

**THE CORRELATION BETWEEN READING STRATEGIES
AND READING COMPREHENSION ACHIEVEMENT OF
THE ELEVENTH GRADE STUDENTS OF SMA
MUHAMMADIYAH 6 PALEMBANG**



UNDERGRADUATE THESIS

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Assalamu 'alaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"THE CORRELATION BETWEEN READING STRATEGIES AND READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 6 PALEMBANG"** ditulis oleh saudari Tilka Sari telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

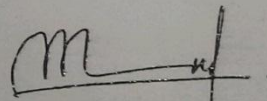
Demikianlah surat ini dibuat untuk digunakan semestinya. Atas perhatiannya terima kasih.

Wassalamu 'alaikum Wr. Wb.

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**THE CORRELATION BETWEEN READING STRATEGIES AND
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GRADE STUDENTS OF SMA MUHAMMADIYAH 6 PALEMBANG**

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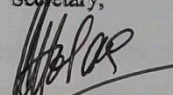
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Motto

*“To get a success, your courage must be
greater than your fear”*

DEDICATION

This thesis is dedicated to:

- My beloved parents Ibu (Ismiati) and Ayah (Rohili) who always love, support, and pray for my success. Thank you for everything and I love you so much.
- My beloved brothers (Julius Apriadi and Suryadi sudirja) and beloved sister (Herli Marlina, Am, Keb) thank you for your endless love.
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SURAT PERNYATAAN

Bersama ini saya menyatakan bahwa skripsi saya yang berjudul **“THE CORRELATION BETWEEN READING STRATEGIES AND READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 6 PALEMABANG”**, adalah benar hasil kerja saya sendiri. Apabila ternyata skripsi tersebut dikemudian hari terbukti secara jelas dan nyata bukan merupakan hasil pekerjaan saya, saya bersedia diberi sanksi sesuai dengan pasal 70, Undang-undang No. 20 tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan yang karya ilmiah yang digunakan untuk mendapat gelar akademik, profesi, atau vokasi sebagaimana dimaksud dalam pasal 25 ayat (2) terbukti penjiplakan dipidana dengan penjara paling lama dua tahun atau pidana denda paling banyak Rp. 200.000.000,- (Dua Ratus Juta Rupiah).” Demikianlah pernyataan ini saya buat dengan sebenarnya.

Palembang, April 2017

Yang menyatakan,



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TS

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ABSTRACT

This study investigated the correlation between reading strategies use and reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang. There were fifty students as the samples completed the reading section of TOEFL test, and the survey of reading strategies (SORS). Descriptive statistic, pearson product-moment correlation, and regression analysis were used to analyze to collect the data. The result showed that reading strategies level of participants was moderate. $M=3.31$; $SD=14.40$, the most frequently use of reading subcategories was (GLOB 1) – tended to have a purpose in mind while reading, $M=4.30$; $SD=863$ and the least frequency use was (SUP 5) - When text becomes difficult, read aloud to help me understand what being read, $M=2.45$; $SD=1.182$. The result of correlation analysis revealed that the correlation coefficient or the r (582) was higher than r -table (.273). Then, the level of probability (p) significance (sig.2-tailed was 000. It means that p (.000) was lower than .05. Thus, there was significant correlation between the students' reading strategies use and their reading achievement. It can be inferred that the students' reading strategies use influenced their reading comprehension achievement significantly with t_{value} (4.964) was higher than t_{table} (2.010) with sig. Value (000) was lower than probability (.05). The result showed that this study could have implications for English teacher, students, and next researcher.

Keyword: Reading Strategies, Reading comprehension Achievement

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CHAPTER 1

INTRODUCTION

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

1.1. Background

Language can be said as the core of humanity. Language enables individuals to engage socially, initially within the family, and later in a broader network of relationship. According to Amberg and Vause (2009, p. 2) language is a foremost means of communication which is communication almost always takes place within social life. Therefore, language that is used in communication enables us to express our ideas, our feelings.

Subasini and Kokilavani (2013, p. 56) assert English is overtly most common language all over the world, it is the language of higher administration, superior judiciary, advanced education and diplomacy. Moreover, in learning English, students are required to be able to understand some of the language skills. The language skills are listening, speaking, reading and writing. Lotherington (2004, p. 65) argues that the four basic language abilities are commonly regarded as speaking, listening, reading and writing. By mastering these skills, students are expected to integrate them in communication acts.

Among those four skills, Debat (2006, p. 1) states that reading is the most crucial skill for students of English as foreign language (EFL) or second language

(ESL). Devito (2014) states that reading helps children to develop their vital language skills, to open up new world and to enrich their live, to enchase, to improve their hand-eye coordination, and to provide them with fun activity. It is arguable to say that reading plays important part in developing students' knowledge. According to Komiyama (2009, p. 32), reading is very important skill for English language learners in today's world, it supports the development of overall proficiency and provides access to crucial information at work and in school. Through reading, students can gain and add knowledge about many subjects and reading also gives students pleasure.

Reading in a second or foreign language (SL/FL) has been a significant component of language learning over the past forty years (Zoghi, Mustapha, Rizan and Maasum, 2010, p. 439). This significance has made reading education an important issue in educational policy and practice for English language learners (Slavin and Cheung, 2005, p. 247). However, reading is a complex, interactive cognitive process of extracting meaning from text. In the reading process, the reader is an active participant, constructing meaning from clues in the reading text. Reading is also an individual process, which explains the different interpretations of different readers (Maarof and Yaacob, 2011, p. 211).

In fact, most Indonesians are aware of the importance of reading in life, but they do not make reading as basic need. Indonesia is very low in reading interest. Based on the data of UNESCO in 2012, it is reported that the index reading interest in Indonesia reached 0,001 (Suara Pembaharuan, 2015; Kemdikbud; 2016). It means that from 1,000 populations, only one resident who

is interested in reading. Furthermore, the Central Bureau of Statistics survey in 2012 showed that Indonesians do not make reading as the primary source of information. The result revealed that more than 91% Indonesians aged above ten years old prefer to watch TV and around 17% of them prefer to read from different sources such as book, newspaper and magazine (Badan Pusat Statistik, 2014) The data clearly indicates that reading interest is very low in Indonesia. It is strengthened by the fact that TV shows distract children and adults' attention to read.

In addition, 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 minor area of assessment, revealed that Indonesian students' literacy skill ranked 61st from 65 countries participating in PISA 2012. The mean score of Indonesia students was 396 which was below the average score of OECD on PISA reading literacy scale which was 496 (OECD, 2014, p. 5).

There are some factors that contributed for having good reading comprehension. One of them is reading strategies. Reading strategies are very important to help reader comprehend the text in the act of reading (Kuru- Gonen, 2015, p. 2924) and the implementation of special reading strategies enable more efficient use of time (Sen, 2009, p. 2301). Moreover, it is effective way to solve reading problems encountered by students while reading academic material (Lien, 2011, p. 200). 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, p. 1). Research studies on second/foreign language reading have consistently confirmed the importance of reading strategies on developing language learners' reading comprehension skills (Zare and Nooreen, 2011; Brantmeier, 2002; Slataci and Akyel, 2002; C). They argue that strategy use is different in more and less proficient readers, who use the strategies in different ways. Moreover, it has been acknowledged that reading strategies can be taught to learners and that reading strategy instruction can benefit all students (Carrell, 1989; Carol, 2002).

The role of strategy use in reading comprehension has been a topic of discussions in second/foreign reading literature. Reading strategies are very essential to assist learners to overcome reading difficulties such as inferring the underlying messages in the texts, dealing with unknown terms and unfamiliar cultural load (Lien, 2011, p. 200; Kuru- Gonen, 2015, p. 2924). It implies that being a strategic reader help reader comprehend the text and handle the reading problems. Effective strategies will produce an effective result. Skilled readers know how to use affective strategies to facilitate the functioning of various cognitive process and construct meaningful understanding of the text, poor readers simply read the text word by word without using any strategies (Lau and Chan, 2003, p. 13).

CogmenandSaracaloglu (2009, p. 249) reported that simple methods such as underlining, taking notes, or highlighting the text can help readers understand

and remember the content. Their findings indicated that in reading text, good readers often use effective reading strategies to enhance their comprehension. According to Chen and Chen (2015, p. 156), learning to read is an absolutely necessary skill for understanding SL/FL texts. Readers may use useful strategies to help them read SL/FL texts as they construct meaning. Using such strategies will help learners not only to understand general information in the reading text at very fast rates but also to remember new lexical items from the text.

Most readers may face comprehension problems while reading a text but proficient readers would face the problems by consciously applying effective reading strategies to solve the comprehension challenges. Alfassi (2004, p. 171) stated that students should understand the meaning of the text, critically evaluate the message, remember the content, and apply a new-found knowledge flexibly. Using reading strategies appropriately may be of great help to non-native readers because it can serve as an effective way of overcoming language deficiency and obtaining better reading achievement on language proficiency test (Zhang, 2008). As an EFL educator, it is essential to explore how students learn to read in English and understand more the problems they have encountered in reading strategy use, so that teachers can help them acquire better strategies.

To get a clear picture regarding good and poor readers' use of specific strategies, this study employed three major reading strategies including global reading strategies, problem-solving reading strategies, and support reading strategies by (Mohktari and Sheorey 2002). Global strategies involved planning how to read and managing comprehension. Problem-solving strategies involved

using strategies when reading difficult parts of a text. Support strategies involved using devices and techniques to understand a text.

Furthermore, based on preliminary study, the researcher interviewed the teacher of SMA Muhammadiyah 6 Palembang. She found that students had difficulties in reading the text. When students were asked to read, their reading is not clear and most of the students seemed confused to comprehend what they read. Students were difficult in identifying information, and also difficult to find main idea of the text (see appendix A). The students also stated that they had difficulties in reading the text and they were not fluent when the teacher asked them to read the text in English, beside students did not know about reading strategies when they read a text (see appendix B). Furthermore, the researcher gave the students a text practice reading, and also gave students reading comprehension test related to the text they read above, the questions were about 10 questions. The result showed that their reading score in reading comprehension were low (see appendix C).

Some studies have investigated reading strategies and reading comprehension achievement. Molla (2015) investigated the relationship between reading strategy use and reading comprehension among Ethiopian EFL Learners. The categories of reading strategies are: Memory reading strategy, Cognitive reading strategy, Compensation reading strategy, Meta cognitive reading strategy, Social reading strategy, Affective reading strategy. The result was the use of reading strategies had neither positively nor negatively correlation with reading comprehension achievement.

Similarly, Madhumathi and Ghosh (2012) studied about Awareness of reading strategy use of Indian ESL students and the relationship with reading comprehension achievement, they found Overall, the reading strategy use (global reading strategies, problem-solving reading strategies, support reading strategies) moderately correlated with the reading comprehension achievement of the Indian students.

Tobing (2013) studied about the relationship between reading strategies and self-efficacy with the reading comprehension of high school students in Indonesia. The categories of reading strategies (global reading strategies, problem-solving reading strategies and support reading strategies) were not significantly related to reading comprehension.

The use of sufficient EFL reading strategies is considered to be one of the important factors contributing to successful language learning (Ikeda and Takeuchi, 2006). Based on the background above the writer is intended to research about the correlation between reading strategies and reading comprehension achievement of the eleventh grade student of SMA Muhammadiyah 6 Palembang.

1.2. Problems of the Study

In accordance with the problems above, the objectives of this study are:

1. Is there any significant correlation between reading strategies and reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang?

2. Do reading strategies significantly influence reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang?

1.3. Objectives of the Study

In accordance with the problems above, the objectives of this study are:

1. to find out whether there is any significant correlation between reading strategies and reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

2. to find out whether reading strategies significantly influence reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

1.4. Significance of the Study

The result of this study will be beneficial for some parties;

1. Teacher

The result of this study are hoped to broaden the teachers horizon about their knowledge in teaching English reading text. Both of these two components are important to teach especially for reading comprehension as an important component of second language proficiency. It is also hoped that this study may broaden the teachers' horizon about the students' individual differences, especially in their reading strategies together with the alternative to solve the

problems in reading because each students has different characteristics and problems.

2. Students

The result of this study will be able to inform the students about the existence of reading strategies. The information is hoped to help them understand themselves by being able to recognize and develop their strategies in reading to improve their reading comprehension achievement.

3. The researcher herself

The result of this study are hoped to give valuable information and knowledge to the researcher herself in her capacity as an English teacher, a student, and also a part of society. It is also hoped that the results of this study may give contribution to other researchers as the basis for them to do further studies.

4. Future researcher

This study gives much information about not only the relationship between reading strategies and reading comprehension achievement, but also how much it influences learners' reading strategies. Therefore, this study can be used as reference for future studies with similar problems or variables.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (2.1) the concept of correlational research, (2.2) the concept of reading strategies, (2.3) the concept of reading comprehension achievement, (2.4) reading in the eleventh grade level, (2.5) toefl junior (2.6) the relationship between reading strategies and reading comprehension achievement, (2.7) previous related studies and (2.8) hypotheses

2.1 Correlational Study

Creswell (2012, p. 338) proposes that in correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, researchers do not need to manipulate the variables as an experiment, instead they look for the relationship between two or more variables using the correlation statistics (Fraenkel, Wallen and Hyun, 2012, p. 338). In general, a correlational study is a quantitative method of research in which have two or more quantitative variables from the same group of subjects and to determine if there is a relationship between the two variables. In correlational study, samples should be include at least 30 individuals willing to partake in the study (Creswell, 2012, p. 146; Fraenkel, et. al, 2012, p. 338).

To measure the correlation between two or more variables, “Pearson Product Moment Correlation Coefficient” is used. The correlation coefficient is a measure of the strength of the straight-line or liner relationship between two

variables. The correlation coefficient is value in the interval between -1 and 1 with zero shows that the variables uncorrelated. If the number is equal to +1.00 indicates a perfect positive correlation. If the number is equal to -1.00 indicates a perfect negative correlation. If the number is equal to zero, there is no correlation between the two variables. Positive correlation between two variables is when an increase in one variable leads to an increase in the other and a decrease in one leads to a decrease in the other. While, negative correlation is when an increase in one variable leads to a decrease in another and vice versa. The guidelines for interpreting the correlation coefficient can be seen in Table 1:

Table 1
The Guidelines for Interpreting the Correlation Coefficient

Correlation Coefficient	
Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source: Cohen, Manion Marrison(2007,)

Creswell (2012, p. 340) proposes two correlation designs are explanation and prediction. The first type, explanatory design is conducted when researchers want to explore “the extents to which two or more variables co-vary, that is, where changes in one variable are reflected in changes in the other” (Creswell, 2012, p. 340 & 358). When conducting an explanatory correlational study, researchers collect data at one time as their focus is not based on future or past

performance of participants. Thus, when analyzing the findings of explanatory correlation research, researchers analyze participants as a single group rather than creating subcategories of participants. Finally, in this type of study researchers collect two scores from each participant as each score represents each variable being studied.

The second type, prediction design is used by researchers when the purpose of the study is to predict certain outcomes in one variable from another variable that serves as the predictor. Prediction designs involve two types of variables: a *predictor variable* and a *criterion variable*. While the predictor variable is utilized to make a forecast or prediction, the criterion variable is the anticipated outcome that is being predicted. In prediction studies, the predictor variable is typically measured at one time while the criterion variable is usually measured at a later date (Creswell, 2012, p. 341 and 358).

2.2 The Concept of Reading Strategies

2.2.1 Definition of Reading strategies

Different researcher show different opinions on the definitions of reading strategies. According to Li (2010, p. 185), reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Brantmeier (2002, p. 11) indicates that reading strategies are the comprehension processes that readers use in order to make sense of what they read. Moreover, 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 (Amirian, 2013, p. 20).

Even though, the definitions of reading strategies have been defined in different ways, it can be concluded that reading strategies are an actions that readers applied in order to comprehend the text. Reading strategies are one of the important factors that help readers improve reading comprehension and overcome reading difficulties.

The role of strategy use in reading comprehension has been a topic of discussion in second/foreign reading literature. Reading strategies are very essential to assist learners to overcome reading difficulties such as inferring the underlying messages in the texts, dealing with unknown terms and unfamiliar cultural load (Lien, 2011, p. 200; Kuru- Gonen, 2015, p. 2924). It implies that being a strategic reader help reader comprehend the text and handle the reading problems. To assist learner to be a more strategic reader, EFL instructors are responsible for reading strategy instruction. It can be said that, in order to help learners read effectively, EFL instructors need to know which reading strategies learners have and they may lack (Bookongsaen, 2014, p. 24). Moreover, they should precisely determine when and how to use these strategies (Bolukbas, 2013, p. 2153).

In addition, many studies have shown that readers must intentionally invoke strategies to enhance their comprehension. Zare and Othaman (2013) conducted a study to explore the correlation between reading strategy use and comprehension success. The result revealed that strong positive correlation reading strategy use and reading comprehension. Many researchers who

conducted studies in different contexts possess the similar result (Molla, 2015; Li, 2010; Zare and Mubarokeh, 2011).

The strong relationship between learners' reading strategies use and reading comprehension show the important role of strategies usage on language learning especially reading skill. The result indicates learners who employ reading strategies more frequently they will have better comprehension. It implies that the use of reading strategies is one of the factors which can improve reading comprehension. It can be concluded it is very essential to train learners to use appropriate strategies and use them more often. Moreover, it is also discovered that learners attempt to use more different strategies to handle the difficulties and challenges when reading (Chen and Intaraprasert, 2014, p. 1010). The employing more different types of reading strategies assists learners cope reading problems. For instance, when texts become difficult, they use more reading strategies to overcome the difficulties.

Furthermore, some examples of reading strategies that can be used while reading are reading the first sentence in each paragraph, using dictionaries when unknown words cannot be deduced from the context, taking notes while reading, highlighting the important part, looking for other clues (bold faced or italics words), and guessing the meaning of unknown words from the context (Bolukbas, 2013, p. 2149).

In this regard, Mokhtari and Reichard (2002, p. 249) have stated the difference exist between good readers and non good readers in the term of their reported reading strategies, use of reading strategies, and their strategies

awareness. It is found that good readers are aware of what they are reading and why they are reading it; in addition they use some plans and strategies to monitor their own understanding and overcome the problems they face while reading.

Skilled readers know how to use effective strategies to facilitate the functioning of various cognitive processes and construct meaningful understanding of the text, these strategies include understanding vocabulary in the present context, skimming, scanning, predicting, summarizing, and evaluating, self-questioning, making connections, visualizing and monitoring etc (Nezami, 2012, p. 307). Poor readers simply read the text word by word without using any strategies (Chan and Lau 2003, p. 177). Meanwhile, Chan and Lau (2003) investigated the differences between poor readers and good readers on reading strategies use. The finding showed that poor readers were less capable than were good readers in identifying main ideas, decoding unfamiliar words, recognizing text structures, summarizing main ideas, detecting errors and inferring implicit meanings in Chinese texts.

More interestingly, it is assumed that male and female employ different reading strategies. Some researchers examined the use of reading strategies in relation to gender have confirmed this assumption that difference exists between male and female (Tzu-Ching Chen and Chia-Li Chen, 2015). The finding of these study showed that female EFL learners are more active strategy user than male counterparts. Regarding learners with different proficiency level, it is revealed that those students who rated themselves as having high reading proficiency used

significantly more strategies than those who gave themselves a lower self-rating (Sheorey and Mokhtari, 2001; Zhang, 2001; Hsu, 2006; Li, 2010).

2.2.2 The Classification of Reading Strategies

The type of reading strategies that will be used in this study is included in Survey of Reading Strategies (SORS) proposed by Mohktary and sheorey (2002). They classify reading strategies included in SORS into three types: global reading strategies (GLOB), problem-solving strategies (PROB), support reading strategies (SUP). SORS is adopted in the present study because it is intended to probe readers' perceived use of reading strategies and the frequency of the use of reading strategies while reading English in academic context.

2.2.2.1. Global Reading Strategies (GLOB)

Global strategies involved planning how to read and managing comprehension. 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. GLOB contains 13 items and represents a set of reading strategies oriented toward a global analysis of text. These strategies can be thought of a generalized, intentional reading strategies aimed at setting the stage for the reading act.

1. I have a purpose in mind when I read.
2. I think about what I know to help me understand what I read.
3. I take an overall view of the text to see what it is about before reading it.
4. I think about whether the content of the text fits my reading purpose.

5. I review the text first by noting its characteristics like length and organization.
6. When reading, I decide what to read closely and what to ignore
7. I use tables, figures, and pictures in text to increase my understanding.
8. I use context clues to help me better understand what I am reading.
9. I use typographical features like bold face and italics to identify key information.
10. I critically analyze and evaluate the information presented in the text.
11. I check my understanding when I come across new information.
12. I try to guess what the content of the text is about when I read.
13. I check to see if my guesses about the text are right or wrong.

2.2.2.2. Problem-Solving reading Strategies (PROB)

Problem-solving strategies involved using strategies when reading difficult parts of a text. PROB are the actions and procedures readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding textual information, such as adjusting reading speed according to what is being read contain 8 items that appear to be oriented around strategies for solving problems when the text becomes difficult to read. These strategies provide readers with action plans that allow them to navigate through the text skillfully.

1. I read slowly and carefully to make sure I understand what I am reading.
2. I try to get back on track when I lose concentration.
3. I adjust my reading speed according to what I am reading.

4. When text becomes difficult, I pay closer attention to what I am reading.
5. I stop from time to time and think about what I am reading.
6. I try to picture or visualize information to help remember what I read.
7. When text becomes difficult, I re-read it to increase my understanding.
8. When I read, I guess the meaning of unknown words or phrases.

2.2.2.3. Support Reading Strategies (SUP)

Support strategies involved using devices and techniques to understand a text. SUP contains 9 items and primary involves use of outside reference materials (such as the use of dictionary), taking notes, underline or circling information and other practical strategies. These strategies provide the support mechanism aimed at sustaining responses to reading.

1. I take notes while reading to help me understand what I read.
2. I take an overall view of the text to see what it is about before reading it.
3. I underline or circle information in the text to help me remember it.
4. I use reference materials (e.g. a dictionary) to help me understand what I read.
5. I paraphrase (restate ideas in my own words) to better understand what I read.
6. I go back and forth in the text to find relationships among ideas in it.
7. I ask myself questions I like to have answered in the text.
8. When reading, I translate from English into my native language.
9. When reading, I think about information in both English and my mother tongue.

In this study, frequency of reading strategy use refers to the extent to which different reading strategies are employed by the students. Shorey and Mohktari (2002) analyzed the frequency of strategies used by the subjects was based on the scale delineated by Oxford (1990) which is shown in table 2.

Table 2

Frequency of strategy use

Mean score	Frequency scale	Evaluation
4.5- 5.0	High	Always or almost always used
3.5- 4.4		Usually used
2.5 – 3.4	Medium	Sometimes used
1.5 – 2.4	Low	Generally not used
1.0 – 1.4		Never or almost never used

According to Oxford (1990), the average value (mean score) reveals the frequency of strategy use. Scores between 1.0 and 1.4 indicate ‘never or almost never used’. Scores between 1.5 and 2.4 indicate ‘generally not use’. Scores between 2.5 and 3.4 indicate ‘sometimes used’. Scores between 3.5 and 4.4 are ‘usually used’ and scores between 4.5 and 5.0 are ‘always or almost always used.’

2.3 Reading Comprehension Achievement

2.3.1 The Concept of Reading

Reading is one of the ways of communication in written forms. Reading implies both a writer and reader. Pang et al (2003, p. 6) state that reading is about understanding written text. It is a complex activity that involves both perception and thought.

Grabe and Stoller (2001, p. 3) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that students must be able to interact with the reading materials and take on the meaning on each word in order to get the information from that they have read. Getting the information is one of the reasons why people read. Linse (2005, p. 71) explains that there are two main reasons why people read. The first is for pleasure and the second is for information. Thus, reading for pleasure can be interpreted to reading without a burden or liability as reading assignment in school. It is only for enjoyment of each individual or hobby. While reading information refers to the people's need.

Based on the definition above, it can be concluded that reading is a skill that presents the writer's idea related to the management reading text content itself. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what reader read.

2.3.2 The Concept of Reading Comprehension Achievement

In the process of reading, comprehension is one of the reasons why read a text. According to Pardo (2004, p. 272) 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.

Wooley (2011, p. 15) state that 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. In addition, Ghelani, Sidhu, Jain and Tannock (2004) say that reading comprehension is a very complex task that requires different cognitive processes and reading abilities over the life span.

Moreover, Snow (2002, p. 11) states that reading comprehension as the process of simultaneously extracting meaning through interaction and involvement with written language. He also add, 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.

Achievement is something that somebody has done successfully, specially using their own afford and skill. An achievement is one important factor in considering whether or not teaching and learning activity succeeds.

There are some factors that influence reading achievement. Snow, Burns, and Griffins (1998) mention there are four aspects that influence it, they are (1) intellectual and sensory capacities, (2) positive expectations about and

experiences with literacy from an early age, (3) support for reading-related activities and attitudes so that he or she is prepared to benefit from early literacy experiences and subsequent formal interaction in school, and (4) instructional environments conducive to learn.

It can be concluded that achievement is the result of students' understanding of texts that can be affected by some factors, such as their reading strategies. Good achievement in comprehending the passage will be indicated by getting high scores or good results.

2.4. Reading in the eleventh grade level

The second year senior high school students are required to master short functional reading text such; report, narrative, analytical exposition. Based on Kistono et. al. (2007, p. 15-18) in senior high school year XI English book, the text to be learned are as follows;

1. Report

Report are used for many purposes (the social function) : to describe the way things are, with reference to range of natural, man-made and social phenomena in our environment. Reports can be used in textbooks, encyclopedias, scientific magazine, historical texts, factual reading book, reference book, classroom lesson, environment program, TV documentaries, etc. a report text has its own generic structure, having two component: (1) general classification and (2) description. Reports are principally not the same as descriptive text focuses on a specific features; a report deals with thing in general

2. Narrative

A narrative is a type of spoken or written text that tells a story of one character or more who face certain problematic situations. The social function is to amuse, entertain, and deal with actual sensational experience. There are various kinds of narrative such as fairy stories, mysteries, science fictions, romance, horror, etc. Narrative text can be found in short story books, magazines, novels, etc. narrative are popular because they presents plots which consists of complications and resolutions. The generic structure of a narrative usually has four components, one of which is optional: (1) orientation, (2) complication, (3) resolution, and (4) reorientation.

3. Analytical Exposition

An analytical exposition is a type of spoken or written text that is intended (the social function) to persuade the listeners or readers that something is in the case. To make the persuasion is stronger, the speaker or writer gives some arguments as the fundamental reasons why something in the case. This type of text can be found in scientific books, journals, magazines, news paper, etc. analytical expositions are popular among science, academic community and educated people. The generic structure of an analytic exposition usually has three components: (1) thesis, (2) argument, and (3) conclusion.

2.5. TOEFL Junior

The TOEFL Junior Standard test practice materials used in this book were created by professional test developers at ETS (Educational Testing Service). The test questions in this practice book are an accurate reflection of the questions found

in an actual TOEFL Junior Standard test book. TOEFL Junior Standard test is an objective and reliable measure of your English communication skills. The *TOEFL Junior* Standard test measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skills representative of English-medium instructional environments. Usually these students are ages 11+. However, the test may be appropriate for other students. The appropriateness is based on the English-language proficiency of the students. It is an English-language proficiency test that is not based on or limited to any specific curriculum. The *TOEFL Junior* Standard test may not be appropriate for students who have not yet attained a basic level of proficiency. The *TOEFL Junior* Standard test:

- 1) provides parents, students and teachers with objective information about student progress in developing English-language skills over time
- 2) serves as a measurement tool to support placement of students into programs designed to increase English-language proficiency levels
- 3) measures developing English communication skills in preparation for future studies in English
- 4) Offers useful information that can be used for instructional purposes.

2.5.1. Test Structure of TOEFL Junior Test

The *TOEFL Junior* Standard test is a paper-based test consisting of 126 multiple-choice questions. It includes three sections — Listening Comprehension, Language Form and Meaning, and Reading Comprehension. Each section contains 42 four-choice questions with a total testing time of 1 hour 55 minutes. Some of the questions in the test may not count toward the section or total scores.

Of the questions that count, each correct answer counts equally toward the score for that section.

Table 3
Summarizes the structure of the test

Section	Question	Time
Listening Comprehension	42	40
Language Form and Meaning	42	40
Reading Comprehension	42	50

Source: TOFEL Junior Handbook2015

2.5.2. Test Content

The Listening Comprehension section measures your ability to listen to and understand English for interpersonal purposes, navigational purposes, and academic purposes.

The Language Form and Meaning section measures your ability to demonstrate proficiency in key enabling English skills such as grammar and vocabulary in context.

The Reading Comprehension section measures your ability to read and understand academic and nonacademic texts written in English (TOEFL Junior Handbook, 2015).

2.5.3 Interpreting Scores

TOEFL Junior Standard test scores are determined by the number of questions a student has answered correctly. Some of the questions in the test may not count toward the section or total scores. Of the questions that count, each

correct answer counts equally toward the score for that section. The number of correct responses on each section is converted to a scaled score that ranges from 200 to 300 in increments of 5. The total scaled score is a sum of the three section scores, and, therefore, ranges from 600–900 points in increments of 5.

Table 4
Interpreting of the Score

Test Section	Score Range
Listening Comprehension	200–300
Language Form & Meaning	200–300
Reading Comprehension	200–300
Total Score	600–900

Source TOEFL Junior Handbook 2015

To make generalization, then the result of the scale will be categorize onto Common European Framework of Reference (CEFR). The Common European Framework of Reference (CEFR) for reading comprehension achievement. Assessment provides common basis for describing the skill needed to reach different levels of reading achievement and is used by educators, curriculum designers and agencies working in the field of language development (TOEFL Junior Handbook, 2015).

Each section scores will be mapped to the Common European Framework of Reference (CEFR) to help you understand what your scores mean. The *TOEFL Junior* scores give you as a student the ability to see your level on a global scale.

Table 5
The Map of CEFR

Section	Below A1	CEFR LEVEL A2	CEFR LEVEL B1	CEFR LAVEL B2
Listening Comprehension	Under 225	225-245	250-285	290-300
Language Form and Meaning	Under 210	210-245	250-275	280-300
Reading Comprehension	Under 210	210-240	245-275	280-300

Source: TOEFL Junior Handbook 2015

The researcher decided to use school's scoring system because the writer just adopted the question in TOEFL Junior. Furthermore, teachers of English in Muhammadiyah6 Palembang commonly used the school's scoring system in other to know students' reading comprehension achievement.

2.6. The Relationship between Reading Strategies and Reading Comprehension

Othman and Zare (2013, p. 187) state that nowadays some language learners do not read for the purpose of understanding the writer's message in the text, they developed wrong concept of reading, they just consider that the purpose of reading is only to learn new vocabulary. They also argued that "what a reader needs to focus on is not only every word in the text but also the semantics of the text." reading strategy is considered as one of the features of cognitive psychology

which are important to the success of comprehension. They also argued that the use of strategy in different ways is in more and less proficient readers. Anderson (2004, p. 13) also defines that reading strategy is readers' ability in using some variety of reading strategies in order to get the purpose of reading. Good readers tend to use strategies in reading, thus, they know what to do when they get difficulties in reading.

The importance of strategy used is also emphasized by Rokhsari, (2012, p. 5). He states that teacher must help students to acquire the strategies in reading processes because it can improve the overall comprehension of the text. Chen (2008, p. 26) also states that high achievers tend to employ a wider variety of strategies than the low achievers. It means teacher should investigate the essential of reading strategies for academic purposes between low achievers and high achievers by observing students' different in applying reading strategies.

2.7.Previous Related Studies

Pervious study is important enough to the researcher as guide in conducting this study. At the least there are four previous that related to the present study. First, Molla (2015) investigated the relationship between reading strategy use and reading comprehension among Ethiopian EFL Learners. The categories of reading strategies are: Memory reading strategy, Cognitive reading strategy, Compensation reading strategy, Meta cognitive reading strategy, Social reading strategy, Affective reading strategy. The purpose of this study was to investigate Dilla University English majoring students reading strategies use and their reading comprehension ability. Forty EFL learners participated in the study. In this section, the data gathered through questionnaire, and reading

comprehension test. A reading strategy inventory and a reading comprehension test were used to collect the required data. Strategy Inventory for Language Learning (SILL) was used to know the strategies used by the students and two reading comprehension passages that are part of TOEFL were used for the study. Furthermore, the use of reading strategies had neither positively nor negatively correlation with reading comprehension achievement.

Second, Zare and Mobarakeh (2011) studied about the relationship between self-efficacy and use of reading strategies: the case of Iranian senior high school students. The categories of reading strategies in this study were metacognitive strategies, cognitive strategies and social/affective strategies. The purpose of this study was to know the relationship and the level of Iranian senior High school students' reading self-efficacy beliefs and their use of reading strategies. 45 students from Ferdousi High school in Shoushtar participated in this study. Two questionnaires have been used in this study as instruments. Reading self-efficacy questionnaire and reading strategies questionnaire was used for collecting data. The result of this study was the student strategies used were at a medium level and it was revealed that reading self-efficacy was significantly positively correlated with overall reading strategy use.

Third, Tobing (2013), studied about the relationship between reading Strategies and self-efficacy with the reading comprehension of High School Students in Indonesia. The purpose of this study was to investigate the relationship of reading strategies and self-efficacy with the reading comprehension of high school students in Indonesia. The categories of reading strategies were:

global reading strategies, problem-solving reading strategies and support reading strategies. 138 high school students from a state high school participated in this study. The result showed that the categories of reading strategies were not significantly related to reading comprehension. The use of reading strategies had a non-significant relationship with reading comprehension.

Fourth, Li (2010) entitled *Study of English Reading Strategies Used by Senior Middle School Students* in Jiang Xi Province in China. The categories of reading strategies were: global reading strategies, problem-solving reading strategies and support reading strategies. The study is designed to answer the following questions: (1) what type and frequency of reading strategies do the students use in their reading processes? (2) Are there any significant differences by gender in the use of reading strategies? (3) Is there any relationship between strategy use and students' English proficiency? In this study, 180 participants completed a 30-item questionnaire of metacognitive awareness of reading strategies when reading academic materials. The result revealed that, firstly, there is a moderate awareness of all the strategies; secondly, the students hold a preference for Problem Solving Reading Strategies, followed by Global and Support Reading Strategies; thirdly, females show higher use of reading strategies than males in each individual category, as well as in the combined sub-categories. Also, the females are more careful and considerate while the males are more adventurous and bolder. Finally, the readers' metacognitive awareness of reading strategies is closely linked to their language proficiency.

2.8.Hypotheses

Fraenkel, Wallen, and Hyun (2012, p.83) add that a hypothesis is simply put, a prediction of the possible outcomes of the study. The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no significant correlation between students' reading strategies and their reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

H_a : There is a significant correlation between students' reading strategies and their reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang

H_a : Reading strategies significantly influence reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

2.8.1. Criteria for Testing Hypotheses

These hypotheses tested in order to know whether the correlation coefficient score is significant or not. In testing hypotheses, there are some criteria from Cohen, Manion and Morrison (2007 p. 519), Creswell (2012, p. 188-189) and Fraenkel, Wallen, and Hyun (2012, p. 228-232). Those are in the following:

1. If p -value is higher than 0.05, H_0 is rejected and H_a is accepted. So, there is correlation between reading strategies and reading comprehension achievement.

2. If p -value is lower than 0.05, H_0 is accepted and H_a is rejected. So, there is no correlation between reading strategies and reading comprehension achievement

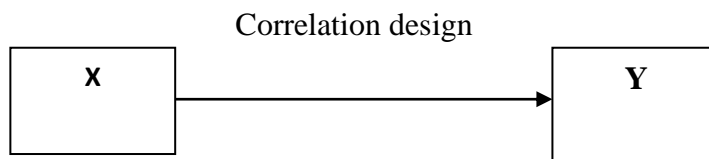
CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) method of research, (2) variables of the study, (3) operational definition, (4) population and sample, (5) data collection, (6) validity and reliability, and (7) data analysis.

3.1 Method of the Research

In conducting this research, correlational research with the explanatory design was used to find out the correlation between variables and explain and interpret the appeared results. Cresswell (2012, p. 338) states that in correlational research design, researchers use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores, In this study, the researcher firstly measure the students' reading strategies by using survey of reading strategies questionnaire. Second, reading comprehension test was used to find out the students' reading comprehension achievement. Then the correlation and the influence between variables were analyzed through Statistical package for Social Science (SPSS) 23.00 based on the results of the questionnaire and reading test. Last explanation and interpretation of the result were discussed. The research design is as follows:



X= Reading strategies

Y= Reading comprehension achievement

3.2 Research Variables

There are two kinds of variable. They are independent variable and dependent variable. Creswell (2012, p. 115-116) argues that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The independent variable in this study is Reading Strategies and the dependent variable is the students' reading comprehension achievement.

3.3 Operational Definitions

To avoid the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided. First, in this research, there are two variables that will be correlated which are the eleventh grade students' reading strategies, and their reading comprehension achievement.

Second, reading strategies refer to the students' types of reading strategy use. In this research, the students' reading strategy use was one or more specific strategies (out of three) 1. Global reading strategies, 2. Problem-solving reading strategies 3. Support reading strategies owned by each student. Their reading strategy uses were identified from the questionnaire they answered.

Last, Reading Comprehension achievement refers to what the students have acquired by looking at their result in reading test. The score that obtained from the students' reading comprehension test by using TOEFL Junior.

3.4 Population and Sample

3.4.1 Population

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristic. The population of the study is 120 students which come from 4 classes at SMA muhammadiyah 6 Palembang. Population of the study is presented in the table of population as follow:

Table 6
The population of the study

NO	CLASS	STUDENTS
1	IPA 1	25
2	IPA 2	25
3	IPS 1	35
4	IPS 2	35
TOTAL		120

(Source: administration of SMA Muhammadiyah 6 Palembang in academic year 2016/2017)

3.4.2 Sample

In accordance with Fraenkel, Wallen and Hyun, (2012, p. 91), a sample in a research study is the group on which information is obtained. In this research, convenience sampling method was used to take the sample of this study. Cohen, Manion, and Marisson (2007, p. 113-114) explains that convenience sampling or,

as it is sometimes called, accidental or opportunity sampling, involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time, In addition, Creswell (2012, p. 148) also argues that there are approximately 30 participants for a correlational study that related variables. Meanwhile, Fraenkel, Wallen and Hyun, (2012, p. 103) state that for correlational studies, a sample of at least 50 is deemed necessary to establish the existence of a relationship. There were two classes as a sample of this research. They were XI IPA A and XI IPA B classes including 50 students in those classes. The researcher chose IPA class as samples based on teacher recommendation in SMA Muhammadiyah 6 Palembang. The distributions of the sample can be seen as follow:

Table 7

Distribution of the samples

No	Class	Students
1	IPA 1	25
2	IPA 2	25
	TOTAL	50

3.5 Data Collection

In collecting the data, the researcher used two techniques, namely questionnaire and test.

3.5.1 Reading Strategies Questionnaire

To obtain the information about students' reading strategies, survey of reading strategies questionnaire for adolescent and adult by Mohktari and sheorey (2002) was distributed before the reading test is conducted (see appendix A). There will be 30 items in the questionnaire consisting of 3 items for each group of reading strategies. (1) Global reading strategies, (2) Problem-Solving reading strategies and (3) Support reading strategies. Each item of the questionnaire has 5-point likert scale to which the students respond in about 15 minutes and questionnaire has been translated into Bahasa Indonesia.

3.5.2 Reading Comprehension Test

This technique was used to find out the students' reading comprehension achievement. The researcher used reading test. The purpose of this test is to pinpoint strength and weaknesses students' reading comprehension. The test is taken from the TOEFL Junior which consists of 42 in multiple choices.

3.6. Validity and Reliability of the Instrument

Before contributing the test instrument should be valid and reliable. Validity refers to the appropriateness, meaningfulness, correctness and usefulness of the influence a researcher makes (Fraenkel, Wallen and Hyun, 2012, p. 147). Therefore Lois Choen, Lawrence Manion and Keith Morrision (2007, p. 146)

explain that reliability is Synonym for dependability, consistency and replicability overtime, over instruments and over groups of respondents.

3.6.1 Validity and Reliability of the Questioner

The use of reading strategies was measured using Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002) and translated into Indonesian language. This survey was field-tested by Mokhtari and Sheorey (2002) at two universities in the United States (N=147) and found that this instruments was valid to be used for adolescent and adult ESL or EFL learners. The internal consistency of SORS was .89 (N= 147) indicating that the instrument was valid and reliable to be used to measure reading strategies use among adolescent and adult native and non native speakers of English.

3.6.2 Validity and reliability of the reading comprehension test

In this research TOEFL Junior Test was used. TOEFL Junior Standard test is an objective and reliability measure of English communication skill. It was launched on October 2010 and has been administered in more than 50 countries including Indonesia. It measure the degree to which students in middle school and lower level of high school have attained proficiency in the academic and social English language skill representative of English- medium instructional environment .This kind of test measure the English proficiency of students' age 11+ years old. However this test maybe appropriateness is based on the English language proficiency of the students (TOEFL Junior Handbook, 2015).

The reading comprehension test consists of 42 items in multiple choice questions, each with the four answer choices. The test has three sections, reading comprehension section is the third in the test. It is designed to measure the students' ability to reading for instructional academic purposes.

3.7.Data Analysis

There were two kinds of data will be analyzed, namely the data from questionnaire and from test. There are two statistical analysis of this study; (1) reading strategies, (2) reading comprehension achievement.

3.7.1. Analysis of Reading Strategies Questionnaire

Questionnaire was distributed to the students to find what types of strategies that they might employ in learning English. The researcher will be adapted the questionnaire from Survey of Reading Strategies Questionnaire (SORS) that provided with 30 items in each category consists of 3 groups of strategies:(13) items belong to global reading strategies, (8) items belong to problem solving reading strategies, (9) items belong to support reading strategies. Here are the specific items of Survey of Reading Strategies (SORS).

Table 8

Subcategories of SORS and Specific Item

Strategy category	Numbers of item	Description
Global reading strategies	1.3.4. 6. 8. 12.15. 17.20. 21.23.24.27.	Global reading strategies involved planning how to read and managing comprehension.

Problem solving strategies	7. 9. 11. 14. 16. 19. 25. 28	Problem-solving reading strategies involved using strategies when reading difficult part of the text.
Support reading strategies	2.5. 10. 13. 18. 22. 26. 29. 30.	Support reading strategies involved using devices and technique to understand a text.

The responses *I never or almost never use this strategy* got the lowest score (1) and those of *I always use this strategy* got the highest score (5). The scoring procedure was to add up the number circled by students for each item as students' total score. Then, frequencies were calculated and averaged to determine to the types of strategies employed by students. The higher average or mean the higher frequency of using reading strategies.

The mean scores were interpreted using the interpretation key provided by Mokhtari and Sheorey (2002). The standard for interpretation mean scores is shown in Table 8.

Table 9
The Frequency of Reading Strategies Use

Mean score	Frequency scale	Evaluation
4.5- 5.0	High	Always or almost always used
3.5- 4.4		usually used
2.5- 3.4	Medium	Sometimes used
1.5- 2.4	Low	Generally not used
1.0- 1.4		Never or almost never used

3.7.2. Analysis of Reading Comprehension Test

In reading comprehension test, students' achievement will be scored by calculating each correct answer. The correct answer will be scored 1 and the incorrect one is 0. There are 42 items; it means there are 42 points for the highest score. The result of students' reading comprehension will be taken from the numbers of the right answer divided to the total number of the test times 100.

$$\text{Reading Test Score} = \frac{\text{Number of the right answer}}{\text{The Total number of the test}} \times 100$$

Based on students' score, qualification is used to see whether the students have very poor, poor, average, good, and very good.

Table 10
Range of students' achievement

Score	Qualification
80-100	Very good
66-79	Good
56-65	Average
45-55	Poor
0-45	Very poor

(Source: Administration of SMA Muhammadiyah 6 Palembang 2016)

3.7.3. Data Descriptions

This section presents the distribution of frequency of data and descriptive statistics which obtained from students' score in SORS and reading test.

3.7.3.1. Distributions of Frequency Data

After the data from SORS questionnaire and reading test were obtained, the writer described the students' score by presenting a number of students who got a certain score and its' score percentages from students' score in SORS questionnaire and reading test. To get the result of analysis frequency data, SPSS was used.

3.7.3.2.Descriptive Statistics

In descriptive statistics, the number of samples, the minimum score, the maximum score, mean, and standard deviation were obtained. Descriptive statistics were got from students' score in SORS questionnaire and reading test.

3.7.4. Prerequisite Analysis

Before analyzing all of the data obtained statistically, prerequisite analysis should be done to ensure that the data is normal and linear.

3.7.4.1. Normality Test

Normality test was used to measure whether the obtained data was normal or not. The normality test was used to measure students' score in SORS questionnaire and reading test score. Creswell (2012, p. 614) proposes that whether the distribution of the data are normal or not will determine what statistical test will be used to analyze the relationship hypotheses. In measuring normality test, *1-Sample Kolmogronov Smrinov* was used. If p- value was higher than 0.05, the data was normally distributed.

3.7.4.2.Linearity Test

Linearity test was conducted to measure whether the obtained data was linear or not. *Test for linearity* was used to measure students' score in SORS and reading test score. Moreover, If deviation from linearity was higher than 0.05, the data was linear.

3.7.5. Correlation Analysis

Firstly, the data from the questionnaire will be analyzed to determine the students' reading strategies use by observing the item in the column. Each item is scored from 1 to 5 scale; higher scores mean stronger of the item. A total score can be derived by summing up the scores of all the items.

Secondly, the students' reading test will be analyzed by using TOEFL scoring test. Above all, to analyze the data obtained from the questionnaire, and student's reading comprehension achievement in order to see the correlation and influence between one variable and other variable, the Statistical Package for Social and Science (SPSS) computer program will be employed. To find out the correlation between students' reading strategies as a whole and their reading achievement, Pearson – Product Moment Correlation Coefficient will be used. Then, the result was consulted to the correlation coefficient interval. After that, if there was any relationship between reading strategies use and comprehension achievement, the analysis was continued to see if there was any significant influence between reading strategies and reading strategies reading comprehension achievement.

3.7.6. Regression Analysis

Simple Regression Analysis (Stepwise Method) is also used to examine whether or not students' reading strategies or each type of the strategies influence their reading comprehension achievement. If there is an influence, further analysis will reveal the best predictor of reading comprehension achievement related to

reading strategies. Furthermore, to answer the reasons why the correlation and influence among variables may occur, descriptive analysis was used.

CHAPTER IV

FINDINGS AND INTREPTATIONS

This chapter presents the findings and interpretations of the study. Descriptive statistics, Pearson product- moment correlation, and regression analysis were used to analyze the data using *the Statistic Package for Social Science* (SPSS) version 19.0.

4.1 Research Findings

The findings reported in this the following sections: (4.1.1) the descriptive statistics for students' reading strategies use, (4.1.2) the descriptive statistics for students' reading comprehension achievement, (4.1.3) the results of normality test (4.1.4) the result of linearity test, and (4.1.5) the relationship between reading anxiety and overall reading strategies use.

4.1.1 The Descriptive Statistics for Students' Reading Strategies Use

The 30 of items Survey of Reading Strategies (SORS) was used to examine students' reading strategies use when they read in English. 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 or almost never do this) to five points (I always or almost always do this). Its range of possible scores is 30 to 150. The higher scores refer to the more frequent use of reading strategies when reading EFL materials.

The descriptive statistic analysis of SORS for the participant is shown in table 11. The maximum score was 132, and the lowest score was 63. The range of SORS score in this study was 63 to 132. The mean of the reading strategies use' scores for the participants were 99.48 and the standard deviation was 14.406. The frequency of score can be seen appendix G.

As for the subcategories, the mean of global reading strategies score was 42.76 and the standard deviation was 7.305; the mean of problem solving strategies score was 27.88 and the standard deviation was 4.475; and the mean score of support reading strategies score was 29.46 and the standard deviation was 4.866.

Table 11
Descriptive Statistics of Overall Reading Strategies Use and
Subcategories

		ReadingStrategi esuse	GLOB	PROB	SUPP
N	Valid	50	50	50	50
	Missing	0	0	0	0
Mean		99.48	42.76	27.88	29.46
Std. Deviation		14.406	7.305	4.475	4.866
Minimum		63	26	19	16
Maximum		132	57	37	40
Sum		4974	2138	1394	1473
Mean (item) ^a		3.31	3.24	4.47	3.28

Note: ^a mean for single item

The result of descriptive statistical analysis of SORS for single item among three subcategories indicated the most and the least frequently reading strategies use by participants, see appendix I. To find out the most and the least

reading strategies used is based on the scale delineated by Oxpond (1990). It stated that when the mean score for every item was 3.5 or higher, it was high frequently reading strategies use, 2.5 – 3.4, it was medium frequently reading strategies used, and 2.4 or lower, it was low frequently reading strategies used.

Moreover, It was noticeable that there were five the most frequently reading strategies used since their mean scores were 3.5 or higher than. Those names were GLOB 1, GLOB 3, PROB 9, SUP 29, and GLOB. Among top five strategies, GLOB 1 ranked the first according mean for single item. It indicated that the participants tended to use basic reading skill in global reading strategies such as I have a purpose in mind when I read. The most frequently reading strategies used are displayed in Table 12.

Table 12
The Most Frequently Used of Reading Strategies

Name	Strategy	Mean	SD
GLOB 1	I have a purpose in mind when I read.	4.30	.863
GLOB 3	I think about what I know to help me understand what I read.	3.96	.947
PROB 9	I try to get back on track when I lose concentration.	3.84	.889
SUP 29	When reading, I translate from English into my native language.	4.15	1.045

GLOB 4	I take an overall view of the text to see what it is about before reading it.	3.70	1.055
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Table 13 reveals that the least frequently reading strategies used by the participants. There were five the least reading strategies used namely SUP 5, GLOB 20, GLOB 15, GLOB 21, and GLOB 12. It indicated that they were sometimes used strategies such as When text becomes difficult, I read aloud to help me understand what I read.

Table 13
The Least Frequently Used of Reading Strategies

Name	Strategy	Mean	SD
SUP 5	When text becomes difficult, I read aloud to help me understand what I read.	2.46	1.182
GLOB 20	I use typographical features like bold face and italics to identify key information.	2.66	1.239
GLOB 15	I use tables, figures, and pictures in text to increase my understanding.	2.66	1.206
GLOB 21	I critically analyze and evaluate the information presented in the text.	2.70	1.165
GLOB 12	When reading, I decide what to read closely and what to ignore.	2.70	1.233

4.1.2 The Result of TOEFL Reading Comprehension Section

Since there are 50 questionnaires which the researcher analyzed, the researcher also analyzed 50 students' reading comprehension test. The result of descriptive statistics of reading comprehension test can be seen below.

Table 14

Descriptive Statistics of TOEFL Reading Comprehension Section

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Achievement	50	36	71	53.28	9.895
Valid N (listwise)	50				

Based on the descriptive statistics, the minimum score of reading comprehension test was 36, and the maximum score was 71. Meanwhile, the mean score of reading comprehension test was 53.28. This mean score indicated that the reading comprehension of the eleventh grade students of SMA Muhammadiyah 6 Palembang were in the average category. The result score were divided into scoring classification.

The findings showed that there are 16 students got very poor with percentage 32,0% , 13 students got poor with percentage 26,00%, 19 students got average score with percentage 38.0% and 2 students got good score with percentage 4.0%classification. It concluded that, the results of students reading comprehension test was failed.The distribution of reading comprehension is presented in the following table:

Table 15
Distribution of Reading Comprehension Achievement

Interval	Students	Category	Percentage
86 – 100	–	Very Good	0%
71 – 85	2	Good	4.0%
56 – 70	19	Average	38.0%
46 – 55	13	Poor	26.0%
0 – 45	16	Very Poor	32.0%

4.2. Prerequisite Analyses

The statistical analyses include (1) the statistical analysis of normality test and linearity test of the reading strategies and reading comprehension achievement data, (2) the statistical analysis in examining the relationship between students' reading strategies and listening comprehension achievement. (3) The statistical analysis of regression analysis between reading strategies and reading comprehension achievement in all participants.

4.2.1. The Results of Normality Test

Normality was conducted prior to data analysis. *1-Sample Kolmogorov Smirnov* was applied to see the normality. The results indicated that the data from each variable were all normal since the *p*-values (.921 for SORS and .482 for reading comprehension test) were higher than 0.05.

Table 16**Normality of Two Variables****One-Sample Kolmogorov-Smirnov Test**

		ReadingStrategi esuse	Reading_ Achievement
N		50	50
Normal Parameters ^{a,b}	Mean	99.48	53.28
	Std. Deviation	14.406	9.895
Most Extreme Differences	Absolute	.078	.119
	Positive	.078	.119
	Negative	-.066	-.091
Kolmogorov-Smirnov Z		.551	.839
Asymp. Sig. (2-tailed)		.921	.482

a. Test distribution is Normal.

b. Calculated from data.

The normality of each variable was also shown through the normal Q-Q Plot which is illustrated in Figure 1 and 2.

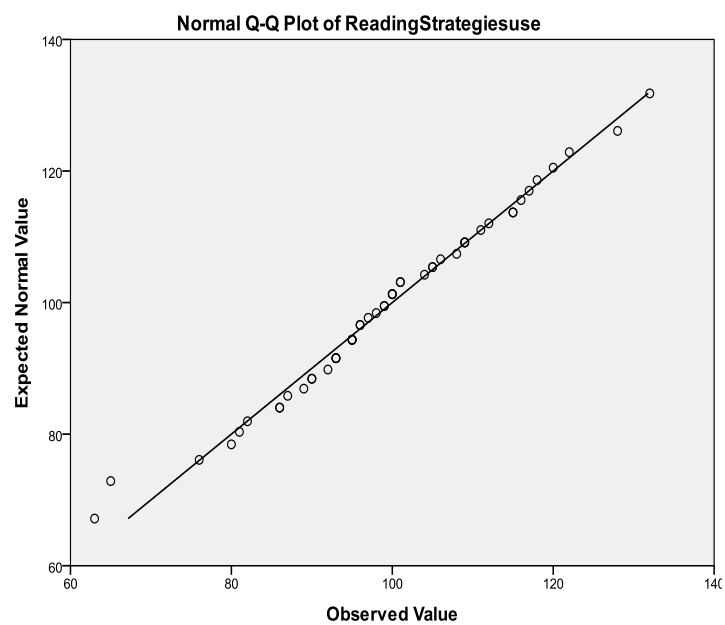


Figure 1. Normal Q-Q Plot of Reading Strategies use

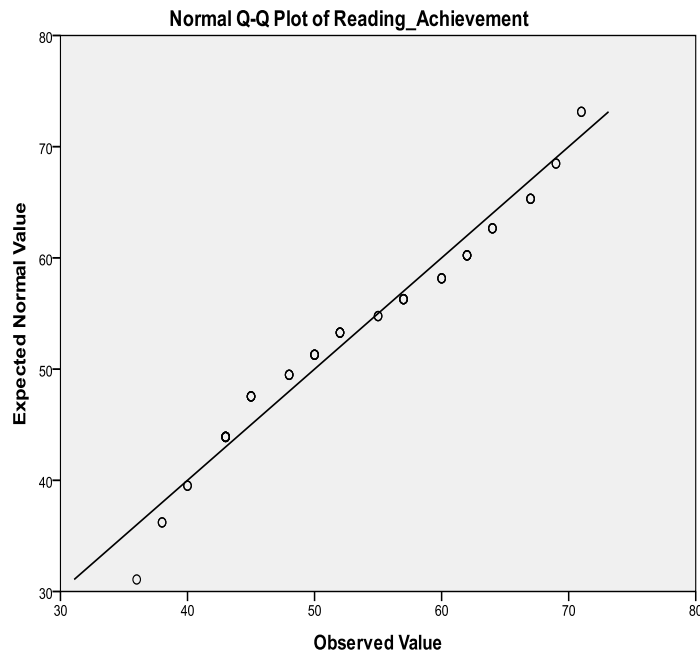


Figure 2. Normal Q-Q Plot of Reading Comprehension Section

Diagonal lines in graphs illustrate the ideal situation of the data follow a normal distribution. The dots around the line are the sample data that are tested. If most of dots are very close to the line or even stick to the line, it can be concluded that data follow a normal distribution.

4.2.2. The Results of Linearity Test

Test for linearity was used whether the reading strategies use score and reading achievement was linear or not. The linearity was obtained. The results revealed that linearity (.001) were lower than 0.05. It indicated that all the data were linear. The linearity tests of each variable can be seen in Table 17.

Table 17
Linearity of the Data

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension Achievement * Reading Strategies Use	Between Groups	(Combined)	3347.163	33	101.429	1.119	.419
		Linearity	1627.667	1	1627.667	17.949	.001
		Deviation from Linearity	1719.496	32	53.734	.593	.898
	Within Groups		1450.917	16	90.682		
	Total		489.080	49			

4.2.3 The Correlation between Overall Reading Strategies Used and Reading Comprehension Achievement

As outlined in Chapter 1, the first research question “Is there any relationship between reading strategies and reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang?” was answered in this section. The results from the Pearson’s product moment correlation coefficient between the SORS scores and the Reading comprehension achievement scores are shown in Table 18.

The result of correlation analysis revealed that the correlation coefficient or the r (582) was higher than r -table (.273). Then, the level of probability (p) significance (sig.2-tailed) was 000. It means that p (.000) was lower than .05. Thus, there was significant correlation between the students’ reading strategies use and their reading achievement.

Table 18
Correlation between Reading Strategies Use and Reading
Comprehension Achievement

		Correlations	
		ReadingStrategi esuse	Reading_Achiev ement
ReadingStrategiesuse	Pearson Correlation	1	.582**
	Sig. (2-tailed)		.000
	N	50	50
Reading_Achievement	Pearson Correlation	.582**	1
	Sig. (2-tailed)	.000	
	N	50	50

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

4.2.4. Influence of Students' Reading Strategies use on Their Reading Achievement

This section answered the second research problem. By analyzing the result of descriptive statistics the survey of reading strategies (SORS) and reading comprehension achievement.

In addition, there was a significant correlation between the reading strategies use and reading comprehension achievement. It can be inferred that students' reading strategies use strategies use has significant influence on their reading comprehension achievement. However, regression analysis was still used to find out if students' reading strategies use influenced their reading comprehension achievement.

The result indicated that the students' reading strategies use influenced reading comprehension achievement significantly with t_{value} (4.964) was higher than t_{table} (2.010) with sig. Value (000) was lower than probability (.05). Therefore, there was a significant influence between students' reading strategies use toward their reading comprehension achievement of SMA Muhammadiyah 6 Palembang. It means that there was a significant influence of students' reading strategies use on their reading comprehension achievement.

Table 19

The Regression Analysis of Students' Reading Strategies Use and Reading Comprehension Achievement

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	13.479	8.100		1.664	.103
	Reading Strategies use	.400	.081	.582	4.964	.000

a. Dependent Variable: Reading_Achievement

In addition, to know the percentage of reading strategies use influence on reading comprehension achievement. R-Square was obtained. The result, of the analysis revealed that the R Square (R^2) was. 339. It means that students' reading strategies use gave significant effect in the level of 33.9% toward reading comprehension achievement, and 66.1% was unexplained factor value. The result of modal summary is shown in the table bellow;

Table 20

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.582 ^a	.339	.325	8.127

a. Predictors: (Constant), ReadingStrategiesuse

b. Dependent Variable: Reading_Achievement

4.3. Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a significant correlation between reading strategies use and reading comprehension achievement. Also, there was a significant influence of reading strategies use on reading comprehension achievement.

The result of statistics descriptive of SORS showed the mean score of overall reading strategy use was 99.48 and the standard deviation was 14.406. This means that the participants' use of reading strategies when they read English reading materials was medium. In addition, the mean for single items in PROB was the highest ($M = 4.47$) and the mean for singles items in GLOB was the lowest ($M = 3.24$) among the three subcategories, which indicates that the participants tended to use problem solving reading strategies (PROB) most frequently while they used global reading strategies (GLOB) least frequently.

When the result compare to those of other studies using the SORS as an instrument measuring participants' use of reading strategies, the result of this study was similar to that Tobing (2013). The similarity could be because she also

used senior high school students as her participant. The mean score of SORS was 3.40 (SD= .54.). This score was classified as high-frequently use of overall reading strategies. While analyzing the participants' use of the three reading strategy categories, it was found that the participant of this study used problem solving reading strategies (PROB) most frequently while they used global reading. The findings of the present study also corroborate those of Sheorey and Mokhtari (2001). They reported that both U.S and ESL students are aware of almost all of the strategies in the survey.

Based on the result of Pearson product moment correlations, it was found that there was a positive and significant correlation between reading strategies use and reading comprehension achievement of the eleventh grade of SMA Muhammadiyah 6 Palembang ($r = .582, p > .05$). This means that reading strategies had relation to students' performance in reading comprehension achievement. Guthrie, Wigfield, and Humenick (2006) conclude that two of the biggest influences on reading are teachers and parents. If a student is positively exposed to read outside of school, he /she will be more motivated to read in school. It was supported that from the beginning of the tenth grade the participants had been involved in English reading assignment or exposed to English reading materials from printed textbook or online media and the writer believes that not only strategy of the students which can guarantee them to success in learning English, but students also other personality factors (interest, intelligence, motivation, and etc) and external factor (media, teaching method, classroom environment, and etc).

Many other researchers who have conducted studies in different contexts have reached the same result. The results of their research studies unanimously confirmed the positive relationship between the use of reading strategies and reading comprehension achievement (Zare and Othaman, 2013; Zare and Mubarokah, 2011)

The significant correlation between the use of strategies and reading comprehension achievement shown great importance to train the language learners to use the appropriate strategies and employ them as frequently as possible. These strategies can lead the reader towards a new understanding of reading and help him/her to comprehend the message of the written text and communicate with the author properly. Therefore, it is of great importance for language educators to pay attention to their students and train them to employ strategies as frequently as possible. Moreover, Bookongsaen (2014) revealed that language learning experience seems to play an important role for developing a learner as a strategic reader. Students with non-limited experiences employed reading strategies significantly more than those students with limited language learning experiences.

Further, students reading strategies use also had significant influence to the students' reading comprehension achievement (33.9%). Students who have higher strategies tend to have better reading achievement. Hall (2010) argued that there are two factors that influence the students' reading comprehension, reader factor and text factor. Reader factors include the background knowledge that readers bring to the reading process as well as the strategies they use while

reading and their motivation and engagement during reading. Text factors include the author's ideas, the words the author uses to express those ideas, and how the ideas are organized and presented. Both reader factors and text factors affect comprehension.

In short, the total contribution of students' reading strategies and their reading comprehension achievement showed significant correlated and influenced. However the unexplained factors also had contribution on students' reading achievement. The findings of the study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

Finally, this study was success in investigating the correlation and the influence between students' reading strategies and their reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

BAB V

CONCLUSIONS AND SUGGESTIONS

This chapter of this research presents (5.1) conclusions, and (5.2) suggestions.

5.1 Conclusions

After the research was conducted at the eleventh grade students of SMA Muhammadiyah 6 Palembang, the major findings are summarized as follows.

First, according to the result of survey of reading strategies (SORS), the level of eleventh grade students' survey of reading strategies was medium. Then, the result of reading test indicated that their reading achievement belonged to poor category.

Second, based on the result of Pearson product moment correlations, it was found that students' reading strategies use correlated with their reading achievement. The category of correlation was fair. Additionally, the linear regression analysis showed that reading strategies use (33.9%) significantly influenced the dependent variable, students' reading comprehension achievement.

5.2 Suggestions

Based on the previous conclusions about the findings of this study, some suggestions are addressed to students, English foreign language (EFL) instructors and future research.

1. For Students

There are several recommendations for students in relation to this study. Students suggested reading a lot and using all reading strategies, in order to improve their reading comprehension achievement. It is advised to them to practice their reading strategies more often in order to know which reading strategies they may lack and should be improved.

1. For English Foreign Language (EFL) Instructors

The study findings can help EFL teachers of high schools better understand the current use of EFL reading strategies among their students and actions they can take to help their students improve their reading abilities. The result of this study may help teachers determine the appropriate reading strategies to incorporate into English reading comprehension instruction. However, to ensure success in English reading comprehension, students need to know which strategies to use and how to use them. In addition to using these strategies with high frequency, EFL high school students need to learn to use them effectively.

2. For Future Research

This study gives much information about not only the relationship between reading strategy used and reading comprehension achievement of foreign language learners, but also how much it influences learners' reading achievement. Therefore, this study can be used as reference for future studies with similar problems or variables. The findings of this study were difficult to generalize

because of a small number of samples. Therefore, it is recommended for future research to examine larger samples.

It is suggested that future studies focus on the following: First, observation can be used to develop a deeper understanding of the use of reading strategies by high school students. Interviews can also be employed after survey or observation. If these approaches are used, then not only can the way EFL reading strategies are used by learners be observed, but also the reading strategies that are most effective at improving the reader's English reading ability may be practically explored. Second, it would be worthwhile to compare the use of EFL reading strategies by proficiency level to help students better regulate the use of strategies while reading. Third, action research can be conducted to find out how effective reading strategies can be used to improve English reading among EFL high school students.

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APPENDIX A

INTERVIEW IN PRELIMINARY STUDY

The researcher already made an appointment to the teacher first, and then the informal interview was conducted on September 10th, 2016 to the teacher.

TO TEACHER

1. Tahun ini mengajar kelas mana?
= kelas XI dan kelas XII

2. Menurut ibu apa saja masalah yang paling banyak ditemui dalam mengajar Bahasa Inggris ke anak-anak tersebut?
= masalah yang abnyak dihadapi oleh siswa adalah ketika disuruh praktek membaca text tidak jelas dan kebanyakan dari mereka tidak mengerti maksud dari tex tersebut apa.

3. Apa yang diharapkan jika saya diizinkan untuk melakukan penelitian disini?
= saya harap nanti kamu kasih laporan hasil penelitian kamu sehingga saya dapat inspirasi dari hasil penelitian untuk mengetahui masalah yang dihadapi.

APPENDIX B

INTERVIEW IN PRELIMINARY STUDY

TO THE STUDENTS (students of SMA Muhammadiyah 6 Palembang)

1. Kesulitan apa yang kaian alami ketika belajar Bahasa Inggris
= Membaca
2. Mengapa membaca adalah hal yang sulit bagi kalian?
= karena ketika praktek membaca terasa sulit dalam pengucapan kata-katanya.
3. Bagaimana dengan arti dari teks yang kalian baca?
= ada yang dimengerti dan ada juga yang tidak
4. Apa yang kalian lakukan ketika tidak memahami isi dari teks yang kalian baca?
= kalau tidak mengerti kami menggunakan kamus untuk mengartikan.
5. Apakah kalian mengetahui strategi ketika membaca teks berbahasa Inggris?
= Tidak,

APPENDIX C

Students Score of Reading Comprehension

No	Name	SCORE
1	Pujiem	40
2	M. Risky Ramadhan	40
3	Syalabilah Ramadanti	60
4	Nadra Ayu Mutia	50
5	Febrianti	30
6	Emilia	40
7	Fatimah Aurelia Putri	60
8	Ismi Isnaini	50
9	Jane Nadella Putri	60
10	Leni Sartika	50
11	HanisaTiara Novitri	30
12	Nia Agustin	40
13	Novia Relita	40
14	Yudi Yusman	50
15	Nuraini Putri Utami	30
16	Novi Yulianti	40

The result score were divided into scoring classification. The findings showed that there 9 students got very poor, 4 students got poor, and 3 students got average score. The distribution of reading comprehension is presented in the following table:

Interval	Students	Category	Percentage
86-100		Very good	0%
71-58		Good	0%
56-70	3	Average	18,75%
46-55	4	Poor	25 %
0-45	9	Very poor	56,25 %

APPENDIX D : English Version
SURVEY OF READING STRATEGIES (SORS)

The purpose of this survey is to collect information about the various techniques you use when you read **academic materials in English** (e.g. reading textbooks for homework or examinations, reading journal articles, etc). All the items below refer to your reading of academic materials (such as textbooks, *not* newspapers or magazines). Each statement is followed by five numbers: 1, 2, 3, 4, and 5, and each number means the following:

‘1’ means that ‘I **never or almost never** do this’.

‘2’ means that ‘I do this only **occasionally**’.

‘3’ means that ‘I **sometimes** do this’.

‘4’ means that ‘I **usually** do this’

‘5’ means that ‘I **always or almost always** do this’.

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) which applies to you. Note that there are no right or wrong responses to any of the items on this survey.

No	Statement	Never			Always
1	I have a purpose in mind when I read.	1	2	3	4 5
2	I take notes while reading to help me understand what I read.	1	2	3	4 5
3	I think about what I know to help me understand what I read.	1	2	3	4 5
4	I take an overall view of the text to see	1	2	3	4 5

	what it is about before reading it.					
5	When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
6	I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
7	I read slowly and carefully to make sure I understand what I am reading.	1	2	3	4	5
8	I review the text first by noting its characteristics like length and organization.	1	2	3	4	5
9	I try to get back on track when I lose concentration.	1	2	3	4	5
10	I underline or circle information in the text to help me remember it.	1	2	3	4	5
11	I adjust my reading speed according to what I am reading.	1	2	3	4	5
12	When reading, I decide what to read closely and what to ignore.	1	2	3	4	5
13	I use reference materials (e.g. a dictionary) to help me understand what I read.	1	2	3	4	5
14	When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
15	I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5

16	I stop from time to time and think about what I am reading.	1	2	3	4	5
17	I use context clues to help me better understand what I am reading.	1	2	3	4	5
18	I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
19	I try to picture or visualize information to help remember what I read.	1	2	3	4	5
20	I use typographical features like bold face and italics to identify key information.	1	2	3	4	5
21	21. I critically analyze and evaluate the information presented in the text. 1 2 3 4 5	1	2	3	4	5
22	I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
23	I check my understanding when I come across new information.	1	2	3	4	5
24	I try to guess what the content of the text is about when I read.	1	2	3	4	5
25	When text becomes difficult, I re-read it to increase my understanding.	1	2	3	4	5
26	I ask myself questions I like to have answered in the text.	1	2	3	4	5
27	I check to see if my guesses about the text	1	2	3	4	5

	are right or wrong.	
28	When I read, I guess the meaning of unknown words or phrases.	1 2 3 4 5
29	When reading, I translate from English into my native language.	1 2 3 4 5
30	When reading, I think about information in both English and my mother tongue.	1 2 3 4 5

INDONESIAN SURVEY OF READING STRATEGIES

Survei Tentang Strategi Membaca

Tujuan dari survei ini adalah untuk mengumpulkan informasi mengenai berbagai teknik yang Anda gunakan ketika Anda membaca **teks-teks akademis dalam bahasa Inggris** (misalnya membaca buku-buku pelajaran untuk mengerjakan PR (Pekerjaan Rumah) atau mempersiapkan ujian, membaca artikel-artikel dalam jurnal ilmiah, dll.). Hal-hal yang disebutkan berikut ini merujuk pada cara Anda membaca **teks-teks akademis** (misalnya buku-buku pelajaran, *bukan* koran atau majalah). Setiap pernyataan diikuti oleh 5 [lima] angka: 1, 2, 3, 4, dan 5, dan masing-masing angka itu memiliki arti sebagai berikut:

“1” artinya “Saya **tidak pernah** atau **hampir tidak pernah** melakukan hal ini”

“2” artinya “Saya melakukan hal ini **hanya sesekali**”

“3” artinya “Saya **kadang-kadang** melakukan hal ini”

“4” artinya “Saya **biasa** melakukan hal ini”

“5” artinya “Saya **selalu** atau **hampir selalu** melakukan hal ini”

Setelah Anda membaca setiap pernyataan, **lingkarilah angka** (1, 2, 3, 4, atau 5) sesuai dengan keadaan Anda. Tidak ada jawaban yang benar atau salah dalam setiap pernyataan dalam survey ini.

No	Statement	Tidak pernah	Selalu
1	Saya memiliki tujuan ketika saya membaca sebuah teks.	1	2 3 4 5
2	Ketika membaca, saya membuat catatan untuk membantu saya dalam memahami apa yang saya	1	2 3 4 5

	baca.					
3	Saya menggunakan pengetahuan saya untuk membantu memahami teks yang saya baca.	1	2	3	4	5
4	Sebelum membaca sebuah teks, saya melihat teks secara keseluruhan untuk mengetahui mengenai apa teks tersebut.	1	2	3	4	5
5	Ketika membaca bagian teks yang sulit, saya membaca dengan suara keras untuk membantu saya memahami teks tersebut.	1	2	3	4	5
6	Saya memikirkan apakah isi dari teks sesuai dengan tujuan saya dalam membaca.	1	2	3	4	5
7	Saya membaca dengan perlahan-lahan dan berhati-hati untuk memastikan bahwa saya memahami apa yang sedang saya baca.	1	2	3	4	5
8	Saya meninjau teks bacaan terlebih dahulu dengan memperhatikan karakteristik teks, misalnya panjang teks dan susunannya.	1	2	3	4	5
9	Saya mencoba untuk kembali berkonsentrasi pada bagian bacaan saya jika saya kehilangan konsentrasi dalam membaca.	1	2	3	4	5
10	Saya menggarisbawahi atau melingkari informasi dalam teks untuk membantu saya mengingat informasi tersebut.	1	2	3	4	5

11	Saya menyesuaikan kecepatan membaca sesuai dengan teks yang saya baca.	1	2	3	4	5
12	Ketika membaca, saya menentukan bagian teks yang saya baca dengan seksama dan bagian teks yang saya abaikan.	1	2	3	4	5
13	Saya menggunakan buku-buku referensi (misalnya kamus) untuk membantu saya memahami isi bacaan.	1	2	3	4	5
14	Ketika teks bacaan bertambah sulit, saya memberikan perhatian lebih pada teks tersebut.	1	2	3	4	5
15	Saya menggunakan tabel, angka, maupun gambargambar dalam teks untuk membantu saya memahami isi teks.	1	2	3	4	5
16	Sesekali saya berhenti membaca untuk memikirkan isi bacaan tersebut.	1	2	3	4	5
17	Saya menggunakan penunjuk makna dalam konteks untuk membantu saya memahami isi bacaan.	1	2	3	4	5
18	Saya menguraikan makna teks dengan kata-kata saya sendiri untuk lebih memahami teks yang saya baca.	1	2	3	4	5
19	Saya mencoba untuk menggambarkan atau memvisualisasikan informasi dalam teks untuk membantu saya mengingat apa yang saya baca.	1	2	3	4	5

20	Saya menggunakan fitur-fitur tipografi misalnya cetak tebal dan huruf miring untuk membantu mengidentifikasi informasi penting.	1	2	3	4	5
21	Secara kritis, saya menganalisa dan mengevaluasi informasi dalam teks bacaan.	1	2	3	4	5
22	Saya membaca ulang bagian-bagian teks sebelumnya untuk menemukan hubungan makna dalam teks bacaan.	1	2	3	4	5
23	Ketika menemukan informasi baru dalam teks, saya memeriksa pemahaman saya atas informasi tersebut.	1	2	3	4	5
24	Ketika saya mulai membaca, saya mencoba untuk memperkirakan isi teks bacaan.	1	2	3	4	5
25	Ketika teks bertambah sulit, saya membaca bagian teks itu berulang kali untuk meningkatkan pemahaman saya.	1	2	3	4	5
26	Saya mengajukan pertanyaan-pertanyaan kepada diri sendiri yang saya harap dapat terjawab dalam teks bacaan.	1	2	3	4	5
27	Saya memeriksa apakah perkiraan saya tentang isi teks itu benar atau salah.	1	2	3	4	5
28	Ketika saya membaca, saya menebak arti dari kata-kat atau frasa yang belum saya ketahui.	1	2	3	4	5

29	Ketika membaca, saya menerjemahkan teks bacaan itu dari bahasa Inggris ke bahasa Indonesia.	1	2	3	4	5
30	Ketika membaca, saya memikirkan informasi yang berhubungan dengan teks itu dalam bahasa Inggris maupun bahasa Indonesia.	1	2	3	4	5

Appendix E.**READING COMPREHENSION SECTION****DIRECTION**

In this section of the test, you will read seven texts and answer 42 questions.

Choose the correct answer to each question and mark the letter of the correct answer on your answersheet.

Before you start, read the sample text and the questions below.

Sample Text

The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a red color, but gray clouds often surround it. On clear days people come to take pictures of the bridge. The pictures show the green hills next to the bridge and the blue water under it.

Sample Question 1

What is this text mostly about?

- (A) Gray clouds
- (B) San Francisco
- (C) A famous bridge
- (D) Taking photographs

The correct answer is C, "A famous bridge."

Sample Question 2

What color is the Golden Gate Bridge?

- (A) Red

(B) Green

(C) Blue

(D) Gray

The correct answer is A, "Red."

Questions 1-5 are about the following note from a teacher.

Dear Cathy,

Thanks for volunteering to clean up the science laboratory this afternoon. Usually, when a student does this for the first time, I go to the lab to show him or her exactly what to do. However, today I have a teacher's staff meeting at 3:30, so I can't be there. Still, I'm sure everything will be fine, since you have worked in the lab many times. Here is what you should do:

1. Clean all the glass containers that were used in class today.
2. After washing the containers, place them upside down on a towel to dry.
3. Wipe down all the worktables with a wet cloth.
4. Put all the microscopes that have been left out back on the equipment shelf.
5. Sweep the floor.
6. Put the trash outside the door.
7. Turn off the lights and lock the door when you leave.

If you have any questions, please ask Ms. Edwards in the classroom next door. You can return the key to me tomorrow when we have class at 10:30.

Thank you so much for your help!

— Mr. Marston

1. In line 2 of the note, the word this refers to _____.
 - (A) saying thank you
 - (B) finishing homework
 - (C) going to the science laboratory
 - (D) cleaning the science laboratory
2. Where will Mr. Marston probably be when Cathy cleans the lab?
 - (A) In the lab
 - (B) In his office
 - (C) At a meeting
 - (D) In the classroom next door
3. Where should Cathy put the glass containers?
 - (A) On a towel
 - (B) Near the door
 - (C) Next to the sink
 - (D) On the equipment shelf
4. What should Cathy do immediately after sweeping the floor?
 - (A) Lock the lab door
 - (B) Put away any microscopes
 - (C) Wipe down the worktables
 - (D) Take the trash out of the lab
5. When should Cathy give the key back to Mr. Marston?
 - (A) On her way home
 - (B) In class the next day

- (C) Right after she cleans the lab
- (D) Before school begins the next morning

Questions 6-10 refer to the following letter in a school newspaper.

Line This is my first year attending Wilson Middle School. Last year I went to a different middle school. Over the summer my father got a new job, so our whole family moved. Now I go to Wilson.

I want to make some comments based on my unique perspective as
5 someone who has attended two different middle schools. For example, I was surprised by all the complaints that the students at Wilson make about the food in the cafeteria. Either they don't like it, or they want more choices. But I like the food. The dishes are pretty tasty. And as for choices, at the school I went to last year there were never more than two lunch options each day. Sometimes there was only one!

10 However, I don't want anyone to think that I have a negative opinion of the Wilson students. Actually, I have been impressed with how involved the students here are. I plan to participate in some of the special clubs here that are organized by students, like the photography club and the hiking club. At my last school, students were not as actively involved in forming clubs.

6. Why is the author a student at Wilson Middle School?

- (A) Because his family recently moved
- (B) Because his father is a teacher there
- (C) Because it is the best school in the area

(D) Because he just completed primary school

7. In line 4, the word perspective is closest in meaning to _____.

(A) cause and effect

(B) back and forth

(C) out of date

(D) point of view

8. In line 9, the word one refers to _____.

(A) day

(B) school

(C) option

(D) cafeteria

9. Why does the author like the food at Wilson Middle School?

(A) It tastes good.

(B) It is very healthful.

(C) The servings are large.

(D) Students help to make it.

10. What does the author imply about the students at his previous school compared to students at Wilson Middle School?

(A) They did better in their studies.

(B) They planned fewer activities.

(C) They belonged to sports clubs.

(D) They gave him more help.

Questions 11-17 are about the following story.

Line Cricket—how I detested this game when I was young! My family would spend hours and hours watching it on television while I angrily waited for it to end. Every game seemed the same. Yes, one team won and the other one lost, but it was always the same game—some men pitching a ball, some running back and forth.

5 Then something happened. I became old enough to start playing cricket myself with the other kids in my neighborhood. We found a place to play wherever we could put up a wicket. We played on the street, in the backyard—even on the tops of buildings, believe it or not!

I can recall so clearly the sounds of the ball hitting the bat and the quick
10 running feet. I can still feel the sun on my face as I played and the bruises and scratches from falling down. I can still see the blue sky fading to darkness behind the buildings as our games continued into the night. It became my favorite thing in the world. Now I watch it not with anger, but with fond memories of the endless days and nights spent playing the game.



11. What title best summarizes the main idea of the passage?

(A) Cricket: A Game for All Ages

- (B) How I Learned to Love Cricket
- (C) The Dangers of Playing Cricket
- (D) Learning the Rules of a Difficult Game

12. In line 1, the word detested is closest in meaning to _____.

- (A) hated
- (B) played
- (C) wanted
- (D) watched

13. What best describes the author's attitude toward cricket when he was very young?

- (A) It was boring to watch.
- (B) It was difficult to learn.
- (C) It was fun to talk about.
- (D) It was dangerous to play.

14. According to the author, what was surprising about some of the cricket games he played?

- (A) They were played without bats.
- (B) They were played on rooftops.
- (C) No one cared who won them.
- (D) No one got hurt playing them.

15. The author describes memories of all of the following EXCEPT _____.

- (A) how the sun felt on his skin
- (B) how the ball sounded hitting the bat

- (C) how the sky turned from light to dark
- (D) how the rules of the game caused arguments

16. What change does the author describe?

- (A) He could not remember the rules of cricket at first, but then he decided it did not matter.
- (B) He was afraid of getting hurt playing cricket at first, but then he stopped being afraid.
- (C) He did not like cricket at first, but then he began to enjoy it.
- (D) He liked playing cricket at first, but then he grew tired of it.

17. In line 13, the word fond is closest in meaning to _____.

- (A) old
- (B) cruel
- (C) happy
- (D) interesting

Questions 18-23 are about the following story.

Line Edward rang the Millers' doorbell. Mr. and Mrs. Miller had moved into the neighborhood last month. They had a five-year-old son, and they had asked Edward to watch him that evening while they went out.

"Hello, Edward," Mrs. Miller said as she opened the door.

5 Mr. Miller stood behind her with a boy at his side. "This is Lucas," Mr. Miller said. "Lucas, this is Edward. He will watch you tonight while Mom and I are out." The little boy waved shyly to Edward. The Millers asked Edward to

entertain Lucas for an hour and then put him in bed. After Lucas's parents left, Edward went with the boy to his room. They played some

10 games and built a tower out of wooden blocks.

"It's time for you to go to sleep now," Edward said. Lucas looked disappointed, but he changed into his pajamas and got into bed. "Will you read me a story?" he asked Edward. Edward took a picture book from the shelf and read it to Lucas.

When he finished reading

15 the book to Lucas, he turned out the light and said good night. But as soon as Edward left the room, Lucas called out to him. "What's wrong?" Edward asked. "I'm afraid of the dark," Lucas explained.

Edward turned on the small light by Lucas's bed. "Good night," Edward said again.

20 Five minutes later, Lucas cried out again. "What's wrong now?" Edward asked. "I thought I heard a sound," Lucas said. "I think there might be a monster under my bed." Edward explained that there was no monster under the bed, but Lucas was still afraid. Finally, Edward went to the kitchen and found a flashlight.

He shined the flashlight under

25 Lucas's bed. "See?" he said. "No monster."

"Will you stay with me in case one comes?" Lucas begged.

Edward could see that the little boy was frightened. He agreed to sit in the chair by Lucas's bed, with the flashlight in his hand. Edward sat in the chair, waiting for Lucas to fall asleep. The dim light in the room and

30 the soft chair made Edward feel tired, too. He closed his eyes.

The next thing he knew someone was shaking him gently. Edward opened his eyes and saw Mr. and Mrs. Miller.

“We’re home,” Mrs. Miller whispered. “Thank you for taking care of Lucas. We had a wonderful evening.”

35 Edward shook himself in amazement. Was the evening over already?

18. Why did Edward go to the Millers’ house?

- (A) To borrow a flashlight
- (B) To take care of Lucas
- (C) To welcome the Millers to the neighborhood
- (D) To help the Millers move into their house

19. In line 7, the word entertain is closest in meaning to _____.

- (A) look for
- (B) cook for
- (C) play with
- (D) argue with

20. What did Edward and Lucas do before Lucas went to bed?

- (A) They built a tower of blocks.
- (B) They looked for a flashlight.
- (C) They put books on a shelf.
- (D) They drew pictures.

21. In line 26, the word one refers to a _____.

- (A) shelf

(B) chair

(C) monster

(D) flashlight

22. How did Lucas probably feel about going to bed?

(A) Disappointed and afraid

(B) Angry and nervous

(C) Relieved and tired

(D) Sad and confused

23. Why did Lucas keep calling out to Edward?

(A) He saw something under the bed.

(B) He did not want to be left alone.

(C) He could not reach the book on the shelf.

(D) He forgot where the wooden blocks were.

Questions 24-31 are about the following newspaper article.

Line Marina Hills High School is fighting
pollution in an unusual way. It's planting
trees!

In an effort to fight pollution and help

5 the environment, the Marina Hills Ecology

Club offers free trees to institutions willing

to plant them on their grounds. Among

those that took advantage of the offer was

Marina Hills High School. After consulting
10 with his teachers on where to plant the
trees, Principal Max Webb contacted the
Ecology Club.

But when the seedlings arrived, Webb
had an idea. Instead of planting the young
15 trees in front of the school, he thought it
would be better to put them behind the
school, where the sun gets very hot in the
afternoon.

“It gets so hot inside the building that
20 the students start to sweat during their
afternoon classes,” said Webb. “Now the
shade from our trees will bring them some
relief.”

“There was no argument from the
25 teachers,” he added. “When I proposed
the idea, everyone said, ‘Now why didn’t
I think of that!’”

The relief won’t come until the trees
grow taller, but the school will not have to
30 wait long because it requested two species
of trees that grow quickly.

“Time is key, and we wanted our trees to get big fast,” said Webb. “We were given a wide choice, from shrubs to fruit
35 trees. We requested eucalyptus and willow trees.”

Webb said he is also looking forward to finally seeing some wildlife in the school yard at Marina Hills High School.

40 “If all you have is a grass lawn with no trees, you can’t expect the local birds to come and visit,” said Webb. “They have no place to make their nests. Now that will change, and we’ll be able to see birds from
45 our classroom windows.”

24. What would be the most appropriate headline for this article?

- (A) Local School Gets Greener
- (B) Student Wins Science Award
- (C) Principal Discovers New Tree
- (D) Teacher Leads Ecological Club

25. What problem does Principal Webb talk about?

- (A) Pollution in the city
- (B) Classrooms that are too hot

(C) Tall trees that block the view

(D) Wild animals that destroy trees

26. What did the Ecology Club do for Marina Hills High School?

(A) It helped design the school yard.

(B) It put flowers in the classrooms.

(C) It sold seeds to the school.

(D) It provided free trees.

27. In line 13, the word seedlings is closest in meaning to _____.

(A) bird nests

(B) young trees

(C) packages of seeds

(D) members of a club

28. What decision was changed?

(A) Which trees should be dug up

(B) When the old trees should be cut down

(C) Where the new trees should be planted

(D) Which type of tree should be chosen

29. In line 22, the word them refers to _____.

(A) trees

(B) classes

(C) students

(D) teachers

30. What can be inferred from the article about eucalyptus and willow trees?

- (A) They grow quickly.
- (B) They become extremely tall.
- (C) They are less expensive than fruit trees.
- (D) They do not grow flowers in the springtime.

31. What does Principal Webb imply about the local birds?

- (A) They make their nests on the ground.
- (B) They are not often seen at the school.
- (C) There are fewer of them due to the pollution problem.
- (D) They fly into the classrooms when the windows are open.

Questions 32-42 are about the following passage.

Line Being able to land safely is a critically important skill for all flying animals.

Whereas terrestrial animals face no particular challenge when they need to stop running or crawling, flying animals move at much higher speeds, and they must be careful about how they land. Hitting the ground, or even water, at full flight speed would be quite dangerous. Before

5 touching down, they must decrease their speed in order to land safely. Both bats and birds have mastered the skill of landing, but these two types of flyers go about it quite differently. In the past it was believed that, in terms of flying mechanics, there was little difference between bats and birds. This belief was based only on assumption, however, because for years nobody had actually studied in graphic detail how bats move their wings. In recent

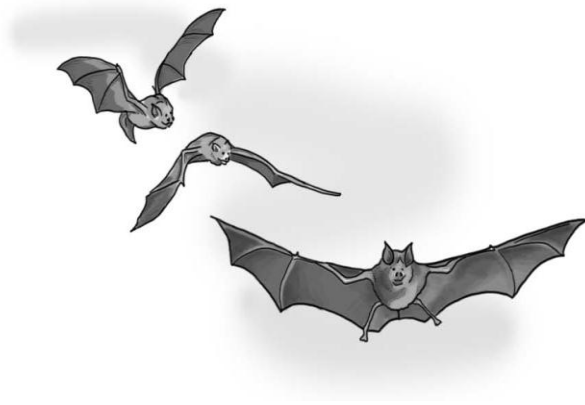
10 years, though, researchers have discovered a number of interesting facts about bat flight. Bats are built differently from birds, and their wings incorporate both their front and hind limbs. This makes coordinating their limbs more difficult for bats and, as a result, they are not very good at flying over longer distances. However, they are much better at maneuverability: a bat can quickly change its direction of flight or completely reverse it,

15 something a bird cannot easily do.

Another interesting characteristic of bat flight is the way in which bats land—upside down! Unlike birds, which touch down on the ground or on tree branches, bats can be observed flying around and then suddenly hanging upside down from an object overhead. How do they do it? A group of researchers recently used video cameras to film bats landing

20 on nets suspended from the ceiling of their laboratory and studied the recordings in slow motion. They painted spots on the bats' wings to see in detail what happens to the wings in flight and during touchdown. It turns out that the bats flew in a straight line up to the net and then quickly flipped over and attached themselves to it upside down. One downside to this landing routine is that the bats often slam into their landing spot with some force,

25 which probably causes pain. However, not all bats hit their landing spots with the same speed and force; these will vary depending on the area where a bat species makes its home. For example, a cave bat, which regularly perches on a hard stone ceiling, is more careful about its landing preparation than a bat more accustomed to landing in leafy treetops.



32. What is the main topic of the passage?
- (A) Places where flying animals choose to land
 - (B) Why scientists have difficulty observing bats
 - (C) Differences in the eating habits of bats and birds
 - (D) Ways in which bats move differently from birds
33. In line 2, the word terrestrial is closest in meaning to _____.
- (A) high-flying
 - (B) fast-moving
 - (C) tree-climbing
 - (D) ground-living
34. According to the passage, what skill is crucial for flying animals?
- (A) Diving underwater
 - (B) Slowing down to land
 - (C) Flying over great distances
 - (D) Balancing on high branches
35. Which of the following is a false assumption about bats that was recently corrected?

- (A) They cannot hear.
- (B) They sleep upside down.
- (C) They fly similarly to birds.
- (D) They hide in tree branches.

36. According to the passage, what is an advantage that bats have over birds?

- (A) Bats can land on a greater variety of surfaces.
- (B) Bats can turn in the air more quickly.
- (C) Bats can eat while flying.
- (D) Bats are lighter.

37. In line 11, the word incorporate is closest in meaning to _____.

- (A) add
- (B) deliver
- (C) include
- (D) discover

38. In line 14, the word it refers to _____.

- (A) bat
- (B) bird
- (C) direction
- (D) maneuverability

39. The researchers used all of the following to study bats EXCEPT _____.

- (A) nets
- (B) paint
- (C) cables

(D) cameras

40. In line 20, the word suspended is closest in meaning to _____.

(A) hanging

(B) entering

(C) falling

(D) living

41. In line 24, the word slam is closest in meaning to _____.

(A) crash

(B) bring

(C) break

(D) change

42. According to the passage, what helps determine a bat's landing speed?

(A) What it eats

(B) How old it is

(C) How big it is

(D) Where it lives

Appendix F. The Answer Key of TOEFL Test

Practice Test – Answer Key					
Listening Comprehension Section		Language Form and Meaning Section		Reading Comprehension Section	
1. A	22. A	1. B	22. D	1. D	22. A
2. D	23. D	2. C	23. A	2. C	23. B
3. D	24. C	3. D	24. B	3. A	24. A
4. B	25. A	4. A	25. D	4. D	25. B
5. B	26. D	5. B	26. A	5. B	26. D
6. A	27. D	6. D	27. D	6. A	27. B
7. B	28. B	7. C	28. C	7. D	28. C
8. C	29. A	8. D	29. B	8. C	29. C
9. B	30. C	9. B	30. B	9. A	30. A
10. A	31. A	10. D	31. A	10. B	31. B
11. C	32. C	11. B	32. C	11. B	32. D
12. A	33. B	12. A	33. B	12. A	33. D
13. B	34. A	13. D	34. D	13. A	34. B
14. C	35. B	14. D	35. C	14. B	35. C
15. C	36. D	15. B	36. B	15. D	36. B
16. A	37. B	16. A	37. C	16. C	37. C
17. D	38. C	17. D	38. A	17. C	38. C
18. A	39. B	18. B	39. B	18. B	39. C
19. B	40. D	19. C	40. B	19. C	40. A
20. B	41. A	20. A	41. D	20. A	41. A
21. C	42. C	21. B	42. D	21. C	42. D

Source: Educational Testing Service (2012)

Appendix G.The Result of Reading Test

No	Students	Score
1	Students 1	40
2	Students 2	67
3	Students 3	71
4	Students 4	50
5	Students 5	43
6	Students 6	60
7	Students 7	67
8	Students 8	52
9	Students 9	43
10	Students 10	64
11	Students 11	55
12	Students 12	57
13	Students 13	52
14	Students 14	43
15	Students 15	45
16	Students 16	69
17	Students 17	48
18	Students 18	64
19	Students 19	36
20	Students 20	71

21	Students 21	60
22	Students 22	38
23	Students 23	45
24	Students 24	40
25	Students 25	60
26	Students 26	55
27	Students 27	57
28	Students 28	69
29	Students 29	43
30	Students 30	52
31	Students 31	50
32	Students 32	62
33	Students 33	52
34	Students 34	43
35	Students 35	64
36	Students 36	67
37	Students 37	62
38	Students 38	43
39	Students 39	57
40	Students 40	62
41	Students 41	43
42	Students 42	62

43	Students 43	48
44	Students 44	50
45	Students 45	45
46	Students 46	50
47	Students 47	57
48	Students 48	48
49	Students 49	45
50	Students 50	38

Appendix H: Descriptive Statistics of Overall Reading Strategies

Use and Subcategories

		ReadingStrategi esuse	GLOB	PROB	SUPP
N	Valid	50	50	50	50
	Missing	0	0	0	0
Mean		99.48	42.76	27.88	29.46
Std. Deviation		14.406	7.305	4.475	4.866
Minimum		63	26	19	16
Maximum		132	57	37	40
Sum		4974	2138	1394	1473
Mean (item) ^a		3.31	3.24	4.47	3.28

Frequency Table of ReadingStrategiesuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	1	2.0	2.0	2.0
	65	1	2.0	2.0	4.0
	76	1	2.0	2.0	6.0
	80	1	2.0	2.0	8.0
	81	1	2.0	2.0	10.0
	82	1	2.0	2.0	12.0
	86	2	4.0	4.0	16.0
	87	1	2.0	2.0	18.0
	89	1	2.0	2.0	20.0
	90	2	4.0	4.0	24.0
	92	1	2.0	2.0	26.0
	93	3	6.0	6.0	32.0
	95	4	8.0	8.0	40.0
	96	2	4.0	4.0	44.0
	97	1	2.0	2.0	46.0
	98	1	2.0	2.0	48.0
	99	2	4.0	4.0	52.0
	100	3	6.0	6.0	58.0

101	2	4.0	4.0	62.0
104	1	2.0	2.0	64.0
105	2	4.0	4.0	68.0
106	1	2.0	2.0	70.0
108	1	2.0	2.0	72.0
109	3	6.0	6.0	78.0
111	1	2.0	2.0	80.0
112	1	2.0	2.0	82.0
115	2	4.0	4.0	86.0
116	1	2.0	2.0	88.0
117	1	2.0	2.0	90.0
118	1	2.0	2.0	92.0
120	1	2.0	2.0	94.0
122	1	2.0	2.0	96.0
128	1	2.0	2.0	98.0
132	1	2.0	2.0	100.0
Total	50	100.0	100.0	

THE LEVEL OF STUDENT'S READING STRATEGIES

Students	Reading Strategies		Level
Students 1	GLOB	34 (2.6)	Medium
	PROB	24 (3.0)	Medium
	SUP	28 (3.1)	Medium
Students 2	GLOB	44 (3.4)	Medium
	PROB	32 (4.0)	High
	SUP	36 (4.0)	High
Students 3	GLOB	57 (4.3)	High
	PROB	35 (4.3)	High
	SUP	40 (4.4)	High
	GLOB	37 (2.8)	Medium
	PROB	32 (4.0)	High
	SUP	31 (3.4)	Medium

Students 4			
Students 5	GLOB	36 (2.7)	Medium
	PROB	25 (3.1)	Medium
	SUP	26 (2.8)	Medium
Students 6	GLOB	47 (3.6)	High
	PROB	28 (3.5)	High
	SUP	30 (3.3)	Medium
Students 7	GLOB	54 (4.1)	High
	PROB	33(4.1)	High
	SUP	33 (3.6)	High
Students 8	GLOB	50 (3.8)	High
	PROB	29 (3.6)	High
	SUP	36 (4.0)	High
Students 9	GLOB	39 (3.0)	Medium
	PROB	26 (3.2)	Medium
	SUP	24 (2.6)	Medium
Students 10	GLOB	36 (2.7)	Medium
	PROB	30 (3.7)	High
	SUP	29 (3.2)	Medium
Students 11	GLOB	41 (3.1)	Medium
	PROB	31 (3.8)	High
	SUP	32 (3.5)	High
Students 12	GLOB	52 (4.0)	High
	PROB	35 (4.3)	High
	SUP	31 (3.4)	Medium
Students 13	GLOB	50 (3.8)	High
	PROB	33 (4.1)	High
	SUP	34 (3.7)	High
Students 14	GLOB	26 (2.0)	Low
	PROB	21 (2.6)	Medium
	SUP	16 (1.7)	Low
Students 15	GLOB	40 (3.1)	Medium
	PROB	22 (2.7)	Medium
	SUP	22 (2.4)	Low
	GLOB	55 (4.2)	High

Students 16	PROB	35 (4.3)	High
	SUP	26 (2.8)	Medium
Students 17	GLOB	38 (2.9)	Medium
	PROB	23 (2.8)	Medium
	SUP	35 (3.8)	High
Students 18	GLOB	50 (3.8)	High
	PROB	32 (4.0)	High
	SUP	40 (4.4)	High
Students 19	GLOB	39 (3.0)	Medium
	PROB	20 (2.5)	Medium
	SUP	26 (2.8)	Medium
Students 20	GLOB	51 (3.9)	High
	PROB	35 (4.3)	High
	SUP	29(3.2)	Medium
Students 21	GLOB	41 (3.1)	Medium
	PROB	22 (2.7)	Medium
	SUP	27 (3.0)	Medium
Students 22	GLOB	30 (2.3)	Low
	PROB	32 (4.0)	High
	SUP	31(3.4)	Medium
Students 23	GLOB	45 (3.5)	High
	PROB	30 (3.7)	High
	SUP	36 (4.0)	High
Students 24	GLOB	31 (2.3)	Low
	PROB	20 (2.5)	Medium
	SUP	25 (2.7)	Medium
Students 25	GLOB	47 (3.6)	High
	PROB	32 (4.0)	High
	SUP	30 (3.3)	Medium
Students 26	GLOB	49 (3.7)	High
	PROB	26 (3.2)	Medium
	SUP	31 (3.4)	Medium
Students 27	GLOB	41 (3.1)	Medium
	PROB	22 (2.7)	Medium
	SUP	27 (3.0)	Medium
Students 28	GLOB	47 (3.6)	High
	PROB	25 (3.1)	Medium
	SUP	29 (3.2)	Medium
	GLOB	40 (3.1)	Medium

Students 29	PROB	32 (4.0)	High
	SUP	22 (2.4)	Medium
Students 30	GLOB	56 (4.3)	High
	PROB	34 (4.2)	High
	SUP	38 (4.2)	High
Students 31	GLOB	47 (3.6)	High
	PROB	30 (3.7)	High
	SUP	33 (3.6)	High
Students 32	GLOB	49 (3.7)	High
	PROB	30 (3.7)	High
	SUP	30 (3.3)	Medium
Students 33	GLOB	38 (2.9)	Medium
	PROB	26 (3.2)	Medium
	SUP	22 (2.4)	Low
Students 34	GLOB	34 (2.6)	Medium
	PROB	21 (2.3)	Low
	SUP	27 (3.0)	Medium
Students 35	GLOB	44 (3.5)	High
	PROB	31 (3.8)	High
	SUP	30 (3.3)	Medium
Students 36	GLOB	41 (3.1)	Medium
	PROB	25 (3.1)	Medium
	SUP	32 (3.5)	High
Students 37	GLOB	48 (3.6)	High
	PROB	24 (3.0)	Medium
	SUP	27 (3.0)	Medium
Students 38	GLOB	40 (3.1)	Medium
	PROB	30 (3.7)	High
	SUP	25 (2.7)	Medium
Students 39	GLOB	47 (3.6)	High
	PROB	37 (4.6)	High
	SUP	34 (3.7)	High
Students 40	GLOB	42 (3.2)	Medium
	PROB	28 (3.5)	High
	SUP	29 (3.2)	Medium
Students 41	GLOB	42 (3.2)	Medium
	PROB	29 (3.6)	High
	SUP	29 (3.2)	Medium
	GLOB	36 (2.7)	Medium

Students 42	PROB	21 (2.6)	Medium
	SUP	26 (2.8)	Medium
Students 43	GLOB	26 (2.0)	Low
	PROB	19 (2.1)	Low
	SUP	20 (2.2)	Low
Students 44	GLOB	42 (3.2)	Medium
	PROB	26 (3.2)	Medium
	SUP	29 (3.2)	Medium
Students 45	GLOB	41(3.1)	Medium
	PROB	27 (3.4)	Medium
	SUP	28 (3.1)	Medium
Students 46	GLOB	37 (2.8)	Medium
	PROB	26 (3.2)	Medium
	SUP	30 (3.3)	Medium
Students 47	GLOB	45 (3.5)	High
	PROB	26 (3.2)	Medium
	SUP	29 (3.2)	Medium
Students 48	GLOB	41 (3.1)	Medium
	PROB	25 (3.1)	Medium
	SUP	29 (3.2)	Medium
Students 49	GLOB	42 (3.2)	Medium
	PROB	24 (3.0)	Medium
	SUP	35 (3.8)	High
Students 50	GLOB	53 (4.1)	High
	PROB	23 (2.8)	Medium
	SUP	29 (3.2)	Medium

Appendix I: Descriptive Statistics Of TOEFL Reading Comprehension Section

Descriptive Statistics of TOEFL Reading Comprehension Section

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Achievement	50	36	71	53.28	9.895
Valid N (listwise)	50				

Frequency of Reading Achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 36	1	2.0	2.0	2.0
38	2	4.0	4.0	6.0
40	2	4.0	4.0	10.0
43	7	14.0	14.0	24.0
45	4	8.0	8.0	32.0
48	3	6.0	6.0	38.0
50	4	8.0	8.0	46.0
52	4	8.0	8.0	54.0
55	2	4.0	4.0	58.0
57	4	8.0	8.0	66.0
60	3	6.0	6.0	72.0
62	4	8.0	8.0	80.0
64	3	6.0	6.0	86.0
67	3	6.0	6.0	92.0
69	2	4.0	4.0	96.0
71	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Appendix J: Normality Test

One-Sample Kolmogorov-Smirnov Test

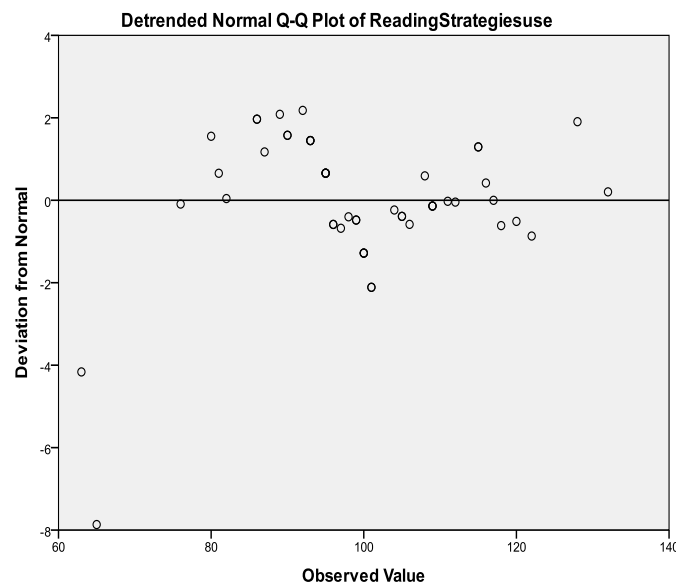
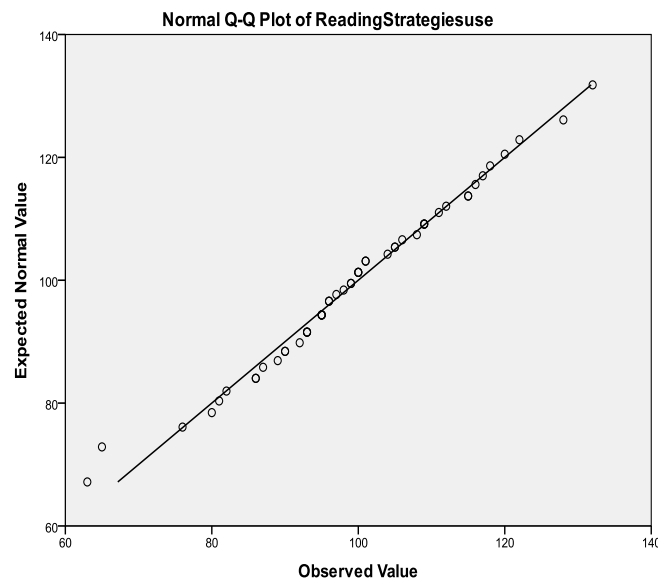
		ReadingStrategi esuse	Reading_Achiev ement
N		50	50
Normal Parameters ^{a,b}	Mean	99.48	53.28
	Std. Deviation	14.406	9.895
Most Extreme Differences	Absolute	.078	.119
	Positive	.078	.119
	Negative	-.066	-.091
Kolmogorov-Smirnov Z		.551	.839
Asymp. Sig. (2-tailed)		.921	.482

a. Test distribution is Normal.

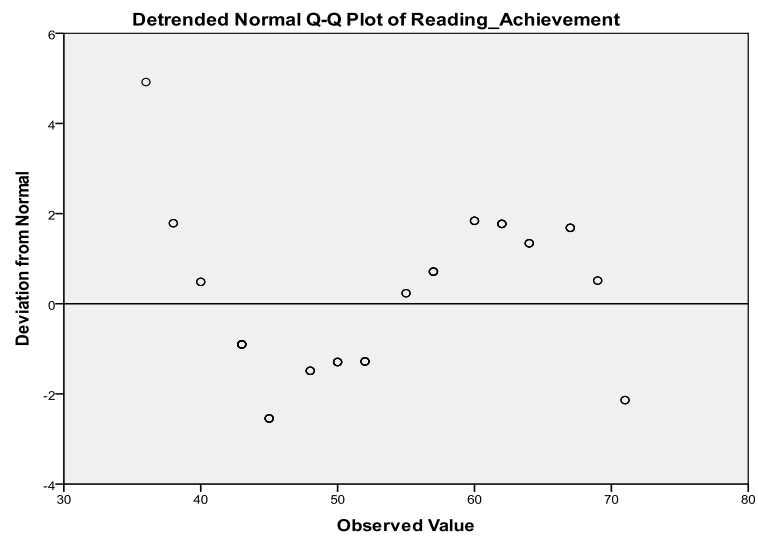
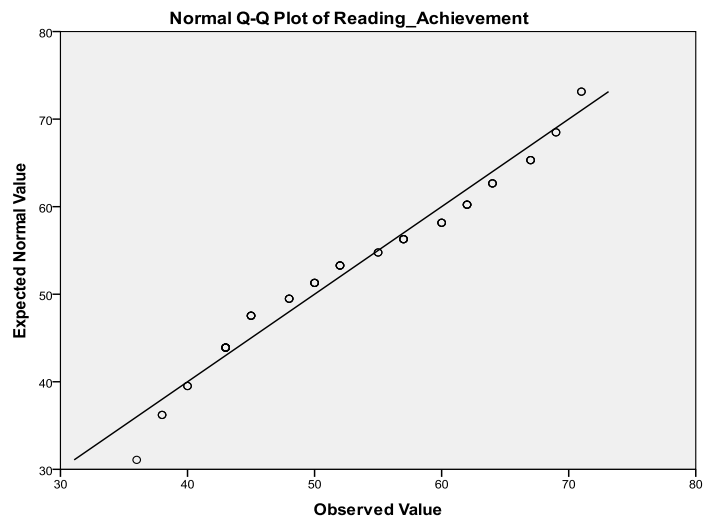
b. Calculated from data.

Appendix K. Q_Q PLOT

READING STRATEGIES USE



READING ACHIEVEMENT



Appendix L. Linearity Test

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Reading_Achievement *	50	100.0%	0	.0%	50	100.0%
ReadingStrategiesuse						

Report

Reading_Achievement

ReadingStrategiesuse	Mean	N	Std. Deviation
63	43.00	1	.
65	48.00	1	.
76	40.00	1	.
80	38.00	1	.
81	45.00	1	.
82	43.00	1	.
86	46.00	2	8.485
87	43.00	1	.
89	43.00	1	.
90	58.50	2	2.121
92	43.00	1	.
93	50.00	3	12.000
95	47.75	4	11.899
96	46.50	2	2.121
97	50.00	1	.
98	67.00	1	.
99	62.00	2	.000
100	50.00	3	7.000
101	57.00	2	16.971
104	55.00	1	.
105	62.00	2	2.828
106	55.00	1	.
108	57.00	1	.

109	57.33	3	6.429
111	45.00	1	.
112	67.00	1	.
115	61.50	2	13.435
116	69.00	1	.
117	52.00	1	.
118	57.00	1	.
120	67.00	1	.
122	64.00	1	.
128	52.00	1	.
132	71.00	1	.
Total	53.28	50	9.895

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension Achievement * Reading Strategies Use	Between Groups	(Combined)	3347.163	33	101.429	1.119	.419
		Linearity	1627.667	1	1627.667	17.949	.001
		Deviation from Linearity	1719.496	32	53.734	.593	.898
	Within Groups		1450.917	16	90.682		
	Total		489.080	49			

Measures of Association

	R	R Squared	Eta	Eta Squared
Reading_Achievement * ReadingStrategiesuse	.582	.339	.835	.698

Appendix M. The Result Of Pearson Product Moment Analysis

		Correlations	
		ReadingStrategi esuse	Reading_Achiev ement
ReadingStrategiesuse	Pearson Correlation	1	.582**
	Sig. (2-tailed)		.000
	N	50	50
Reading_Achievement	Pearson Correlation	.582**	1
	Sig. (2-tailed)	.000	
	N	50	50

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

Appendix N. The Result Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.582 ^a	.339	.325	8.127

a. Predictors: (Constant), ReadingStrategiesuse

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1627.667	1	1627.667	24.643	.000 ^a
	Residual	3170.413	48	66.050		
	Total	4798.080	49			

a. Predictors: (Constant), ReadingStrategiesuse

b. Dependent Variable: Reading_Achievement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.479	8.100		1.664	.103
	ReadingStrategiesuse	.400	.081	.582	4.964	.000

a. Dependent Variable: Reading_Achievement

Research's gallery



