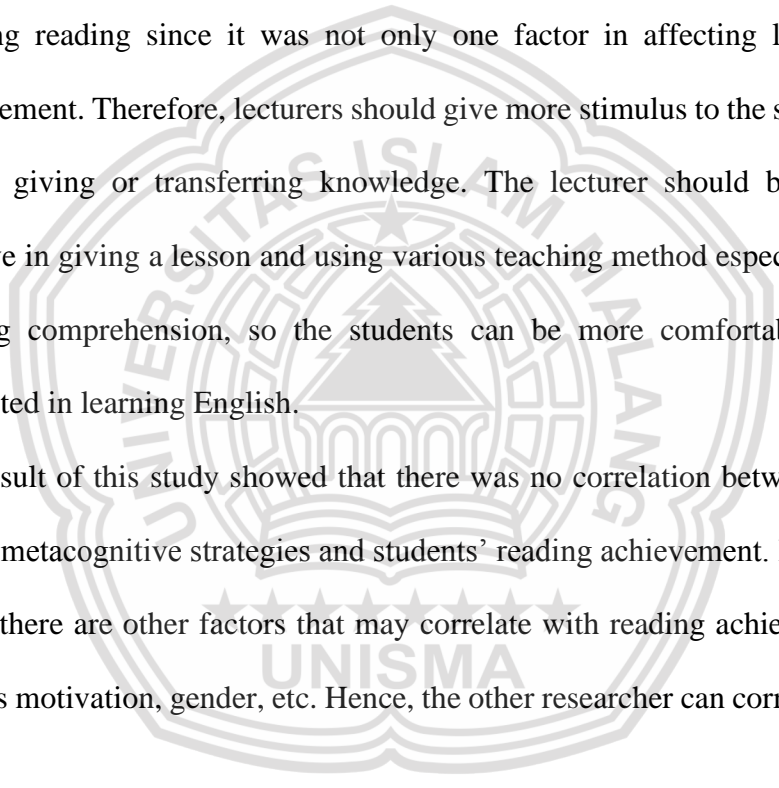
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