Correlations Between Learning Strategy And The Ninth Grade Students' Reading Comprehension Of State Junior High School 01 Buayrawan Oku Selatan

Marini Candrawati [1], Baginda Simaibang[2], Mulyadi[3]

[1]SMP Negeri 01 Buay Rawan, OKUS
[2,3]Universitas PGRI Palembang.

e-mail: ican453@gmail.com

Abstract

This study is limited to the investigation of the correlation between students' learning strategy, and reading comprehensionof the ninth grade students at State Junior High School 01 Buay Rawan, OKU Selatan. There were 85 students who has been selected as the sample of the research. The writer used correlational study and formula to see the correlation between two variable stated. Correlation about Students' Learning Strategies (X2) and Reading Comprehension (Y) for 0.028. Sig. Value 0.797 was higher than Alpha value 0.05 (0.797 >0,2146), Ho was accepted and Ha was rejected. In other words, there was no a positive correlation between Students' Learning Strategies (X2) and Reading Comprehension(Y). It can be stated that Students Learning Strategies (X) simultaneously have no significant correlated the reading comprehension(Y).

Keywords : *Correlation, Learning strategies and Reading Comprehension*

INTRODUCTION

In First of all, reading activity should be given more attention and that teaching and learning in the classroom should focus on the development of the students' reading skill. in addition, [1] state that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interactions with language in the form sentences and paragraph. According to [2], reading is the act of constructing meaning while interacting with text, just as we use information stored in schemana to understand and interact with the world around us, so the teachers use this knowledge to a make sense out of printed language.

The students are considered as the objects. In fact, the consideration of the roles of the students in very important for the success of learning [3]. The students are considered as the subject of teaching and learning, not the object. As the object they are expected to be active in the teaching and learning process.The importance of language learning strategies for the success and effectiveness of language learning. Effective language learners generally use proper learning strategies, and the use of learning strategies help the students' learning result. The importance of beliefs and strategies in language learning indicates that it is important for the teacher to know what beliefs and strategies of the students in learning language and the correlation of them. If the writer looks at these points, it seems that the students' leaning strategy and motivation can effect activities teaching and learning process.

In relation to this idea, it appears a question whether language learning strategy and learning motivation correlate reading comprehension. The writer is interested in focusing on the study entitle "Correlation among Learning Strategy, Learning Motivation and the ninth grade Students' Reading Comprehension of State Junior High School 01 Buay Rawan, OKU Selatan**".**

Objective of the Study

The objectives of the study are to find out whether or not There is significant correlation between learning strategy and reading comprehension of the ninth grade students at State Junior High School 01 Buay Rawan, OKU Selatan.

Research Problem

Is there any significant correlation between learning strategy and reading comprehension of the ninth grade students at StateJuniorHighSchool01 Buay Rawan, OKU Selatan?

Significance of the Study

This study is expected give some benefits to the English teacher and the students themselves:
1. Give information to the English teachers about students' process information, plan, and select the most suitable strategy to understand or to solve a problem and Give contribution to the development of English teaching learning process.
2. It is expected that students will be encourages and motivate to apply learning strategy and learning motivation to improve their reading comprehension.

METHODOLOGY OF RESEARCH

In this study the writer will use descriptive method because the writer will investigate the effect of prediction variables on the criterion variable with a correctional study. the population of this study is ninth grade students of State Junior High School 1 Buay Rawan, OKU Selatan in academic 2020/2021. The sample of this research will take purposive sampling [4]. The sample will take 35% in every the ninth grade students at State Junior High School 01 Buay Rawan OKU Selatan.

In this study, in collecting the data the writer will use two kinds of instrument (1) questionaires and (2) reading test. The reading test instrument is in multiple choice questions with four options for each question. The score of students' reading comprehension test will be obtained from this following formula:

$$X = \frac{CA}{N} \times 100\%$$

Legends: X : Students' individual score.
CA : Students' correct answer.
N : Total number of test.

Data tool that is collected in quantitative research to measure the subject that will be observed can be conducted by giving the test[5]. In this study, the data were collected by giving questionnaires and reading comprehension test. Assessment technique, the most widely employed strategy scale, the ESL/EFL version of the Strategy Inventory for Language Learning (SILL) has been used. Reliability of the SILL is high across many cultural groups.

Validity of the SILL rests on its predictive and correlative link with language performance (course grades, standardized test scores, ratings of proficiency), as well as its confirmed relationship to sensory preferences.

Table 1. Statistics Students Strategies (X)

N	Valid	85
	Missing	0
Mean		195,19
Std. Error of Mean		1,340
Median		194,00
Mode		194
Std. Deviation		12,353
Variance		152,607
Kurtosis		,524
Std. Error of Kurtosis		,517
Range		66
Minimum		162
Maximum		228
Sum		16591
Percentiles	25	189,00
	50	194,00
	75	200,00

In this study, the writer focuses in content validity and constructs validity. The instrument used in this study wasreadymade test and ready-made questionnaires. To making the test to be valid, the writer would use content validity, where it is refers to the nature of the content include within the instrument and the specification, and the writer use to formulate the content.

Reliability Test

According[6] reliability refers to the consistency of the scores obtained how consistent they are for each individual from one set of items to another. Before doing the research, the writer does some try-outs to know the reliability of questionnaires and test items. According [6], states that if the reliability coefficient is more than 0,70 (KR21>0,70), the test items are considered reliable, but if less than 0,70 (KR21<0,70), they are unreliable.

Data Analysis

In this study the writer will use r-Product Moment and Multiple Regression to apply in the data analysis with regard through the formulation of problems.

Normality Test

The criterion is H_o is accepted id Sig > α (0.05), it means that the data have normal distribution.

Homogeneity Test

The writer should know whether the sample of the research will behomogeneous or not, and measure the homogeneity use SPSS and the criterion are H_o is accepted is Sis > α (0.05) or Fcount<Ftable, it means that the data are homogenous.

Linearity Test
The linearity test aims to determine whether two variables (independent and dependent variables) have a linear correlation or not.

Multiple Regressions
Multiple Regression will be applied to test whether variables X_1 (learning strategies) have significant correlation with variable Y (reading comprehension).

Table 13 Statistics Reading Comprehension(Y)

N	Valid		85
	Missing		0
Mean			17,72
Std. Error of Mean			,120
Median			18,00
Mode			18
Std. Deviation			1,109
Variance			1,229
Kurtosis			2,222
Std. Error of Kurtosis			,517
Range			6
Minimum			14
Maximum			20
Sum			1506
Percentiles	25		17,00
	50		18,00
	75		18,00

Multiple Regression will be applied to test whether variables X_1 (learning strategies) have significant correlation with variable Y (reading comprehension).

FINDING AND DUSCUSSIONS
The Result of Students Learning Strategies
The data of learning strategies were collected by using a questionnaire. The maximum score of test was 228, the minimum score of test was 162, and the range was 66. The mean (or the average score) and standard deviation were 195,19 and 12,353 respectively.
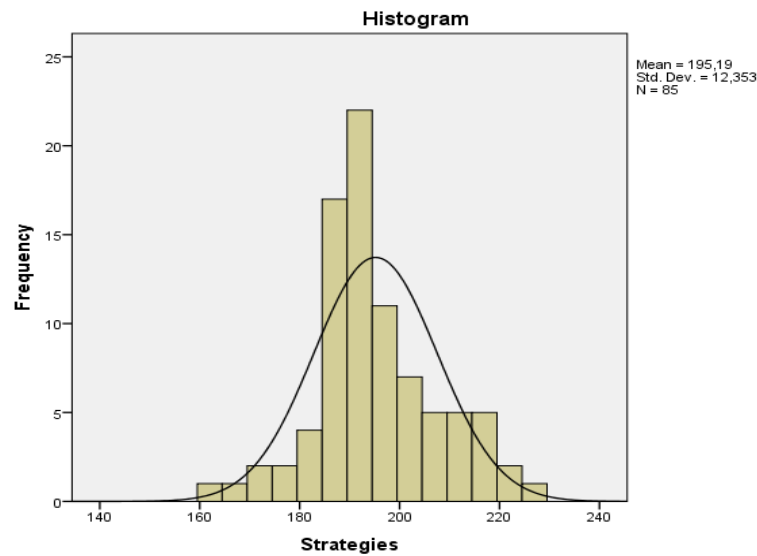
Figure 1. Histogram of the Score of Learning Motivation

The frequency data are often effectively displayed by histogram. The data from table 12 are presented as a histogram in figure 3 above. In this histogram, the vertical dimension on the graph list the frequency of the score, and the horizontal dimension rank order the score of learning motivation from the lowest to the highest. The columns are drawn in the graph to correspond with the result of the computation the data.

The Result of Students Reading Comprehension

The data of learning strategies were collected by using a test. The maximum score of test was 20, the minimum score of test was 14, and the range was 6. The mean (or the average score) and standard deviation were 17,72 and 1,109 respectively.

Statistics Formula r- Product Moment
Correlation between Students LearningStrategies(X) and Reading Comprehension(Y)

Table 20 Correlation between Students' Learning Strategies(X2)and Reading Comprehension(Y)
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		85
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	1,10809276
Most Extreme Differences	Absolute	,246
	Positive	,206
	Negative	-,246
Test Statistic		,246
Asymp. Sig. (2-tailed)		,000[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 5 showed the value of the coefficient correlation between Students' Learning Strategies (X)and Reading Comprehension(Y) for 0.027. Sig. Value 0.806 was higher than Alpha value 0.05 (0.806>0,2146), H_a was rejected and H_o was accepted. In other words, there was not significant correlation between Students' Learning Strategies (X)and Reading Comprehension(Y).

Normality Test
The Correlation between Students' Learning Strategies(X_2) and Reading Comprehension(Y)

Table 24Test Homogeneity of The Students' Score Learning Strategies (X2)
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
122,800	4	80	,000

Ho: There is not any significant correlation between learning strategy and reading comprehension of the ninth grade students at State Junior High School 01 Buay Rawan, OKU Selatan.

Ha: There is significant correlation between learning strategy and reading comprehension of the ninth grade students at State Junior High School 01 Buay Rawan, OKU Selatan

Table 5. Correlation Students Learning Strategies (X) and Reading Comprehension (Y)

Control Variables				Strategies(X_2)	Reading(Y)
Motivation(X_1)	Strategies(X_2)	Correlation		1,000	,027
		Significance (2-tailed)		.	,806
		df		0	82
	Reading(Y)	Correlation		,027	1,000
		Significance (2-tailed)		,806	.
		df		82	0

From the table 17 showed that the coefficient correlation X_2 and Y with Asymp sig. (2-tailed) or P_{value} was 0.000< 0.05 its' meant that the data distribution was not normal. Finally, the writer concluded that H_o was accepted and H_a was rejected so there was not significant correlation between students' learning strategies and reading comprehension of the ninth grade students at State Junior High School 01 Buay Rawan, OKU Selatan.

Homogeneity Test
Levence Statistic found in SPSS 22 is used to determine the sample are homogeneous or not. The sample are considered homogeneous whenever the p-value is higher than mean significant differences at the 0.05 level.

The Students' Score Learning Strategies
Based on the table 24, the calculation of Levence Statistic by using SPSS 22, it was found that the Sig. Value was 0.000. It is assumed that the students' score learning strategies are not homogeneous since Sig. Value is lower than the mean significant difference at the 0.05 level (0.2146).

The Students' Score Reading Comprehension

Table 6. Linearity Test Correlation of Students' Learning Strategies(X2)and Reading Comprehension(Y)
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Reading * Strategies	Between Groups	(Combined)	52,226	33	1,583	1,583	,069
		Linearity	,082	1	,082	,082	,775
		Deviation from Linearity	52,143	32	1,629	1,630	,059
	Within Groups		50,998	51	1,000		
	Total		103,224	84			

Based on the table 25, the calculation of Levence Statistic by using SPSS 22, it was found that the Sig. Value was 0.000. It is assumed that the students' score reading comprehension are not homogeneous since Sig. Value is lower than the mean significant difference at the 0.05 level (0.2146).

Linearity Test
This test is done in order to know whether the predictor (Independent variables) and criterion (Dependent variable) had linear correlation or not. The determination was done based on the comparison of p-value that was shown at Sig. column on deviation from linearity in the output of SPSS Statistic application. If $p \leq 0.05$, it indicated there was not any linear relationship. And if $p \geq 0.05$, it indicated there was linear relationship between the variables.

Linearity Test of the Correlation of Students' Learning Strategies on Reading Comprehension
Based on the linearity table above, the Sig. deviation from linearity was 0.059< 0.05. it could be conducted that the correlation of Students' Learning Strategies (X2) on Reading Comprehension (Y) was not linear.

Table 25 Homogeneity Test of The Students' Score Reading Comprehension (Y)
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
138,516	4	80	,000

The results for the variable Students Learning Strategies (X_2) obtained coefficient B = 0.002 and calculate the $t_{obtained}$= 0.246 or p-value = 0.806, because 0.806> 0.05. H_o was accepted, the error level α = 0.05 or 5%, H_a was rejected. It can be stated that Students Learning Strategies (X_2) simultaneously have no significant correlated the reading comprehension(Y).

CONCLUSION AND SUGGESTIONS
Conclusion
The results for the correlation about Students' Learning Strategies (X) and Reading Comprehension (Y) for 0.028. Sig. Value 0.797 was higher than Alpha value 0.05 (0.797 >0,2146), H_o was accepted and H_a was rejected. In other words, there was no a positive correlation between Students' Learning Strategies (X) and Reading Comprehension(Y). It can be stated that StudentsLearning Strategies (X) simultaneouslyhave no significant correlated the reading comprehension(Y).

Suggestions
For the teacher, the teacher should be more creative to increase the learning motivation. The teacher should increase their role in their daily teaching activities by encouraging their students to promote the learning strategies skill both in and out classroom learning. The students should realize the advantages of learning English for their future so that it can elevate their motivation in learning English apply both direct and indirect learning strategies in their language learning. For other researcher, It will be useful for the others researcher in determining of the next research material and conducting correlation study, so that this research could enrich the reference for the next research.

For small tables, please place it within a column and bigger table be placed in a text frame spanning to both columns. Use the Table facility available within the MSWord. The font in the row header should be bold and you can use the style available from the style palette.

REFERENCES

Arikunto, Suhaimi. 2005. *ProsedurPenelitian*. Jakarta: PT. RinekaCipta.

Fraenkel, Jack. R., and Norman E. Wallen. 2012. *How to Design and Evaluate Research in Education 8thEdition.* Boston: McGraw-Hill Higher Education.

Fraenkell, J. R., &Wallen, N. E. (1991). *Quantitative Research in Social Studies Education. In j. P. Shaver (ed.). Handbook of Research on Social Studies Teaching and Learning* (pp. 67-97). New York, NY: MacMillan.

Marlina, Heilman, A. W., Blair, T. R., &Rupley, W. R.bv   iii   vz xc (2002).*Principles and Practices of Teaching Reading (10th ed.).* Upper Saddle River, NJ: Merrill=Prentice Hall.

Nunan, D. (2003). *Nine Steps to Leaner Autonomy*. In Nunan, D. [Ed.]. *Practical English Language Teaching*. New York. McGraw Hill.

Ruddell, M. R. (2005). *Teaching Content Reading and Writing*, (4th ed.). New York: John Wiley & Sons Canada, Ltd.