

THE CORRELATION BETWEEN READING STRATEGIES AND READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS AT SMAN 11 OKU

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Abstract:

This study investigated the correlation between reading strategies and reading comprehension achievement of the eleventh grade students at SMAN 11 OKU. There were seventy students as the samples completed the reading comprehension test and SORS questionnaire. The descriptive statistics and Pearson product moment correlation were used to analyze the data in this study. The result showed that the reading strategies level of students was medium. Then, the level of p -significance of global reading strategies was .106, the level of p -significance of problem solving strategies was .344, and the level of p -significance of support strategies was .445. These mean that all the p -significances were higher than .05. Thus, there was no correlation between each type of reading strategies and reading comprehension achievement of the eleventh grade students at SMAN 11 OKU.

Keywords:

Reading strategies;
Reading comprehension;
Achievement

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INTRODUCTION

In academic process, students are required to understand language skills in learning English. According to Lotherington (2004), there are four basic language skills such as speaking, listening, reading and writing. These skills are related to each other with two parameters, namely the mode and direction of communication (Aydogan, 2014). The mode of communication is in the form of oral or written and the direction of communication is in the form of receiving or producing the messages. By mastering these skills, students are expected to be able to integrate them in the act of communicating with others.

As one of the language skills, reading is an important skill to be improved because it plays a role in academic activities, especially for English foreign language or second language students. According to Komiyama (2009), reading is very important skill for English language learners. It will support the development of overall proficiency and provides access to crucial information at work and in school. Similarly, according to Dorkchandra (2010), reading is one of the language skills for those learning English as a second or foreign language (ESL/EFL), for academic success, and for professional development. It can be concluded that reading skill is very important to be developed by students to support foreign language learning activities.

In fact, Indonesia, an EFL country, is very low in reading interest. Based on the data of UNESCO in 2016, it is reported that Indonesian reading level index was only 0.001 percent (Perpusnas, 2020). It means that only one out of 1,000 people had high reading interest in Indonesia. World bank report no. 16369-IND (Education in Indonesia from Crisis to Recovery) as cited in Lubis (2018) stated that the reading rate of the sixth grade of elementary schools in Indonesia is only able to score 51.7 below the Philippines (52.6), Thailand (65.1) and Singapore (74.0). It can be concluded that the level of reading interest in Indonesia is still low.

As part of reading skills, comprehension of written texts is a stepping stone for a student's education. According to Behjat, et al. (2012), comprehension is the main concept in reading skill. It is the process of understanding connected words, sentences, and texts. The data from Programme for International Student Assessment (PISA), a worldwide study by the Organization for Economic Co Operation and Development (OECD) which survey 15-year-old school students' ability in mathematics, reading, science and problem-solving of minor area, showed that the literacy skill of students in Indonesia is ranked 64 out of 65 PISA 2012 participating countries with an average score of 396 which is below the OECD average score on the

PISA reading literacy scale which was 496 (OECD, 2014). From the data, it can be concluded that Indonesian students reading achievement still poor.

One of the factors that contribute to having good reading comprehension is reading strategy. A proficient reader will apply effective reading strategies to solve the problem. Reading strategies are defined as the comprehension processes that readers use in order to make sense of what they read that categorized as approaches, actions, and procedures used to improve reading comprehension (Brantmeier, 2002). According to Lien (2011), reading strategies are techniques or conscious actions taken to improve understanding and solve difficulties encountered in reading. This means that being a strategic reader can help understand texts and deal with reading problems if effective strategies are used.

This study employed three major reading strategies including global reading strategies, problem-solving reading strategies, and support reading strategies by Mokhtari and Sheorey (2002). Global strategy involved planning how to read as well as how to manage comprehension. Problem-solving strategy involved the use of strategy in reading parts of the text that are difficult to understand. Support strategies involved using devices and techniques to understand a text.

In relation to this, the researchers conducted a preliminary study at SMAN 11 OKU through an informal interview with an English teacher and six students of the eleventh grade. The teacher said that some reading strategies have been taught to students such as guessing what is discussed in the text, determining main idea, using dictionaries, skimming and scanning. However, the students still faced some difficulties when they studied about the reading material. Most of the students did not understand the text because they did not master a lot of vocabulary. Thus, they felt that there are many unfamiliar words in the text. Then, they find it difficult to identify the information of the text and main idea of the paragraph. These difficulties occurred because the students did not implement reading strategies that the teacher had taught. Therefore, the students' reading test scores were unsatisfying (H, personal communication, October 12, 2021). In line with what the teacher said, the students also agreed that they had difficulties in reading. The students said that they needed to have more vocabulary range to understand the text. They also said that the teacher had taught them the reading strategies and how to determine the information of the text and the main idea of a paragraph, but during reading activities, the students did not use reading strategies because they did not understand how to implement those strategies. As a result, they were not satisfied with their reading scores.

Numerous similar studies were previously conducted in relation to the topic of reading strategies and reading comprehension achievement. Tobing (2013) investigated the relationship between reading strategies and self-

efficacy with the reading comprehension of high school students in Indonesia. The researcher used Survey of Reading Strategies (SORS) such as global, problem-solving, and support reading strategies to measure reading strategy use. The result revealed the categories of reading strategies were not significantly related to reading comprehension. The second, Amin (2018) studied about the correlation between students' motivation, reading strategies toward reading achievement of the eleventh grade students of SMA N 9 Tanjung Jabung Timur. The results showed that there was no correlation between students' motivation and reading achievement, there was correlation between reading strategies and reading achievement, and there was significant influence of students' motivation, reading strategies and reading achievement. In addition, Kurniawati (2020) investigated the relationship between reading strategies and reading comprehension achievement of the eleventh grade students of MAN 1 Kediri. The instruments were questionnaire and reading comprehension test. The finding showed that there was correlation between students' reading strategies and their reading comprehension achievement. It is important to use appropriate reading strategies to assist in understanding a text. The strategies used by students also vary because they have their own strategies in reading so that they can adjust to their level in obtaining information from the text they read. Thus, the problems of this study were; (1) what were the descriptions of the students' reading strategies and reading comprehension achievement of the eleventh grade students at SMAN 11 OKU?, (2) was there any significant correlation between each type of reading strategies and reading comprehension achievement of the eleventh grade students at SMAN 11 OKU?, and (3) did reading strategies significantly influence reading comprehension achievement of the eleventh grade students at SMAN 11 OKU?.

Based on the background above, the researchers were interested in conducting a study entitled "The Correlation between Reading Strategies and Reading Comprehension Achievement of the Eleventh Grade Students at SMAN 11 OKU".

LITERATURE REVIEW

Reading Strategies

The researchers have their own opinions to show the definition of reading strategies. According to Amirian (2013), reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they do not understand. Li (2010), reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Moreover, reading

strategies are one of method to help students in improving their reading ability and make easier in grasp the meaning of the text (Susanti et al., 2020). Although there are many definitions of reading strategies have been mentioned previously. It can be concluded that reading strategy is a strategy used by readers to comprehend the text they read.

The Classification of Reading Strategies

There are many types of reading strategies. According to Mokhtari and Sheorey (2002), there are three types of reading strategies; (1) Global Reading Strategies (GLOB) are those intentional, carefully planned technique by which learners monitor and manage their reading, such as having purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. In other words, GLOB consists of several plans on how to read and manage comprehension. There are 13 items representing reading strategies based on global text analysis, (2) Problem Solving Strategies (PROB) are the actions and procedures readers use while working directly with the text. These are some of the strategies used when finding it difficult to read some parts of the text. These are localized, focused techniques used when problems develop in understanding textual information such as adjusting one's speed of reading when the material becomes difficult or easy, guessing the meaning of unknown word, and re-reading text to improve comprehension. There are 8 items representing reading strategies for solving problems when the test becomes difficult to read, (3) Support Strategies (SUP) are basic support mechanisms intended to aid the reader in comprehending text such as using dictionary, taking notes, underline or circling information. In other words, it involves the use of devices and techniques to comprehend reading text. There are 9 items of support mechanisms aimed at maintaining responses to reading.

Reading Comprehension

There are many expert opinions about what reading comprehension is. According to Takaloo and Ahmadi (2017), reading comprehension is an active and communicative process between the reader, the text, the reading activity, and the larger socio-cultural context for reading. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence (Wooley, 2011). Similarly, Dewi et al. (2020) stated that reading comprehension is an activity to find meaning or message from the writer through the text they read. Pardo (2004) stated that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in

relationship to the text. Furthermore, Snow (2002) stated that reading comprehension as the process of simultaneously extracting meaning through interaction and involvement with written language. He also stated that the use of the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Based on the definitions above, it can be concluded that reading comprehension is the ability to process and understand the content of a text.

Reading Comprehension in the Eleventh Grade

English teaching materials will be taught according to the grade level in school. According to Kistono et al. (2007) as cited in Amin (2018), in English textbook for the second year of senior high school, the text to be learned are as follows; (1) report text, it is used to describe a situation that refers to various natural, man-made and social phenomena in our environment. It can be used in textbooks, encyclopedias, scientific magazines, reference books, lessons, TV documentaries, (2) narrative text, it is a text that tells the story of characters who face a certain problematic situation. It tells a story that has a series of events arranged chronologically so that they are interconnected. This text aims to entertain the readers. The examples of narrative texts are folklore, fairy tales, or fables, and (3) analytical exposition text, it is a text that explains the author's opinion about the phenomenon or issue that is currently happening. The purpose is to persuade readers by presenting arguments. It can be found in scientific books, journals, magazines, newspaper, etc.

RESEARCH METHODOLOGY

Research Design

In conducting this study, the researcher used correlational research with explanatory design to find out the relationship between two variables, namely reading strategy and reading comprehension achievement. According to Creswell (2012), in a correlational research design, researchers use statistical correlation tests to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this study, students' reading strategy was the first variable to be measured using survey of reading strategies (SORS) questionnaire. Second, researcher used a reading comprehension test to measure the students' reading comprehension achievement. Then, the results of the SORS questionnaire and reading comprehension test have been analyzed using the Social Sciences Statistics Package (SPSS) Version 26.0 to determine the correlation between these variables.

Population and Sampling

The population of this study was the eleventh grade students at SMAN 11 OKU as many as 168 students. In selecting the sample, the researchers used probability sampling with cluster random sampling in choosing the samples of this study. According to Creswell (2012), in probability sampling, the researcher selects the individuals from the population who are representative of that population. Ary et al. (2009) stated that in cluster sampling, the sample chosen is not an individual, but a group of individuals who are naturally together. The researchers used this sampling technique because of limited time and cost to conduct this study. Moreover, the population already consisted of several classes that can be selected using cluster random sampling. In addition, the researchers only had the opportunity to randomly choose one class for each concentration class because the case of COVID-19 pandemic was soaring high. It was not possible for the researchers to conduct a study involving many people. Thus, only 2 classes were selected as samples of this study with a total of 70 students.

Data Collection and Analysis

In collecting the data, the researchers used survey of reading strategies (SORS) questionnaire proposed by Mokhtari and Sheorey (2002) which consisted of three groups of reading strategies: global reading strategies (GLOB), problem solving reading **strategies** (PROB), and support reading strategies (SUP) with a total of 30 items and reading comprehension test with a total of 50 multiple choices questions. All the instruments were considered valid and reliable. Then, the data were analyzed by using descriptive statistics, correlation analysis, and regression analysis.

FINDING AND DISCUSSION

FINDING

The Description of the Students' Reading Strategies

The 30 of items Survey of Reading Strategies (SORS) was used to examine students' reading strategies use when they read text. The SORS consisted of three subcategories that were global reading strategies, problem solving strategies, and support reading strategies. SORS was rated by a five-point Likert scale, ranging from one point (I never do this) to five points (I always do this). Its range of possible scores is 30 to 150. The higher score refers to the more frequent use of reading strategies when reading EFL materials. The followings are the tables of descriptive statistics of overall reading strategies use and subcategories and the distribution of reading strategies:

Table 1
The Descriptive Statistics of Overall Reading Strategies Use and Subcategories

	N	Minimum	Maximum	Mean	Std. Deviation
GLOB	70	26	53	40.87	7.539
PROB	70	12	31	22.13	4.420
SUP	70	15	35	26.30	5.145
Reading Strategies use	70	75	105	89.24	8.524
Valid N (listwise)	70				

Table 2
The Distribution of Reading Strategies

No	Reading Strategies	Students	Percentage
1	Global Reading Strategies	52	74.28%
2	Problem Solving Strategies	27	38.57%
3	Support Strategies	33	47.14%

Table 3
The Most Frequently Reading Strategies Used of the Eleventh Grade Students at SMAN 11 OKU

	N	Minimum	Maximum	Mean	Std. Deviation
PROB_7	70	1	5	3.59	1.148

Table 4
The Least Frequently Reading Strategies Used of the Eleventh Grade Students at SMAN 11 OKU

	N	Minimum	Maximum	Mean	Std. Deviation
SUP_18	70	1	4	2.47	.829

The Description of the Students' Reading Comprehension Achievement

The researcher also analyzed 50 students' reading comprehension test. Based on the descriptive statistics, the minimum score of reading

comprehension test was 42 and the maximum score was 90. Meanwhile, the mean score of reading comprehension test was 71.34. This mean score indicated that the reading comprehension of the eleventh grade students of SMAN 11 OKU were in the C category which was enough. The scores were divided into scoring classification.

Table 5
The Descriptive Statistics of Reading Comprehension Test

	N	Minimum	Maximum	Mean	Std. Deviation
RCA	70	42	90	71.34	11.369
Valid N (listwise)	70				

Table 6
The Distribution of Reading Comprehension Test

No	Score	Description	Students	Percentage
1	89-100	A (very good)	3	4.28%
2	77-88	B (good)	25	35.71%
3	66-76	C (enough)	19	27.14%
4	0-65	D (poor)	23	32.85%

The Correlation between Each Type of Reading Strategies and Reading Comprehension Achievement

The second problem of the study was “Was there any significance correlation between each type of reading strategies and reading comprehension achievement of the eleventh grade students at SMAN 11 OKU?”. The results from the Pearson-product moment correlation coefficient between the SORS scores for each type and the reading comprehension achievement scores are shown in the tables below.

Table 7
The Result of Correlation Analysis for Global Reading Strategies and Reading Comprehension Achievement

		Correlations	
		RCA	GLOB
RCA	Pearson Correlation	1	-.195
	Sig. (2-tailed)		.106
	N	70	70

Correlations			
		RCA	GLOB
GLOB	Pearson Correlation	-.195	1
	Sig. (2-tailed)	.106	
	N	70	70

Table 8
The Result of Correlation Analysis for Problem Solving Strategies and Reading Comprehension Achievement

Correlations			
		RCA	PROB
RCA	Pearson Correlation	1	-.115
	Sig. (2-tailed)		.344
	N	70	70
PROB	Pearson Correlation	-.115	1
	Sig. (2-tailed)	.344	
	N	70	70

Table 9
The Result of Correlation Analysis for Problem Solving Strategies and Reading Comprehension Achievement

Correlations			
		RCA	SUP
RCA	Pearson Correlation	1	-.093
	Sig. (2-tailed)		.445
	N	70	70
SUP	Pearson Correlation	-.093	1
	Sig. (2-tailed)	.445	
	N	70	70

The Contribution of the Students' Reading Strategies to Reading Comprehension Achievement

The third problem of the study was “Did reading strategies significantly influence reading comprehension achievement of the eleventh grade students at SMAN 11 OKU?”. The regression analysis was not computed because there was no significant correlation between each type of reading strategies and reading comprehension achievement of the eleventh grade students at SMAN 11 OKU.

DISCUSSION

The descriptive statistics for overall use showed that the maximum score was 105, and the lowest score was 75. Then, the range of SORS score in this study was 75 to 105. The mean of the reading strategies use' scores for the participants were 89.24 and the standard deviation was 8.524. As for the subcategories, the mean of global reading strategies score was 40.87 and the standard deviation was 7.539, the mean of problems solving strategies score was 22.13 and the standard deviation was 4.420, and the mean score of support reading strategies score was 26.30 and the standard deviation was 5.145. Based on the students' responses of SORS questionnaire, global reading strategies were mostly used by the students (74.28%), followed by support strategies (47.14%), and problem solving strategies (38.57%). To find out the most and the least reading strategies used was based on the scale delineated by Oxford (1990). It stated that when the mean score for every item was 3.5 or higher, it was high frequently reading strategies use, the mean was 2.5-3.4, it was medium or moderate frequently reading strategies used, and 2.4 or lower, it was low frequently reading strategies used. Moreover, it was noticeable that there was only one strategy that was the most frequently used by students since the mean score was 3.59. It was problem reading strategy number 7 "I read slowly and carefully to make sure I understand what I am reading". In addition, the support strategy number 18 was least frequently used. It indicated that the students never or rarely paraphrase (restate ideas in their own words) to better understand what they read.

The results of correlation analysis revealed that the correlation coefficient or the r-count for GLOB was (-0.195). It was lower than r-table (0.235). Then, the level of sig. (2-tailed) was 0.106. It means that $0.106 > 0.05$. Thus, there was no significant correlation between global reading strategies and reading comprehension achievement. Similarly, the r-count for PROB was (-0.115). It was lower than r-table (0.235). Then, the level of sig. (2-tailed) was 0.344. It means that $0.344 > 0.05$. It can be concluded that there was no significant correlation between problem solving strategies and reading comprehension achievement. Last, the r-count for SUP was (-0.093). It was lower than r-table (0.235). Then, the level of sig. (2-tailed) was 0.445. It means that $0.445 > 0.05$. It showed that there was no significant correlation between support strategies and reading comprehension achievement. Thus, it can be concluded that there was no significant correlation between each type of reading strategies and reading comprehension achievement of the eleventh grade students at SMAN 11 OKU. It means that, there was no significant correlation between each type of reading strategies and reading comprehension achievement.

There were several possible reasons why the correlation was not found in this study. First, the students did not get the support to read a lot of English books from their environment outside of the school. It means that, they only read the English text a lot when they were at their school under the supervision of their teacher. The thing that might happen was, they did not read a lot at home because most of their parents did not understand English subject, so they cannot teach their children at home. According to Dawkins (2017), parental involvement and the home environment were listed as two of the most important factors in student achievement in reading. Increased parental involvement has the potential to positively affect student achievement in reading, which can bring about positive social change for families and teachers. If a student positively exposed to read outside of school, he / she will be more motivated to read in school.

Second, students were less interested in reading. They have no motivation to read a lot of English books. It is evidenced by the students' reading scores which fall into C category. Even though interest and motivation can give the contribution for students to improve their reading comprehension. According to Kurniawati, et al. (2020), the most prominent factors in reading are the motivation, attitude, and good interest in reading. Thus, there were internal factors that can affect the reading comprehension achievement rather than reading strategies.

Third, the COVID-19 Pandemic has changed face to face teaching and learning activity in the classroom into online activity since 2020. Thus, the students have to study independently at home. There were many students were unable to participate in online learning activity because of several reasons such as they did not have their own gadget and lack of the internet connection so that they felt stressed and they were not optimal in learning, especially in reading activities. In reading, many students did not understand how to read and comprehend the text properly because the teacher only sent the reading file online. It made students' comprehension worse. In conclusion, there were many factors that influence students' reading comprehension achievement apart from the use of reading strategies.

In summary, students' reading strategies and their reading comprehension achievement showed no correlation and influence for some of the reasons previously explained. The findings of the study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students. Thus, this study was successful in investigating the correlation and the influence between reading strategies and reading comprehension achievement of the eleventh grade students at SMAN 11 OKU.

CONCLUSION

After the research was conducted at the eleventh grade students at SMAN 11 OKU, the major findings are summarized (1) according to the result of survey of reading strategies (SORS), the level of eleventh grade students' survey of reading strategies was high. Then, the mean of reading comprehension test belonged to C category which was enough, (2) based on the result of Pearson-product moment correlations, the level of p -significance of all the types of reading strategies were higher than 0.05. Thus, it was found that each type of reading strategies uncorrelated with reading comprehension achievement, and (3) the regression analysis did not compute to answer the last problem of the study because there was no correlation between each type of reading strategies and reading comprehension achievement. It means that the reading strategies did not significantly influence reading comprehension achievement of the eleventh grade students at SMAN 11 OKU.

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