A CORRELATION STUDY BETWEEN STUDENTS' READING STRATEGIES TOWARD THEIR ABILITY IN READING COMPREHENSION OF NEWS ITEM TEXT AT THE ELEVENTH GRADE OF SMAN 3 KERINCI ACADEMIC YEAR 202I/2022

A THESIS

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ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUT OF KERINCI
ACADEMIC YEAR 2021/2022

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A THESIS

Submitted as a Partial Fulfillments of the Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training State Islamic Institute of Kerinci

ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUT OF KERINCI
ACADEMIC YEAR 2021/2022

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To:

The rector of IAIN Kerinci

At-

Sungai Penuh

OFFICIAL NOTE

Assalamualaikum Warahmatullahi Wabarakatuh

    After guiding, analyzing, briefing and correcting the writing of **Maya Pertiwi's thesis (The Student's Number is 1810203070)** entitled: **A Correlation Study Between Students' Reading Strategies Toward Their Ability In Reading Comprehension Of News Item Text At The Eleventh Grade of SMAN 3 Kerinci Academic Year 2021/2022,** we are of the opinion that this thesis has met the qualification as one of partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

    Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu'alaikum warahmatullahi wabarakatuh

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled "A Correlation Study Between Students' Reading Strategies Toward Their Ability In Reading Comprehension Of News Item Text At The Eleventh Grade of SMAN 3 Kerinci Academic Year 2021/2022" is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledgment.

The researcher also declares that the intellectual content of this is the product of the researcher own work, except to the extent that assistance from others in the project's design and conception or style, presentation, and linguistic expressions is acknowledgment.

Kerinci, 1 April 2022

The researcher

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APPROVAL AND ACCEPTANCE

This thesis which entitled of **A Correlation Study Between Students' Reading Strategies Toward Their Ability In Reading Comprehension of News Item Text At The Eleventh Grade of SMAN 3 Kerinci Academic Year 2021/2022** by **Maya Pertiwi** with students' number **1810203070** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on April 14th 2022 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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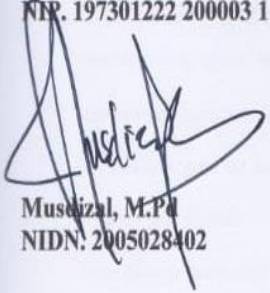
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DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis for:

My beloved father and mother

For their love, effort, suggestion, support and praying for my success in the future.

My beloved husband, daughter and son

Who always give me support

And my best friends

Who always motivated and give me inspiration

And spirit during the process to finish this thesis

And all people in my life.

May Allah SWT. Bless them

I thanks very much to you all

Big love and hug

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning: "(1) Read, in the name of thy lord who creates (2) Create man from a clot (3) Read, and thy lord is the most bounteous (4) Who teach by the pen (5) Teach man that which he know not." (Q.S Al-Alaq: 1-5)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْم

الْحَمْدُللهِ رَبِ العالَمِيْنَ وَالصَّلا ةُ وَالسَّلا مُ عَلىَ اَشْرَ فِالاَ نْبِيَاءِوَالمُرْ سَلِيْنَ

وَعلى اَ لِهِ وَصَحْبهِ اَجْمِعِيْنَ

The researcher would like to express the greatest thank to Allah, who has given blessings, strength and healthy so the researcher could finish could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW, the greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Then, this thesis is one of the requirements to get an undergraduate degree at the English education program of faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled "A Correlation Study Between Students' Reading Strategies Toward Their Ability In Reading Comprehension of News Item Text At The Eleventh Grade of SMAN 3 Kerinci Academic Year 2021/2022" the researcher got difficulties, but there are guidance and support from other parties the researcher would like to express thank to:

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Kerinci, 1 April 2022
The researcher

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ABSTRACT

Maya Pertiwi, 2022	**:** A Correlation Study Between Students' Reading Strategies Toward Their Ability In Reading Comprehension of News Item Text At The Eleventh Grade of SMAN 3 Kerinci Academic Year 202I/2022

Advisors : **1. Dr. RODI HARTONO, M.Pd**
            2. MUSDIZAL, M.Pd

Keywords: *Correlational study, reading strategy, reading comprehension abaility.*

The purpose of this research was to know whether there were any correlation among students' reading strategy and their ability in reading comprehension. This research was conducted at the eleventh grade students of SMAN 3 Kerinci that consisted of 72 students as the sample. The design of this research was quantitatif descriptive and the technique used in this research was a correlational technique. In collecting the data, the researcher was distributed questionnaire to the respondents to assess students' reading strategy. Meanwhile, students' reading ability was assessed by a test. In analyzing the data, the researcher used SPSS (*Statistical Program for Social Science*). From the hypothesis testing, it can be seen that: the correlation between reading strategies and reading ability at the good (high) level. It was indicated by the correlation score of 0.726 with correlation table of 0.394 (r-computed 0.726 > r-table 0.394). This can be said that there was good (high) correlation between students' reading strategies and their reading ability. Besides, based on the Cresswell opinion's the score of 0.726 is near than 1 it is mean that the two variables are strongly correlated.

ABSTRAK

Maya Pertiwi, 2021 **:** A Correlation Study Between Students' Reading Strategies Toward Their Ability In Reading Comprehension of News Item Text At The Eleventh Grade of SMAN 3 Kerinci Academic Year 202I/2022

Advisors : **1. Dr. RODI HARTONO, M.Pd**
2. MUSDIZAL, M.Pd

Keywords: *Penelitian Korelasi, Strategi Membaca, kemampuan membaca.*

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara strategi membaca siswa terhadap kemampuan memebaca mereka. Penelitian ini dilaksanakan pada kelas sebelas di SMAN 3 Kerinci dengan jumlah sampel 72 siswa. Desain penelitian ini adalah deskriptif kuantitatif dan teknik yang digunakan dalam penelitian ini adalah teknik korelasional. Dalam pengumpulan data, peneliti menyebarkan angket kepada responden untuk menilai strategi membaca siswa. Sedangkan kemammpuan membaca siswa dinilai dengan tes. Dalam menganalisis data, peneliti menggunakan SPSS (Statistical Program for Social Science) dari analis hipotesis diperoleh bahwa korelasi antara strategi membaca dengan kemampuan membaca berada di level baik atau tinggi. Dan ini menunjukkan bahwa adanya korelasi antara strategi membaca dengan kemamapuan membaca siswa kelas sebelas di SMAN 3 Kerinci. Adapun nilai korelasi yang diperoleh yaitu 0.726 dengan table korelasinya 0.394, ini berarti r-hitung lebih besar dari r-tabel. dan Dapat ditarik kesimpulan bahwa adanya korelasi baik (tinggi) antara strategi membaca dengan kemampuan membaca di kelas sebelas SMAN 3 Kerinci.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English covers the four basic language skills, speaking, listening, reading, and writing. In every subject, students' learning activities involve reading. Reading is one of the complex ways in learning English, and reading is important for everybody in order to cope with new knowledge in their changing world of technological age. The existence of the importance of reading will hopefully continue to increase in the years to come. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere. Thus, reading, one of language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication.

The reading process requires two tasks to get done. The first task is that the students must recognize the printed words. The second task is that the students must be able to construct meaning from the words or sentences that have been called comprehension. Comprehension is the process of understanding ideas from text to the reader's mind or comprehension is how the students understand and get the messages from the printed words. Reading without comprehension is nonsense and useless. In this case, when reading a text the students review sounds, letters, vocabularies, memorize the spelling of words, the meaning of words and word combinations, and preview grammar.

The more the students read, the better their comprehension on the reading material will be.

In order to have good reading comprehension, the students should have good strategies in reading. The strategies will help them to be strategic readers. Good readers should employ effective reading strategies when they read because effective strategies can be as tools to help students to get deeper understanding about the text.

Strategies play an important role in reading a foreign language text. Many researchers found that reading strategies will help students to read effectively and efficiently. And they also found that reading strategies have significant contributions to learning English, especially in reading classes for comprehending English text. Reading strategies could improve students' reading comprehension. Therefore, the students should have many and various strategies in reading to make them easier in understanding texts, and how to be independent, effective and efficient learners.

Based on researcher's interview with the English teacher of SMAN 3 Kerinci, the eleventh grade students of SMAN 3 Kerinci, still have problems in reading. When the researcher asked about the students' reading ability, the teacher said that the students had low reading comprehension, had limited vocabulary knowledge, and inadequate use of effective reading strategies.

From the interview, there are some facts that indicate the problem. First, students' reading strategies is still low. It is might be caused by the students cannot active their background knowledge to the topic discussed to dig the

new ones from the text. Second, students have difficulties in comprehending the text. They get it difficult in processing information, understanding sentences, finding the meaning of the sentences or only understand the broad outline of the text content. The students need a lot of time in understanding the text, they do not use chance to read English text either at home or in English class and also have difficulties in doing exercises. Those problems might be caused by their poor strategies used in mastering reading skill.

There are many reading strategies that can be used by the students in their reading such as, getting idea quickly, analyzing unknown words, reading the first and the last paragraph, and identifying the key concepts. These strategies can be used by the readers when they are reading. Besides, these strategies also will help the readers in starting their reading. Strategies of 'summarizing and evaluating' can be used to make them really understand the text after their reading activities. Therefore, they can choose appropriate strategies for their reading activities to make them better in reading and comprehending the texts.

Reading with strategies can be applied for all kinds of texts, but the readers must have ability to use and choose some kinds of strategies for the appropriate kinds of reading. It is known that reading with good strategies will make the students read more effectively. This research, therefore, would like to look further the reading strategies used by the students and their ability in reading comprehension. Besides, this research wants to see the correlation

between students reading strategies and their ability in reading comprehension.

B. Identification of the Problem

There are some problems identified in the background of the problems above. First, students' interest of reading is still low. Second, students have difficulties in understanding the text; they get it difficult in processing information, understanding sentences, finding the meaning of the sentences or only understand the broad outline of the text content. The students need a lot of time in understanding the text, they do not use chance to read English text either at home or in English class and also have difficulties in doing exercises. The problem is also caused by the students' difficulties in recognizing the words in the text; it makes them lazy to read. Consequently, they got difficulties in understanding and comprehending the text. Besides, the students do not use the good strategies when they are reading texts, it makes the students do not have reading habits. Meanwhile, when they are asked to read they are not able to read with effective reading strategies. Therefore, they have to be familiar with good reading strategies to comprehend a reading text if they want to master the reading skill in English.

C. Limitation of the Problem

Based on the identification of the problem above, the problem was limited to analyzing English reading strategies used by the students and their ability in reading comprehension. To find out the students reading strategies the researcher will use questionnaire. Then, to find out students' reading ability

the researcher will use test. The reading comprehension test will focus to ask the main idea, generic structure of news item text, reference, vocabulary, antonym and synonym. And this research wants to see the correlation between students' reading strategies and their ability in reading comprehension.

D. **Research Questions**

Based on limitation of the problem, the question of this research was:

"Is there any correlation between students' reading strategies (X) and their ability in reading comprehension of news item text (Y) at the eleventh grade of SMAN 3 Kerinci?"

E. **Purpose of the Research**

Based on formulation of the problem above, the purpose of the research was, to find out: the correlation between students' reading strategies (X) and their ability in reading comprehension of news item text (Y) at the eleventh grade of SMAN 3 Kerinci.

F. **Significant of the Research**

There are two benefits of this research, such as:

1. Practical Benefit

The result of this research hopefully can be provide some valuable and useful information for the SMAN 3 Kerinci in developing students' quality in learning English, especially in reading.

2. Theoretical Benefit

It is expected will be a reference for the other researchers, especially for language researchers who are interested to conduct a research in

correlational research, particularly about the correlation between reading habit and reading comprehension ability deeply.

G. Definition of Key Terms

To avoid misunderstanding and misinterpretation in this research, the researcher gave specific terms as follow:

1. Reading is most definitely an active process; the efficient reader interacts with a text, predicting what will come next, and bringing his or her knowledge of the subject and language to the text.

2. Reading comprehension is a process in activating the prior knowledge at the reader that cooperates with the reader appropriate cognitive skills and reasoning ability to find out the concept from printed.

3. Strategy is the science of tactics: to achieve something. So the reading strategy is how the way or procedure that students use to achieve their comprehension in reading the text. This study will be focus on global reading strategies, problem solving strategies, and support strategies.

H. Hypothesis

The hypothesis of this research can be formulated as follow:

H_1 : There is correlation between students' reading strategies (X1) and their reading comprehension ability of news item text (Y) at the eleventh grade of SMAN 3 Kerinci.

H_0 : There is no correlation between students' reading strategies (X1) and their reading comprehension ability of news item text (Y) at the eleventh grade of SMAN 3 Kerinci.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Reading

Reading is an activity with a purpose. A student may read in order to gain information or verify existing knowledge. In addition Based on the curriculum 13, reading is one of the four language skills (listening, speaking, reading and writing) that should be taught and learned. It means reading is important to develop student skill in english . Reading is the most crucial in learning a language. According to Harmer (2000:68), "Reading text provides opportunity to study language: vocabulary, grammar, punctuation, and the way to construct sentence, paragraph, and text." it means if students read more knowledge that they will get more information. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning (David Nunan, 2003:69). Its mean that the goal of reading is comprehension.

In addition Andrew P. Johnson (2008:3-4) divides that, there are three definitions of reading:

a. Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.

b. Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the

non visual information contained in your head to create meaning. In that way, what's in your head is just as important as what is on the page in the process of creating meaning (reading).

c. Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

Finally, related to all opinion above, it can be concluded that reading is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relating it with readers' knowledge.

2. Reading comprehension

Brown (1994: 18) says that, reading comprehension is defined as the level of understanding of a text. This understanding from the interaction between the words that are written and how they trigger knowladge outside the text. Besides, Jannete et.al (2007:23) defines, reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Another statement comes from Catherine (2002:11), she states that Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The words extracting

and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

In addition Brown (1994:189), states that there are some principal strategies for reading comprehension as follows:

1. Identify your purpose in reading text

2. Apply spelling rules and conventions for bottom-up decoding

3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning

4. Guess at meaning (of words, idioms, etc) when you are not certain

5. Skim the text for the gist and for the main idea.

6. Scan the text for specific information (names, dates, key words)

7. Use silent reading techniques for rapid processing

8. Use marginal notes, outlines, carts, or semantic maps for understanding and retaining information

9. Distinguish between literal and implied meaning

10. Capitalize on discourse markers to process relationship

The strategies above can be useful for the reader to comprehend an main idea from the text. Therefore, all these point from these strategies is very important for a reader.

Based on some ideas above, it can be concluded that reading comprehension is that understanding/comprehending the text that has been

read. It relates to the previous knowledge and strategy use that find main idea, meaning of the text and information which contains in the text.

3. Levels of Reading Comprehension

Paul T.C and Melisa. A (2021:62) says that: level of reading comprehension refers to the ability to understand what one is reading. Students with strong comprehension skills are able to relate the text, they are reading to what they already know, while constructing new knowledge and understanding. There are three types levels of reading comprehension:

a. Literal comprehension

Refers to understanding the factual information within the text. in this level teachers can ask students to find information and ideas that are explicitly stated in the text. in addition, it is also appropriate vocabulary.

b. Inferential comprehension

Refers to understanding one has of the reltionship between text and personal experience. in this level students will find deeper meaning from the text. They must be able to read criticaly and analyze carefully what they have read.

c. Critical reading comprehension

Refers to process where ideas and information will evaluated by the students. In this level, students can be test on the following skills the ability to differentiate between fact and and opinion, the ability to

recognize persuasive statements and the ability to judge the accuracy

of the information in the text.

4. Indicator of Reading Comprehension

According to National Reading Panel (2013:18), some components

of reading comprehension that should be considered are includes There are

five components. this may help the students to comprehend their text :

a. Finding Factual Information

Factual Information requires reader to scan specific details. Factual

information question are generally prepared for students and usually

appear with WH-question words, such as : When, Where, Who.

b. Finding Main idea

Recogniton of the main idea of a pragraph helps the students to

understand the pragraph on the first reading and also help them to

remember the content leter. The main idea of a pragraph develops.

c. Finding the Meaning of the Vocabulary in context

The reader develops his or her guessing ability to the word which is not

familiar   with his or her by relating the close meaning of unfamiliar

words to the text and the topic of the text.

d. Identifying Reference

Instead of repeating the same word of phrase several times, after it has

been used we can usually refer to it than repeat it. For this purpose, we

use reference words. Recognizing reference words and being able to

identify the word to which they refer to to wil help the reader understand

the reading passage. Reference words are usually short and very frequently pronoun, such as it, he, they. We. etc.

e. Making inference

Inference is a skill where the reader has to be able to read between the lines, such as draw logical inferences and make accurate prediction. Understanding is the most important aspect in reading. Writers howefer do not write out everything they expected the reader to understand to do so. it is often not neccesary and sometimes not desirable from the writer point of view. Writer use language efficiently and recognize what can be infered from their sentences. In the other word an efficient reader is able to understand those implications.

5. News item Text

   News item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important. News item text is a text which says what the event from the news. Its purpose is to present information about newsworthy or important events of the day .

   The generic structure of news item text are:

a. Newsworthy event   : tells the event in the summary form.

b. Background event   : elaborate what happened, to whom, in what circumstances.

c. Sources   : comments by participants in, witnesses to and authorities expert on the event.

The Language Features of News Item, includes :

a. Focusing on circumstances

b. Short, telegraphic information about story captured in headline.

c. Use action verb

The example of news item text:

Singapore : A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote. Muhammad Shafiq Woon Abdullah was brought to court in Singapore because he had physically hurt the woman on several occasions between June and October 2002, the Straits Time said.

The miagistrate's court heard that Shafiq, 31, began striking Winarti about a month after she started working for him. He hit her on the head with the TV sets remote control because he was unhappy with her work. On one occasion, he punched her on the back after accusing her of daydreaming

S.S. Dillon, Shafiq's lawyer, said that his client had become mad when he saw his daughter's face covered as she was lying in bed. He said his client thought the maid had put the child danger.

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6. Reading Strategies

a. Definition of Reading Strategies

The reading strategy is the way that use by the students to get the meaning from what they read easily. Smith (2004:2), declares that the best strategy for determining the identity of meaning of an unfamiliar word is to work out what it is from context. The strategy use to make the

reader focus on what they want to know about what the text they read. Then, it also easier of them to know the meaning of word based on the context about.

Idayani (2019:75) argues that reading strategy helps students to know new information and how to make a good comprehension in reading with own knowledge. It means that the strategic reader will be easy to construct the meaning of word and get a good comprehension based on the context with the strategy which they use.

b. Indicators of Reading Strategy

The reading strategy that will be used in this research is include to survey of reading strategy (SORS) that have done by Mokhtari and Sheorey (2002:4). They purpose there are three types of reading strategy in SORS: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP):

1) Global Reading Strategies (GLOB)

Global Reading Strategies (GLOB)are those intentional, carefully planned techniques by which learners monitor or manage their reading. The sub indicator of Global Reading Strageies such as: *having a purpose in mind, previewing the text as to its length and organization, or using typographical aids and table and figure. It is involve about how planning to manage the comprehension when reading.*

Besides, Global Reading Strategies can be thought of as universal techniques that we use when we are reading. They often involve reflecting on what we are reading and why we are reading it, and many of these techniques require little more than text at hand. Global Reading Strategies can be used for any kind of reading; they tend to involve developing a relationship with the text and reflecting on the information at hand. Some Global Reading Strategies include:

a) Developing a purpose to keep in mind while reading

b) Thinking about what you know to help you understand the reading

c) Connecting the text with your reading purpose while reading

d) Using tables, figures, and pictures to increase understanding

e) Paying close attention to bolded or italicized items

2) Problem Solving Strategies (PROB)

Problem Solving Strategies (PROB) is the action and procedures that readers use while working directly with the text. These are localized; focus techniques used when problems develop in understanding textual information. The sub indicators od Problem Solving Strategies include: *adjusting one's speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words, and rereading the text to improve comprehension.*

Besides, Problem-Solving Strategies are exactly as they sound: strategies that you can implore to solve problems while you

are reading. What do you do when the information becomes markedly more difficult? Where do you turn when you come across a word that you do not understand? What do you do if you have read two or three pages in a chapter, but you're not sure what the reading was about? Well, in all of these cases, in order to read and comprehend the text effectively, you will need to solve the problem. Some Problem-Solving Strategies include:

a) Reading slowly and adjusting your reading speed to deal with difficult material

b) Getting yourself back on track by re-reading when you get off track

c) Paying close attention and re-reading when a text becomes difficult

d) Stopping occasionally to think about what you have read

e) Picturing or visualizing the information to increase retention

3) Support Strategies (SUP)

Support Strategies (SUP) are basics support mechanism intended to aid the reader in comprehending the text. The sub indicators of Support strategies such as: *using a dictionary, taking notes, underlining, or highlighting textual information.*

Besides, Support Reading Strategies are also fairly easy to understand: strategies that are used to offer support while reading to increase comprehension and retention. How do you make sure that

you remember what you have read after you have put your textbook down? How do you connect the ideas presented in the textbook with the bigger picture – like what you are learning in class or practicing in the skills lab or clinicals? Using Support Reading Strategies can help you make the connections and support a practical application of the knowledge you are encountering. Some Support Reading Strategies include:

a) Taking notes while reading to understand the text and make larger connections

b) Summarizing what you have read to reflect on important information and key points

c) Discussing what you have read with others to solidify connections and understanding

d) Using reference materials to identify terms or ideas that you do not initially understand

e) Asking yourself questions you would like to have answered through your reading

In addition the researcher concluded that there are three indicators that impact the reading strategies; those are GLOB, PROB and SUP as mentioned above. It is the way that can be used to minimize misunderstandings in reading and also these strategies are used to increase understanding of what is being read by the reader.

B. Review of Related Findings

This research focuses to find out the relationship between students' reading strategy and their ability in reading comprehension. Related to this research there are some previous research that has been done by other researcher. Those previous researches were as follow:

First, Sari (2017) conducted a research about the correlation between reading strategies and reading comprehension achievement. She finds out that there was a significant correlation between the reading strategies use and reading comprehension achievement. It can be inferred that students' reading strategies use has significant influence on their reading comprehension achievement.

Second, Idayani Andi (2018) conducted a research about correlation between reading comprehension and reading strategy. She finds out that there was significant relationship between students' reading strategy used and students' reading strategy.

Third, Kirmizi (2011) conducted a research in Turkey. The aim of her study was to know the relationship between levels of reading comprehension strategy use and reading attitudes. Her study was conducted with 1316 students (649 girls and 667 boys) attending the fourth and fifth grades of 15 elementary scools in denizli, Turkey. The analyses indicated that reading attitude was a predictor of the level of reading comprehension strategies used by students by students. The result of the research was there were a negative and low-level relationship between daily times spent reading and the level of

strategy used, and a positive and low-level relationship between the level of strategy used and the number of books that a child reads per year.

From the previous studies above, it can be seen that the others researcher just focused on the correlation between reading strategies and reading comprehension generally. Thus, the differences between those previous findings with this research are in reading text used. This research will use news item text to find out the students reading comprehension ability.

C. Conceptual Framework

In this research, the researcher will conduct the research about correlation between students' reading strategies (X) and their ability in reading comprehension of news item text (Y) at the eleventh grade of SMAN 3 Kerinci. This research will use correlational research design. Besides, the population of this research is the eleventh grade students of SMAN 3 Kerinci. Then, the kind of the sample of this research is total sampling. The data will be collected by using questionnaire for reading strategies and test for reading comprehension. The test of reading comprehension ability will focuses on news item text. In analyze the data, the researcher will use Person Product moment formula in order to correlate both of the variable Reading strategies (X) and Reading comprehension of news item text (Y). After correlate, the researcher will find the correlation between variable (X) and (Y). Then, the researcher will conclude the result of the correlation.

The researcher draws the framework for this research as follow:

A correlation study between students reading strategies toward their ability in reading comprehension of news item text

Students' Reading strategies (X)

Students' Raeding Comprehension of News Item Text (Y)
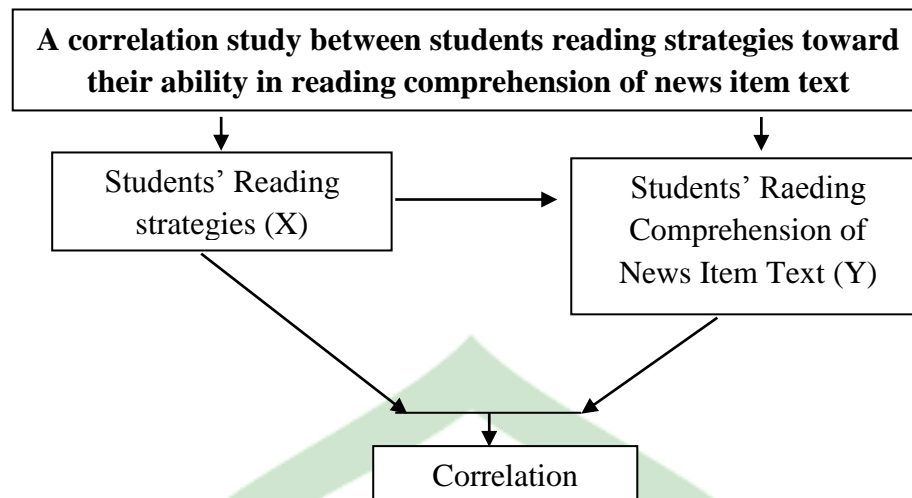
Correlation

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The kind of this research was a descriptive correlational. The data collected in order to determine whether, and to what degree a relationship exist between two or more variables. The purpose of this research was to determine relationship to make prediction quantitatively. Gay (2010:255) states that "a descriptive study determines and describes the way things are or descriptive research involves collecting data in order to answer the question about the status of the subject of study". Besides, Arikunto (2016:321) states that the descriptive research describes the data in the simple analysis. It uses the percentage and simple expression.

B. Population and Sample

1. Population

Population is the group of interest to the researcher, the group to which she or he likes the result of the study to be generalized. Thus, the population of this research was the eleventh grade students of SMAN 3 Kerinci. There were four classes with the total number of 72 students. The students' distribution can be seen by the following table:

Table 1:The population of the eleventh grade students of SMAN 3 Kerinci

No	Class	Number of students
1	XI MIPA 1	17
2	XI MIPA 2	19
3	XI IPS 1	18
4	XI IPS 2	18
Total		**72**

2. Sample

As states by Gay (2010: 261) "sampling is a process of selecting a number of individuals representing the larger group from which they were selected." Consequently, the degree to which the selected samples represent the population is the degree to which the results are generalized. The sample is the group elements or single elements from which samples (group of subjects from data are obtained.

Referring to the number of population, the researcher used *total sampling technique* to get data. It is men that all of students at the grade eleventh as a sample.

C. Instrumentations

1. Test

Reading comprehension test administrated based on the indicators of reading comprehension of news item texts. Brown (2004:64) says that test is any series of questions or exercises or other means of measuring the skills, knowledge, intelligence, capacities or aptitudes of an individual or group. In other words, the test is a tool for collecting data to recognize individual's

ability in looking the learning result and mental ability to overcome the problem.

Hughes (2003:42) says that: there are some possible techniques for testing reading comprehension, they are multiple choice, short answer, gap filling, cloze procedures, and information transfer. In this research the researcher will use multiple choice tests. The test consisted of 20 multiple choice items about news item text. From 20 items of test, the researcher gave expert judgments to get the validity of items test and did the try out to see the reliability, index discrimination and difficult index of test items. In this research, the students gave 90 minutes to answer the items of test. Where the researcher was presented the specification and indicator of test in the Table.

Table 2: Indicator of reading news item text

No	Sub Indicator	Items
1.	Main idea	3, 10, 15
2.	Generic structure :	
	a. Newsworthy event (Topic)	1, 8, 16
	b. Background event	2, 9, 18
	c. Sources	7, 11, 17
3.	Reference	6, 12, 20
4.	Synonym	13, 19
5.	Antonym	4, 5, 14

2. Questionnaire

Questionnaire used by the researcher to collect the data from the respondent. The question will give in written form and the respondent

answered or filled the questions in that form. The questionnaire of reading strategies adopted from Mokhtari and Sheorey, 2001. The questionnaire consisted 30 items of questions and it is based on the indicators. The indicators are:

Table 3: Reading strategies indicators

Variable	Indicators	Items	Total
Reading Strategy	Global Reading Strategies (GLOB)	1,3,4,6,8,12,15,17,20, 21,23,24,27	13 items
	Problem Solving Strategies (PROB)	7,9,11,14,16,19,25,28	8 items
	Support Strategies (SUP)	2,5,10,13,18,22,26,29, 30	9 items
Total			**30 items**

The scoring rubrics of questionnaire as below:

Table: 4. Reading Interest Category

Score	Interval Category
153-185	Very high
120-152	High
87-119	Medium
56-86	Low
30-55	Very Low

Source : *Gultom (2018)*

3. **Validity of test**

   1) Difficulty index

      Difficulty index is the ability of the test to filter the total number of participant who answers correctly. The categories of 0.00 – 1.0 refers to the difficulty index and it indicates the level of test difficulty.

The difficulty index formula was as follow:

$$P = \dfrac{B}{JS}$$

Where:

B = Right Number
JS = Number of students taking test
P= Difficulty index

(Sudijono. A. 2006:327)

Difficulty index categories:

Table 5: Difficulty index categories

Difficulty index	
IK = 0,00	Very difficult
0,00 < IK ≤ 0,30	Difficult
0,30 < IK ≤ 0,70	Fair
0,70 < IK ≤ 1,00	Easy
IK 1,00	Very easy

2) Discrimination index

The discrimination index is the test ability to separate the students who have high ability and low ability.

The formula of discrimination index was as below:

$$DP = \dfrac{BA}{JA} - \dfrac{BB}{JB}$$

Where :

BA : Number of top group participant who answer correctly

BB : Number of bottom group who answer correctly

JA : Number of top group participant

JB : Number of bottom group participant

DP : Discrimination index

(Sudijono. A. 2006:329)

Discrimination index categories:

Table 6: Classification of Discrimination Index

Classification of Discrimination Index	
DP = 0,00	Very poor
$0,00 < DP \leq 0,20$	Poor
$0,20 < DP \leq 0,40$	Fair
$0,40 < DP \leq 0,70$	Good
$0,70 < DP \leq 1,00$	Very good

4. Reliability of test

Reliability means dependability or trustworthiness. So, it is the degree to which a test consistency measures whatever it is measuring. To get the reliability test, Kuder Richardson (Kr_{20} formula) used.

$$r_{11} = \left(\frac{N}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

r_{II} : Reliability of the test
n   : Number of items
p   : Number of students who answer correctly
q   : Number of students who answer wrongly
$\sum_{pq}$: Total number p and q in each item that have been multiplied.
S^2 : Total Varian.

(Sudijono. A. 2006:332)

Reliability categories:

Table 7: Classification of Reliability

Classification of Reliability	
Less from 0,20	Very poor
0,20 – 0,40	Poor
0,40 – 0,70	Fair
0,70 – 0,90	Good
0,90 – 1,00	Very good
1,00	Excellent

D. Technique of Data Collection

1. Test

   According to Cohen, test is a method of measuring person ability, knowledge or performance in a given domain. A test can be said to have a high level of confidence if the test can provide consistent result. To get the data from the students, the researcher used the test. The test used for this research to know the students achievement in reading comprehension.

2. Questionnaire

   A questionnaire is a set of questions or statements that the respondent must answer or complete. The researcher used the questionnaire to get the data from students about their reading strategy. The questionnaire consists of statements with five alternatives of answer. They are: strongly agrees (SA), agrees (A), neutral (N), disagrees (D), or

strongly disagrees (SD). The score ranges from 1 to 5 and the researcher use Likert scale .

E. Technique of Data Analysis

1. Technique of data analysis for test and questionnaire

The test used to get the data about students' ability in reading comprehension To know the real score of the students, the following formula used.

$$X = \frac{R}{S} \; X \; 100\%$$

Where:

X   : Real score of each student

R   : The correct answer (total score the indicator of reading)

S   : Number of test items

(Sudijono. A. 2006:329)

To find out the levels of students ability in reading comprehension, the five point scale of Anas Sudijono used. The classification can be seen in the table as follows:

Table 8: Score Students' Reading Comprehension

Scores	Categories	Levels
80 – 100	Excellent	High Ability
66 – 79	Good	Average Ability
56 – 65	Fair	
46 – 55	Poor	Low Ability
0 – 45	Very poor	

Besides, to analyze the reading strategy of questionnaire, the researcher used Likert Scale which consists of strongly agrees, agree, neutral, disagrees, and strongly disagrees. As the following table:

Table 9: The Likert Scale rating

No	Optional	Score
1	Strongly agrees	5
2	Agrees	4
3	Neutral	3
4	Disagrees	2
5	Strongly disagrees	1

2. **Technique of Data Analysis for Correlation between Students' Reading Strategies and Their Ability in Reading Comprehension**

   a. **The Normality testing**

   To see whether or not the data collected from both variables are normally distributed. In this research, Kolmogorov Smirnov formula was used and then this formula used and calculate by using SPSS Version 25.

   The interpretations of normality are: if the significance value > 0.05 it can be said that the data is normal distributed. Then, if the significance value < 0.05 the data is not normal distributed.

   b. **The Linearity Testing**

   Linearity is describes the relationship between two or more variables when they tend to change at the same rate. Besides, the linearity is to know the relationship between dependent variable and independent variable.

   If the significance value of linearity > 0.05, it is can be said that there is linearity between dependent variable and independent variable. Then if

the significance value of linearity < 0.05, it is can be said there is no linearity between dependent variable and independent variable.

Besides, in this research the researcher used SPSS Version 25 to calculated the linearity of dependent variable and independent variable.

c. The Hypothesis Testing

After scoring the data, the tabulated data to get the finding of the research used. To see the hypotheses of testing or whether there is any correlation between students' reading strategy and their ability in reading comprehension of news item texts by using product moment formula. Then, the researcher used SPSS Version 25 to calculate it correlation.

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:
r   = correlation coefficient
X   = students' metacognitive strategy
Y   = students' self-efficacy in speaking
$\sum X$ = the sum of x scores
$\sum Y$ = the sum of y scores
$\sum X^2$ = the sum of squared x scores
$\sum Y^2$ = the sum of squared y scores
N   = total number of pairs of scores
$\sum XY$ = the sum of the products of paired scores
                                    (Sugiyono, 2014:68)

If r-calculates is greater than r-table, it means that the correlation of the test significant or valid. The calculation is interpreted to the correlation coefficient as the following table:

Table 10: Correlation Coefficient

Correlation Coefficient	
0.800 – 1.000	Excellent
0.600 – 0.799	Good
0.400 – 0.599	Enough
0.200 – 0.399	Poor
0.000 – 0.199	Very Poor

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. The Result of Try Out

Before conducting the research, the researcher had been try out the instrumen to another school that is: the class A and B of eleventh grade of MAS Kerapatan Jujun which consists of 34 students. This try out aimed to identify the difficulty index, discrimination power index, and reliability with the time allocated 2 x 45 minutes. The students must be read the text carrefully and then the students in try out class must answer the question directly.

a) Difficulty Index

The try out test was given on February 9th 2022. The test consists of 20 items. This try out was aimed to identify the difficulty index and discrimination power of the items. In conducting the try out, there were 20 items in average level and the lowest difficulty index was 0.38 in item number 5. There were only 13 students answered correctly while the highest difficulty index was 0.68 in item number 1 and 8 (*See appendix 3).*

From the table of the result of the difficulty index, there were 20 items got average levels, so according to Sudijono:

"The items taken from the analysis result categorized into easy and average levels can be used for a real test."

Based of the statement above, all of the items can noticeably be used for the real test.

b) Discrimination index

Beside looking for the difficulty index, the researcher also would like to identify the *Discrimination Index of Items,* the researcher take Sudijono's opinion:

> The way to contrast two groups between the higher and the lower group, the median can be used until the division of those two groups consist of 50 % teste higher group and 50 % teste lower group.

Therefore, it is known that there were 17 students in high group and 17 students in low group, see (*appendix 4).* Based on the table of Higher and Lower Group it can be seen many interpretations of *Discrimination Index* (for more detail see *appendix 5).* Meanwhile, from the table of *Discrimination Index* the researcher found that the highest *discrimination index* was 0.58 in item number 9, while the lowest *discrimination index* was 0.06 in item number 17. For some poor discriminatory power on items the researcher take Sudjino's opinion:

> For items with poor discriminatory power, there are two possible follow-up actions:
> 1. Investigated for later improvement, and after being corrected, it can be submitted again in future learning outcomes tests; later the item is analyzed again, whether the power of discrimination increases or not.
> 2. Discarded (dropped) and for future learning outcomes these items will not be issued again.

Referring to the statement above, it is necessary to make item revision by tracing again and revised the items then gave better instruction again at the item in the *Poor Category.*

From the table of discrimination index *(see appendix 5),* there were 4 items for *good* category namely in items number 6 (0.41), 9 (0.58), 13 (0.47), and 13 (0.47). And 9 items with *average* category namely in items number 2 (0.35), 3 (0.47), 4 (0.35), 7 (0.36), 8 (0.29), 10 (0.35), 18 (0.29), 19 (0.23), and item number 20 (0.3). Then 7 items with *poor* category namely items number 1 (0.17), 5 (0.18), 11 (0.12), 12 (0.12), 16 (0.17), and item number 17 (0.06). So, the others were *poor* category because they have classification of *discrimination index of test items* $0.00 < DP \leq 0.20$.

After knowing the difficulty index and discrimination index, the items were grouped into accepted and revised items *(see appendix 6).* From the results, there were 7 items that must be revised namely items number 1, 5, 11, 12, 15, 16, and item number 17. These items were revised firstly by tracing again the items then give better instruction at the items that got *Poor Category* for use in the real test.

c). Reliability of Reading Comprehension Test

To find out the reliability of the test, the Kuder Richardson (Kr_{20}) formula was used. By using this formula it was found that the result of the reliability index of test was 0.64. Therefore, it can be said that the result of the reliability of the test was fair (*see appendix 7 for more detal).*

d). Validity of Questionnaire Reading Strategies

In analysing the data validity of questionnaire, the researcher was used SPSS (*Statistical Program for Social Science*). To identify whether an item was valid or not, it can be done by looking at the value of the significant

(significant levels = **5%**) or compare the values r_{xy} with r table product moment which n=**18**, so the r_{tabel}=**0.497** with the criteria as follow:

    a. If $r_{xy} > r_{tabel}$: the item is valid

    b. If $r_{xy} < r_{tabel}$: the item is not valid

Based on the result of try out test and questionnaire that have done, the researcher calculated the validity of variables in this research by comparing the value of rxy with r table. It can be seen in the tables below:

Tabel 11 : Validity of reading strategy questionnaire

Items of reading strategy questionnaire	Corrected Item-Total Correlation	Criteria
1	.885	Valid
2	.752	Valid
3	.854	Valid
4	.885	Valid
5	.614	Valid
6	.559	Valid
7	.796	Valid
8	.640	Valid
9	.868	Valid
10	.811	Valid
11	.752	Valid
12	.614	Valid
13	.507	Valid
14	.660	Valid
15	.868	Valid
16	.752	Valid
17	.885	Valid
18	.885	Valid
19	.784	Valid
20	.796	Valid
21	.507	Valid
22	.740	Valid
23	.899	Valid

24	.868	Valid
25	.801	Valid
26	.614	Valid
27	.784	Valid
28	.868	Valid
29	.507	Valid
30	.885	Valid

Meanwhile, based on the result of reading strategy questionnaire, the table above showed that all of the items bigger than 0.497, it mean that the items that used in the questionnaire were valid.

e). **Realiability of Reading Strategies Questionnaire**

To find out the reliability, the researcher used Cronbach's Alpha by using SPSS (*Statistical Program for Social Science*).

Table 12 : the level of reliability

Interval	Criteria
0,800 – 1,000	Very reliable
0,600 – 0,799	Reliable
0,400 – 0,599	Quite reliable
0,200 – 0,399	Rather reliable
≤0,199	Less reliable

Source: Guilford, 1956, p.145

Based on the result of try out, the value of reliability of reading strategy test was **0.975** *(see appendix 8)* which that value also on the *very reliable* criteria.

2. **Data Description**

a. **Result of students reading comprehension**

The reading test was administered to the subject as sample. this research utilized *Multiple Choice* test items. There were some items need to be revised resulting from the try out. So the result of try out becomes the

guideline in arranging the test, whether one item needs to be revised or not.

Then, the highest score of the test was 95 gained by 2 students. On the other

hand, the lowest score in the first test was 30 gained by 2 students.

The table below is the distribution of the scores obtained by 72

students in reading test.

Table   13: The Distribution of the Reading Comprehension Scores
*   Obtained by the students*

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	95 (2) 85 (3) 80 (11)	16	22.2	22.2	Excellent	High Ability
2.	66 – 79	75 (8) 70 (13)	19	26.3	40.2	Good	Average Ability
3.	56 – 65	65 (4) 60 (6)	10	13.9		Fair	
4.	46 – 55	55 (9) 50 (11)	20	27.8	37.5	Poor	Low Ability
5.	0 – 45	45 (3) 40 (2) 30 (2)	7	9.7		Very poor	
Total			72	100 %	100%		

Based on the description above, it can be concluded that: First,

sixteen students got excellent score (22.2%) and their level was included to

High Ability (22.2%). Second, there were nineteen students gained good

score (26.3%), and also ten students got fair scores (13.9%) and their level

was included to *Average Ability* (40.2%). The last one, twenty students

gained poor scores (27.8%), seven students got very poor score (9.7%) and

their level was included to *Low Ability* (37.5%). Thus, the average (mean)

scores from the test was 64.2; It means that the students' ability in reading

comprehension belongs to *Fair* Levels.

2. Result of Students Reading Strategies

In this case, the students' reading strategies was the independent variable (X). To know students' reading strategies, the researcher got the data from reading strategies questionnaire. The questionnaire was given to the students' at the eleventh grade of SMAN 3 Kerinci. The students' reading strategies score is showed in the table blow:

Table 14: Students' Reading Strategies Result

No	Students' code	(X1)	No	Students' code	(X1)
1.	S-1	134	37	S-37	104
2.	S-2	117	38	S-38	126
3.	S-3	104	39	S-39	69
4.	S-4	115	40	S-40	126
5.	S-5	87	41	S-41	69
6.	S-6	85	42	S-42	56
7.	S-7	110	43	S-43	114
8.	S-8	125	44	S-44	134
9.	S-9	131	45	S-45	98
10.	S-10	104	46	S-46	69
11.	S-11	126	47	S-47	125
12.	S-12	69	48	S-48	134
13.	S-13	56	49	S-49	117
14.	S-14	114	50	S-50	104
15.	S-15	134	51	S-51	115
16.	S-16	98	52	S-52	87
17.	S-17	69	53	S-53	85
18.	S-18	125	54	S-54	110
19.	S-19	104	55	S-55	134
20.	S-20	126	56	S-56	117
21.	S-21	69	57	S-57	104
22	S-22	56	58	S-58	115
23	S-23	114	59	S-59	87
24	S-24	134	60	S-60	85
25	S-25	98	61	S-61	110
26	S-26	69	62	S-62	125
27	S-27	125	63	S-63	131
28	S-28	134	64	S-64	104
29	S-29	117	65	S-65	126
30	S-30	104	66	S-66	69
31	S-31	115	67	S-67	56

32	S-32	87	68	S-68	114
33	S-33	85	69	S-69	134
34	S-34	110	70	S-70	98
35	S-35	125	71	S-71	69
36	S-36	131	72	S-72	126

Table 15 : The distribution of frequency of Students' Reading Strategies

INTERVAL	FREQUENCY	PERCENTAGE	CATAGORIES
153-185	-	-	**Very High**
120-152	23	31.9	**High**
87-119	32	44.5	**Medium**
56-86	17	23.6	**Low**
30-55	-	-	**Very Low**
Total	**72**	**100%**	

Based on the table above, it can be seen that the frequency of students reading strategies was on the interval 120-152 with the total 23 students (31.9%) or high reading strategies, and then, on the interval 87-119 with 32 students (44.5%) or medium reading strategies. Next, the interval of 56-86 with 17 students (23.6%) or low reading strategies. Thus, it can be concluded that students reading strategies was on the **medium** category with the total 32 students (44.5%) from 72 students.

3. **Correlation between students' reading strategy and their ability in reading comprehension**

   1. **Linearity Testing**

      The linearity is to know the relationship between dependent variable and independent variable. In this research the researcher was used SPSS

Version 25 to calculated the linearity of dependent variable and independent variable. The presentation of linearity could be seen as bellow:

Table 16: Linearity of the Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Reading Strategies	Between Groups	(Combined)	4345,486	13	334,268	1,857	,055
		Linearity	147,868	1	147,868	,822	,368
		Deviation from Linearity	4197,618	12	349,801	1,944	,047
	Within Groups		10437,500	58	179,957		
	Total		14782,986	71			

From the table above it can be seen that, the value significance of linearity or derivation of linearity is 0.47, based on interpretation of linearity if the significance value of linearity > 0.05, it is can be said that there is a linearity between dependent variable and independent variable. Then if the significance value of linearity < 0.05, it is can be said there is no linearity between dependent variable and independent variable. Thus, from the interpretation the value significance of linearity is 0.47 The value of 0.47 > 0.05, It is can be concluded that the data is linearity disturbed.

2. Normality Testing

To see whether or not the data collected from both variables (reading strategies and reading comprehension ability) were normally distributed.

In this research, Kolmogorov Smirnov formula was used and then this formula was used by using SPSS Version 25.

Table 17: Normality of the Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		72
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	14,35717304
Most Extreme Differences	Absolute	,095
	Positive	,063
	Negative	-,095
Test Statistic		,095
Asymp. Sig. (2-tailed)		,171[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The interpretations of normality are: if the significance value > 0.05 it can be said that the data is normal distributed. Then, if the significance value < 0.05 the data is not normal distributed. Based on the table above it can be seen that the significance value is 0.171. The value of 0.171 > 0.05, it can be concluded that the data is normal distributed.

3. **Test of Hypotheses**
   (Correlation between students' reading strategies and reading comprehension ability)

   The purpose of this research was to find out the Correlation between students' reading strategy and their ability in reading

comprehension. To know those two variables the researcher was used test.

The Pearson Product Moment formula was used to find out the coefficient of correlation. The total score of all vocabulary mastery and reading ability (ΣX, ΣY, ΣX^2, ΣY^2 and ΣXY) was calculated for use in the Pearson product moment formula.

The hypothesis proposed was that there is a positive correlation between students' reading strategies and their ability in readingcomptrehension. The criterion to meet or reject this hypothesis was formulated as follows:

Ho : There is no correlation between reading strategies and reading ability

H_1 : There is correlation between reading strategies and raeding ability

The table below shows the result of correlation between students' reading strategies and their ability in reading comprehension:

Table 18: Correlation Between Students' Reading Strategies and reading comprehension

Correlations

		Reading Strategies	Reading Comprehension
Reading Strategies	Pearson Correlation	1	,726
	Sig. (2-tailed)		,672
	N	72	72
Reading Comprehension	Pearson Correlation	,726	1
	Sig. (2-tailed)	,672	
	N	72	72

From the data analysis it was found that the correlation between students' reading strategies and their ability in reading comprehension was (0.726) which was good (high) correlation. The correlation *(r)* score shows the level of the correlation between the two scores of the group.

The table above shows that the r-computed (0.726) is bigger than the r-table (0.394) for the degree of alpha = 0.05 (ά 0.05). It can be concluded that *Ho* is rejected and *H₁* accepted. Therefore, it can be said that there is a good (high) correlation between students' reading strategies and their ability in reading comprehension.

To make an interpretation of correlation strength between the two variables the correlation coefficient index must be inferred to the following criteria:

1. If the correlation coefficient is 0, then two variables are not correlated
2. if the correlation coefficient is near 1, then the two variables are strongly correlated
3. if the correlation coefficient is near 0, then the two variables are weakly correlated
4. if the correlation coefficient is 1, then the two variables have a perfect positive correlation.
5. if the correlation coefficient is -1, then the two variables have a perfect negative correlation

<div align="right">(Creswell, John W. 2012: 156)</div>

From the hypothesis testing above, it can be seen that: the correlation between reading strategies and reading ability at the good (high) level. It was indicated by the correlation score of 0.726 with correlation table of 0.394 (r-computed 0.726 > r-table 0.394). This can

be said that there was good (high) correlation between students' reading strategies and their reading ability. Besides, based on the Cresswell opinion's the score of 0.726 is near than 1 it is mean that the two variables are strongly correlated.

B. Discussion

The research was to know whether there was correlation between students' reading strategy (X) and their ability in reading comprehension (Y). The research was conducted to **72 respondents** where the students' reading strategy was measure by using questionnaire which consists of 30 statement for reading strategy. While the reading comprehension was measure by using Test which consists of 20 multiple choice.

Based on the result of hypothesis between students' reading strategy (X) and their reading ability (Y) the researcher find out correlation between reading strategies and reading ability at the good (high) level. It was indicated by the correlation score of 0.726 with correlation table of 0.394 (r-computed 0.726 > r-table 0.394). This can be said that there was good (high) correlation between students' reading strategies and their reading ability. Besides, based on the Cresswell opinion's the score of 0.726 is near than 1 it is mean that the two variables are strongly correlated.

. **It means that H1 was accepted and H0 was rejected**. This found is support by the research that have done by Sari (2017) who conducted a research about the correlation between reading strategies and reading comprehension achievement. She found out that there was a **significant**

correlation between the reading strategies use and reading comprehension achievement. Karami states that there is a close relationship between strategy use and motivation or the goal of reading. Besides, Rokhasari states that teacher must help students to acquire the strategies in reading processes because it can improve the overall comprehension of the text.

In addition, based on the result of this research, the researcher conclude that reading strategies can improve students' comprehension in reading, so that it can increase their score in reading. In order to have good reading comprehension, the students should have good strategies in reading. The strategies will help them to be strategic readers. Good readers should employ effective reading strategies when they read because effective strategies can be as tools to help students to get deeper understanding about the text.

Strategies play an important role in reading a foreign language text. Many researchers found that reading strategies will help students to read effectively and efficiently. And they also found that reading strategies have significant contributions to learning English, especially in reading classes for comprehending English text. Reading strategies could improve students' reading comprehension. Therefore, the students should have many and various strategies in reading to make them easier in understanding texts, and how to be independent, effective and efficient learners.

There are many reading strategies that can be used by the students in their reading such as, getting idea quickly, analyzing unknown words, reading the first and the last paragraph, and identifying the key concepts. These

strategies can be used by the readers when they are reading. Besides, these strategies also will help the readers in starting their reading. Strategies of 'summarizing and evaluating' can be used to make them really understand the text after their reading activities. Therefore, they can choose appropriate strategies for their reading activities to make them better in reading and comprehending the texts.

Reading with strategies can be applied for all kinds of texts, but the readers must have ability to use and choose some kinds of strategies for the appropriate kinds of reading. It is known that reading with good strategies will make the students read more effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the research that conducted by the researcher about "The Correlation between Students' Reading Strategy and their ability in reading comprehension at the eleventh grade of SMAN 3 Kerinci". It can be concluded that: the correlation between reading strategies and reading ability at the good (high) level. It was indicated by the correlation score of 0.726 with correlation table of 0.394 (r-computed 0.726 > r-table 0.394). This can be said that there was good (high) correlation between students' reading strategies and their reading ability. Besides, based on the Cresswell opinion's the score of 0.726 is near than 1 it is mean that the two variables are strongly correlated.

B. **Suggestion**

Considering the result of the research, the researcher would like to give some suggestions as follow:

1. **For the students**

Hopefully the students can choose the suitable reading strategies and good attitudes in reading to get the good reading achievement score because in reading, understanding is needed to be able to know the meaning contained in a reading. In the future, the researcher also hopes

that students can learn more about the strategies that must be easier them in reading.

2. For the SMAN 3 Kerinci

The result of this result can be used for as a reference for the SMAN 3 Kerinci especially the theory about the correlation among students' reading strategy and their reading achievement. The researcher also suggests that in the future, teachers who teach reading can teach good strategies that can be used by the students in reading in order to improve students' reading skills.

3. For the Next Researchers

Hopefully the next researcher can be more deeply developed about the variables that are related to reading achievement because of the importance of mastery in reading so that in the next there are many theories about how to improve reading comprehension and increase reading scores. Researchers assume that in this study of course there are many shortcomings due to the limited time and other things.

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APPENDIX: 1

TEST OF REDING COMREHENSION NEWS ITEM TEXT

Name   :
Subject   : Bahasa inggris
Day/Date   :
Time   : 90 menit
School   : SMAN 3 KERINCI
Class   : Eleventh

Petunjuk : Pilihlah salah satu jawaban yang benar dengan mencontreng/menyilang huruf A,B,C,D pada lembar jawaban dibawah soal.

The text is for questions number 1-7 read the following text carefully !

Brave Boy Found Alive After Two Days at Sea

Feeling no fear, a five-years-old boy spent two days floating at sea on a mattress in a bid to survive from the effects of the tsunami that killed thousands of people from his town and was reunited with his family on Thursday.

He cried as he rushed to his parents, older brother and younger sister at a refugee camp in Meulaboh, his hometown of 40,000 people in Aceh that was one of the hardest hit in Sunday's disaster.

Wira later calmly recounted to reporters the amazing events that brought him back to his family, a rare tale of happiness in the devastated province on the island of Sumatra that has seen nearly 80,000 people killed by the flooding.

Nursing only a gash to his left leg, Wira said he was playing with his brother and sister near his home when the waters rushed through.

According to Antara news agency, Wira said he held on to various floating pieces of wood while being swept away. "I was not afraid because I am used to the sea." Wira said while massaging his wounded leg.

"As I was still holding to a door, the mattress came by so I decided to climb on it. I was not afraid, but I was cold."

Wira said he spent two days out at sea until he was found by fisherman on the look out for bodies off coast of Meulaboh. –AFP

1. What does the text tells about ?
   a. A five-years-old boy
   b. Survive from the effects of the tsunami
   c. Suspect of tsunami
   d. Disaster

2. Who found the boy at the sea ?
   a. Soldier
   b. Fisherman
   c. His brother and sister

d. His parents

3. What is the main idea of first paragraph?
   a. Tsunami destroyed thousands of homes
   b. Tsunami killed thousands of people
   c. Tsunami hit Banda Aceh on thursday
   d. A five-years-old boy survive from the effects of the tsunami

4. The word "Hardest" in the (Paragraph 2,Line 3). What is the Antonym of the underlined word?
   a. Softest
   b. Highest
   c. Nearest
   d. Deepest

5. A five-year-old boy spent two days floating at sea on a mattress in a bid to survive from the effects of the tsunami..... (Paragraph 1, Line 1) What is the Antonym of the underlined word ?
   a. Sink
   b. Diving
   c. Depend
   d. Swim

6. The pronoun "it" in the (Paragraph 6, Line 2) refers to…?
   a. Door
   b. Mattress
   c. Wira
   d. Fisherman

7. "I was still holding to a door" , who did give this information ?
   a. Antara news agency
   b. Wira
   c. Fisherman
   d. His family

The text is for questions number 8-14 read the following text carefully !

Floods hit the McKenzie County

McKenzie: Yesterday afternoon flash floods created havoc in McKenzie County falling trees, snarling traffic and affecting business. The worst hit areas according to the police were Lonsdale Road Victoria Drive and upper Linken Street.

"The water levels at these roads were as high as 6 meters," said the Public Utility Authority (PUA). A combination of heavy rain and bad timing caused the floods. The tides were exceptionally high between 1 p.m. and 3 p.m. Traffic slow to a crawl leaving driver and commuters stuck.

In the Lonsdale area, the sudden rise in the water caught businessman on Owen Road and Pinedale Road off-guard. Mr. Max, who was a shop an Owen Road, told us that the water had ruined all of his merchandise. Miss Ving, a hairdresser, reported that some of her equipment and chemicals were damaged. She also had to walk barefoot as her whole shop was flooded. "We've had floods before, but this is the worst," Miss Ving said.

The PUA advises residents and shopkeepers in flood prone areas to protect their belongings. Drivers are also advised to be cautious when traveling along low-lying roads which are prone to flash floods.

8. What is the text tells about ?
    a. Floods
    b. Vehicles were stuck in the water
    c. McKenzie County
    d. The water levels

9. The flash floods was caused by… ?
    a. Landslide
    b. The water levels
    c. Heavy rain and bad timing
    d. Ilegal logging

10. What is the main idea of first paragraph ?
    a. The floods created havoc in Mc Kenzie
    b. The water levels were high as 6 meters
    c. The floods washed away cars and motorbike
    d. The floods hit McKenzie on yesterday afternoon

11. Who said that the flash floods caused financial loss ?
    a. Mr. Max and Miss Ving
    b. The Public Utility Authority
    c. The police
    d. Reporter

12. The pronoun "She" in the (Paragraphn 3, Line 5) refers to?
    a. Miss Ving
    b. Driver
    c. Mr. Max
    d. Shopkeepers

13. The word "Worst" in the (Paragraph 4, Line 3) has the similar meaning to...?
    a. Best

b. Badly
c. Beautifuly
d. Goodly

14. Traffic Heavy to a crawl. in the (Paragraph 2, Line 3) What is the Antonym of the underlined word?
    a. Big
    b. Wide
    c. Small
    d. Light

The text is for questions number 15-20 read the following text carefully !

Town Contaminated

Moscow – A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town.

Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo – 22 near Vladivostock.

The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a „thermal" and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tons of contaminated material were sworn to secrecy.

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

15. What is the main idea of paragraph 3 ?
    a. The accident spread radioactive fall-out over the base and nearby town
    b. Residents told the explosion in the reactor of the Victor-class submarine
    c. Soviet nuclear destroy the environment
    d. Soviet nuclear caused a lot of harm

16. What does the text tells about ?
    a. Soviet nuclear catastrophe
    b. Explosion of a nuclear submarine
    c. Contaminated nuclear materia
    d. Soviet navy

17. Where did the incident took place ?
    a. At the naval base of Shkotovo
    b. Nearby town
    c. In the nuclear reactor
    d. Harbour

18. what is the opinion of investigators about this incident ?
    a. The accident,occurred 13 months before the Chernobyl disaster
    b. Killed 10 sailors and contaminated an entire town
    c. The worst accident in the history of the Soviet Navy
    d. The explosion of a nuclear submarine

19. A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe. in the (Paragraph 1 Line 2) The underlined word means…. ?
    a. Disaster
    b. Collision
    c. Celebration
    d. Accident

20. The pronoun "it" in the (Last paragraph,line 1) refer to ?
    a. Soviet nuclear
    b. Catastrophe
    c. Disaster
    d. Radio active

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

The Key Answer of The Reading News items Text

1. a. A five-years-old boy
2. b. Fisherman
3. d. A five-years-old boy survive from the effects of the tsunami
4. a. Softest
5. a. Sink
6. b. Mattress
7. b. Wira
8. a. Floods
9. c. Heavy rain and bad timing
10. d. The floods hit McKenzie on yesterday afternoon
11. a. Mr. Max and Miss Ving
12. a. Miss Ving
13. b. Badly
14. d. Light
15. a. The accident, spread radioactive fall-out over the base and nearbytown
16. a. Soviet navy
17. a. At the naval base of Shkotovo
18. c. The worst accident in the history of the Soviet Navy
19. a. Disaster
20. a. Soviet nuclear

APPENDIX 2

READING STRATEGIES QUESTIONNAIRE

Survey of reading strategies (SORS)

Data Responden

Nama   :

Kelas   :

Jenis Kelamin : Laki-laki/Perempuan*

Umur   :

Coret/hapus yang tidak perlu*

Semua item di bawah ini merujuk pada bacaan Anda tentang materi akademis terkait perguruan tinggi (seperti buku teks/pelajaran, bukan koran ataupun majalah). Setiap pernyataan diikuti oleh lima angka, 1,2,3,4,5. Dimana setiap pernyataan pada kolom dibawah memiliki opsi Sangat Setuju (5), Setuju (4), Netral (3), Tidak Setuju (2), dan Sangat Tidak Setuju (1).

Setelah membaca setiap pernyataan, periksa kolom yang mengacu pada nomor (1, 2, 3, 4, atau 5) yang sesuai untuk Anda. Tidak ada jawaban benar atau salah untuk semua item dalam survey ini.

Statement	5	4	3	2	1
1. Saya memiliki tujuan dalam pikiran saya ketika saya membaca					
2. Saya membuat catatan saat membaca untuk membantu saya memahami apa yang saya baca					
3. Saya berpikir tentang apa yang saya tahu untuk membantu saya memahami apa yang saya baca					

4. Saya mengambil pandangan keseluruhan teks untuk melihat apa yang ada sebelum membacanya					
5. Ketika teks menjadi sulit, saya membacakan dengan keras untuk membantu saya memahami ketika saya membaca					
6. Saya memikirkan apakah isi teks saya abaca cocok dengan bacaan saya					
7. Saya membaca dengan perlahan dan hati-hati untuk memastikan saya memahami apa yang saya baca					
8. Saya meninjau teks terlebih dahulu dengan memperhatikan karakteristiknya seperti panjang dan susunannya					
9. Saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi					
10. Saya menggaris bawahi atau melingkari informasi dalam teks untuk membantu saya mengingatnya					
11. Saya menyesuaikan kecepatan membaca saya sesuai dengan apa yang saya baca					
12. Saat membaca, saya memutuskan apa yang akan dibaca dengan cermat dan apa yang harus diabaikan					
13. Saya menggunakan bahan referensi (misalnya kamus) untuk membantu saya memahami apa yang saya baca					
14. Saat teks menjadi sulit, saya lebih memperhatikan apa yang saya baca					

15. Saya menggunakan tabel, gambar dan gambar dalam teks untuk meningkatkan kemampuan membaca saya					
16. Saya berhenti dari waktu dan memikirkan tentang apa yang saya baca					
17. Saya menggunakan petunjuk konteks untuk membantu saya lebih memahami apa yang saya baca					
18. Saya mencoba menggambarkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca.					
19. Saya memparafrasekan (menyatakan kembali ide kata-kata saya sendiri) untuk lebih memahami apa yang saya baca.					
20. Saya menggunakan fitur tipografi seperti huruf tebal dan huruf miring untuk mengidentifikasi informasi kunci.					
21. Saya menganalisis dan mengevaluasi secara kritis informasi yang disajikan dalam teks.					
22. Saya membaca berulang-ulang teks untuk menemukan hubungan di antara ide-ide di dalamnya.					
23. Saya memeriksa pemahaman saya ketika saya menemukan informasi baru.					
24. Saya mencoba menebak isi teks itu ketika saya membaca.					
25. Ketika teks menjadi sulit, saya membacanya berulang-ulang untuk					

meningkatkan pemahaman saya.					
26. Saya bertanya pada diri sendiri pertanyaan yang ingin saya jawab dalam teks.					
27. Saya memeriksa apakah tebakan saya tentang teks tersebut benar atau salah.					
28. Saat saya membaca, saya menebak arti dari kata atau frasa yang tidak diketahui.					
29. Saat saya membaca, saya menerjemahkan dari bahasa Inggris ke bahasa Indonesia.					
30. Saat membaca, saya memikirkan informasi dalam bahasa Inggris dan bahasa Indonesia.					

APPENDIX: 3

Result of Difficulty Index from Try Out

Item Number	JS	B	$P = \dfrac{B}{JS}$	Interpretation
1.	34	23	0,68	Average
2.	34	14	0,41	Average
3.	34	18	0,53	Average
4.	34	18	0,53	Average
5.	34	13	0,38	Average
6.	34	19	0,56	Average
7.	34	16	0,47	Average
8.	34	23	0,68	Average
9.	34	18	0,53	Average
10.	34	14	0,41	Average
11.	34	20	0,59	Average
12.	34	18	0,53	Average
13.	34	20	0,59	Average
14.	34	19	0,56	Average
15.	34	17	0,5	Average
16.	34	21	0,62	Average
17.	34	19	0,56	Average
18.	34	19	0,56	Average
19.	34	22	0,65	Average
20	34	15	0,44	Average

APPENDIX: 4

The Higher Group

NO	TESTE	SCORES
1	A1	85
2	A2	85
3	A3	80
4	A4	80
5	A5	75
6	A6	75
7	A7	70
8	A8	70
9	A9	70
10	A10	70
11	A11	65
12	A12	65
13	A13	60
14	A14	60
15	A15	55
16	A16	50
17	A17	50
$J_A = 17$		

The Lowest Group

NO	TESTE	SCORES
1	A18	55
2	A19	55
3	A20	45
4	A21	45
5	A22	45
6	A23	45
7	A24	45
8	A25	45
9	A26	40
10	A27	40
11	A28	40
12	A29	35
13	A30	35
14	A31	30
15	A32	30
16	A33	25
17	A34	20
$J_B = 17$		

APENDIX: 5

Result of Discrimination Index

ITEM NUMBER	BA	BB	J_A	J_B	$DP = DA/J_A - BB/J_B$	INTERPRETATIONS
1	13	10	17	17	0,17	Poor
2	10	4	17	17	0,35	Average
3	13	5	17	17	0,47	Average
4	12	6	17	17	0,35	Average
5	8	5	17	17	0,18	Poor
6	13	6	17	17	0,41	Good
7	11	5	17	17	0,36	Average
8	14	9	17	17	0,29	Average
9	14	4	17	17	0,58	Good
10	10	4	17	17	0,35	Average
11	11	9	17	17	0,12	Poor
12	10	8	17	17	0,12	Poor
13	14	6	17	17	0,47	Good
14	13	6	17	17	0,41	Good
15	10	7	17	17	0,18	Poor
16	12	9	17	17	0,17	Poor
17	10	9	17	17	0,06	Poor
18	12	7	17	17	0,29	Average
19	13	9	17	17	0,23	Average
20	10	5	17	17	0,3	Average

APPENDIX: 6

The Accepted and Revised Items

NO	ITEM NUMBER	CONDITION
1.	1	Revised
2.	2	Accepted
3.	3	Accepted
4.	4	Accepted
5.	5	Revised
6.	6	Accepted
7.	7	Accepted
8.	8	Accepted
9.	9	Accepted
10.	10	Accepted
11.	11	Revised
12.	12	Revised
13.	13	Accepted
14.	14	Accepted
15.	15	Revised
16.	16	Revised
17.	17	Revised
18.	18	Accepted
19.	19	Accepted
20.	20	Accepted

APPENDIX: 7

RELIABILITY OF TEST

Students	Items number																				Y	Y^2
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	17	289
2	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	17	289
3	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	16	256
4	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	16	256
5	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	15	225
6	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	15	225
7	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	14	196
8	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	14	196
9	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1	14	196
10	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	14	196
11	1	0	1	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	1	0	13	169
12	1	1	1	0	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	0	13	169
13	0	1	0	1	0	1	0	1	1	1	1	0	1	1	0	1	0	0	1	1	12	144
14	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	0	12	144
15	0	0	1	1	0	0	1	1	0	1	1	1	0	1	1	1	0	1	0	0	11	121
16	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	10	100
17	1	0	0	0	0	1	1	1	0	0	0	1	1	1	0	1	0	0	1	1	10	100
18	1	0	0	0	0	1	1	1	0	0	1	0	1	1	0	1	0	1	1	0	10	100
19	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	0	1	1	10	100
20	0	0	1	1	0	1	0	1	0	1	0	0	0	1	0	1	1	0	1	0	9	81
21	1	0	0	0	1	0	1	0	1	0	1	1	1	0	1	0	0	1	0	0	9	81
22	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	1	0	1	0	9	81
23	0	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	0	9	81
24	1	0	0	0	1	0	0	1	1	0	1	0	0	1	0	0	1	0	1	1	9	81
25	1	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	0	0	0	0	9	81
26	1	0	0	1	1	0	0	0	1	0	1	1	0	0	0	1	1	0	0	0	8	64
27	0	0	1	0	0	1	1	1	0	0	1	1	0	0	1	0	1	0	0	0	8	64
28	1	0	0	1	0	0	0	1	0	0	0	0	1	1	1	0	0	0	1	1	8	64
29	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	1	1	0	7	49
30	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1	1	1	7	49
31	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	1	0	6	36
32	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	1	1	6	36
33	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	5	25
34	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	4	16

Np	23	14	18	18	13	19	16	23	18	14	21	18	20	19	17	21	19	19	22	15	366	4360
P	0,68	0,41	0,53	0,53	0,38	0,56	0,47	0,68	0,53	0,41	0,62	0,53	0,59	0,56	0,5	0,62	0,56	0,56	0,65	0,44		
q	0,32	0,59	0,47	0,47	0,62	0,44	0,53	0,32	0,47	0,59	0,38	0,47	0,41	0,44	0,5	0,38	0,44	0,44	0,35	0,56		
pq	0,2176	0,2419	0,2491	0,2491	0,2356	0,2464	0,2491	0,2176	0,2491	0,2419	0,2356	0,2491	0,2419	0,2464	0,25	0,2356	0,2464	0,2464	0,2275	0,2464	Σ pq = 4, 8227	

Reliability of Test

$$r_{11} = \left(\frac{N}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

$N \quad = 20$

$\sum x_t \quad = 366$

$\sum x_t{}^2 \quad = 4360$

$$S^2 = \frac{\sum x_t{}^2}{N}$$

$$\sum x_t{}^2 = \sum x_t{}^2 - \left(\frac{\sum x_t}{N} \right)^2$$

$\sum x_t{}^2 = 4360$

$\sum x_t = 366$

$N \quad = 34 \text{ (Students)}$

$$\sum x_t^2 = \sum x_t^2 - \left(\frac{\sum x_t}{N} \right)^2$$

$$= 4360 - \left(\frac{366}{34} \right)^2$$

$$= 4360 - \frac{366^2}{34}$$

$$= 4360 - \frac{133956}{34}$$

$$= 4360 - 3939,8824$$

$$= 420,1176$$

$$S^2 = \frac{\sum x_t^2}{N}$$

$$= \frac{420,1176}{34}$$

$$S^2 = 12,3564$$

$$r_{11} = \left(\frac{N}{} \right) \left(\frac{S^2 - \sum pq}{} \right)$$
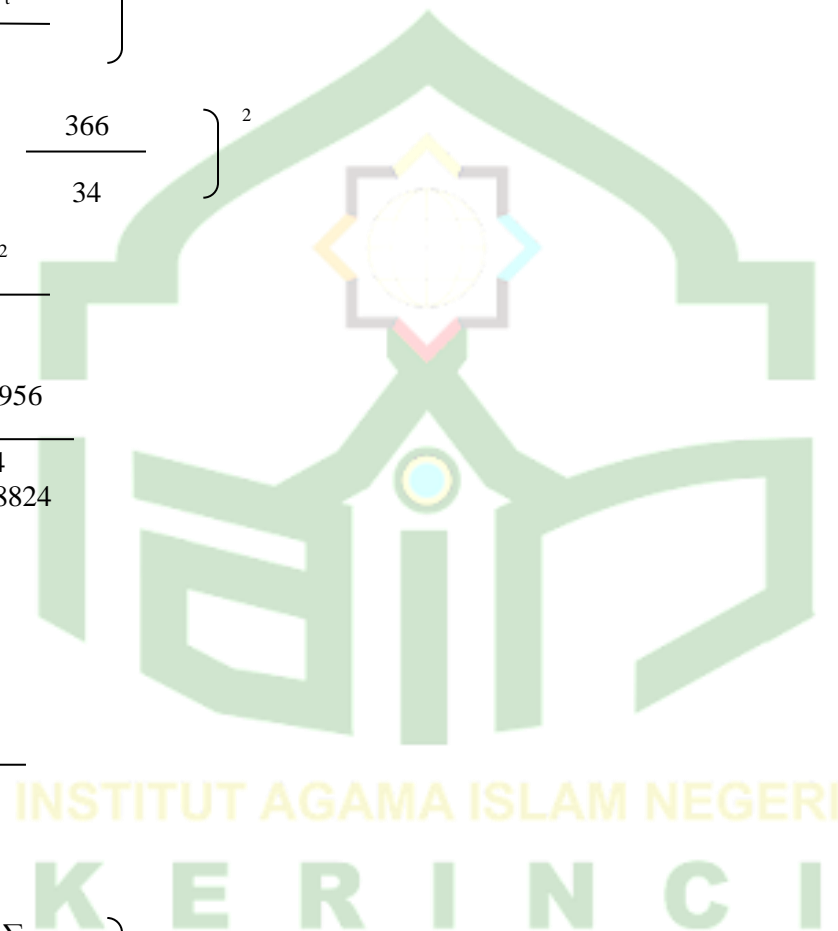
$$\frac{n-1} \qquad \frac{S^2}$$

$$= \left(\frac{20}{20-1} \right) \left(\frac{12,\ 3564\ -\ 4,\ 8227}{12,\ 3564} \right)$$

$$= \left(\frac{20}{19} \right) \left(\frac{7,\ 5337}{12,\ 3564} \right)$$

$$= \left(1,\ 0526316 \right) \left(0,\ 6097002 \right)$$

$$= 0,\ 64 \ \text{(Reliable /Fair (Average) Category))}$$

APPENDIX 8

Reliability of reading strategy questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.975	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	102.39	528.134	.885	.974
VAR00002	102.00	534.588	.752	.974
VAR00003	101.83	525.441	.854	.974
VAR00004	102.39	528.134	.885	.974
VAR00005	102.28	532.683	.614	.975
VAR00006	102.22	542.771	.559	.975
VAR00007	101.83	521.206	.796	.974
VAR00008	102.33	548.824	.540	.975
VAR00009	102.11	528.575	.868	.974
VAR00010	102.06	527.350	.811	.974
VAR00011	102.00	534.588	.752	.974
VAR00012	102.28	532.683	.614	.975
VAR00013	102.56	553.673	.507	.975
VAR00014	102.11	538.222	.660	.975
VAR00015	102.11	528.575	.868	.974
VAR00016	102.00	534.588	.752	.974
VAR00017	102.39	528.134	.885	.974
VAR00018	102.39	528.134	.885	.974
VAR00019	102.22	544.654	.784	.974
VAR00020	101.83	521.206	.796	.974
VAR00021	102.56	553.673	.507	.975
VAR00022	102.33	541.059	.740	.974
VAR00023	102.06	527.467	.899	.974
VAR00024	102.11	528.575	.868	.974
VAR00025	102.00	521.059	.801	.974
VAR00026	102.28	532.683	.614	.975
VAR00027	102.22	544.654	.784	.974
VAR00028	102.11	528.575	.868	.974
VAR00029	102.56	553.673	.507	.975
VAR00030	102.39	528.134	.885	.974

Result of students Reading Comprehension Test

Students	Items number																				X	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	0	0	1	1	0	1	1	1	0	1	1	0	1	0	0	0	0	0	0	1	9	45
2	1	0	1	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	14	70
3	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	0	0	13	65
4	1	0	0	1	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	12	60
5	1	0	1	0	0	1	1	0	0	1	1	1	1	0	1	1	0	0	1	1	12	60
6	1	1	0	1	1	1	0	1	1	0	0	0	0	1	1	0	1	1	0	0	12	60
7	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	16	80
8	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	16	80
9	0	1	0	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0	11	55
10	0	0	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	11	55
11	0	0	0	0	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1	1	10	50
12	0	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	0	1	0	0	10	50
13	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	6	30
14	1	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	1	0	6	30
15	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	1	1	1	1	0	11	55
16	1	1	1	1	0	0	1	0	1	1	0	1	0	0	0	0	1	1	0	1	11	55
17	0	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	14	70
18	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	0	14	70
19	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	14	70
20	1	0	1	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	1	1	10	50
21	1	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	0	0	0	10	50

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Jml	%
22	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	15	75
23	0	0	0	1	0	1	0	0	1	0	1	1	1	0	1	1	0	1	1	0	10	50
24	1	1	0	1	0	0	0	1	1	0	0	0	1	1	0	1	0	0	1	1	10	50
25	1	0	1	1	0	0	0	0	1	0	1	0	0	1	0	0	0	1	1	0	8	40
26	1	1	1	0	1	0	1	0	0	0	0	0	0	1	1	1	0	0	0	0	8	40
27	1	0	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	1	1	0	10	50
28	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	0	1	10	50
29	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	16	80
30	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	15	75
31	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	16	80
32	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	14	70
33	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	14	70
34	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	19	95
35	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	17	85
36	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	14	70
37	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	14	70
38	1	0	1	1	0	0	1	1	0	1	1	1	0	1	0	1	1	1	0	1	13	65
39	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	0	10	50
40	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	9	45
41	1	1	1	1	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0	11	55
42	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	15	75
43	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	16	80
44	1	1	1	0	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	16	80
45	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	16	80
46	1	1	1	1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	1	1	11	55
47	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	12	60
48	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	14	70

right
74

49	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	17	85
50	1	1	0	1	1	0	0	0	1	0	1	1	0	0	1	0	0	1	0	1	10	50
51	0	1	1	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	1	0	11	55
52	1	1	1	1	0	0	1	0	1	0	1	0	0	1	1	0	1	1	1	1	13	65
53	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	0	0	0	12	60
54	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	15	75
55	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	15	75
56	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	16	80
57	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	14	70
58	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	14	70
59	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	19	95
60	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	17	85
61	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	14	70
62	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	14	70
63	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	0	13	65
64	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	0	10	50
65	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	9	45
66	1	1	1	1	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0	11	55
67	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	15	75
68	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	16	80
69	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	16	80
70	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	16	80
71	1	1	1	1	0	1	0	0	0	0	0	0	1	0	1	1	0	1	1	1	11	55
72	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	12	60
	Total																					4625
	Mean																					64,2

RESULT OF READING STRATEGIES

Respondent	Items																														score total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	4	5	5	4	5	4	5	5	5	4	5	5	3	5	5	5	4	4	4	5	3	5	4	5	5	5	4	5	3	4	134
2	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	117
3	2	5	5	2	5	1	3	4	3	5	5	5	3	5	3	5	2	2	3	3	3	3	3	3	5	5	3	3	3	2	104
4	4	3	4	4	4	3	5	3	4	4	3	4	4	4	4	3	4	4	3	5	4	3	4	4	5	4	3	4	4	4	115
5	3	3	4	3	2	4	4	3	3	2	3	2	2	4	3	3	3	3	3	4	2	2	3	3	3	2	3	3	2	3	87
6	3	3	3	3	1	3	3	3	3	2	3	1	3	4	3	3	3	3	3	3	3	3	3	3	4	1	3	3	3	3	85
7	4	3	4	4	3	4	5	3	4	4	3	3	3	4	4	3	4	4	3	5	3	4	4	4	4	3	3	4	3	4	110
8	4	4	5	4	3	5	5	4	5	5	4	3	3	4	5	4	4	4	4	5	3	4	5	5	5	3	4	5	3	4	125
9	5	5	4	5	4	4	5	3	4	4	5	4	4	4	4	5	5	5	4	5	4	4	5	4	5	4	4	4	4	5	131
10	3	4	3	3	3	3	4	3	4	4	4	3	3	4	4	4	3	3	4	4	3	3	4	4	3	3	4	4	3	3	104
11	4	4	5	4	5	5	5	3	3	5	4	5	5	3	3	4	4	4	5	5	5	3	5	3	3	5	5	3	5	4	126
12	2	2	2	2	3	3	1	3	2	2	2	3	3	2	2	2	2	2	3	1	3	3	2	2	2	3	3	2	3	2	69
13	1	3	2	1	1	2	3	2	2	2	3	1	2	2	2	3	1	1	2	3	2	2	2	2	1	1	2	2	2	1	56
14	4	5	5	4	3	3	3	2	4	4	5	3	4	3	4	5	4	4	4	3	4	3	4	4	4	3	4	4	4	4	114
15	4	5	5	4	5	4	5	5	5	4	5	5	3	5	5	5	4	4	4	5	3	5	4	5	5	5	4	5	3	4	134
16	3	3	3	3	5	3	4	4	3	4	3	5	3	2	3	3	3	3	3	4	3	3	3	3	2	5	3	3	3	3	98
17	2	2	2	2	3	3	1	3	2	2	2	3	3	2	2	2	2	2	3	1	3	3	2	2	2	3	3	2	3	2	69
18	4	4	5	4	3	5	5	5	5	4	3	3	4	5	4	4	4	4	5	3	4	5	5	5	3	4	5	3	4	4	125
19	3	4	3	3	3	3	4	3	4	4	4	3	3	4	4	4	3	3	4	4	3	3	4	4	3	3	4	4	3	3	104
20	4	4	5	4	5	5	5	3	3	5	4	5	5	3	3	4	4	4	5	5	5	3	5	3	3	5	5	3	5	4	126
21	2	2	2	2	3	3	1	3	2	2	2	3	3	2	2	2	2	2	3	1	3	3	2	2	2	3	3	2	3	2	69
22	1	3	2	1	1	2	3	2	2	2	3	1	2	2	2	3	1	1	2	3	2	2	2	2	1	1	2	2	2	1	56

No																															Total
23	4	5	5	4	3	3	3	2	4	4	5	3	4	3	4	5	4	4	4	3	4	4	4	3	4	4	4	4			114
24	4	5	5	4	5	4	5	5	5	4	5	5	3	5	5	5	4	4	4	5	3	5	4	5	5	5	4	5	3	4	134
25	3	3	3	3	5	3	4	4	3	4	3	5	3	2	3	3	3	3	3	4	3	3	3	3	2	5	3	3	3	3	98
26	2	2	2	2	3	3	1	3	2	2	2	3	3	2	2	2	2	2	3	1	3	3	2	2	2	3	3	2	3	2	69
27	4	4	5	4	3	5	5	4	5	5	4	3	3	4	5	4	4	4	4	5	3	4	5	5	5	3	4	5	3	4	125
28	4	5	5	4	5	4	5	5	5	4	5	3	5	5	5	4	4	4	5	3	5	4	5	5	5	4	5	3	4		134
29	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	117
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