



Correlation between Reading Strategy and Reading Comprehension of Class XI Students of SMA Negeri 3 Tambusai

Korelasi antara Strategi Membaca dan Pemahaman Membaca Siswa Kelas XI SMA Negeri 3 Tambusai

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Abstract

This study aims to determine the correlation between reading strategies and reading comprehension of eleventh-grade students at SMA Negeri 3 Tambusai. Thus, the research uses a correlational design. This research aims to determine whether there is a correlation between strategy and students' reading comprehension. The data obtained was taken from eleventh-grade students of SMA Negeri 3 Tambusai. The instruments used in collecting data were questionnaires and reading tests. The study population consisted of two classes. Researchers use a sample of two classes, which become non-experimental classes. The findings of this study are showing that the value of sig. (2-tailed) obtained is $0.049 < 0.05$. No significant correlation exists between reading strategies and students' reading comprehension. H_a is rejected, and H_o is accepted. It can be seen from the data that the reading strategy has a high category in reading comprehension based on an average of 67.92 from the questionnaire results, 22.5% of which nine students are in the very high category. Finally, 75% of 30 students are in the high category, 2.5% of 1 student is in the low category, and the number of students is 40.

Keywords: Reading Strategies, Reading Comprehension, Correlation

Abstrak

Penelitian ini bertujuan untuk mengetahui korelasi antara strategi membaca dan pemahaman membaca siswa kelas sebelas di SMA Negeri 3 Tambusai. Dengan demikian desain penelitian yang digunakan adalah desain korelasional. Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya hubungan antara strategi membaca dan pemahaman membaca siswa. Data yang diperoleh diambil dari siswa kelas XI SMA Negeri 3 Tambusai. Instrumen yang digunakan dalam pengumpulan data adalah angket dan tes membaca. Populasi penelitian terdiri dari dua kelas. Peneliti menggunakan sampel sebanyak dua kelas, yang menjadi kelas non eksperimen. Temuan penelitian ini menunjukkan bahwa nilai sig. (2-tailed) yang diperoleh adalah $0,049 < 0,05$. Artinya tidak ada korelasi yang signifikan antara strategi membaca dengan pemahaman membaca siswa. H_a ditolak dan H_o diterima. Terlihat dari data

bahwa strategi membaca mempunyai kategori tinggi dalam pemahaman membaca berdasarkan rata-rata 67,92 dari hasil angket, diperoleh 22,5% dimana 9 siswa berada pada kategori sangat tinggi, dan terakhir 75% dari 30 siswa berada pada kategori tinggi, 2,5% 1 siswa berada pada kategori rendah dan jumlah siswa sebanyak 40 orang.

Kata Kunci: Strategi Membaca, Pemahaman Membaca, Korelasi

1. INTRODUCTION

Reading is one of the English skills that is regarded as a receptive skill. Reading is also a complex activity that consists of receiving, identifying, acquiring, interpreting, and understanding the information in the text (Millah, 2019). Khataee (2019) explains that reading is also a process of understanding the text to get prior knowledge of content, vocabulary, and structure. Unfortunately, sometimes EFL learners can read and pronounce the words correctly, but they do not understand what the text is about.

Reading is one of the crucial skills for EFL learners, mainly when English is taught as a foreign or second language. So, the interaction between the student's prior knowledge and the content is necessary. Reading texts in a foreign language differs from reading in a first language. EFL students probably have many difficulties understanding English texts. When reading any English material, they must consider several language proficiency elements, specifically when encountering problems common in the reading activity, such as fewer vocabulary, problems understanding linguistic complexity, and poor reading skills (Kasim & Raisha, 2017).

In addition, according to Zare & Othman (2017), some factors contribute to good reading comprehension. One of them is reading strategies. Reading strategies are essential to help the reader comprehend the text in the act of reading. Reading strategies also enable more efficient use of time. Moreover, it effectively solves reading problems encountered by students while reading academic material. Reading strategies are the comprehension processes

readers use to understand what they read. They are categorized as approaches, actions, and procedures used to improve reading comprehension. and add skills (Kasim & Raisha, 2017).

2. METHODS

The type of research is correlational research. Correlational studies are quantitative research; they measure two or more related variables in the same sample and assess the relationship between or among them.

Reading Test

The researcher gives 40 questions about reading comprehension. The researcher uses an objective test with multiple choice type. This type could be scored quickly, objectively, and practically directly measure students' learning outcomes. Based on the indicators of narrative text in operational concepts and the design of questions, four possible answers, A, B, C, and D, were provided for each question. The longest time to do the test was 45 minutes. This test had been given the question 40 score to get the students' score in answering the question. So, the maximum score on the test was 100.

Questionnaire test

According to Sugiyono (2010), a Questionnaire is a data collection technique that gives a set of questions or written statements for respondents to be answered. In this case, the researcher provides a questionnaire for students". This instrument for this research used a 22 item questionnaire given to students,

considering that there were 45 minutes for the students to answer the questionnaire.

Data Collection Procedures

Collecting data is the most crucial part of supporting the research. The researcher used questionnaires and reading tests designed to collect the data in this research. First, the researcher gave a student questionnaire test as a statement question to take the reading strategies test. Secondly, researchers gave students a reading test using multiple choice questions to take the reading comprehension test and testing to determine how readers understand what they are reading and reading comprehension of student reading. Data collection in this study used a questionnaire and reading tests.

Data Analysis

To conduct a good arrangement, the researcher uses a statistic formula to determine the relation between students' reading strategies and students' reading comprehension. To answer the research problems, the data must be gathered, analyzed, and interpreted regarding the research design. The data has a numerical form; statistical analysis was applied using the SPSS application to help the researcher compute the test result. After collecting data from the questionnaire, the researcher will analyze it, put it into a table, and summarize it in frequency and percentage. In analyzing the data on the generic structure understanding of students' reading comprehension, the researcher recounted text in the test. The numbers in the text consist of 30 multiple-choice questions.

$$M = \frac{X}{N} \times 100$$

3. RESULT AND DISCUSSION

Analysis of Students' Reading Strategies

The questionnaire results show that the percentage in the Table 1 is 22,5%, where 9 students are in the very high category.

Finally, 75% of 30 students are in the high category, 2,5% of 1 student are in the low category, and the number of students is 40. Based on the average of students' strategies in reading comprehension of 67,92, it means that the category of students' strategies in SMA Negeri 3 Tambusai.

Table 1. Analysis of Students' Reading Strategies

%Level	Category	Number	%
76–100%	Very High	9	22,5
51 –75%	High	30	75
26–50%	Low	1	2,5
0 – 25%	Very Low	-	0
Total		40	100

Analysis of Students' Reading Comprehension

9 students got the excellent category (22,5%), 17 students got a good category (4,25%), 11 students got the fair category, namely (27,5%), and finally (7,5%) for 3 students in the very low category. The number of students is 40; from the data above, the researcher concluded that students' comprehension of reading ability in the SMA 3, with an average score of 71,31 (Table 2).

Table 2. Analysis of Students' Reading Comprehension

&level	Letter case	Category	Number of students	%
85 – 100	A	Excellent	9	22,5
70 – 84	B	Good	17	42,5
55 – 69	C	Fair	11	27,5
50 – 54	D	Low	-	0
0 – 49	E	Very Low	3	7,5
Total			40	100%

Student Reading Strategies and Student Reading Comprehension

Based on Table 3, it is known that the Pearson correlation was 0,313 and 0,049 signification value obtained from the correlation product moment test between reading strategies and students' reading comprehension at SMA Negeri 3 Tambusai is 0.049, which means the sign value (2 tailed) < 0.05 so that it can be concluded that

there is a correlation between reading strategies and students' reading comprehension but not significantly.

Table 3. Analysis of the Correlation Between Students' Reading Strategies and Students' Reading Comprehension

Correlations		Reading Strategies	Reading comprehension
Reading Strategies	Pearson Correlation	1	,313*
	Sig. (2-tailed)		,049
	N	40	40
Reading comprehension	Pearson Correlation	,313*	1
	Sig. (2-tailed)	,049	
	N	40	40

Based on the correlation results from the above rxy, researchers can conclude that there is a correlation between reading strategies and students' reading comprehension, but not significantly. The sig. (2-tailed) the value obtained is $0.049 < 0.05$. The value of the coefficient correlation (rxy) obtained is 0.313, and the correlation index table falls into the category of low correlation (0.20-0.40). This means the coefficient correlation between reading strategies and student reading comprehension is included in the category of Low correlation.

In this research, it was found that there was a significant correlation between students reading strategies and students' reading comprehension. After the researcher had been tested using SPSS 22, the reading test scores and questionnaire scores of eleventh-grade students of SMA Negeri 3 Tambusai were used to analyze the correlation test. The result was that the sign (2- 2-tailed) was 0.049; it was lower than 0.05, which means that hypothesis (Ha) is accepted and hypothesis (Ho) is rejected. This means that reading strategies are significantly related to students' reading comprehension. It can be seen from the Pearson correlation value that it is 0.313, and the correlation index table is included in the low correlation category. Because eleventh-grade students don't master vocabulary and don't read much about narrative text, the results may be different if

they are descriptive text, recount text, explanatory text, or other text.

Such results are associated with the opinions of experts. First, Li (2019) states that reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of textual information. Second, Li & Brantmeier (2021) indicate that reading strategies are the comprehension processes that readers use to understand what they read. Third, Pang et al. (2003) state that constructing meaning is when the reader combines their prior knowledge with the additional information from a text, draws the meaning of words, and connects it to reach a clear understanding of the written text.

This finding is different from the previous study. The alternative hypothesis received a decision, meaning a significant relationship exists between students' reading strategies and reading comprehension. The result is a Moderate Correlation Category.

4. CONCLUSIONS

There is a significant correlation between students' reading strategies and reading comprehension. The Pearson correlation value is 0.313, and the sign (2-tailed) was 0.049. It was lower at 0.05, which means the hypothesis (Ha) is accepted, and the hypothesis (Ho) is rejected. This means that reading strategies are significantly related to students' reading comprehension. The correlation index table is included in the low correlation category.

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