

**THE STRATEGY AND ACHIEVEMENT
IN READING COMPREHENSION
OF THE SECOND GRADERS
OF SMA MUHAMMADIYAH 1 BABAT :
A CORRELATIONAL STUDY**

A THESIS



By

**RETNO EKOWATI
8212711014**

**THE GRADUATE SCHOOL
MASTER PROGRAM IN TEFL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
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Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for
the Degree of
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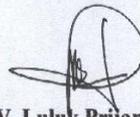
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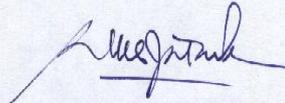


Dr. V. Luluk Prijambodo, M.Pd
Thesis Advisor

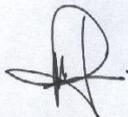
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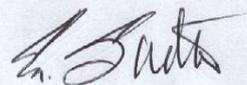
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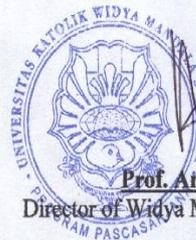
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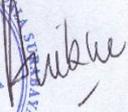


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Secretary



Prof. E. Sadtono, Ph.D
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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that i did not take any scholarly ideas or work from other dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 29 June 2013



Retno Ekowati
8212711014

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ABSTRACT

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Advisor:

Dr. V. Luluk Prijambodo, M.Pd.

Key Words: Reading strategy, achievement, correlation, high achieving students, low achieving students.

Reading is an individual activity to understand and get the meanings from the printed text. Reading activity needs schema to organize knowledge in memory and metacognitive to raise the awareness. To activate the schema and raise metacognition, reading strategy is needed to help them to construct the meanings and solve difficulties encountered in reading. From the last-three-year document of national exam of English which emphasized more reading comprehension, it can be known that some students scored high, some others scored low. The difference in achieving such a score may be influenced by the strategy use in reading. To know comprehensively reading strategy used and the reading comprehension achievement, the researcher is interested to find out the reading strategies used by the high achieving students and low achieving students of SMA Muhammadiyah 1 Babat when reading academic texts and doing reading tasks. Thus, this study focused on describing the reading strategies used by the high achieving students and the low achieving students, the most frequently used strategy by the students, and finding out whether there is any significant correlation between reading strategy and reading achievement.

This non experimental study involves 56 second graders of the exact sciences program of SMA Muhammadiyah 1 Babat. Reading comprehension test was administered to measure the students' reading comprehension of the high achieving students and the low achieving students. Survey of Reading Strategy (SORS) was used to measure the students' reading strategy. The validity and the reliability of these two instruments were measured after they were applied to the pilot group. The results showed that the instruments were valid and reliable.

The first results found that high achieving students of the second grade of the exact sciences program of SMA Muhammadiyah 1 Babat tended to use the three reading strategies (global strategy, problem solving strategy and support strategy). They indicated high level. The four activities of the global strategy are: having a purpose when reading, using context clues to help better understanding of the reading, thinking about what they know to help them understand what they read, and checking what to see if guesses about the text are correct. Besides, four activities of problem solving are: re-reading to increase understanding when the text becomes difficult, reading slowly and carefully to make sure that the reader understands what to read, paying a closer attention to the material when the text

becomes difficult, and trying to get back on track when being distracted or losing concentration. The four activities of support strategy are: translating from English into Indonesian when reading, using reference materials (dictionaries, etc), going back and forth in the text to find relationships among ideas, and paraphrasing/restating to better understand. In contrast, the low achieving students of the second grade of the exact science program of SMA Muhammadiyah 1 Babat tended to do less reading strategy; their mean scores were low. Global strategy was ignored because most of the activities were low. Problem solving and support strategy were applied eventhough only some activities indicated medium. Students who applied problem solving which were medium tried to get back on track when being distracted or losing concentration, reading slowly and carefully to make sure that they understand what to read, paying closer attention to reading when the text became difficult, and re-reading the text to increase their understanding. Some activities of support strategy were medium. They cover some items of activity: translating from English into Indonesian when reading, using reference materials (dictionaries, etc), going back and forth in the text to find relationships among ideas, and reading the text when the text became difficult.

The second results found that the three reading strategies category were used by the exact sciences of the second graders of SMA Muhammadiyah 1 Babat are problem solving strategies ($M= 3,52$), global strategy (2,84), support strategy (2,81).

The third results showed that there was high significant correlation between the high achieving students' reading strategy and reading comprehension achievement at the significant level 5%. It is shown by $r= .716$ and $P= .013$ less than $P<.05$, meaning that the high achieving students had high score for both reading comprehension test and reading strategy. Meanwhile, the correlation between reading strategy and reading achievement of the low achieving students indicated that there was moderate correlation at significant level 5%. It was found that r was 0.684 and p was .029, meaning that the low achieving students had low score in both reading comprehension and reading strategy. As a result, the better the reading strategy used, the better the reading comprehension achievement will be. In contrast, the lower the reading strategy used, the lower the reading comprehension will be. In short, the reading strategy affects the reading comprehension achievement.

Based on the findings, some recommendations are provided. To the teaching of reading comprehension, the researcher suggests to promote the use of reading strategy earlier to all the students in the new students' orientation weeks' program and be as teaching technique. To the learning of reading comprehension, the researcher suggests the students to use the reading strategy when reading a text and when doing a reading task. To the reseaching, the researcher suggests that further study be conducted using experimental design with various text in both studies for EFL students in senior high schools (social sciences or language program) or vocational schools, be tried out the reading comprehension test twice, and be replicated this study with bigger sample size.