



# **THE CORRELATION BETWEEN READING STRATEGIES AND READING ACHIEVEMENT**

***SKRIPSI***

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**AUGUST, 2022**



# THE CORRELATION BETWEEN READING STRATEGIES AND READING ACHIEVEMENT

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Presented to

Faculty of Teacher Training and Education

Islamic University of Malang

in partial fulfillment of the requirements for degree of  
*Sarjana* in English Language Education

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## ABSTRACT

**Munawaroh**, Waqiatul. 2022. *The Correlation Between Reading Strategies and Reading Achievement. Skripsi*, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Henny Rahmawati, S.Pd., S.S., M.Pd.; Advisor II: Fitri Awaliyatus Sholihah, S.Pd., M.Pd

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

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 chose 20 students from B class of the sixth semester of English Education Department, in University of Islam Malang as the participants. The instrument of this study is used questionnaire from Fauzan (2014) and reading final score from reading lecturer. 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 students' reading achievement.

The result of the study showed that the students active used reading strategies. It was proven by the mean of 86.20 from reding strategies and the students' reading score with mean 82.70. From the finding the Pearson correlation is 0.454 it includes to moderate correlation with the  $p$ -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. From that, reading strategies can help students overcome difficulties in reading and improve their reading achievement.

In addition, this result of this study hopefully gives some useful information about reading strategies and the correlation to reading achievement. Hopefully, this study enriches the existing knowledge of the same topic. For teachers, hopefully can be used to minimize some difficulties in reading teaching or delivering reading material. For students, hopefully used to make it easier for them to draw conclusion, increase their reading ability and understanding in reading or studying. Also, as a strategy for students to make it easier to achieve maximum results in reading achievement. For future researcher can examine whether only reading strategies can improve students' reading achievement and the researchers may also investigate the effectiveness of using reading strategies.

## CHAPTER I

### INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are background of the study, research problems, purpose of the study, hypothesis of the study, significances of the study, scope and limitation of the study, and the definition of key terms.

#### 1.1 Background of the Study

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 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, (Amelia & Nurdiana, 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.

There are some studies on the correlation between reading strategies and reading achievement. First, the study was conducted by Arasuli, et.al (2019), entitled *The Correlation Between Reading Strategies and Reading Comprehension Achievement of the Sixth Semester in English Education Study Program of Bengkulu University*. This study aims to identify the use of students' reading strategies and students' reading comprehension achievement. Then, the researcher wants to know whether there is a relationship between reading strategies and reading comprehension achievement. For data collection, the researchers used quantitative research with correlational methods, also used test and questionnaire as the research instruments. The researcher chose 78 students from the sixth semester of English Education Study Program at Bengkulu University Academic Year as the participant of the study. Then, the data were analyzed and calculated by using Statistical Program for Social Science (SPSS) ver. 23. The result of this research revealed that there is a significant



correlation between reading strategies and reading comprehension achievement because the correlation coefficient is 0.033 which is very weak correlation category. It seems that most of the students were not familiar to the strategies in reading comprehension therefore more understanding of strategies is needed until a reading comprehension problem is solved.

Second, study was conducted by the research by Islam (2019), entitled *Investigating Correlation Between Reading Strategies and Reading Achievement Across Learning Styles*. This study aims to investigate the interrelationship between metacognitive reading strategy and reading achievements. Then the researcher determines the correlation between cognitive reading strategy and reading achievement, and to know the effect between metacognitive and cognitive strategy used by learners across their learning styles. For data collection, the researchers used quantitative research with correlational methods, also used questionnaire and test as the research instruments. The researcher chose 113 students from Senior High EFL at MA Nurul Jadid as the participant of the study. Then, the data was analyzed using SPSS (Statistical Program for Social Science) ver. 20. According to the findings of this study, metacognitive strategy is correlated with reading achievement when the correlation coefficient is higher than the critical value of the correlation coefficient, however cognitive strategy is not related to reading achievement. When students took the test, they used metacognitive and cognitive methods at the high and medium levels. As a result, there is a significant relationship between reading strategies and students' reading achievement.

The gap between current research and previous studies are stated in the following. The previous studies investigated many kinds of reading strategies. This current research investigated more deeply about 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.

### **1.2 Research Problem**

The research problem of this study, "Is there any correlation between reading strategies and reading achievement at the sixth semester students of English Education Department University of Islam Malang?"

### **1.3 Purpose of the Study**

The purpose of the study is to explain whether there is correlation between reading strategies and reading achievement at the sixth semester students of English Education Department University of Islam Malang.

### **1.4 Hypothesis of the Study**

There are two hypotheses in this study; those are Alternative hypothesis ( $H_a$ ) and Null hypothesis ( $H_0$ ) as follow.

1. Alternative hypothesis ( $H_a$ ): there is correlation between reading strategies and reading achievement at the sixth semester students of English Education Department University of Islam Malang.



2. Null hypothesis ( $H_0$ ): there is no correlation between reading strategies and reading achievement at the sixth semester students of English Education Department University of Islam Malang.

### **1.5 Significance of the Study**

This study is very useful and has some benefits for teachers and students in learning English. This study expected two aspects, both theoretically and practically aspects. Theoretically, the results of this study are expected to provide some benefits information about reading strategies and the correlation to reading achievement. Hopefully, this study enriches the existing knowledge of the same topic. Practically, for teachers, the result of this study is expected can be used by teacher to minimize some difficulties in reading teaching or delivering reading material. Then, the teacher can implement reading strategies at the sixth semester student of University of Islam Malang to improve the quality of their reading achievement. For students, the result of this study is expected used for students to make it easier for them to draw conclusion, increase their reading ability and understanding in reading or studying. Also, as strategies for students to make it easier to achieve maximum results in reading achievement.

### **1.6 Scope and Limitation of the Study**

This study is focused on learning strategies that will be used by students to improve reading achievement and to make it easier for students to overcome reading difficulties, also to identify the correlation between reading strategies and reading achievement at the sixth semester students of English Education Department

University of Islam Malang. The study has limitation on students who apply and understand about the reading strategies (scanning and skimming). Due to the Covid-19 pandemic, the researcher cannot come to class, therefore the researcher only used Reading final score and explains the criteria of respondents in this study via WhatsApp group. Also, the researcher uses google form for delivering the questionnaire as the research instruments for collecting the data which is modified from the previous study by the expert (Fauzan, 2014).

### 1.7 Definition of Key Terms

In order to avoid misunderstanding or get the same perception of the terms used in the study, the following definitions are given.

1. *Correlation* is a mutual relationship or connection between two or more variables. In this study, the researcher correlated reading strategies (scanning and skimming) and the students' reading achievement.
2. *Reading strategy* is one of the strategies that the researcher explains to the sixth semester students of English Education Department University of Islam Malang to improve their reading achievement; these strategies are like scanning and skimming.
3. *Reading achievement* is a reading ability achievement which can be seen from lecture assessment of sixth semester students of English Education Department University of Islam Malang to draw conclusion about a reading or material.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the summary of the research related to some topics and also the suggestions for the teachers, students, and the further research.

#### 5.1 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 ( $p$ -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.

## 5.2 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.

### 1. For the teacher

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.

### 2. For the students

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.

### 3. For the future researcher

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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