

THE CORRELATION BETWEEN STUDENTS' LANGUAGE LEARNING STRATEGY AND READING COMPREHENSION

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ABSTRACT: The objective of the study was to find out whether or not there was a significant correlation between the eighth-grade students' language learning strategy and their reading comprehension at SMPN 3 Kayuagung. The population of the study was all the eighth-grade students of SMPN 3 Kayuagung. The total number of the populations was 189 students. The sample of the study was 100 students taken by using purposive sampling. To conduct this study, correlation research design was used. To collect the data, the questionnaire and reading test were used. Before giving the test to the samples, the test was tried out to non-sample students at SMPN 3 Kayuagung in order to know whether or not test was reliable and valid for samples or not. In order to analyze the data, the correlation analysis applied was Pearson Product Moment. Based on the result, it was found that the Correlation Coefficient or r -obtained (0.075), it was lower than r -table (0.195), at p -value: $0.461 > 0.05$. The finding showed that there was no significant correlation between students' language learning strategy and their reading comprehension. The students did not apply language learning strategy in reading comprehension so that they got trouble in understanding a reading passage.

Keywords: *language learning strategy, reading comprehension*

HUBUNGAN ANTARA LANGUAGE LEARNING STRATEGY SISWA DAN PEMAHAMAN MEMBACA

ABSTRAK: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara *language learning strategy* siswa kelas delapan dengan pemahaman membaca mereka di SMPN 3 Kayuagung. Populasi penelitian ini adalah seluruh siswa kelas VIII SMPN 3 Kayuagung. Jumlah total populasi adalah 189 siswa. Sampel penelitian adalah 100 siswa yang diambil dengan menggunakan purposive sampling. Untuk melakukan penelitian ini, digunakan desain penelitian korelasi. Untuk mengumpulkan data digunakan angket dan tes membaca. Sebelum memberikan tes kepada sampel, tes tersebut diujicobakan kepada siswa non sampel di SMPN 3 Kayuagung untuk mengetahui apakah tes tersebut reliabel dan valid untuk sampel atau tidak. Untuk menganalisis data, analisis korelasi yang digunakan adalah Pearson Product Moment. Berdasarkan analisis data bahwa Koefisien Korelasi atau r yang diperoleh (0,075) lebih rendah dari r -tabel (0,195), pada p -value: $0,461 > 0,05$. Artinya hipotesis nol (H_0) diterima dan hipotesis alternatif (H_a) ditolak. Hasil analisis data menunjukkan bahwa tidak ada hubungan yang signifikan antara *language learning strategy* dan pemahaman bacaan siswa. Siswa tidak menerapkan *language learning strategy* dalam pemahaman bacaan sehingga mengalami kesulitan dalam memahami suatu bacaan.

Kata Kunci: *language learning strategy, pemahaman membac*

INTRODUCTION

Reading is process to deliver information and communicate with others. the students are expected to have more skills to explain the content of the text or passage after they comprehend the reading text. Hassan and Dweik (2021) claimed that reading is a cognitive activity aimed at comprehending the text. It is an interactive process that comes from the reader's relationship with the text and leads to an understanding of the article's meaning and main ideas. Reading is also the primary means by which EFL students improve their grasp of other aspects of the English language (Manihuruk, 2020).

Moreover, the purpose of reading is to get some information from the text. According to Syahfutra and Niah (2019), the purpose of reading is to obtain relevant knowledge from the reading texts provided. Reading serves a variety of purposes, including assisting children in comprehending the world, expanding their interests, and solving issues. It means that learners may develop their vocabulary and enthusiasm by reading, and they can solve problems on their own when they encounter them (Rahmah, Loeneto & Inderawati, 2020). Thus, reading is a skill that requires the use of several competencies to process text in order to comprehend what is being read (Dewi, Fahrurrozi & Hasanah, 2020).

In addition, reading is important in guiding the students to think critically related to the content of the text. Reading is considered as one of important skill, which has to be learned because it can influent another language skills. Reading is also seen as a necessary skill for English students since they must be able to grasp the content presented to them by the teacher. It will be easier for students to understand the meaning of the material they have read if they have the capacity to read (Safitri & Zainil, 2020). Sapitri, Novia, and Rachmanita (2020) explained that reading is a crucial activity for students in their lives since it allows them to learn a new language, communicate with the text, and enhance their writing, speaking, listening, grammar, and other topics.

In reading, the readers must understand and comprehend the text. Reading comprehension is the act of gathering knowledge and comprehending literary texts (Kartika, Harida & Rambe, 2019). Reading comprehension is defined as students' ability to recognize written material since written text is critical to the learning process and the development of students' knowledge (Hayati, Azizah & Fadloeli, 2019). According to Prihatini (2020), the ability to read, process, and comprehend literature is known as reading comprehension. The ability to comprehend a text is influenced by a person's personality and skills, one of which is the ability to make conclusions. Words, phrases, clauses, and sentences are the first steps in reading comprehension. The reader's ability to deduce meaning from printed words is critical to correctly interpreting information (Ganie, Deliana & Rangkuti, 2019). In short, reading comprehension is the ability to understand the information included in the words and phrases needed to extract information from a reading text.

Unfortunately, there are some factors that make reading difficult. Students struggle to come up with ideas and words to describe them, as well as determining paragraph development patterns and a lack of drive to explore out more learning opportunities (Zendrato, 2020). Merga (2020) clarified that students' low independent reading skills make it difficult for them to comprehend text, making it difficult for them to make sense of it. Text comprehension remains a problem for many children. It would be worthwhile to look at the difficulties that ninth graders face in reading comprehension classes and the factors that contribute to these issues (Hassan & Dweik, 2021).

In addition, to understand the content of the English text is not easy for the students. Students are unable to comprehend reading texts not only during teaching and learning sessions, but also during exams, as it is one of the components of the examination that is required to be tested (Chandran & Shah, 2019). Satriani (2018) reported that many pupils who make mistakes when working on reading questions have low reading achievement as a result of their failures. These errors are most often the result of a lack of comprehension of the text's content. Students struggled with determining the main idea, locating references, comprehending language, identifying specific information, and making inferences when it related to reading comprehension (Saraswati, Dambayana & Pratiwi, 2021).

Based on the related previous study that was conducted by Çelik and Kocaman (2016), it was found out that some elements of English vocabulary, grammar, and pronunciation have been identified as key impediments to learning English. Most students' failure to remember words is most likely due to a lack of successful method use. Second, ineffective instructional elements such as teaching skills, strategies, classroom management, and a lack of awareness of the learners' needs, competency, and skills create hurdles to English acquisition. Noise, dull and traditional exercises, and a lack of technology equipment can all dissuade pupils from continuing to learn English. Teaching reading is difficult for teachers because they must help learners comprehend the material despite the fact that each student has a different past knowledge (Retriansyah, Ivohe & Tresnadewi, 2020).

Therefore, teachers will be able to establish a language learning strategy that will help students improve their reading comprehension by detecting students' reading comprehension issues. Language learning strategies are acts made by the student to make learning clearer, quicker, more pleasurable, more self-directed, more successful, and transferable to other settings (Barruansyah, 2018). Language learning strategy were defined as unique ways of processing knowledge in order to promote understanding, knowledge, and recall (Sukarni, 2019).

Language learning strategies may exist in all level. A student begins to learn speaking and reading in English from the elementary school, it means that he/ she begins to use learning strategies taught by the teacher. Teaching English as a foreign language must play a very crucial role to help the language learner to improve the language skills. Like other skills, in reading the students do not only need to know the various types of learning strategies but they also need guidance from the teacher or lecturer both in recognizing and use the strategies. They need steps and way to use the strategies (Azmi, 2012).

According to Ghufroon (2017) language learning strategies can be constructed as learning tools which selected by learners to help them successful in the learning process. Moreover, the learning strategies have to make the learning easier, faster, and more enjoyable. Another benefit of using strategies could be that, once this ability is gained, students may transfer them to other language skills (Saparaliyevna, 2020). Moreover, Pratama, Setiyadi, and Flora (2015) state that if the readers are trying to know how to learn, how to use specific language learning strategies, and how to make good study habits as a routine practice, they will improve the likelihood of success.

Based on the explanation above, the objective of this study was to find out whether or not there was a significant correlation between language learning strategies and reading comprehension to the eighth students of SMP Negeri 3 Kayuagung.

METHODOLOGY

This study applied correlational research. The purposive sampling method was used in this study. The total number of the students were 100. In collecting the data, the researcher used two instruments, namely questionnaire and test. To investigate the students' learning strategies, the researcher used Language Learning Strategy Questionnaire (LLSQ) based on Setiyadi (2016). The questionnaire consisted 20 items. Then, the researcher distributed test multiple choice to measure students' reading comprehension. There were 50 questions multiple choices use descriptive text based on the syllabus of SMPN 3 Kayuagung. To get the score of students' language strategy, the total scale counted in five scales from never or almost never true of me to always or almost always true of me. The scales ranges were from 1 to 5 that range from "never or almost never true of me" to "always or almost always 20 true of me". The minimum score was 20, if the student gets 1 point in 20 items and the maximum score is 100 if the students get 5 points in 20 items. Then, the result was classified into language learning strategy classification can be seen in Table 1.

Table 1. Classification of Language Learning Strategy Score

Score	Classification
75 - 100	Very high
51 - 75	High
26 - 50	Medium
1 - 25	Low

Meanwhile, the students' reading comprehension test was scored and the total score that the students got if they answer all questions correctly was 100 points. Then, the score category can be seen in Table 2.

Table 2. Categories of Score

Score	Classification
86 - 100	Very good
76 - 85	Good
70 - 75	Average
< 70	Low

To analyze the data in this study, the Pearson Product Moment Correlation coefficient was used. Having analyzed the results using Pearson Product Moment Correlation Coefficient formula, the correlation coefficient (r) obtained was related to the r -table to see whether there was a significant correlation or not between the students' language learning strategy and their reading comprehension. If r -obtained was higher than r -table, it meant the alternative hypothesis (H_a) was confirmed and the null hypothesis (H_o) was rejected. If r -obtained was lower than r -table, it meant the alternative hypothesis (H_a) was rejected and the null hypothesis (H_o) was confirmed.

FINDINGS AND DISCUSSION

The analysis of questionnaire, the highest score of the student's language learning strategy was 74 and the lowest score was 54. The result showed that there were no students in very high languagelearning category, 7 students (7%) were in medium

language learning strategy category, and 93 students (93%) in high language learning strategy category. Then, no students were in low language learning category.

From questionnaire number 1, 78 students (78%) were somewhat true of them, 17 students (17%) were usually true of them, 5 students (5%) were always or almost always true of them.

From questionnaire number 2, (3%) were never or almost never true of them, 52 students (52%) were usually not true of them, 30 (30%) were somewhat true of them, 12 students (12%) were usually true of them, 3 students (3%) always or almost always true of them.

From questionnaire number 3, 6 students (6%) were never or almost never true of them, 3 students (3%) were usually not true of them, 85 students (85%) were somewhat true of them, 6 students (6%) were usually true of them, 2 students (2%) always or almost always true of them.

From questionnaire number 4, 81 students (81%) were somewhat true of them and 19 students (19%) were usually true of them.

From questionnaire number 5, 21 students (21%) were usually not true of them, 50 students (50%) somewhat true of them, 24 students (24%) were usually true of them, 5 students (5%) were always or almost always true of them.

From questionnaire number 6, 12 students (12%) were usually not true of them, 28 students (28%) were somewhat true of them, 57 students (57%) were usually true of them, 3 (3%) were always or almost always true of them.

From questionnaire number 7, 7 students (7%) were never or almost never true of them, 27 students (27%) were usually not true of them, 48 students (48%) were somewhat true of them, 11 (11%) were usually true of them, and 7 students (7%) were always or almost always true of them.

From questionnaire number 8, 34 students (34%) were never or almost never true of them, 42 students (42%) were usually not true of them, 20 students (20%) were somewhat true of them, 4 (4%) were usually true of them.

From questionnaire number 9, 19 students (19%) were usually not true of them, 69 students (69%) were somewhat true of them, 9 students (9%) were usually true of them, 3 (3%) were always or almost always true of them.

From questionnaire number 10, 77 students (77%) were somewhat true of them and 23 students (23%) were usually true of them.

From questionnaire number 11, 7 students (7%) were never or almost never true of them, 3 students (3%) were usually not true of them, 50 students (50%) were somewhat true of them, 38 students (38%) were usually true of them, 2 (2%) were always or almost always true of them.

From questionnaire number 12, 7 students (7%) were never or almost never true of them, 52 students (52%) were somewhat true of them, 33 students (33%) were usually true of them, 8 students (8%) were always or almost always true of them.

From questionnaire number 13, 9 students (9%) were never or almost never true of them, 53 students (53%) were somewhat true of them, 29 students (29%) were usually true of them, 9 students (9%) were always or almost always true of them.

From questionnaire number 14, 10 students (10%) were usually not true of them, 65 students (65%) were somewhat true of them, 25 students (25%) were usually true of them.

From questionnaire number 15, 12 students (12%) were usually not true of them, 62 students (62%) were somewhat true of them, 26 students (26%) were usually true of them.

From questionnaire number 16, 5 students (5%) were never or almost never true of them, 11 students (11%) were usually not true of them, 54 students (54%) were somewhat true of them, 25 (25%) were usually true of them, and 5 students (5%) were always or almost always true of them.

From questionnaire number 17, 2 students (2%) were never or almost never true of them, students, 4 students (4%) were usually not true of them, 28 students (28%) were somewhat true of them, 43 (43%) were usually true of them, and 23 students (23%) were always or almost always true of them.

From questionnaire number 18, 8 students (8%) were usually not true of them, 21 students (21%) were somewhat true of them, 37 (37%) were usually true of them, and 34 students (34%) were always or almost always true of them.

From questionnaire number 19, 23 students (23%) were usually not true of them, 57 students (57%) were somewhat true of them, 12 (12%) were usually true of them, and 8 students (8%) were always or almost always true of them.

From questionnaire number 20, 7 students (7%) were never or almost never true of them, 35 students (35%) were usually not true of them, 53 students (53%) were somewhat true of them, 7students (7%) were usually true of them.

Table 3. Frequency of Students' Responses to Language Learning Strategies Questionnaire

NO	INDICATOR	CATEGORY				
		Never or almost never true	Usually not true	Some what true	Usually true	Always or almost always true
		(1)	(2)	(3)	(4)	(5)
1	To understand unfamiliar English words while I am reading, I guess from available clues.	0	0	78%	17%	5%
2	I learn English by reading English book or magazines.	3%	52%	30%	12%	3%
3	I connect the spelling of English words with similar Indonesian words to understand the meaning.	6%	3%	83%	6%	2%
4	I try to understand sentences by analysing their patterns.	0	0	81%	19%	0
5	I try to translate word by word.	0	21%	50%	24%	5%
6	I try to understand the passage by using my general knowledge and experience.	0	12%	28%	57%	3%
7	I use the key words to understand the whole ideas.	7%	27%	48%	11%	7%
8	I read the passage aloud.	34%	42%	20%	4%	0
9	I take notes to remember ideas.	0	19%	69%	9%	3%
10	While I read a text, I try to, I try to anticipate the story line.	0	0	77%	23%	0
11	I read a text more for ideas than words.	7%	3%	50%	38%	2%

12	I correct my mistake by reread the text.	7%	0	52%	33%	8%
13	I check and recheck my understanding after reading a passage.	9%	0	53%	29%	9%
14	If I cannot understand a reading passage, I try to analyze what difficulty I actually have.	0	10%	65%	25%	0
15	In reading, I pick out key words and repeat them to myself.	0	12%	62%	26%	0
16	I try to be aware of which words or grammar rules give me the greatest trouble.	5%	11%	54%	25%	5%
17	I discuss reading passage with my friends.	2%	4%	28%	43%	23%
18	If I do not understand a reading passage, I ask my friends or my teachers for help.	0	8%	21%	37%	34%
19	I choose topic or certain material for my practice.	0	23%	57%	12%	8%
20	I improve my reading skill by reading letters from my friends.	7%	33%	53%	7%	0

Based on the finding of reading comprehension, the highest score of the reading comprehension was 84 and the lowest score was 35,5. The finding showed that there were 9 students (9%) in good reading comprehension, 9 students (9%) were in average reading comprehension, 82 students (82%) were in low reading comprehension.

Furthermore, based on the result of the Pearson Product-Moment Correlation, it was found that the correlation coefficient or the r - obtained (0.075) was lower than the r -table (0.202), p (0.461) was higher than 0.05. It meant that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. In other words, there was no significant correlation between the eighth grade students' language learning strategy and their reading comprehension at SMP Negeri 3 Kayuagung.

From the result of questionnaire, it showed that the students did not guess from available clues to understand unfamiliar English words. Half of students did not learn English by reading books or magazines. They did not connect the spellings of English words to understand the meaning. Then, when reading English book, students did not understand the sentences by analyzing their pattern. They did not try to translate word for word, and they did not use the keywords to understand the whole ideas. It meant that students did not use language learning strategy when they read a text. The most of students appeared to be unfamiliar with reading comprehension skills. If students involved language learning strategy in reading comprehension, they would be have good ability to comprehend the text.

This study was lined with Siregar, Afriazi, and Arasuli (2019), it revealed that the usage of strategies by the students did not increase their reading comprehension significantly. This may be caused by the low understanding of students regarding the strategies in reading. This led to the usage of strategies ineffectively. Based on Lin, Lam, and Tse (2021), reported that inferential understanding and language learning strategy have no significant relationship. These findings showed that language learning strategy played various roles in L2 reading depending on the level of understanding.

However, the result of this study was contrast with the previous research. Some of the studies found that a positive relationship between language learning strategy and reading comprehension (Shyr et al., 2017; Sukmawati, 2018; Sukarni, 2019; Taheri et al., 2020). The students employed several of strategies and assessed that the LLS helped them to improve their language skills. Good language learners were able to adjust their attention focus while performing the activity, and the more successful adult learners were better at discussing the strategies they utilized. Although the result of this study showed that there was no correlation between language learning strategy and reading comprehension, students need to apply language learning strategy to understand a reading passage. It is implied that the English teacher require to develop LLS in learning process. Students must develop activities, carry out those plans during the learning process, then assess whether or not the learning was successful.

CONCLUSION

Based on the result, there was no significant correlation between students' language learning strategy and their reading comprehension. It could be concluded that most of students who had medium language learning strategy had low reading comprehension and only a few of them had high and average reading comprehension. The students did not use language learning strategy when they read a text so that they got difficulties in reading comprehension.

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