THE CORRELATION OF READING STRATEGIES AND READING ACHIEVEMENT

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ABSTRAK: Being able to be a good reader is a challenging process for EFL students. Employing a suitable reading strategies are needed by the students to build the connection between the reader and the written information. This study aimed to measure the relationship between reading strategies and reading comprehension of EFL Ummulqura High School students. For collecting the data, students completed a questionnaire of Survey of Reading Strategies (SORS) in order to know the use of reading strategies; and Reading Comprehension Test (RCT) to measure their reading achievement. The purpose was to show how different reading strategies affect EFL students' reading comprehension. The data were analysed by applying descriptive statistics which provides mean, and Pearson Product Moment Correlation. The results of the study reveal that the students had a preference for global reading strategies, followed by problem-solving strategies and support strategies. In addition, there was a corellation between the way students implement different reading strategies toward their reading achievement.

Keywords: Reading Strategies, Reading Achievement.

INTRODUCTION

Reading is assumed as an activity that encourage the students in ongoing the process to construct the meaning in the text. In this process, a reader applies certain reading strategies to grasp the content of the reading materials or texts effectively and efficiently. Skilled readers engage in purposeful strategies to support understanding and monitor meaning, (Al Roomy, M., & Alhawsawi, S. 2019). Accordingly, in achieveing the learning goal of good reading, the EFL students should read extensively and apply certain effective reading strategies to build the meaning of the text.

Abidin, et.al (2014). states, one of the problems of learning to read today is "learning to read is rarely carried out to encourage students to have the right speed and reading style but only for practical purposes, namely students are able to answer questions. The impact is that students only have a low reading speed followed by a low level of comprehension as well." Therefore Channa, et,al (2015) state that developing reading comprehension skills is one of the responsibilities of teachers teaching reading at school. The development of reading comprehension skills is directed at analyzing and understanding the contents of the text and providing appropriate responses to the contents of the text

Reading strategies are important to help students in reading activities. According to Garner (1987, quoted in Hatami, M. & Asl, H. D 2017, p.1224) reading strategies show the ways or actions used to draw meaning from reading texts. Basically, reading strategy is how readers understand what they read and what they do when they don't understand. This helps students in reading and improves reading comprehension. The use of reading strategies will help students not only to understand general information at high speed but also to memorize new lexical items from texts. Apart from that, it also helps students to overcome reading difficulties. Such as difficulties in general, namely students do not understand the purpose of reading, forget what they have read, lose focus, etc. According to Richards and Renandya (2002, quoted in Chen &Chen, 2015, p.157), reading strategies can also provide English learners with good models for writing, provide opportunities to introduce new topics, and provide learning linguistic components such as grammar and vocabulary.

There has been a lot of research done to develop and make students aware of reading strategies when they read. According to Mokhtary and Sheorey (2002), cited in Par (2020), there are three categorizations of reading strategies namely global reading strategies (GLOB), problem solving strategies (PROB) and support strategies (SUP). The global reading strategy assists students in constructing meaning from English reading texts. Problem-solving strategies involve using strategies when readers encounter difficulties in reading activities. Meanwhile, the support strategy involves using devices or tools to assist in understanding English reading texts such as using dictionaries, underlining, taking notes, etc.

Related studies have been conducted to investigate the awareness of the use of reading strategies to the students with different class and level (Chen & Chen, 2015; Par 2020; Meniado, 2016; metacognitive reading strategies by EFL students (Al-Mekhlafi, 2018), and GLOB,PROB and SUP reading strategy (Mokhtari & Reichard, 2002) employed by the students during reading academic texts. Some of the study discover that the students employ certain reading strategy in their reading activities to construct the meaning of the text, and their use of reading strategy has a relationship with their reading achievement and reading proficiency. According to Par (2020) explains that reading strategies contributes significant effect on students' reading

comprehension ability. Furthermore Aydinbek, 2021) states that there is a significant positive relationship between reading comprehension and reading strategies in reading with the ability to understand of reading instruction. Zhang & Seepho, 2013) said that there is a positive relationship between Metacognitive strategy use and academic reading achievement.

According to the above issue, this study focus on two of research problems, namely, (1) the reading strategy most used by the studentsand () the correlation of students' reading strategies with their reading achievement in Ummulqura Indonesia. It is hoped that this research can motivate students
to get used to reading, especially reading comprehension.

METHODOLOGY

This research method used correlation with quantitative types. The research population was 30 students. This research is a population study because the population is less than 100. The population as the research sample is 60 students. The sampling method uses the theory of Non Probability Sampling with the Saturated Sampling technique, namely sampling with a small number.

The research instrument used a questionnaire and multiple types of objective tests. The form of the statement that the author used is closed. The questionnaire consists of one variable, namely the use of reading strategies by EFL students. The questionnaire of Survey of Reading Strategies (SORS) was given to the students which was firstly developed by Mokhtari and Sheorey (2002). The SORS consists of 3 items with three subscales: Global Reading Strategies

(GLOB) consisting of 13 items, Problem Solving Strategies (PROB) consisting of 8 items, and Support Strategies (SUP) consisting of 9 items. By using the SORS, students can reflect on their own reading strategy to use by marking the five Likert type scales based on each statement; Always (A) with a score of 5, often (O) with a score of 4, sometimes (S) with a score of 3, Rarely (R) with a score 2 and never (N) with a score of 1. Moreover, in measuring the students' reading achievement, they were given the Reading Comprehension Tests (RCTs). The RCTs consisted of 20 multiple choice items. Each question in the RCTs was previously tested for the validity and reliability of a group of students who had the similar characteristics to the intended participant. Furthermore, the reading comprehension test given is in the form of a multiple choice test with four alternative answers, namely A, B, C and D. The score used is 1 (for a correct answer) and 0 (for an incorrect answer).

The data that were collected from SORS and RCTs were analysed by applying descriptive statistics which provides mean, and standard deviation scores of the overall use of reading strategy: Global, Support, and Problem-Solving strategies. The descriptive statistics functions to identify the overall use of reading strategies. The level of the overall reading strategy use is interpreted using the standard criterion proposed by Oxford and Burry-Stock (1995) that is a mean of 3.5 or higher is considered as high, a mean score of 2.5 to 3.4 is termed as moderate, and it is low when the mean score is 2.4 or lower. Furthermore, the mean score of Each 30 statements in SORS that was employed by the students, was highlighted in order to obtain the differencies among them and how the way they support their reading ability.

Finally, linking the two value sit by using product moment correlation formula, to find out if there is or not there is a relationship between the two these variables. In this study, To know the correlation between the use of reading

strategies and reading achievement among the EFL students. Meanwhile, multiple regression computation was taken in order to determine the reading strategy categories which were useful predictors of the students' reading achievement scores. Final quantitative data were collected and analyzed using SPSS 18.0, a statistical software package.

RESULT AND DISCUSSION

The following is the data collected by the author from two sources, namely data on the use of reading strategies and reading ability test scores understanding. The data were presented in order to answer the research questions initially proposed.

The Most Frequently Used of Reading Strategy

Results for each of the 28 individual reading strategies (problem-solving, global, and support) are presented in the order of use frequency, from high (3.5 and above) and moderate (2.5~3.4) to low (2.4 and under) (Oxford & Burry-stock, 1995).

Tabel 1. The used of Global Reading Strategies (GLOB) by Students.

Global Reading Strategies			
Statements	Respondent	Mean	Category
S1	30	3.03	Moderate
S3		3.50	High
S4		3.86	High
S6		3.63	High
S8		3.51	High
S12		3.20	Moderate
S15		3.73	High
S17		3.29	Moderate
S20		3.92	High
S21		3.64	High
S23		3.09	Moderate
S24		3.97	High
S27		3.93	High
Mean		3.56	High

Based on the results shown in table 1 of 13 Global Reading Strategies is categorized in high use by English learners of class X at MA Ummulqura Indonesia. There were no reading strategies that were categorized as low levels of use. Meanwhile, there were 4 reading strategies that were defined as moderate use by students. They are statements number 1, 12, 17 and 23. The students are high users of the strategy global reading. This is evidenced by the overall average global reading strategy which reached 3.56. For preferences for each item in the global reading strategy (GLOB), based on table 1, students prefer to use statement 24, namely "I try to guess what the content of the text is about when I read." with an average score of 3.97.

Tabel 2. The used of Problem Solving Strategies (PROB)by Students.

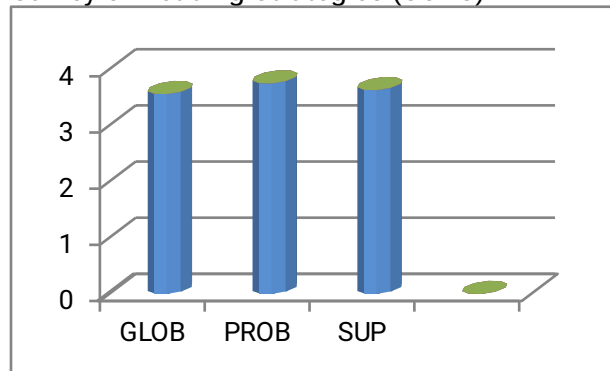| Problem Solving Strategies			
Statements	Respondent	Mean	Category
S7	30	3.33	Moderate
S9		4.21	High
S11		3.61	High
S14		3.13	Moderate
S16		4.19	High
S19		3.31	Moderate
S25		4.09	High
S28		4.17	High
Mean		3.75	High

The results show that problem solving strategy is highly used by students, especially for statement 25 namely "I try to get back on track when I lose concentration." which gets an average of 4.21. Regardless of the results research showing that use of problem-solving strategies high reading, it does not indicate that the use of each strategy is high. There are three of the eight statements in the PROB reading strategy that belong to the medium level of use, namely statements number 7, 14, and 19.

Tabel 3. The used of Support Strategies by Students.

Support Strategies			
Statements	Respondent	Mean	Category
S2	30	3.60	High
S5		3.47	Moderate
S10		3.34	Moderate
S13		3.70	High
S18		3.55	High
S22		3.75	High
S26		4.02	High
S29		3.82	High
S30		3.40	Moderate
Mean		3.63	High

Next, 6 strategy statements support is in use level high and 3 support strategy statements are in medium level usage. The most support strategy used by students is statement 26 "I underline or circle information in the text to help me remember it" which has an average of 4.02.

Chart 1. Mean of Three Categories of the Survey of Reading Strategies (SORS)

As shown in Chart 1, each dimension of the Survey of Reading Strategies (SORS) was further analyzed. The results showed that Global Reading Strategies (M=3.56), Problem Solving Reading Strategies (M=3.75), and Support Reading strategies (M=3.63) were all used with high frequency, and the mean of

the SORS was 3.65. Thus, Global Reading Strategies (GROB) is the frequently used by the students in their reading activity.

The Correlation OF the Use of Reading Strategy Categories and Reading Achievement

The correlation between reading habits and reading comprehension students are searched using the product moment correlation formula. The value presented into in the following table:

Table 4. The Scores of the Pearson Product Moment Correlation

Correlation			Reading	SORS
Reading	Pearson Correlation		1	.306**
	Sig. (2-tailed)			.000
	N		30	30
SORS	Pearson Correlation		.306**	1
	Sig. (2-tailed)		.000	
	N		30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the scores of the Pearson Product Moment correlation between the use of reading strategies and reading achievement. It is depicted that the value of the correlation between SORS with reading achievement is .306 or .31, and this correlational value is classified as moderate. Despite the moderate correlation, it observes that the Sig. (2-tailed) the value is .000, and this value is less than 0.01; because of this, it could be concluded that there was a statistically significant correlation between the use of reading strategies and reading achievement among the EFL students.

RESULT AND DISCUSSION

The results of this study indicate that class X MA Ummulqura Indonesia using three reading strategies namely global reading strategy (GLOB), strategy problem solving (PROB) and strategies support (SUP). The use of three strategies reading is high because of the score the overall average is 3.65 or higher. Of the three strategy sub-categories, global reading strategies were used by the most students, followed by problem-solving reading strategies and then support strategies. It can be concluded that, the use of three reading strategies relatively high.

The reading that the students used in their reading classroom gave positive effects to their learning outcome. The students will be successful learners because they are aware to use reading strategies. According to Al-Mekhlafi, 2018, successful learners are users good strategy that understand how implement a variety of specific ways that goal oriented, and controlling use of this strategy. Reading strategy is a reading activity that is often done by someone who will create a passion for reading in someone. This issue is supported by Hatami& Asl (2017) that there was a correlation between reading strategies with reading comprehension skills. Therefore, it can be concluded that The more reading strategy increase, the reading comprehension ability also increases. Wang & Jin (2020). explain that reading strategies and motivation to learn together contribute to the ability to read the text successfully.

CONCLUSION AND SUGGESTION

Based on the description, analysis, and discussion of the data in this study, conclusions are drawn. First, The results revealed that students used EFL reading strategies frequently. The strategy is the most used is global reading strategy than problem solving strategy and support strategy. The results showed that Global Reading Strategies (M=3.56), Problem Solving Reading Strategies (M=3.75), and Support Reading strategies (M=3.63) were all used with high frequency. Then, there is a significant correlation between reading strategies and the reading achievement of the students at MA Ummulqura Indonesia. If the reading strategy is high, the reading comprehension ability is also high, conversely if the reading comprehension strategy is low, the reading comprehension ability will also be low. In order to improve the level of understanding of reading content, it is necessary to apply appropriate reading strategies to understand reading texts. In addition, it is necessary to develop and improve reading comprehension skills so that there is an increase and development of deeper insights, even further development.

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