

**THE CORRELATIONS AMONG LANGUAGE
LEARNING STRATEGIES, LANGUAGE LEARNING
MOTIVATION, AND READING COMPREHENSION
OF ELEVENTH GRADE STUDENTS
OF SMA SRIGUNA PALEMBANG**

THESIS

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
2024**

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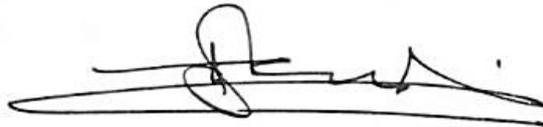
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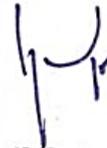
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DEDICATION

I humbly dedicate this thesis to:

My little family are my husband (Hengky Dani Septa Kurniawansyah, S.T),

my son (Fayyadh Al Faruq Kurniawansyah).

My beloved parents Ayah (H. Syafaruddin, S.Pd), Ibu (Dra. Hj. Mery Hartati),

Sisters and Brothers.

Thank you for the prayers and supports.

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The last, I hope this thesis can be useful and help the students study English and advance science, technology, and arts.

Palembang, 2024
The writer



Dwi Putri Merisya

**The Correlations among Language Learning Strategies, Language Learning
Motivation, and Reading Comprehension of Eleventh Grade Students
of SMA Sriguna Palembang**

ABSTRACT

This study aimed to investigate the correlations among language learning strategies, language learning motivation, and reading comprehension of eleventh grade students of SMA Sriguna Palembang. A total of 125 students participated in this study. Data were collected through a questionnaire and a reading comprehension test. The results showed a weak correlation among the three variables. This finding suggests that while these factors may influence each other, their relationship is not as strong as expected. Further research is needed to explore the underlying reasons for this weak correlation and to identify effective strategies to enhance language learning and reading comprehension among students.

Keywords: language learning strategies, language learning motivation, reading comprehension, correlational study.

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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 The Background of the Study

It is arguably debatable that the idea of English as a world-wide language was still hypothetical estimate which is being unclear and verbose over fifty years ago. Despite the claim above, it shows that English has been becoming one of many dominating languages at the moment and the future. By means, people nowadays find it useful for their daily life almost in any side of the world from academic to business goals (Maulidasari et al., 2021). Undeniably, English has been a world language as it is used and spoken by almost every citizen across the globe as their mother tongue, second and/or foreign language.

Speaking of its use in academic purpose, in formal setting, English has a special space and is taught as one of the mandatory subjects at schools and universities both public and private ones. Besides, according to Alrajafi (2021), the use of English in the delivery of learning is also one of the choices for several schools in Indonesia. At the same time, schools also focus on developing students' language skills so that teaching and learning process will run well.

Learning language skills particularly in English is a must for students as the requirement to survive in school life. Those four skills are listening, writing, speaking, and reading and each one to the others is interconnected. Nevertheless, among those skills, reading is deemed as the hardest yet much more essential for Indonesian language learners (Al-Arifi, 2020). He then adds if every student in class obtains an equal chance of learning English, their reading comprehension would be considerably on the higher level. Nonetheless, the foreign reading text in is much harder than that in first language. Consequently, in PISA 2022 (Program for International Student Assessment), three subjects including math, reading, and

science showed that Indonesian youngsters aged 15 scores were declining 12-13 points compared to 2018. Additionally, Indonesia was in position 68 out of 81 countries participating in that program.

The given information now may trigger a question pertaining to what variables that lead to reading failure among students. One of many possibilities which can be noted is that pedagogical things mostly contribute student reading failure coming from teachers as well as students. Additionally, the students' inefficient strategies and lack of giving motivation by the teachers (Almousah & Abdallah, 2020). Under those circumstances, this study assumes that good reading comprehension has its link with language learning strategies and motivation.

Language learning strategies, or later in this paper also called as LLS, are strategies that language learners use during the lesson to more effectively assist them to learn, remember, and understand new information by integrating some intentional behavior and thoughts (Minshar, 2020). In other words, it sheds light how crucial one or more strategies to bolster many new information aspects by observing, analyzing, and organizing it. Besides, they can evaluate the learning outcome and provide actions when required.

Motivation also becomes a major necessary aspect in language learning since students' learning process will apparently be more efficient as well as effective through motivation. To put it another way, students basically use language learning motivation when they are eager to seek knowledge, skill, even comprehension of a language. Furthermore, Castle (2015) states that language learning motivation or LLS would boost a language learner to level up their abilities through practicing reading skills a lot. The first year of a youngster is the crucial start to learn reading. Thus, having motivation for a student is a must to get them improve their reading skill and comprehension (Wilkerson et al., 2012).

Both Balakrishnan et al. (2020) and Miyamoto et al. (2019) examined LLS and reading comprehension nexus and found very similar conclusions. Indeed, based on their results, Balakrishnan et al. (2020) mentioned that motivation to read significantly contributed positively to the students' English reading comprehension.

Along these lines, Miyamoto et al. (2019) reported a high significant link between LLS and reading comprehension. These studies put together provide consistent evidence that there is indeed a positive correlation between reading motivation and reading comprehension skills. For this study, this alignment of results across different research efforts may increase the case for the argument that motivation has a contributing part to improve students' reading comprehension abilities.

Although the relations of these factors with reading comprehension have been studied before, no comprehensive research seemed to exist on how language learning strategies and motivation as a whole correlate with reading comprehension. Although some studies have gone to the extent of investigating links between motivation and reading comprehension or, at times, learning strategies and reading skills, very few have really attempted to analyze how these three critical factors—LLS, LLM, and reading comprehension—interrelate and might influence each other in a holistic manner. This literature gap could be taken to mean that the need for integrated research was clear, in order to reveal the complex dynamics among variables and their interactional influence on students' reading ability, more so in an EFL context.

During preliminary study at SMA Sriguna Palembang, the researcher claimed if students' reading comprehension had diverse ranges through having interview and observation with the teachers and principal. Their teachers stated if the result was deemed substandard even though they had been taught for many semesters. Some biggest problems including vocabulary mastery and difficulties in understanding ideas and meanings haunted them the most. It is confirmed that the causes might come from internal factors like reading attitude, LLS, LLM, etc. The researcher also claimed if the students had low motivation to learn a language such English and found it difficult to find the appropriate learning strategies. Besides, they had lack of interest in reading although the reading instructions are intelligible.

Although much research on LLS, LLM, and reading comprehension has been carried out, little of it refers to these variables among Indonesian high school students, especially those at SMA Sriguna, Palembang. Preliminary research into

the reading comprehension scores obtained at this particular high school presented varied results, while teachers showed unsatisfactory results even after teaching it for a long time. Difficulties facing the students at SMA Sriguna, Palembang, include not mastering a sufficient vocabulary, not being able to grasp the meaning and ideas in English well, a lack of confidence, and the struggle to find appropriate learning strategies. Drawing from these observations, one can induce that targeted research on LLS, LLM, and reading comprehension is needed within the unique dynamics of this Indonesian high school context. This paper seeks to rectify this imbalance by focusing on SMA Sriguna Palembang and hence provides insight more directly relevant to this educational setting and similar others within Indonesia.

Form those explanations which are also fully equipped with students' condition at that school, therefore, the researcher is intrigued to investigate, obtain information and depict it through this thesis entitled *“The correlations among language learning strategies, language learning motivation, and reading comprehension of eleventh grade students of SMA Sriguna Palembang”*.

1.2 The Problems of the Study

The problems of the study are formulated in the following research questions:

- 1) Is there any significant correlation between the eleventh-grade students' language learning strategies and their reading comprehension?
- 2) Is there any significant correlation between the eleventh-grade students' language learning motivation and their reading comprehension?
- 3) Is there any significant correlation between the predictor variables (language learning strategies and language learning motivation) and the criterion variable (students' reading comprehension)?

1.3 The Objectives of the Study

The objectives of the study are to find out whether or not:

- 1) there is a significant correlation between the eleventh-grade students' language learning strategies and their reading comprehension,
- 2) there is a significant correlation between the eleventh-grade students' language learning motivation and their reading comprehension, and
- 3) there is a significant correlation between the predictor variables (language learning strategies and motivation) and the criterion variable (students' reading comprehension).

1.4 Significance of the Study

This study is hoped to be useful theoretically and practically for students and teachers in secondary education level. Theoretically, this study might benefit educational institutions particularly in a private senior high school in Indonesia regarding correlations among students' LLS, LLM, and their reading comprehension. Moreover, this research is hoped to be one of abundant sources of information related to improving reading comprehension in language teaching. Practically, at least there are three advantages which can be applied. First of all, it is hoped that this study will help teachers know whether or not there is a significant correlation among LLM, LLS, and reading comprehension. Second, this research will equip teachers and students with much understanding on which kinds of motivations and languages strategies should be paid more attention. Third, when the teachers which kinds of motivation and strategies that the students lack of, the teachers might predict and prepare to plan the teaching and learning process with the most suitable ones. Therefore, the students will optimally improve their reading comprehension.

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