



**THE CORRELATION BETWEEN STUDENT'S READING STRATEGIES
AND READING ACHIEVEMENT OF UNIVERSITY ISLAM MALANG**

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ABSTRACT

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The importance of reading skill that is mention by Devito (2014) explained that reading makes the students develop their language skills, to know the new world, to enrich their social life and then get the activities, which make fun enough. Also Adam (2015) explained that reading is the basic ways of obtaining information in the society, environment, and the academic. With that statement becomes main ideas of this study to know whether there is correlation between student's reading strategies and reading achievement of collage students.

This study uses quantitative method because the focus of this research is on two variables, the number relation of reading strategies and reading achievement. For the participant of this study is 55 students of UNISMA (University of Islam Malang) from third semester English department. The instrument of this study is survey reading strategies questionnaire and reading score as data collection. To analyze the data, the researcher uses T-test analysis using SPSS.

The conclusion of this study that there is correlation between reading strategies and reading achievement. The data shows that the pearson correlation (r) value is 0.867. It means that the pearson corelation is very strong. And for the significance level is 0.00 which means the p value is less than 0.01. With that conclusion the researcher can assume that reading strategies has positive effect for the reading achievement entirely following by researcher hypothesis that also accepted.

CHAPTER 1

INTRODUCTION

This chapter discuss about background of the study, research problem, objective of the study, hypothesis of study, significant of study, scope and limitation of the study and the definition of key term.

1.1 Background of Study

To converse with someone else, use language. Language is a crucial channel for communication that people always need in their social life, claim Amberg and Vause (2009). One of language as the international language is English. Because English is a foreign language makes the language difficult to say by Indonesian people. This problem comes not only when they speak up but also in some aspects. Suck as reading an English book, listening an English music, and writing it in a paper. Normazidah (2012) stated that English as a foreign language which has complicated components is a difficult subject to be understood. In fact, English has been taught from the early stage that is the kindergarten until academic university.

There are four abilities involved in acquiring a language: speaking, reading, and listening. According to Lotherington (2004), speaking, listening, reading, and writing are the four fundamental language skills. Among those four skills, According to Debat (2006), reading is an important skill for English as a foreign language students (EFL). Devito (2014) explained that reading makes the students develop their language skills, to know the new world, to enrich their social life and then get the activities, which make fun enough. It is correct to state that reading is an important part of expanding their knowledge. As stated by Adam in Hasibuan (2015) explained that reading is the basic ways of obtaining information in the society, environment, and the academic. Reading is one of skill that should be mastered by the student exactly to get information. Komiyama (2009) explained that reading as a crucial part of English language learners that support their proficiency's development and the access to get the

crucial information for work and the school also. Some statements can be concluding that reading is a crucial part in the learning process for the learners.

In fact, most Indonesian aware importance of reading but they do not apply it. They have low interest in reading. According to UNESCO data from 2012, the index reading interest of Indonesians only reached 0.001 percent. It means that just one resident who interests in reading from 1,000 populations. We believe that this problem still alive. Some factors contributed for becoming a good reader. The reading strategy is one of them. According to Kuru-Gonen (2015), Reading strategies are one of the crucial reading components that aid students in fully comprehending the texts they are reading. Lien (2011) said that reading strategies are the effective way which can solve the reading problems in reading activity. Zhang (2008) stated that reading strategies may help the students as the effective way to overcome their less understand and obtain the good reading achievement. Reading strategies give the big influences to the students who try comprehending the text and getting the reading achievement well. Reading achievement is the result of the students' reading assessment because their effort in study hard to understand and comprehend in their reading learning. Reading strategies may have the big contributed to the students in their good reading achievement.

One of the researchers by Sari (2017) was given the title "*The relationship between reading strategies and reading comprehension achievement of SMA Muhammadiyah 6 Palembang Eleventh Grade Students*" There was a correlation between reading achievement and reading strategies of SMA Muhammadiyah 6 Palembang eleventh grade students. The Global (GLOB1) has mean score 4.30 which was the first rank according mean for single item. And then Support Reading Strategies (SUP5) was the minimum score used by students in this study which has mean score 2.46.

The researcher previously reviewed the reading techniques used with SMA Muhammadiyah 6 Palembang pupils in the eleventh grade. However, in this investigation, the researcher focused on third academic session in University Islam Malang who had varying levels of comprehension of the reading text.

1.2 Research Problem

The research problem can be formulated as follows based on the study's background as explained above:

“Is there a connection between third-semester reading proficiency at University Islam Malang and students' intensity reading strategies?”

1.3 Objective of the Study

Based on the research problem stated above, the study's goal is to determine whether there is a relationship between students' reading strategies and reading achievement in the third semester of University Islam Malang.

1.4 Hypothesis of the Study

Based on the research problem stated, the researcher formulates the hypothesis stated as follows:

There is significant positive correlation between student's reading strategies and reading achievement.

1.5 Significance of the Study

This research yielded theoretical and practical results that can contribute to the reading learning activity and may be beneficial to teachers, students, and the researcher.

1. Theoretically

- 1) To contribute to the educational field, particularly in teaching and reading learning process.
- 2) To provide the information on research findings, in particular to English teachers so it will be the key to be better in learning activity especially in reading.

2. Practically

- 1) To help teachers find most suitable reading strategies for the students in reading learning activity, which is can help the students solve their reading problem.
- 2) This study may assist students in comprehending the reading text, identifying appropriate strategies in their reading activity, and achieving good reading achievement.
- 3) The finding of the study may help as a reference for the future researchers in different aspect and more give attention to gender.

1.6 Scope and Limitations of the Study

The scope of the study includes student's reading strategies and reading achievement as two variables that discussed in this study. The participants are from the third semester of University Islam Malang. As the sample for this study, the researcher concentrated on two classes from those populations.

The instrument used in the present study was an adopted questionnaire sheet of reading strategies from previous researcher and the reading score from the lecturer. The researcher made use of these two instruments to investigate the relationship between students' reading strategies and reading achievement.

1.7 Definitions of Key Terms

To avoid the problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms are used.

1. Correlation

Using the correlation statistic, correlation is a technique for describing and quantifying the relationship between one or more variables. In this research, the researcher wants to identify whether reading strategies and reading achievement have relationship or not.

2. Reading strategies

Reading strategies is intensity reading use when learning reading skills.

3. Reading achievement

Outcome of the student's understanding in reading activity because one of the factors is intensity of the reading strategies.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a summary of this research, conclusions from an overall view of what has been discussed in previous chapters, and some suggestions that may be useful and add to reading strategies and learning achievement.

5.1 Conclusion

Based on the results of the research above, it can be seen that the Pearson Correlation (r) value in this study, namely the correlation between students' reading strategies and reading achievement is 0.867. After the significance level of 0.000 which means the p value is less than 0.01. The results showed that the correlation between students' reading strategies and reading achievement was significantly correlated. Based on the correlation test between students' reading strategies and reading achievement, it is known that the hypothesis is accepted, where the data shows in table 4.2

5.2 Suggestion

Researchers also suggest combining qualitative and quantitative research designs. That way, the results of this study will be more valid and reliable. They can also relate to individual differences such as motivation, attitudes, age, gender, cognitive variation, language level, culture and language learning strategies. Other factors related to psychological variables such as anxiety, self-efficacy, and self-confidence may be constructed to establish the relationship between them and reading strategies.

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