

**THE CORRELATION BETWEEN READING STRATEGIES AND
READING COMPREHENSION ACHIEVEMENT OF THE NINTH
GRADE STUDENTS OF PUBLIC JUNIOR HIGH SCHOOLS WITH “A”
ACCREDITATION IN PALEMBANG**

A Thesis by

Irwansa

Student Number: 06011281520076

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

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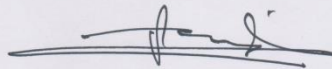
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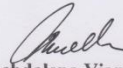
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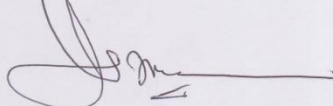
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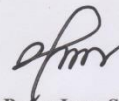
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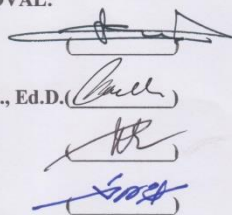
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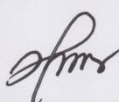
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Certify that thesis entitled "The Correlation Between Reading Strategies and Reading Comprehension Achievement of the Ninth Grade Students of Public Junior High Schools with "A" Accreditation in Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, October 2019

The Undersigned,



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DEDICATION

This thesis is dedicated to:

- My beloved parents, who always love, support, and pray for me no matter what. Thank you for being my biggest motivation to finish this thesis and the reason why giving up is never a choice.
- My friends, Bang Des, Cici Elja, Dwita, Fauziah, Mutiya, Resty, Sari Nurfadila, and Intan. Thank you for being my rock.
- My team, Rio, Els, and Tiara.

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Palembang, October 2019

The writer

Irwan

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THE CORRELATION BETWEEN READING STRATEGIES AND READING COMPREHENSION ACHIEVEMENT OF THE NINTH GRADE STUDENTS OF PUBLIC JUNIOR HIGH SCHOOLS WITH "A" ACCREDITATION IN PALEMBANG

ABSTRACT

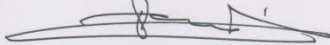
The objective of this study was to find out whether or not there was a significant correlation between reading strategies and reading comprehension achievement of the ninth grade students of public junior high schools with "A" accreditation in Palembang. The sample of this study was 378 ninth grade students selected randomly from eighteen A-accredited junior high school representing eight districts in Palembang. The data were collected by using a reading strategies questionnaire and a reading comprehension test. Then, they were analyzed statistically by applying Pearson Product Moment Correlation analysis. First, the result showed that the overall use of reading strategies of the students was in medium category ($M = 3.3$). For reading strategy categories, Problem-Solving Strategies became the most preferred strategies ($M = 3.5$), followed by Global Reading Strategies ($M = 3.3$) and Support Strategies ($M = 3.2$). Second, the correlation analysis showed that there was a significant correlation between reading strategies and reading comprehension ($r = 0.426$, $p\text{-value} = <0.000$). In conclusion, the use of reading strategies of the students was in medium category with problem-solving strategies as the most frequent strategies used. In addition, the significant correlation between reading strategies and reading comprehension achievement suggests that the more the students apply strategies in reading, the better their comprehension.

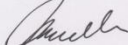
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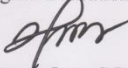
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CHAPTER I

INTRODUCTION

This chapter introduces background, problems, objectives, and the significance of the study.

1.1 Background

Reading is a fundamental skill in language learning. According to Komiyama (2009, p. 31), reading is considered as an important skill in learning a language especially English because it can support the development of the other language skills, as well as access provision for some important information in school or working place. Nowadays, students can use internet to search for information and reading materials needed for school tasks, and mostly the information given is in English. It can be really helpful for the students to obtain the information effectively if they have good English reading ability.

In national examination for English subject, reading dominates the mode of the activity. The questions are mostly in the form of reading comprehension. In 2018 national examination, 40 out of 50 questions were about reading comprehension which was derived from 16 reading texts (*Balitbang-Kemdikbud*, 2018). In English text book, reading also dominates the materials. For example, in an English textbook provided by Ministry of Education and Culture for the 9 graders entitled *Think Globally, Act Locally*, the content of the book mostly focuses about reading text, such as procedure, narrative, report, and also advertisement. This shows how reading has given a significant proportion in English language learning in Indonesian school context.

According to Berardo (2006), there are three main purposes of reading: for survival, for learning, and for pleasure. In Indonesia, as stated in the Curriculum 2013, the aims of teaching reading for junior high school students is for them to be able to understand and apply the factual, conceptual and procedural knowledge or information related to science, technology, arts and culture (Indonesian Ministry of Education and Culture, 2013). In addition, Nunan (2003) argues that

the main point of reading is comprehension. This means whatever the process is, you read to comprehend the information.

However, reading in English for English language learners is challenging. Shehu (2015) who conducted a study investigating reading comprehension problems faced by foreign language students in Albanian high schools found that the general problems faced by students in reading comprehension were in terms of the vocabulary, working memory, absence of extensive reading, and also type of the text. Many students have problem with recognizing the words in several types of text that they read. The study conducted by Jayanti (2016) who investigated reading difficulties of 80 students of English Department at the University of Bengkulu, found that there were some factors that made the students struggle with reading. Those factors included vocabulary, text syntactic and semantic analysis, making inferential meaning, strategy, and what students' feel during reading. The study conducted by Sudarmi (2009) who measured the reading comprehension of junior high school students in Palembang found that out of 327 students, 196 students (59.93%) had poor score in reading. Moreover, Anugrah (2017) who conducted a study concerning functional reading of 150 junior high school students in Indralaya found that 91 students (60.8%) were still in very poor category.

One of the factors that contribute in helping students become good readers is their reading strategies. Anderson (2003) states reading strategy has a crucial role in improving readers' reading comprehension. Strategies are defined as learning techniques, behaviors, and study skills or problem solving, that make learning run effectively and efficiently (Oxford, 1990). In general, reading strategies are steps that the readers do in order to understand what the text is about. According to Brown (1994), strategies are the specific "attacks" developed by reader when facing some difficulties in reading. More specifically, reading strategies are the process of comprehending used by the readers in terms of understanding what is being read. Readers with good reading strategies have their own way of finding out the way to solve problem and interpreting the meaning of

what they read. Brantmeier (2002) defines reading strategies as the comprehension processes that are used by the readers in making sense of what they read, categorized as procedures, approaches, and actions in improving readers' comprehension in reading.

Reading strategy is very crucial in reading comprehension. The use of reading strategies can be very beneficial in helping the reader to comprehend the text easily. As McNamara (2009) argues, reading strategies are extremely important not only for comprehending the text successfully, but also for overcoming the problems faced while reading and becoming better in reading and comprehending. Readers who do not have any reading strategies will find it difficult to comprehend the text as well as to find the information in it. It is very essential to have good reading strategies, but those strategies will be useless if the reader doesn't know how to use it properly. Anderson (1991) believes that not only readers should know the right strategies to use, but they also need to know how those strategies should be used effectively.

School needs to have a library that provides access to reading materials for students to practice their reading. Adkins and Brendler (2015) say that school library can play a crucial role in cultivating a reading culture at school. This is related to one of the 8 National Education Standards for accreditation, which is Standard of Infrastructure. In this case, school needs to provide a decent library in order to help students to have better access in reading materials, especially for the schools with A accreditation. According to *Badan Akreditasi Nasional Sekolah/Madrasah*, school needs to pass 8 National Education Standards in order to get A accreditation. Those 8 standards are Standard of Contents, Standard of Process, Standard of Graduate Competence, Standard of Teachers and Education Administrators, Standard of Infrastructure, Standard of Management, Standard of Finance, and Standard of Evaluation. The schools that got A accreditation are expected to have qualified teachers and education administrators (administrative staff, librarians, etc.) that will have better impact for the students quality as well.

Accreditation is meant to provide information on the feasibility and eligibility of the education unit whether or not they have fulfilled all the set requirements by National Education Standards (*SNP*). This shows that the schools that passed all the requirements and got high accreditation should be better than the ones who do not. Sudrajat (2010) says that the purpose of National Education Standards is to improve the quality of the educational system. With accreditation, the schools are expected to know their strengths and weaknesses and try to improve them.

There have been several studies related to this current study. First, Nugroho (2017) conducted a study on correlation between metacognitive reading strategy, vocabulary mastery, and reading comprehension of eight grade students of Mts N Surakarta. The result for the correlation between metacognitive reading strategy and reading comprehension showed that there was a positive correlation. Next, Thresia (2012) conducted a research on the correlation among reading strategies, reading comprehension achievement and gender differences of the second year students of SMPN 17 Palembang. The result showed that there was a strong and significant correlation between reading strategies and reading comprehension achievement. Saragih (2014) conducted a study in SMPN 16 Bogor to find the effect of reading strategies on students reading comprehension in recount text. The sample was divided into two groups, experiment group and control group. The result showed that the experiment group or the group that was taught by using strategies was better than the group that was taught without strategies.

Based on the explanation above, the writer was interested in conducting a similar study by investigating whether or not there was a significant correlation between students' reading strategies and reading comprehension. This study involved the ninth grade students of public junior high schools with "A" accreditation in Palembang.

1.2 Problem of the Study

The problem of the study is formulated in the following question: Is there any significant correlation between reading strategies and reading comprehension of the ninth grade students of A-accredited public junior high schools in Palembang?

1.3 Objective of the study

Based on the problem, the objective of this study is: to find out whether or not there is a significant correlation between reading strategies and reading comprehension of the ninth grade students of A-accredited public junior high schools in Palembang.

1.4 Significance of the Study

The writer hopes that the result of this study will be beneficial for the development of language teaching and learning. Not only for the teachers and students, but also for other researchers' further study. It is also hoped that this study will help in providing information concerning about reading strategies in relation to reading comprehension in Palembang. Furthermore, the writer hopes that this study will help students learn English especially for reading comprehension. Finally, it is expected that this study will provide valuable information for the future researchers in conducting studies that are related to this current study.

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