



**THE CORRELATION BETWEEN READING STRATEGIES AND  
READING COMPREHENSION IN THE THIRD SEMESTER OF  
ENGLISH DEPARTMENT AT  
UNIVERSITY OF ISLAM MALANG**

*SKRIPSI*

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## ABSTRACT

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**Keywords:** Reading strategies, correlation, reading comprehension.

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 researcher 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 are analyzed using simple linear regression using SPSS 26 to measure the correlation between variables.

The result shows that there was a relationship between four variables: global reading strategies (GLOB), problem-solving strategies (PROB), support strategies (SUP), and reading comprehension, as the correlation had a significance of 0.000 and was lower than 0.05. The alternative hypothesis is accepted, and the null hypothesis is rejected. The r-coefficient obtained shown on the table was 0.885. It was classified as having a very high correlation because the r-coefficient was in the range 0.80–1.00.

Moreover, of the three variables analyzed, the highest correlation value between reading comprehension and problem-solving strategies (PROB) was 0.780, followed by global (GLOB) and support strategies (SUP) with the same r value of 0.737. It means that problem-solving strategies most influence students' reading comprehension. From the result, it showed that the more students used reading strategies in reading, the easier it was for them to understand the text.

## CHAPTER I

### INTRODUCTION

This chapter includes the background, problems, and purpose of the study as well as the study's hypothesis, scope, and significance with the definition of critical terms.

#### 1.1 Background of The Study

Learners must be familiar with the fundamentals of English to grasp and comprehend it. There are four skills to be developed, and those include speaking, reading, writing, as well as listening are those abilities. Reading is one of the essential skills that must be learned in English. Reading is understanding a text to get meaning or information. Par (2020) stated that Reading involves both reader and the reading material in an active, collaborative process of meaning construction. According to Samhaji (2021) in terms of the EFL setting, reading plays an essential part in developing students' language competence as well as exposing students to new vocabularies and knowledge about structures.

Reading is considered one of the most useful valuables in gaining information. According to Zare & Othman (2013), students must be learned through reading successfully communicate in today's literate society. Reading is an essential competence for learning is reading. People with poor reading skills, both children and adults, struggle in many facets of life. Understanding the reading process is very important for improving reading ability. (Tajalli & Satari,

2013). On the other hand, according to Herman, Ivantara, & Manalu (2020), reading is related to mundane activities where people spent their time gaining spend messages through such as newspaper and books. Every educated individual needs to develop reading skills in both their home language and a second or foreign language to a significant extent. (Balıkcıoğlu & Efe, 2016). The ultimate goal of learning to read, according to Roch, Mattera, and Simion (2019), is to comprehend what is read. Access to meaning is critical for learning, obtaining more general and specialized information, and personal and professional chances.

Reading is not only about assigning the words or sounds of written words but also understanding the message or comprehending the written words. The competence to read, evaluate, and understand textual information is considered comprehension in reading. To understand and comprehend language. Decoding implicit meaning on the page and semantics are two necessary interrelated skills. Decoding, word recognition, and other cognitive processes are necessary for understanding the text. Reading comprehension is the understanding level of the text. Sutiyo & Sukarno (2019) explain that the text reader's task determined by the degree of text analysis that stems from the connection between textual information and how they inspire understanding beyond the text. To use the tools available for their reading issues, the readers must know the well and the challenges it presents. (Dabarera, Renandya, & Zhang, 2014). To become a reader, a strategy is needed to get better results.

Reading comprehension is a process influenced by prior knowledge, objectives, and cognition for cognitive and metacognitive approaches. Reading

comprehension, According to Susanti & Irmadila (2018), is an active process that involves investigating the text, learning its content, and being able to infer by using some reading comprehension techniques as you read. The dealings between the person, the message, and the text are positive in the processing of reading comprehension.

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 techniques aid students in better recalling and processing the material they read. According to Zare & Othman (2013), illiterate readers can improve their reading abilities and become proficient readers if they receive the right training in useful tactics and are taught to keep track of and double-check their comprehension while reading. Another study by Samhaji (2021) found that there is a confirmed influence of cognitive strategies, meta-cognitive strategies, and social and compensatory reading strategies on the achievements in students' reading comprehension. However, effectiveness did not significant with reading comprehension achievements. Reading methods are crucial for assisting readers in understanding the content as they read and using specific reading strategies makes better use of time. Three 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. Rizqi, Nurkamto, & Asib (2018) stated that Building a link with the text is the goal of reading strategies so students can infer the book's central theme and unfamiliar words.

To create and reconstruct the meaning of a text, good readers must decide the strategies. According to Dabarera et al. (2014), Reading is an essential skill for learning is reading. People with insufficient or poor reading skills, both children and adults, struggle in many facets of life. Meanwhile, those with good reading comprehension might be better at gaining information and attaining success. Understanding the reading process is very important for improving the reading ability that the students need to master to be better at acquiring information. According to Sheorey & Mokhtari (2001), the reader's metacognitive knowledge about reading includes an understanding of different reading approaches, which influences the reader's capacity to read.

Understanding metacognitive reading techniques affects how well students comprehend what they read since it determines how they engage with the context and how the applying strategies relate to good reading comprehension. (Mokhtari & Sheorey, 2002). Sutiyatno & Sukarno (2019) claimed that metacognitive techniques might sharpen one's thinking and lead to greater understanding and better performance, especially under challenging students.

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."

## **1.2 The Research Problem**

The researcher created a research problem to be addressed and examined based on the context of the study described above:

- 1.2.1 Is there a relationship between three reading strategies (GLOB, PROB, and SUP) with reading comprehension in third-semester English education students at the University of Islam Malang?
- 1.2.2 Among the three types of reading strategies (GLOB, PROB, and SUP), which correlates more with reading comprehension, and which are weaker?

### **1.3 Objective of Study**

The main objectives of this research are:

- 1.3.1 To find out the relationship between reading strategies with reading comprehension in third-semester students of English Education at the University of Islam Malang.
- 1.3.2 To find out between the three types of reading strategies, including global reading strategies, problem-solving, and support strategies, which are more strongly correlated with reading comprehension and are weaker.

### **1.4 Hypothesis**

H1: There is a correlation between three types of reading strategies (GLOB, PROB, and SUP) and reading comprehension in third-semester students of English Education at the University of Islam Malang.

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

#### **1.5.1 Theoretically**

This research is expected to help answer problems regarding the correlation between reading strategies correlated with reading comprehension.



Add discoveries to related institutions. It can be used as a medium of information and consideration about the correlation between reading strategies correlated with reading comprehension so that it can be used to develop future research.

### **1.5.2 Practically**

For the lecturers, this research is expected to provide better strategies for teaching reading comprehension and also develop reading comprehension skills. The results of this research can help lecturers recognize the method in the learning process so that students can receive the lessons correctly.

This study will help provide information about the correlation between reading strategies and reading comprehension for students. It is hoped that students will gain a deep and thorough understanding of reading comprehension.

### **1.6 Scope and Limitation**

This study focuses on the correlation between reading strategies and reading comprehension, and this study's samples are third-semester English Education students at the University of Islam Malang.

Some of the limitations in this study, among others:

First, the study is only focused on reading strategies which only discuss three strategies, namely global reading strategies and support strategy. Second, the subjects were only third-semester students of English Education at the University of Islam Malang.

## 1.7 Definition of Key Terms

In this research to avoid misunderstanding of concept and illustration of this research, there are some terms used in this study that need to be defined:

### 1.7.1 Reading

Reading is not only assigning the words or sounds of written words but also understanding the message or comprehending the written words. Reading involves the reader interacting with the text to derive meaning.

### 1.7.2 Reading Strategy

Reading strategy is the reader's effort to control and understand the words to get meaning. It's important for learners to need to have strategies to interact with the reading material.

### 1.7.3 Global Reading Strategies

Global reading strategies are those deliberate, well-thought-out methods students use to control or manage their reading. Readers utilize problem-solving techniques to solve problems when they interact with the material. Support techniques, the final tactic, are essential aids meant to help the reader understand the material. The purpose of reading methods, according to Rizqi et al. (2018), is to help students establish a relationship with the text so that they can infer both the book's core theme and any new words.

### 1.7.4 Problem-Solving Strategies

One should adjust their reading speed when reading becomes challenging or easy. Other problem-solving techniques include attempting to decipher the meaning of unclear words and rereading the text to increase comprehension. Some

problem-solving techniques include changing one's reading speed when reading materials get harder or easier, assuming the meaning of words that aren't clear, and rereading the text to increase comprehension.

### **1.7.5 Support Reading Strategies**

Support Strategies are basic support mechanisms intended to aid the reader in comprehending the text. There are nine ways this strategy includes activities like taking notes and underlining. This strategy is meant to assist learners in keeping their focus on reading.

### **1.7.6 Reading Comprehension**

Reading comprehension is the procedure of understanding words and sentences in-depth and thoroughly. Reading comprehension refers to the skill of finding information and identifying the message in the text. The readers use knowledge, skills, and strategies to get meaning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion for research based on the findings and the discussions.

#### 4.5 Conclusion

Based on the results of this study, it was found that the calculation using SPSS means 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 significant value 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.

#### 4.6 Suggestion

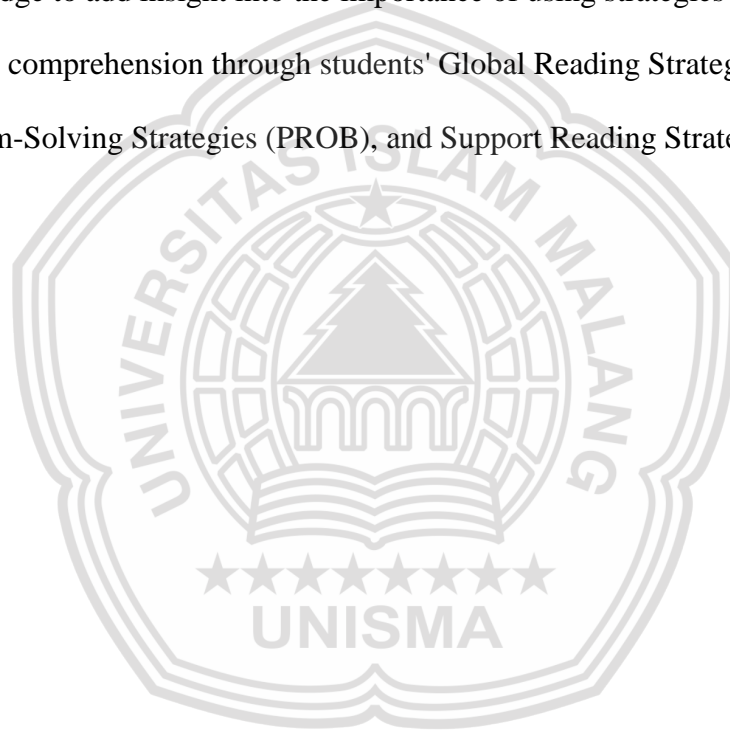
From all the discussion in this study, there are several suggestions that would be important to put forward, including:

1. For students, improving reading comprehension requires students' global reading strategies (GLOB), Problem-solving strategies (PROB), and Support strategies (SUP).

2. For the Lecturers

They must provide general information about reading strategies for reading comprehension. Lecturers have a big responsibility to motivate students on the importance of using reading strategies for reading comprehension.

3. For other Reading Comprehension, the results of this study can be used as knowledge to add insight into the importance of using strategies to improve reading comprehension through students' Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB), and Support Reading Strategies (SUP).



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