

The Correlation of Students' Critical Reading Strategies and Their Reading Comprehension Achievement at The Second Grade of SMKN 1 Kotabumi

Galih Nurul Islamy, Ag. Bambang Setiyadi, Ramlan Ginting Suka
nurulislamy02@gmail.com

Abstrak. Penelitian ini bertujuan untuk menemukan: i) hubungan antara strategi membaca kritis siswa dengan keterampilan pemahaman membaca mereka, dan ii) aspek – aspek pemahaman membaca apa yg berhubungan secara signifikan dengan strategi membaca kritis siswa. Penelitian ini menggunakan pendekatan kuantitatif. Subjek penelitian ini adalah 30 siswa tingkat kedua SMKN 1 Kotabumi, Lampung Utara. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner dan tes pemahaman membaca. Hasil penelitian menunjukkan bahwa secara statistik ada hubungan yang signifikan antara strategi membaca kritis siswa dengan pemahaman membaca mereka. Selain itu, aspek inferensi, menentukan ide pokok, dan mengidentifikasi informasi di dalam teks secara statistik memiliki hubungan yang signifikan dengan strategi membaca kritis siswa. Ini menunjukkan bahwa strategi membaca kritis memfasilitasi siswa untuk meningkatkan kemampuan membaca mereka.

Abstract. The objectives of this research were to find out: i) the correlation between the students' critical reading strategies and their reading comprehension achievement and ii) which aspects of reading comprehension significantly correlate with students' critical reading strategies. This research was quantitative research. The subjects of this research were 30 students of SMKN 1 Kotabumi, North Lampung. The data were collected through questionnaire and reading comprehension test. The result showed that there was a statistically significant correlation between the students' critical reading strategies and their reading comprehension achievement. Furthermore, reading aspects in terms of inference, determining main idea, and identifying specific information of the text had a statistically significant correlation with the students' critical reading strategies. This suggests that critical reading strategies facilitates students to improve their reading achievement.

Keywords: *correlation, critical reading strategies, reading comprehension*

INTRODUCTION

In learning English the students should be mastered four basic skills of English language, one of basic skills should be mastered by students is reading. Reading become a priority skill that should be mastered by students because by reading the students can have further practices of language they have already learned through listening and speaking. Reading also can support students in mastering knowledge. On the other hand reading is important skill needed by students. Silberstein (1994) defines reading as an active process of interacting with print and an instantaneous association of those symbols with the readers' existing knowledge. The main purpose of reading is constructing and comprehending the meaning of the text.

According to Nuttall (1996) reading comprehension is an active process which involves readers, material of reading and the readers' previous knowledge in order to get meaning of the text they read. Moreover Schumm (2006) says that comprehension is the complex cognitive process involving the intentional interaction between reader and text to extract meaning. Comprehension process involves readers' understanding about the words and how they use the word to create meaning of the text. In line with the concept about reading comprehension, in teaching learning process the students do not only have to understand the meaning of the text but also to construct and to comprehend the meaning of the text.

Based on pre- observation in SMKN 1 Kotabumi, the researcher found that the students had difficulty in comprehending the reading text. The researcher also found that the students would employ different strategies to overcome their difficulties. Some of students read aloud, underlined some words, circled phrase or word and made summary of the text. However, the students did not know what strategy they used and how to use it in appropriate way. In order to solve the students' problems, the researcher think that the teacher should teach the students by using the appropriate reading strategy so that the students can read and understanding the

meaning of the text. Employing reading strategy during reading process will lead the readers become more aware to what they read and how they respond when they do not understand. Ali et al (2015) claimed that reading strategies affected by the students' ways in learning reading and how they encountered their problem in reading. Considering the statement above it is needed to teacher to teach the students by using various strategies because reading with various strategies would create students to be critical readers.

Actually, there are many strategies that can be used to comprehend the text. One of them is critical reading strategies. Critical reading strategies refer to strategies that encourages learners to each of cognitive processes in three upper levels of Bloom's taxonomy which commonly association. Critical reading strategies help the students to read their textbooks and various reading passages systematically and critically. Critical reading strategies also give an opportunity to the student to read personally, actively, and deeply.

To support this study, there was several studies dealing with the relationship between critical reading strategies and reading comprehension. One of them is Suacillo et al in 2016. They conducted the research among the third year college students of Phillipino catholic university to find out the correlation between critical reading strategies and reading comprehension. They also find out that critical reading strategies gave a positive effect to students' reading comprehension.

Based on these reasons, the researcher is interested to find out the correlation of students' critical reading strategies and their reading comprehension achievement and what aspect of reading comprehension that significantly correlate with students' critical reading strategies.

METHOD

This research was a quantitative research. The population of this research was the second grade of SMKN 1 Kotabumi academic year 2016/2017. There are eight classes of the second grade students that consist of 30 students for each class and the researcher choose one class as the sample. The data were collected through questionnaire and reading comprehension test. The questionnaire was adopted from Femilia (2015), Originally the questionnaire consisted of 16 items but the researcher developed it into 30 items. Moreover, to prove the validity of the questionnaire the researcher used inter- rater judgment technique. Based on the result of validity judgment, the reviewers agreed if the questionnaire had good contain validity. The contain were already related to the purpose of the questionnaire, but there were some items deleted. Besides, it assumed that the questionnaire is valid. Furthermore, in order to find out the validity, reliability, difficulty level, and discrimination power of reading comprehension test, the researcher trying out the test items. Beside to prove the validity of reading comprehension test the researcher also used inter-rater judgment technique. After getting the good test items the researcher conducted the test and distributed the questionnaire in order to collect the data. the result of the questionnaire and reading comprehension test were analyzed by using Pearson Product Moment correlation in SPSS 16 program.

RESULTS

In order to find out the correlation of students' critical reading strategies and their reading comprehension achievement and what aspect of reading comprehension that significantly correlate with students' critical reading strategies, the researcher distributed the questionnaire to the sample and conducted reading comprehension test. After getting the data, a series of analysis on the result of questionnaire of critical reading strategies and

reading comprehension test was undertaken. Having computed the result of reading comprehension test, it was found that there were 5 students (16.6%) got the lowest score, the 5 students (16.6%) got the highest score and the most students (46.6%) got score 71-80.

Furthermore, to find out the data of students' critical reading strategies the researcher used critical reading strategies questionnaire. In the CRSQ the students were provided with 18 statements consisting of eight kinds of strategies namely: previewing strategy, annotating strategy, skimming and scanning strategy, fact vs opinion strategy, questioning strategy, monitoring strategy and synthesizing strategies. Having analyzed the students' responses of the questionnaire, the researcher found that there were 10 students (33.3%) who used previewing strategy, 10 students (33.3%) who used annotating strategy, while there were 5 students (16.7%) who used skimming and scanning strategy and 5 students (16.7%) who used summarizing strategy.

After counting the result of reading comprehension test and critical reading strategies questionnaire, the researcher did hypothesis testing in order to prove whether or not the assumptions for this research are accepted. From the calculation of reading comprehension test and critical reading strategies questionnaire data, the researcher found that the coefficient correlation of students' critical reading strategies and their reading comprehension achievement was 0.612 at significance level 0.01. It meant that there was a correlation of students' critical reading strategies and their reading comprehension achievement.

Furthermore, the researcher put the other information about the correlation of students' critical reading strategies and their reading comprehension by analyzing the data of each student's critical reading strategies and their reading comprehension. Based on the result, it was found that the coefficient correlation of reading comprehension and previewing strategy

is 0.368, the coefficient correlation of reading comprehension and annotating strategy is 0.785, the coefficient correlation of reading comprehension and skimming and scanning strategy is 0.854, the correlation coefficient of reading comprehension and annotating strategy is 0.785, the coefficient correlation coefficient of reading comprehension and summarizing strategy is 0.547 and it was also found that only annotating strategy significantly correlate with reading comprehension.

Then after analyzing the correlation of the students' critical reading strategies and their reading comprehension achievement, the researcher also analyze the correlation of the aspect of reading comprehension and students' critical reading strategies. In order to find out the aspect of reading comprehension that significantly correlate with critical reading strategies. Based on the data of correlation of critical reading strategies and the aspect of reading comprehension, the researcher found that the coefficient correlation between inference and previewing strategy was 0.713 at significance level 0.05. It indicated that inference significantly correlated with previewing strategy. Then the coefficient correlation between determining main idea and annotating strategy was 0.647 at significance level 0.05. It indicated that determining main idea significantly correlated with previewing strategy, and the coefficient correlation between identifying specific information and annotating strategy was 0.681 and the coefficient correlation between identifying specific information and skimming and scanning strategy was 0.936. It indicated that identifying specific information significantly correlated with annotating and skimming and scanning strategy.

DISCUSSION

In this study, the researcher found that there was a correlation of students' critical reading strategies and their reading comprehension achievement. This finding is similar to Suacillo et.al (2016), they found that there was a positive moderate correlation between critical reading strategies and the

students' reading comprehension. Harida (2016) she found that critical reading strategies gave the students better understanding and good result on their reading comprehension. From the previous studies above, it can be stated that critical reading strategies were important for reader to improve their reading comprehension. Suacillo et al (2016) argue that critical reading strategies improved students' reading comprehension and gave positive effect on students' reading comprehension. Furthermore, Ali et al (2015) stated that when the students used critical reading strategies they engaged with the text actively and deeply, they would try to understand what a text says and how it is saying. Simply, it could be said that when the students used critical reading strategies, they would get deeper understanding and more easily to comprehend the text.

Moreover, relating to the finding, there were some possible factors affecting students' score in reading comprehension. Firstly, the internal factor of the students themselves such as age and behavior. Taking about the age the way of learning reading of teenage student will be different from adult so, the teacher must be aware of this difference. Considering the students behavior, teacher must also know whether the students are diligent enough or not in reviewing the material. The second is external factor or the factor outside students self such as time and environment. Felix (1977) as cited in Lenntive & James (1981) stated that time is the key word in determining what level student can achieve. It means that regardless the time available, the teaching and learning process will be effective or not. The students who frequently practice their reading will be more successful on comprehending the text. Then the external factor that also can affected students' reading comprehension is environment. The students who try to read in an unorganized environment may have a lot problem than those who read in a calm and controlled place. If students were in uncomfortable place, they find it difficult to focus on their reading. When they are in comfortable place their reading will be better.

Besides, there are some other possible factors affecting reading comprehension. Chen et al. (2016) stated there are some possible factors that affect reading comprehension, the first factor is interest and motivation, without interest and motivation students will have difficulty to read and to comprehend the text. The second factor is previous knowledge. Previous knowledge is important in reading because with previous knowledge the reader can illustrate and make connection about what he or she previously known with his or her reading. The third factor that affect students' comprehension is vocabulary knowledge. Chall & Jacobs (2003) claimed that mastering vocabulary is important for the students to learn by using the previous knowledge in their mind. Therefore, if their vocabulary knowledge is low they will have problem to comprehend the text. Furthermore, there some factors that also could affect students' reading achievement. The first factor is reading material, the students' achievements in reading depend on the level of the difficulty of the text. thus it can affect students' achievement if the text given is not at the right level of the difficulty of the readers or the students. The second factor is teacher performance in teaching reading, the teacher should be careful in giving the instruction to the students.

In addition, the researcher also put the information about the correlation between reading comprehension with each category of critical reading strategies to find out which strategy that significantly correlated with reading comprehension. The result showed that only annotating strategy significantly correlated with reading comprehension. Simpson and Nist (1990) stated that annotating strategies is an active reading strategy that improves comprehension. It because annotating strategy can help the students more concentrate and stay focused during reading process. When the students use annotating strategy they engaged in reading process and actively involved and they will found important information more easily since they were accustomed to mark important point.

Furthermore, in this research the researcher also found that some aspect of reading comprehension correlated with critical reading strategies. In this

study the researcher found that inference is the first aspect of reading comprehension that significantly correlates with previewing strategy. It is probably because when the students try to infer the text by using previewing strategy, they would relate their prior knowledge with their prediction about the text to understand what the text about. Previewing is a strategy that readers use to recall prior knowledge and set a purpose for reading. Dorn & Soffos (2005) stated that previewing is the central to how well a reader will interact with the text because previewing develops the reader purpose for reading and activates their mind for creating a connection with their background knowledge. It is probably because this strategy could help the students activated their background knowledge, stimulated their interest about the topic and facilitated their self to make the prediction about the text. Then it can be assumed that when the students related the information of the text to their prior knowledge they would easily to make prediction of the text.

Then the second aspects of reading comprehension that significantly correlates with critical reading strategies is determining main idea. Determining main idea significantly correlates with annotating strategy. It is probably because when the students used annotating strategy to comprehend the text, the students would underline the main point of the text, highlighting the important information of the text that related to what they need and marking the key words in the text. When they underlining the information, highlighting the important information, and marking the key words, they would easily to determine main idea of text.

The third aspect of reading comprehension that significantly correlates with critical reading strategies is identifying specific information. Identifying the specific information significantly correlates with annotating and skimming and scanning strategy. O'Donnell (2004) said that annotating is marking the text to identify important information and record readers ideas in order to comprehend difficult text. Annotating during reading helped students more

concentrate and stayed focus because they engaged in reading process and actively involved in understanding text. When the students used annotating strategy to identify the specific information in the text, they would easily to identify the information of the text by marking the text and record the important information of the text. Furthermore, identifying specific information significantly correlate with skimming and scanning strategy. Skimming and scanning are reading strategy that use rapid eye movement and keywords to move quickly through text for slightly different purpose. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific fact.

Marjorie and Ann (2002) argued that the students need to use the strategies of skimming and scanning to determine if information they have located is relevant to what they need. When the readers used skimming and scanning strategy they would identified specific information easily it is probably because when they use skimming and scanning strategy they would try to find specific fact of the text that relevant to what they need quickly while ignoring irrelevant meaning. Moreover, when the readers used skimming and scanning strategy they would get information easily in efficient way.

From the discussion above, it seems that the student can get a good result or a bad result in reading comprehension related to what reading strategy used by them. This is because in reading process, the students with good or bad comprehension may used the same strategy but they use it in different way. It might also happen because many factors affected students' comprehension while they were reading.

Basically, all reading strategies are useful since the strategies could help the students to overcome their problem in reading and to make them become a successful reader. The problem is how they will utilize those strategy in order to help their problem in learning reading especially in reading comprehension. Ali et al (2016) stated that the successful readers know when and how they use deliberate strategies to repair their comprehension.

In addition Farrell (2001) said that successful readers are more aware of what they use. They can also distinguish between important information and detail as they read. In other words the successful readers know which strategy they use and how to use the strategy.

Based on the explanation above, it could be seen that the students' reading comprehension affected by how the students select and use the strategy in learning reading especially in reading comprehension. The use of appropriate strategy in learning will give a good result and also make the students get a better understanding about the text. On the other hand, The fact tells us that the students must know how to select and to use effective and appropriate strategies in order to make them can read more effectively and get a good comprehending.

CONCLUSION

Based on the results of the data analysis and discussion, the conclusions were drawn as follows:

1. There was a correlation of students' critical reading strategies and their reading comprehension achievement and Critical reading strategies significantly correlated with reading comprehension achievement.
2. In this research, the researcher found that correlation coefficient between reading comprehension and previewing strategy is 0.368, correlation coefficient between reading comprehension and annotating strategy is 0.785, the correlation coefficient between reading comprehension and skimming and scanning strategy is 0.854, correlation coefficient between reading comprehension and summarizing strategy is 0.547, and. then only annotating strategy that significantly correlate with reading comprehension.
3. Inference was the first reading comprehension aspect that significantly correlate with previewing strategy. Determining main idea was the second reading comprehension aspect that significantly

correlate with annotating strategy. Identifying specific information was the third reading comprehension that significantly correlate with annotating strategy and skimming and scanning strategy.

SUGGESTION

Based on the conclusion of the research, the researcher would provides some suggestions as follows:

1. For the other researchers who will do similar research, to do a similar study with a bigger number of samples and cover all proficiency level in order to get more valid data. Additionally, The next researcher also could investigate the frequency of the used of critical reading strategies employed by different types of reader.
2. For the teachers, the researcher suggests that the teacher should introduce critical reading strategies in their classroom in order to help their students to overcome their problem in learning process especially on reading comprehension. In addition, the researcher also suggest to the teacher to give explicit instruction on practicing the use of reading strategy by dealing with one strategy at a time in order to make their students know what strategy they use and how to use it.
3. For the students, the researcher suggests that they should increase their understanding and personal reading skill in order to improve their reading comprehension ability. Moreover, the used of effective and appropriate strategy could help the students to become successful reader especially in reading comprehension.

REFERENCES

- Ali, M.N. et al. 2015. *Identifying critical reading strategies employed by Iranian EFL student*. International Journal of Social, Science and Education 5 (2), 223 - 4934.

- Chall, J.S & Jacob, V.A.2003. *Poor children's fourth – grade slump*. American educator, spring 2003. American Federation of Teachers Cunningham, Pat.
- Chen, L.L et al. 2016. *Factor affecting ESL reading comprehension of Malaysian secondary school student*. Education and Innovation in Science in Digital Era. Graduate School, Universitas Negeri Malang.
- Dorn, L. J. & Soffos, C. 2005. *Teaching for deep comprehension: A reading workshop approach*, Stenhouse publisher.
- Farrell, T.S.C .2001. *Teaching reading strategies 'it takes time!* Reading in A Foreign Language 13 (2), 631-635.
- Femilia, P.S. 2015. *Critical reading strategies employed by good critical readers of graduates students in ELT*, state university of Malang. Malang.
- Harida, E.S. 2016. *Using critical reading strategies; one way for assessing students' reading comprehension*, IAIN Padang Sidempuan.
- Marjorie. L.P & Ann E.T, 2002. *Path ways to knowledge and inquiry learning teachers*. Ideas press.USA.
- Lenntive , A.A, & James, C.V. 1981. *Psychology and the language learning process*. Oxford: Pergamon institute.
- Nuttall, C. 1996. *Teaching reading skill in a foreign language*. Oxford: the Bath press.
- O' Donnel , M.P. 2004. *Becoming a reader : a developmental approach to reading instruction*. Margo Wood, university of Southern Maine.
- Schumm, J.S. 2006. *Reading assessment and instruction for all learners*, United States of America: Guilford press.
- Silberstain, S. 1994. *Techniques and resources in teaching reading*. Oxford: Oxford university press.
- Simpson, M.L & Nist, S.L. 1990. *Textbook annotation: an effective and efficient strategy for college students*. Journal of Reading 34 (2), 122-129.
- Suacillo, Caries Iries M. et al. 2016. *Critical reading strategies, reading comprehension, and writing performance of ESL college students : a correlational study*. International Journal of Advanced Research (IJAR) 4 (9), 610-623.