

THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND TEXT TYPES IN STUDENTS' READING COMPREHENSION

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Abstract: The objectives of this research are to find out whether there is any correlation between students' learning strategies and text types in students' reading comprehension; and to investigate which learning strategy is mostly applied by students in reading. The design of this research is a co-relational study of ex post design. The sample of the research was class VIII B consisting of 30 students.

The result shows that there is a correlation between students' learning strategies and text types in students' reading comprehension with r_{xy} are 0.416 (on descriptive text) and 0.403 (on recount text) with N 30 at $\alpha = 0.05$ while r_{table} is 0.3494. Thus, $r_{xy} > r_{table}$; meaning that there is correlation of the two variables which are categorized as moderate correlation. Another result shows that metacognitive strategies are mostly applied by students in reading. It has been found that the mean of cognitive learning strategies is 32.1; metacognitive strategies is 32.33; and socio-affective strategies is 28.5. The researcher suggests that the English teacher should apply *metacognitive strategies* in teaching reading comprehension as one of alternative strategies especially because it has been found that the strategy can make them successful in learning reading.

Keywords: *descriptive text, learning strategies, reading comprehension, recount text, text types*

HUBUNGAN ANTARA STRATEGI PEMBELAJARAN SISWA DAN JENIS-JENIS TEKS DALAM PEMAHAMAN MEMBACA SISWA

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara strategi-strategi pembelajaran siswa dan jenis-jenis teks dalam pemahaman membaca siswa; dan untuk meneliti strategi pembelajaran apa yang paling banyak diterapkan oleh siswa-siswa dalam membaca. Desain penelitian dari penelitian ini adalah studi co-relasional dari desain ex post facto. Sample dari penelitian ini adalah kelas VIII.B yang terdiri dari 30 siswa.

Hasil penelitian menunjukkan bahwa ada hubungan antara strategi-strategi pembelajaran siswa dan jenis-jenis teks dalam pemahaman membaca siswa dengan r_{xy} adalah 0,416 (pada teks deskriptif) dan 0,403 (pada teks recount) dengan N 30 dengan taraf nyata $\alpha=0,05$ sedangkan r_{table} adalah 0,3494. Dengan demikian, $r_{xy} > r_{table}$, artinya ada hubungan dari dua variabel yang dikategorikan sebagai hubungan yang sedang. Hasil lain menunjukkan bahwa strategi metakognitif paling banyak diterapkan oleh siswa-siswa dalam membaca. Hal ini telah ditemukan bahwa rata-rata strategi pembelajaran kognitif adalah 32,1, strategi metakognitif adalah 32.33, dan strategi sosio-afektif adalah 28,5. Peneliti menganjurkan bahwa guru bahasa Inggris harus menerapkan strategi metakognitif dalam mengajarkan pemahaman membaca sebagai salah satu strategi alternatif terutama karena terbukti bahwa strategi tersebut dapat membuat mereka sukses dalam belajar membaca.

Kata Kunci: *jenis-jenis teks, pemahaman membaca, strategi pembelajaran, teks deskriptif, teks recount*

INTRODUCTION

Reading is a basic life skill. It is the process of understanding a written text (Grellet, 1981:8; Smith, 1982:2; Nuttal, 1985:1; Mayer, 2003:34). It is one of important skills for students in learning language besides listening, speaking, and writing. Haycraft (1978:8) states that there are two broad skills in mastering a language: *receptive skill*, i.e. listening (understanding the spoken language) and reading (understanding the written language); and *productive skills*, i.e. speaking and writing. As a receptive skill, reading tends to push the students to get a lot of information from the text.

According to the syllabus of School-Based Curriculum (KTSP) 2006, for the 8th Grade of Junior High School, students are expected to learn English from several types of text. It means that the students are required deal with many texts during the English lesson. In second grade of junior high school at the first semester, there are two text types taught, i.e. descriptive text and recount text.

Unfortunately, not every student is good at reading. Based on the researcher's PPL experience at Second Grade of SMPN 1 Batanghari that was held on 9th of July until 23rd of September 2012, it was found out that not all students were good at reading. The achievement of students at Junior High School in comprehending a reading text was still far from the objectives stated in the curriculum. In general, the students had difficulty in comprehending main ideas of the passage in long sentences, main topics, and explicit and implicit specific information in the reading text. Smith (1982:5) mentions that comprehension is not a quantity of

anything and therefore cannot be measured. This condition shows that reading is difficult, not a simple task to do.

It was also found that the average score of the final result of the reading comprehension test was 59.63. It means that the students' average result is still far from the target of KKM requiring the students to reach 70. Obviously, it proves that reading score of the students is very low. In other words, most of students have difficulties to comprehend reading material.

There are two factors that may cause students' difficulty in reading comprehension: linguistic and non-linguistic factors. Linguistic factors include vocabulary, sentence structure, and rhetorical features. Non-linguistic factors that may affect the process of making sense of the ideas in the text include, among others, background knowledge, attitude, and motivation (Suparman. 2007:56-57).

However, the researcher assumes that the most important factor is the reading strategy used in the reading class. So, the readers need a more creative reading strategy and the students should choose an appropriate strategy. Learning strategies are intention, behavior, and thoughts used by learners during learning, so as to better help them understand learn or remember new information to solve the problems (Richards, 1992; Chamot, 2004; Park, 2010). It means that a learning strategies is the way which is used by students to gather information in teaching-learning process and can be used to solve students' problem in reading comprehension. There are several categories of learning strategies. O'Malley et al.

(1985:582-584) divide language learning strategies into three main subcategories; metacognitive, cognitive, and socio-affective strategies.

From the problems above, the researcher chooses SMPN 1 Batanghari because she have taught there. So, she has known the problems and the weakness of students. In brief, she is interested in investigating whether there is a correlation between students' learning strategies and text types in their reading comprehension to find out what learning strategies mostly applied by students in reading. So, the title to this research is "The correlation between students' learning strategies and text types in students' reading comprehension at the second year students of SMPN 1 Batanghari".

RESEARCH METHODS

In conducting this research, the researcher has used a co-relational study of ex post facto design. Since this research involved one class only, co-relational study was used with the formula as follows :

$$\mathbf{T1} \text{ ————— } \mathbf{T2}$$

T1 : Questionnaire of learning strategies (Setiyadi, 2006:145)

T2 : Reading comprehension test

The population of this research is the second grade of SMP Negeri 1 Batanghari in 2012-2013 academic year. The researcher has determined the sample by using simple random sampling where every individual in population has probability to be chosen as a sample. She chooses one class by using lottery. VIII.B class has been selected which consists of 30 students.

The instruments of the research are reading comprehension test and questionnaire. The try-out has been conducted before the test is administered. This has been expected to measure the validity and reliability of the test. This test is reading comprehension test and has been conducted in 90 minutes.

RESULTS AND DISCUSSIONS

In order to correlate the students' learning strategies and text types in students' reading comprehension, the researcher conducted a reading comprehension test which consists of 20 items. The scores were obtained by researcher ranging from 45 to 95 on reading comprehension test 1 and 45 to 90 on reading comprehension test 2. The mean, the median, and the mode of reading comprehension test 1 were 69; 70; and 50. While, on reading comprehension test 2 the mean, the median, and the mode were 67,17; 70; and 75.

To determine the learning strategy which was mostly applied by students in reading, the writer has distributed 30 item questionnaires which consisted of three types of learning strategies (cognitive, metacognitive, and socio-affective). Each

items was provided with five options: *never*, *seldom*, *sometime*, *often*, and *always*. *Never* means the students never used the strategy; *seldom* means they rarely ever used the strategy; *sometime* means they sometime used the strategy; *often* means they often used the strategy; and *always* means the students always used the strategy.

First, the mean of cognitive strategies questionnaire is 32.1; the median is 32.5; and the standard deviation is 5.397. Then, the minimum score is 22.00 and the maximum score is 42.00. Second, the mean of metacognitive strategies questionnaire is 32.33; the median is 32.00; and the standard deviation is 5.73756. Moreover, the minimum score is 20.00 and the maximum score is 43.00. Third, the mean of socio-affective strategies questionnaire is 28.50; the median is 28.00; and the standard deviation is 5.92336. Moreover, the minimum score is 15.00 and the maximum score is 40.00. The researcher also determined the validity and the reliability coefficient of the questionnaire. The reliability coefficient gained through *Conbach's Alpha* (SPSS). The result shows that reliability coefficient of the questionnaire is .930. It means that the result of the questionnaire is reliable.

Based on the first research question of this research, she found that there is a correlation between students' learning strategies and text types in students' reading comprehension at the second grade of SMPN 1 Batanghari. There is correlation of the two variables if $r_{xy} > r_{table}$. It has been found on the calculations that the r_{xy} are 0.416 (on descriptive text) and 0.403 (on recount text) with N 30 at $\alpha = 0.05$ while r_{table} is 0.3610. Thus, $r_{xy} > r_{table}$; meaning that there is a correlation

of the two variables which are categorized as moderate correlation. Furthermore, the correlation revealed at the result of correlation analysis is 95% acceptable for its truth with 5% error possibility. Therefore, the research hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. Where, H_1 is “There is a correlation between students’ learning strategies and text types in students’ reading comprehension”; H_0 is “There is no correlation between students’ learning strategies and text types in students’ reading comprehension”.

The values of correlations are 0.416 (on descriptive text) and 0.403 (on recount text). It means that the three learning strategies contributed 41,6% to the students’ reading comprehension on descriptive text; and 40% to the students’ reading achievement on recount text. It also shows that there is a moderate correlation between students’ learning strategies and text types in students’ reading comprehension. Likewise, as there are no negative symbols before the r values 0.416 (on descriptive text) and 0.403 (on recount text); it means that it has a positive correlation. As a result, the higher the students’ learning strategies scores, the higher the students’ reading comprehension scores.

This finding of the current research is in line with what has been found by previous researchers, Aseany (2005) found that there is correlation between the learners’ learning strategies in reading and their reading achievement. Furthermore, she had found that there was a high correlation between learning strategies and reading achievement with $r = 0.62$. this indicated that learning strategies employed by learners gave a positive effect on the students’ reading

achievement. Another previous researcher, Anggraini (2007:48) found that learning strategies gave significant effect on students' reading comprehension achievement. Learning strategies were used by students to help them understand information and solve problems.

Furthermore, based on the second research question of this research the learning strategy which is mostly applied by students is metacognitive strategy with 32.33 as the mean. The students must express the executive function which requires to plan for learning, think about the learning process as it is taking place, monitor one's production or comprehension, and evaluate learning after an activity is completed. O'Malley & Chamot (1999:44) state that a higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity. Contrasting with this finding, previous researcher Aseany (2005) found that the learner in SMAN 2 Bandar Lampung mostly tended to use cognitive and social strategies more frequently. The differences might caused by the amount of the questionnaire. Her questionnaire was unbalance. She used 11 cognitive strategies, 6 metacognitive strategies, and 3 socio-affective strategies. The unbalance questionnaire results in different finding.

Though the results of learning strategies are different, each of them is useful in teaching-learning process. Richards (1992:209) says that learning strategies are intention, behavior, and thoughts used by learners during learning, so as to better help them understand learn or remember new information. It means that a learning

strategies is the way which is used by students to gather information in teaching-learning process.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the data analysis, the researcher draws two major conclusions. First, it can be concluded that there is a correlation between students' learning strategies and text types in students' reading comprehension at the second grade of SMPN 1 Batanghari. The values of correlations are 0.416 (on descriptive text) and 0.403 (on recount text). It means that the three learning strategies contributed 41,6% to the students' reading comprehension on descriptive text; and 40% to the students' reading achievement on recount text which are categorized as moderate correlation. Furthermore, the correlation revealed at the result of correlation analysis is 95% acceptable for its truth with 5% error possibility. It has been found that $r_{xy} > r_{table}$ with $N = 30$ and $\alpha = 0.05$. Therefore, the research hypothesis (H_1) "There is a correlation between students' learning strategies and text types in students' reading comprehension" is accepted.

Second, metacognitive strategies are the most applied by students in reading. The result shows that the mean of cognitive learning strategies is 32.1; metacognitive strategies is 32.33; and socio-affective strategies is 28.5.

Referring to the conclusions above, some suggestions can be listed as follows:

1. Readers

In order to be successful in learning English reading text, the researcher would like to suggest to the second year students to express the executive function. It requires to plan for learning, think about the learning process as it is taking place, monitor one's production or comprehension, and evaluate learning after an activity is completed.

2. Teachers

The English teachers are recommended to use metacognitive strategy such as planning for learning, thinking about the learning process as it is taking place, monitoring one's production or comprehension, and evaluating learning after an activity is completed in teaching reading. This strategy is one of alternative strategies especially because it has been found that the strategy can make them successful in learning reading.

3. Further Research

The researcher suggest for further research as follows:

- a. The researcher suggests further research to use more instruments to measure the correlation between students' learning strategies and text types in students' reading comprehension, for example, interview, protocol analysis, and learners' diary. Gaining the data of the learning strategies which is mostly applied by students in reading also can be done by combining questionnaire and those other instruments.

- b. The research is limited by the use of the text types on descriptive and recount text. Therefore, further researchers should try to investigate the correlation between students' learning strategies in other text types such as, narrative, procedure, report, spoof, anecdote, newsitems, etc in students' reading comprehension.
- c. The researcher recommends further research to find out the the correlation between the students' learning strategies and any language skills: writing, speaking, and listening. Moreover, it is also suggested to add more than two variables, like motivation, linguistic factors, and non linguistic factors.

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