THE CORRELATION BETWEEN THE SECOND YEAR STUDENTS' READING STRATEGIES AND THEIR READING ACHIEVEMENT AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

THESIS

By :

Chantika Nurmalita Harahap

1810013121021

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

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Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at English Department the Faculty of Teacher Training and Education Bung Hatta

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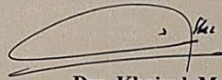
BUNG HATTA UNIVERSITY

2022

HALAMAN PERSETUJUAN SKRIPSI

Nama   : Chantika Nurmalita Harahap

NPM   : 1810013121021

Program Studi : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul   : The Correlation between the Second Year Students'
Reading Strategies and their Reading Achievement at
English Department of Bung Hatta University
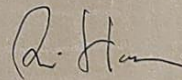
Padang, 27 Juli 2022

Pembimbing

Drs. Khairul, M. Sc.

Diketahui oleh:

Dekan Fakultas Keguruan dan
Ilmu Pendidikan

Drs. Khairul, M. Sc.

Ketua Program Studi
Pendidikan Bahasa Inggris

Fitrina Harmaini, S.S.,MA

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Chantika Nurmalita Harahap

NPM : 1810013121021

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

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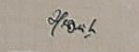
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Tim Penguji Skripsi

Nama

Tanda Tangan

1. Drs. Khairul, M. Sc.

2. Dra. Ernati M. Pd

3. Dr. Lely Refnita, M. Pd

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ABSTRACT

Harahap, C.N (2022). *The Correlation between the Second Year Students' Reading Strategies and their Reading Achievement at English Department of Bung Hatta University*
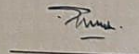
Advisor : Drs. Khairul, M.Sc.

The purpose of this research is to find out the correlation between the Second Year Students' Reading Strategies and their Reading Achievement at English Department of Bung Hatta University.The design of this research was correlational research. The population members of this research was 30 students. To choose the sample, the researcher used total sampling technique. The researcher used two instruments to collect the data : reading test and questionnaire.

After analyzing the data, the researcher found a positive correlation between the Second Year Students' Reading Strategies and their Reading Achievement at English Department of Bung Hatta University. It can be shown from the result of the data analysis that the value of $r_{calculated}$ of this research was 0.485, while the value of r_{table} with the level of significance 0.05 and the degree of freedom (df = n-2) was 0.361. It means that the $r_{calculated}$ was higher than r_{table} (0.485 > 0.361).

Finally based on the finding, it can be concluded that the alternative hypothesis of this research stating that there is a significant correlation between the Second Year Students' Reading Strategies Used by Second Year Students and their Reading Achievement at English Department of Bung Hatta University was accepted. By having known that, the lecturers are suggested to incorporate reading strategies into their teaching methods and motivate students use reading strategies as much as possible. The students are suggested to apply certain reading strategies and do more exercise to improve their reading skill.

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CHAPTER I
INTRODUCTION

In this chapter, the researcher discusses background of problem, identification of problem, limitation of problem, formulation of problem, hypotheses, purposes of research, significance of research, and definition of key terms.

1.1 Background of the Problem

Learning English is critical for preparing students for future careers and developing their skills in their respective fields. In mastering English, students should learn four skills in English. There are listening, speaking, reading and writing. As one of the language skills, reading plays an important role because reading has become a part of our daily lives. Reading is a vital component of human inclusion in current civilization.

According to Ulu and Akyol, (2016) reading is one of the first skills that people must learn when they are young. Reading is one of the important basic skills in learning English because reading ability is included in the component of language development. For students, being able to read English fluently is important. Harmer in Hudri and Naim (2019) states that reading is useful for language acquisition because when students read more, they should be able to understand more of what they read. In conclusion, reading activity allows students to broaden their knowledge and also make them wise and respectful.

Reading is not easy to learn. According to Wulansari and Cahyati (2021) reading is not as simple as many people believe since it needs not just the ability

to read a succession of phrases, but also the ability to comprehend the text's substance and goal.

Comprehension is the process of developing a supportable understanding of a text. Reading comprehension is an activity of transferred information from the text in order to gain understanding of the text. According to Gilakjani and Sabouri (2016) reading as the process of making meaning from written text. According to Singer in Maspufah, (2019) states that reading comprehension involves thinking while decoding written symbols, understanding meaning and taking in concepts offered by the writing and assimilation of those ideas.

In reading, there are some difficulties. Sardor *et.al*.,(2020) states that reading difficulty is characterized by loss in processes such as decoding phonetic information, word recognition, and comprehension. The topic, main concept, and supporting details of the text must be identified by the students. It can help them effortlessly to infer the information in the text.

In learning reading, there are some reading strategies that can be used. Reading strategies will promote students' study in reading. According to Sari *et al.,* (2015) reading strategies are useful indications of how learners tackle activities or challenges encountered when learning reading.

Reading strategies are important for students. It can help students be easier in learning reading. In learning reading, sometimes students find difficulties such as not understanding the meaning of the text. It happens because they have lack of vocabulary. When students don't understand what they read, they will not get the

point of the text. That is why reading strategies is important for students to help them to enhance their reading achievement.

Based on the discussion above, the researcher was interested in conducting a research about the correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University.

1.2 Identification of the Problem

In learning reading, students find difficulties such as about the vocabulary and how to understand the text. They don't understand some words and can't remember what they have read. When they don't know the vocabulary, it will hard for them to understand the meaning of the text. Students should understand the meaning of the text and remember the content to get information. Using the fit learning reading strategies will help students as effective way in reading and acquiring higher studying achievement.

Reading strategies are behavior or actions that students take to enhance their own reading. According to O' Maley in Melvina *et al.,* (2020) also classifies reading strategies into three main categories; metacognitive, cognitive and social strategy. Reading strategies are important for students because they can help them to improve their skills and increase their achievement in reading. Understanding the reading strategies is important for student's success to realize how they learn best.

1.3 Limitation of the Problem

Based on the explanation in identification of the problem above, the researcher limited her study to students' reading strategies and students' achievement. The researcher only focused on the correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University

1.4 Formulation of the Problem

Related to the limitation of the problem above, the researcher formulated the problem of the research as follows : "is there any significant correlation between the second year students' reading strategies and their reading achievement at the English Department of Bung Hatta University? ".

1.5 Hypotheses

Based on the formulation of the problem above, hypotheses of this study are formulated as follows:

1. H0 : There is no a significant correlation between students' reading strategies (X) and their reading achievement (Y)

2. Ha : There is a significant correlation between students' reading strategies (X) and their reading achievement (Y).

1.6 Purposes of the Research

The main purpose of this research was to find out whether there is a significant correlation between the correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University.

1.7 Significance of the Research

The researcher hoped that the result of this research was useful for lecturers, students and the researchers. For the lecturers, from this research they would know how students' reading strategies and students' achievement in reading. For the students, from this research they would know what is reading strategies and they knew their reading achievement so they can use the fit reading strategies for them and did more exercise to increase their reading achievement. For the other researcher, this research can be used as a source or reference to conduct their study for future.

1.8 Definition of the Key Terms

To avoid misunderstanding in this research, the researcher defined the following key terms :

1. Correlation research is a research that aims to determine the relationship between two or more quantifiable variables

2. Reading is one skill of students to get or comprehend information from written text.

3. Reading Strategies are a specific action taken by the students to get the purpose of reading.

4. Metacognitive strategies are strategies that students use to manage their own learning or thinking process.

5. Cognitive strategies are strategies that students use to absorb and retain knowledge.

6. Social strategies are strategies that students to gain knowledge through interaction with others.

7. Reading comprehension is a level to understanding a text, process it, and comprehend its meaning.

8. Reading Achievement is a result of process to indicate or a measure of text based reading comprehension.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about reading strategies, reading comprehension, review of related research and the correlation between the second year students' reading strategies and their reading achievement.

2.1 Definition of Reading Strategies

Reading strategies are steps that students use as a means to enhance their reading. According to Oxford in Maťková Svetlana *etal.* ,(2013) states that reading strategies are specific actions, behavior, steps or techniques that students use to increase their progress in reading. Sukarni (2019) states that reading strategies are ways of processing knowledge in order to enhance comprehension, learning and retention of information. Reading strategies that are effective result in increased proficiency and confidence. Because of reading strategies, some language learners are more successful than others in their language acquisition. When students pick techniques that are suited to his or her learning style, these strategies constitute a valuable toolkit for active, aware and meaningful self-regulation of learning.

2.1.1 Classifications of Reading Strategies

According to O'Malley and Chamot in Mulyani (2020) reading strategies are divided into three main categories, there are; metacognitive, cognitive and social strategies.

a. Cognitive Strategies

Cognitive strategies are activities that focus on information acquisition, retention, and transfer for a specific task. Mulyani (2020) states cognitive strategies are procedures for manipulating and transforming the target language in a direct way. Oxford in Indriyani and Pertiwi (2021) state that students use cognitive strategies to modify or manipulate the target language.

Based on the previous research above it can be concluded that cognitive strategies are the activities that students employ to complete specific learning tasks such as memory, learning, evaluation, problem solving, content clues and decision making.

b. Metacognitive Strategies

Metacognitive strategies are strategies that help students in determining how they conduct their thinking processes. O'Malley and Chamot in Mulyani (2020) state metacognitive strategies are focused on involving strategies of selective attention to the task planning, monitoring and evaluating. According to Indriyani and Pertiwi (2021) metacognitive strategies are tactics that are planned and used intentionally by students to monitor and manage their reading. Students employ metacognitive methods to govern their thought processes through diverse strategies such as organizing, monitoring, and adapting.

Based on the explanation above it can be concluded that metacognitive strategies are techniques that can help students to organize, monitor and assess their learning.

c. Social Strategies

According to Oxford and Crookall in Mulyani (2020), social strategies encourage students to learn from others by employing techniques such as asking questions, collaborating, and sharing with others. Extebarria *et al.* in Mulyani (2020) state social strategies are the social acts that students engage into better grasp and study a language.

Based on the explanation above, social strategies are a collection of techniques used to encourage students to become active participants in class by interacting with one another and sharing their knowledge. Asking questions, interacting with peers, and enhancing cultural knowledge are examples of social methods that learners use to acquire a language through interaction with native speakers or the target language.

2.2 Definition of Reading Comprehension

Reading is one of the most important academic skills students need as a source of knowledge and enjoyment because reading is the main base of education. According to Kusumawanti (2018) among English proficiencies, reading skills play the most important role in students' learning success because reading activities initiate and develop overall learning activities. Reading allows students to increase their knowledge, gain experience, and learn things they didn't know before. As a result, students must be able to fully understand the meaning of the material they are reading.

Reading is not just taking a book in front of us and absorbing the words written on it, reading understands those words of advice and ability to apply

knowledge in real life. We may get a lot of knowledge and information by reading. Reading can be defined as the act of deciphering symbols imprinted on paper or elsewhere by rules of written and verbal articulation to pass on information and ideas. Johnson in Nurrizal and Fauziah Ismi (2016) defines reading as "the act of making sense of text via the use of words. In other words, reading is the act of consuming and comprehending textual material in order to obtain knowledge and information.

Comprehension is determined by the reader's goals for reading, the context, the nature of the text, and the reader's techniques and knowledge. The process of extracting meaning from text is known as reading comprehension. According to Woolley in Setiawati and Budiasih (2021) the objective, then is to get an overall comprehension of what is stated in the text rather than obtaining meaning from single words or sentences on comprehending read text information children forming models or representations of the meaning of text ideas throughout the reading.

Reading comprehension is the process of reading to gain understanding. Pangestu *et al.,* (2021) state reading comprehension in English is essential for educational achievement in many countries around the world. According to Nurjanah (2018) reading comprehension is the most important skill for students learning English. Based on the definitions above, we can conclude that reading comprehension is defined as the ability to read text, process it, and comprehend its meaning. The ability of an individual to understand text is influenced by their natures and skills, one of which is the ability to make inferences.

2.2.1 Aims of Reading Comprehension

The main purpose of reading is to seek and obtain information about the content of the reading and to understand the importance of reading a text. Dalman in Paradisonya, (2015) states that the purpose of reading, in general, is to discover the message or to understand the meaning through reading a text. According to Anderson in Paradisonya (2015) there are seven purposes of reading, which are as follows:

a. Reading for Details or Fact

Reading activities are aimed at knowing a character's discoveries or solving the problem that has arisen.

b. Reading for Main Ideas

Reading activities to find what the main subject of the reading passage is.

c. Reading for Sequence or Organization

Reading activities are designed to help students understand the sequence of events or stories that emerge in the text.

d. Reading for Inference

Reading activities that complete the content of the reading passage.

e. Reading to Classify

Reading exercises aiming to categorize the story in the text.

f. Reading to Evaluate

Reading activities aimed to evaluate the contents of the text.

g. Reading to Compare Or Contrast

Reading activities aimed to check between phenomena within the text and reality.

2.2.2 Methods of Reading Comprehension

Nuttal in Sinaga (2017) categorizes reading methods into four groups. The four categories are skimming, scanning, extensive and intensive readings.

a. Skimming

In reading, skimming is a helpful skill to have. According to Grellet in Patmawati (2015) skimming involves quickly reading a text to acquire the gist of it. It indicates that skimming is utilized to give students confidence and tell them that they don't have to read every word in a text to grasp it. Before reading a text properly, skimming might help readers get the main idea. Students can skim the text in a variety of ways, including reading the title or other heading and looking at the picture, or reading the first and last paragraphs Islam and Steenburgh in Aziz (2019).

b. Scanning

Grellet in Patmawati (2015) scanning is the process of quickly skimming through a text to find a specific point. Scanning is defined as the capacity to quickly read a text to locate specific information, such as a date, a figure, or a person while ignoring all other information. A student might, for example, look up a phone number in a telephone directory by scanning the list of names. Scanning allows the reader to swiftly locate information without having to read the entire text.

c. Extensive Reading

Readers who engage in extensive reading are usually confronted with a longer text. Readers must have a complete understanding of the writing to read it. According to Alsaif and Masraic (2019) extensive reading is a reading activity aimed at understanding the material in general rather than a specific book. Extensive reading means comprehending the text as a whole and selecting texts that are appropriate for the student's abilities.

d. Intensive Reading

Intensive reading is a type of reading that focuses on specific details. It usually has a more condensed text. A reader regularly searches for detailed information. According to Celik (2017) intensive reading is reading with the assistance of teachers to improve students' language skills. In other words, intensive reading refers to the reading exercises supplied by the teacher to fully comprehend the reading and improve reading skills. Students in intensive reading are not allowed to choose what they want to read; instead, they are given text based on what the teacher has prepared. It's challenging because each student's capacity to comprehend the text differs.

2.2.3 Reading Achievement

Achievement is a word used to describe something that has been completed successfully, typically with effort and ability. According to Guskey in Ballafkih and Van Middelkoop (2019) student achievement is a tough word to describe because it is the goal of practically every facet of the school. For as long

as schools have been, student achievement has become one of the most important evaluation criteria utilized by schools at all levels.

Guskey in Ballafkih and Van Middelkoop (2019) states in general, student achievement refers to well-articulated learning objectives. The learning goals include many types of learning, subject areas, and domains of learning, demonstrating that student accomplishment is a multidimensional construct controlled by educational activities (the purposes). Student achievement is a multidimensional concept that is primarily determined by educational tasks. The task is to sort students according to their interests and learning abilities from what they have learnt.

From the previous related research above about reading and achievement, it can be concluded that reading achievement is the outcome of a student's attempt to gain and comprehend information and competence in reading via a systematic method, practices, and experience over a period of time, which is often assessed by the score or value of an assignment or test in reading in English.

2.3 Review of Previous Related Researches

In this research, the researcher took some previous related researches to this study. The first was the research of Mardhiyatuzakiyah *et al.,* (2021) entitled "The Effectiveness of Using Metacognitive Strategies on Tenth Graders' Reading Comprehension" which focused on the effectiveness of using metacognitive strategies on reading comprehension. He found that reading comprehension on Tenth Grade have improved after utilizing metacognitive strategies to achieve reading comprehension.

The second research was done by Syaiful Islam, (2018) entitled "The Correlation Between Reading Strategies and Reading Achievement Across Learning Styles " which focused cognitive and metacognitive reading strategy and reading achievement. He found that the frequency of using cognitive strategies used by students is almost equal where the means were 3.4 and 3.5 respectively. He also found reading strategies were significantly correlated with reading achievement.

Another research was done by Lia Anggraini *et al.,* (2015) entitled "The Use of Learning Strategies in Reading Comprehension". It specially focused on correlation between successful and unsuccessful learners in using difference learning strategies in reading comprehension. She found that there was no significant difference between successful and unsuccessful learners in using difference learning strategies. Most of students used metacognitive strategy (48,43%), social (29,69%), and cognitive (21,88%).

Based on the previous researches above, it was concluded that there are the similarities and the different. The similarities of this study with current research are discuss about students' reading strategies and their reading achievement. It can be a good references for the writer to do this research. But in this research will be different with the previous study above because the first previous related research discussed the reading strategy only in metacognitive strategies and the second previous related research discussed reading strategies in cognitive and metacognitive strategies. But in this research discussed the

correlation between students' reading strategies in three main categories :cognitive, metacognitive social strategies and students' reading achievement.

2.4 The Relationship between Students' Reading Strategies and Their Reading Achievement

Based on some researches that were conducted reading strategies help students to enhance their reading achievement. When they've known what reading strategies fit with them, it will be easier for students to understand what they had studied. Each student must develop their own learning strategy to enhance their understanding of the content.

According to Islam, (2018) reading strategies help students to achieve a certain goal. Students' with high achievement use a broader strategies than students with low achievement. It indicates that it is important to know students' reading strategies for academic objectives by observing students' differences in applying reading strategies.

CHAPTER III
RESEARCH METHOD

In this research, the researcher discusses research design, population and sample, instrumentation, technique of analyzing data, and testing hypothesis.

3.1 Research Design

This research used correlation research. Refnita (2018: 26) states that correlational research involves collecting data in order to determine whether a relationship exists between two or more quantifiable variables and to what degree it is. The aim of correlational research may be to determine relationships between variables or to use relationships in making predictions.

The researcher chose correlation research because she wanted to find out the degree of relationship between second year students' perception of using learning reading strategies and their reading achievement. There were two variables in this research. The first variable was students' reading strategies and it was considered as the first independent variable (variable X1). The second variable was their reading achievement and it was

considered as the second independent variable (variable Y2). To make clear this research, the design of this research was shown in following diagram :

VARIABLE X	⟷	**VARIABLE Y**

Where :

1. Variable X is students' reading strategies.

2. Variable Y is students' reading achievement.

3. The symbol of ◄———► shows the correlation between students' reading strategies and their achievement.

3.2 Population and Sample

According to Refnita (2018 : 74) population is the large group that the researcher chooses to apply the result of her study. In this research, the population was the second year students at English Department of Bung Hatta University. The total number of population was 30 students and they were sitting in one class.

According to Refnita (2018 : 73) sample is a number of individuals selected from a population study, preferably in such a way that they represent the large group from which they were selected. In conducting this study, the researcher took all of the members of the population as a sample. The researcher used total sampling technique.

3.3 Instrumentation

Instrument is a tool used to collect, measure, and analyze the data. According to Refnita (2018 : 90) instrument is the device that the researcher used to collect the data and the whole process of preparing to collect the data. In this research, the researcher used questionnaire and reading test in multiple choices form as the instrument to collect the data. The elaboration of research instruments is as follows:

3.3.1 Reading Comprehension Test

The first instrument was a multiple-choice reading test. The purpose of this test was to collect data on students' reading achievement. The test had three kinds of text. The researcher gave 45 minutes for the students to answer the test.

Table 3. 1 Item Specification of Reading Comprehension Test

No.	Aspects	Number of Items
1.	**Main Idea**	**1, 11, 12, 19, 21, 29**
2.	**Exceptions**	**5, 13, 22, 25**
3.	**Information**	**3, 7, 9, 10, 14, 15, 18, 24, 26, 28**
4.	**Vocabulary**	**4, 6, 8, 23,**
5.	**Inferences**	**16, 17, 30**
6.	**References**	**2, 20, 27,**
	Total	**30**

A test is good if it is valid and reliable. In order to see the validity of the test, the researcher used content validity because the test fit with the material that had been learnt. In relation to this, the researcher constructed the test based on the curriculum, syllabus and teaching materials given to the second year students in English Department at Bung Hatta University. According to Refnita (2018 : 95) content validity is the degree to which a test measures an intended content area.

According to Refnita (2018 : 99) reliability is the degree to which a test consistently measures whatever it measures. To find out the reliability of the test, the researcher used split half technique of the test. According to Gay *et.al* (2012: 167) split half reliability is a measure of internal consistency that involves

dividing a test into two halves (odd and even item) and correlating the scores on the two halves.

The researcher used Pearson Product Moment Formula to find out the reliability index of the test as follows (Arikunto 2014 : 87):

$$r_{xy} = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{(n\Sigma x^2) - (\Sigma x)^2\}\{(n\Sigma y^2) - (\Sigma y)^2\}}}$$

Where:

r_{xy} : Coefficient of correlation between x and y variable

x   : score of odd number of the test

y   : score of even number of the test

n   : The number of students

Σx : The total of x

Σy : The total of y

Σxy : Total cross product of xy

To find out the degree of coefficient correlation of the total test, the researcher analyzed it by using Spearman-Brown formula as follows:

$$r_{total\ test} = \frac{2r_{xy}}{(1 + r_{xy})}$$

Where :

$r_{ii} = The\ coefficient\ reliability\ for\ the\ total\ test$

$r_{xy} = The\ coefficient\ correlation\ between\ odd\ and\ even\ items$

To classify the degree of coefficient correlation of the test, the researcher uses the category based on Arikunto (2014) :

0.81 - 1.00 : Very High

0.60 – .80 : High

0.41 – .60 : Moderate

0.21 – .40 : Low

0.00 – .20 : Very Low

After the researcher analyzed the score, it was shown that the test was reliable. It was supported by the fact that the coefficient correlation was 0.74 which was categorized as high correlation (see Appendix 4).

3.3.2 Reading Strategies Questionnaire

In this research, the researcher used Reading Strategies Questionnaire, developed by O'Malley in Setiyadi (2016) as the instrument. The questionnaire includes 25 items and it consists of three categories namely; cognitive strategies, metacognitive strategies, and social categories. The students gave the responses on a five- point Likert scale consisting of "always," "usually," "often," "sometimes" and "never". The questionnaire used to collect the data on students' reading strategies. In order to be clear, see Table 3.2

Table 3. 2 Item Specification of Learning Reading Strategies Questionnaire

No.	Aspects	Numbers of Items
1.	Cognitive Strategies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2.	Metacognitive Strategies	11,12, 13, 14, 15, 16, 17,18,19
3.	Social Strategies	20, 21, 22, 23, 24, 25
	Total	25

According to Refnita (2018 : 95) validity is concerned is the extent to which a test measures exactly what it proposes to measure. The researcher used several aspects to have a valid questionnaire as suggested by Tuckman in Paradisonya (2015) as follows:

1. Questionnaire deals with the significant topic.

2. Questionnaire is attractive in appearance, neatly arrange, and clearly duplicate or pointed.

3. Directions are clear and complete.

4. The questionnaire is objective, with no leading suggestion as to responded desired.

5. Questions or statements are presented in good physical order.

6. It is easy to tabulate and interpret.

To find out the reliability of the questionnaire, the researcher used the Alpha formula (Arikunto 2014) as follows:

$$\sigma^2 = \frac{\sum x^2 (\frac{\sum x^2}{N})}{N}$$

Where :
σ^2 = variant
$\sum x^2$ = Total quadrate score for each question
$\sum x$ = Total score for each item
N = Number of item

The researcher used Alpha formula suggested by Arikunto (2014) as follows :

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1\frac{\sum \sigma_{b^2}}{\sigma^{2t}}\right)$$

Where :

r_{11} = Reliability of instrument
k = Total number of items
$\sum \sigma_{b^2}$ = Total number of variant score for each items
σ^{2t} = Total variances

To know the reliability of questionnaire the researcher classified into the following criteria suggested by (Arikunto 2014: 319):

0.81 - 1.00 : Very High Reliable

0.61 – .80 : High Reliable

0.41 – .60 : Moderate Reliable

0.21 – .40 : Low Reliable

0.00 – .20 : Very Low Reliable

After the researcher analyzed the score, it was shown that the questionnaire was reliable. It was supported by the fact that the coefficient correlation was 0,66 which was categorized as high correlation.

3.4 Technique of Collecting Data

The researcher used two instruments in this research. First was the reading comprehension test and the second was students' reading strategies questionnaire. Techniques of gathering data are described as follows:

3.4.1 Technique of Collecting Data on Reading Comprehension Test

In order to collect the data the researcher used some steps below:

1. The researcher administered the test in 45 minutes.

2. The researcher collected the answer of all the students.

3. The researcher gave the score (1 is for correct answer, and 0 is for wrong answer).

3.4.2 Technique of Collecting Data on Students' Reading Strategies

In order to collect the data the researcher used some steps below:

1. The researcher administered the questionnaire to the students.

2. The students responses to the questionnaire with the available question and they have 25 minutes to fill the questionnaire.

3. The researcher collected the questionnaire.

4. The researcher gave score based on the following criteria :

Table 3. 3 Score of Questionnaire on Likert Scale:

Scores for Positive Answer	Categories	Scores for Negative Answer
5	Always	1
4	Usually	2
3	Often	3
2	Sometimes	4
1	Never	5

3.5 Technique of Analyzing Data of the Correlation between Students' Reading Strategies and their Reading Achievement

1. To find out the correlation between students' reading strategies and their reading achievement, the researcher used Pearson Product Moment formula as follows:

$$r_{xy} = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{(n\Sigma x^2) - (\Sigma x)^2\}\{(n\Sigma y^2) - (\Sigma y)^2\}}}$$

Where:

r_{xy} = Coefficient of correlation between x and y variable

x = The score of students' reading strategies

y = The score of students' reading achievement

n = The number of students

Σx = The total of x

Σy = The total of y

Σxy = Total cross product of xy

2. Testing Hypothesis

As discussed before, the alternative hypothesis of this research is accepted if there is a significant correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University.

Statistical analysis was used to test the hypothesis. The statistical or null hypothesis (Ho) : there is no correlation between the second year students' reading strategies at English Department of Bung Hatta University and their reading achievement was accepted if the value of $r_{calculated}$ was zero. Otherwise, the alternative hypothesis (Ha) : there is correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University, was accepted if the value of $r_{calculated}$ was not zero.

Then, to find out whether there is a significant correlation between students' reading strategies or not, the researcher compared the value of $r_{calculated}$ and r_{table} at the level of confidence $\alpha 0,05$ and the degree of freedom (df= n-2).

CHAPTER IV
FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the research findings and discussions on the correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University.

4.1 Findings

As already discussed, data on this research were collected by using questionnaire and reading test. The data of this research were the students' scores of both questionnaire and reading test.

4.1.1 The Correlation between Students' Reading Strategies and their Reading Achievement

Based on the result of data analysis, the researcher found that the value of coefficient correlation between students' reading strategies and their reading achievement at English Department of Bung Hatta University was 0,485 . It means that there is a positive correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University and their reading achievement.

4.2 Testing Hypothesis

As already discussed previously, the finding of this study was that the coefficient correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University was 0.485. To see whether such correlation was significant or not, it was compared with the value of r^{table} at confidence

level α0.05 and df = n-2 (28). As a matter of fact, the value of r^{table} was 0.361 . It means that $r^{counted}$ was higher than r^{table} (0.485 > 0.361).

It can be stated that there was significant positive correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University. Therefore, the alternative hypothesis (Ha) that stated "there was a significant correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University was accepted.

4.3 Discussions

As already discussed previously, this study found that there was a significant correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University ($r^{counted}$ 0,485 > r^{tabel} 0,361). Based on the classification of correlation elaborated by Arikunto (2014), the correlation of two variables was classified as moderate correlation.

This result showed that there was a significant correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University. It means Ha was accepted and Ho was rejected. It means that students' reading strategies was closely related with students' reading achievement. In other words, an increase on students' reading strategies is associated with an increase on students reading achievement.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher provides several conclusions and suggestions. The conclusions are based on finding and discussions about the result of this research and the suggestions are based on the conclusion of this research.

5.1 Conclusions

Based on the finding of the research result in the previous chapter, it can be conclude that the correlation between the second year students' reading strategies and their reading achievement at English Department of Bung Hatta University was classified as moderate correlation and it means Ho was rejected and Ha was accepted.

5.2 Suggestions

Based on the conclusion above, the researcher would like to give several suggestions:

1. For the lecturers

   For the lecturers, lecturers can incorporate learning reading strategies into their teaching methods and motivate students use learning reading strategies for as much as possible.

2. For students

The students are suggested to improve their reading skill and do more exercise to improve their reading skill. Students also suggested applying the reading strategies to enhance their reading achievement.

3. For the future researchers

Future researchers are suggested to conduct a related study on the correlation between the students' strategies in other skills

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Line
(5)

(10)

(15)

(20)

(25)

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at a remote ice-free seaport village nearly 800 miles from where it begins. It is massive in size and extremely complicated to operate

The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. It weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags, makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

Resting on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and down route is determined by the often harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground. The remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.

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(30)   One of the largest in the world, the pipeline cost approximately $8 billion and is by far the biggest and most expensive construction project ever undertaken by private industry. In fact, no single business could raise that much money, so 8 major oil companies formed a consortium in order to share the costs.

(35)   Each company controlled oil rights to particular shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings.

(40)   Today, despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating

1. The passage primarily discusess the pipeline's …
   A. operating costs
   B. employees
   C. consumers
   D. constructions

2. The word **"it"** in line 5 refers to …
   A. pipeline
   B. ocean
   C. state
   D. village

3. According to the passage, 84 million gallons of oil can travel through the pipeline each …
   A. day
   B. week
   C. month
   D. year

4. The phrase **"resting on"** in line 15 is closest in meaning to …
   A. consisting of
   B. supported by
   C. passing under
   D. protected with

5. The author mentions all of the following as important in determining the pipeline's route **EXCEPT** …
   A. the climate
   B. the lay of the land itself
   C. the local vegetation
   D. the kind of soil and rock

6. The word **"undertaken"** in line 31 is closest in meaning to
   A. removed
   B. selected
   C. transported
   D. attempted

7. How many companies share the costs of constructing the pipeline?
   A. three
   B. four
   C. eight
   D. twelve

8. The word **"particular"** in line 35 is closest in meaning to …
   A. peculiar
   B. specific
   C. exceptional
   D. equal

9. Which of the followings determines the percentage of the construction costs for each member of the consortium would pay?
   A. how much oil field land each company owned
   B. how long each company had owned land in the oil fields
   C. how many people worked for each company
   D. how many oil wells were located on the company's land

10. Where in the passage does the author provide a term for an earth covering that always remains frozen?
    A. line 4
    B. line 15
    C. line 23
    D. line 37

11. What is the main purpose of this paragraph?
    A. the Alaska pipeline starts at the frozen edge of the arctic ocean
    B. construction of Alaska pipeline
    C. problems of climate
    D. one of the biggest pipeline in the world

12. What does the second paragraph tell about?
    A. operating cost
    B. constructions
    C. consumers
    D. steel pipe track

13. The author mentions all the following as the fact of the pipeline, **EXCEPT**?
    A. the patterns of the pipeline's up and down
    B. the Alaska pipeline ends of the arctic ocean
    C. Alaska pipeline is one of the largest in the world
    D. Alaska pipeline has been operated.

14. As one of the largest pipeline in the world, why does no single business raise that much money?
    A. because the constructions take much money
    B. because the pipeline will has high quality
    C. because the mismanagement
    D. because the equipment breakdowns.

15. What factors determine the pattern of the pipeline's up and down?
    A. harsh demands of the arctic and subarctic climate
    B. harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground).
    C. water, soil, rock, or permafrost (permanently frozen ground).
    D. land, water, rock and oil.

Line
(5)

A new atomic clock being developed for navigation satellites will perform better than previous devices. The clock, which incorporates a hydrogen maser, will use a new microwave cavity design to provide a compact and lightweight package, and new electronic techniques to maintain long-term stability. The clock can provide precise navigation information because it is stable to one second in three million years.

(10)

The differences in the time when signals from four satellites arrive at one location can be used to calculate that position to within a few yards.

16. From the passage, it can be inferred that the most impressive characteristics of the clock mentioned …
    A. its compact size
    B. its weight
    C. its accuracy
    D. its ability to measure distance

17. It can be inferred from the passage that the new clock will be …
    A. long-lasting
    B. harmful to humans
    C. produced in great numbers
    D. very attractive looking

18. According to the passage, how many satellites will be used to calculate a position?
    A. 1
    B. 2
    C. 3
    D. 4

19. What is the primary purpose of the passage?
    A. to teach a lesson
    B. to sell a product
    C. to support a theory
    D. to provide information

20. The word **"it"** in line 7 refers to …
   A. navigation
   B. information
   C. clock
   D. long term stability

The largest of the world's 17 penguin species, emperor penguins stand nearly four feet and weigh up to 90 pounds. These sea birds never set foot on dry land. (1) An estimated 200,000 breeding pairs live in about 40 penguin colonies scattered along the coasts of Antarctica. (2) Their waterproofed feathers, flipper-like wings, and streamlined bodies make them excellent swimmers and divers. On ice they can travel distances up to 50 miles by "tobogganing"—gliding on their stomachs while pushing with their wings and feet. (3) Emperor penguins breed during the Antarctic winter in some of the world's most severe weather conditions (temperatures of –80 F and winds up to 112 miles per hour).

Breeding during the winter allows chicks to mature in midsummer when food is plentiful. After the female lays a single egg, the male holds it in a fold of skin near his feet for a two-month incubation period. During this time he huddles with other males to keep warm. (4) The male moves very little and does not eat, usually losing up to a third of his body weight. Meanwhile the females go to sea and dive for fish so that when they return they can feed and care for the newly hatched chicks. After the male restores his body weight, both parents take turns caring for their young.

The world's emperor penguin population declined in the last 50 years due to a period of warming ocean temperatures. Warm water shrinks ice cover and reduces the population of krill—a small crustacean that is the emperor penguin's staple food. Today the emperor penguin population has stabilized, but warming trends could again threaten this magnificent sea bird.

21. What is the author's main purpose in this passage?

   A. to describe the recent plight of the emperor penguin

   B. to show the differences between penguin species

   C. to describe the characteristics and breeding practice of the emperor penguin

   D. to describe the eating habits of the emperor penguin

22. Which of the following is **NOT** true of the emperor penguin?

   A. they can travel 50 miles by gliding.

   B. they breed during antarctic summer.

   C. the male incubates the egg.

   D. they can withstand severe weather.

23. The word "**stabilized**" in paragraph 3 is closest in meaning to …

   A. held steady.

   B. increased.

   C. decreased.

   D. fluctuated.

24. The passage implies that …

   A. the female emperor penguin should take better care of her young.

   B. no animal can survive in sub-zero temperatures.

   C. scientists have never been close enough to observe the emperor penguin.

   D. changes in the global environment can threaten the emperor penguin.

25. What makes penguin species be an excellent swimmers, **EXCEPT**?

   A. waterproof feather

   B. streamlined body

   C. flipper like wings

   D. leaky features

26. What makes up the staple diet of the emperor penguin?

    A. cuttlefish

    B. krill

    C. seaweed

    D. fried clams

27. The word **"it"** in lined 11 refers to?

    A. skin

    B. egg

    C. male

    D. Female

28. Where in the passage does the author describe the characteristics that make emperor penguins excellent swimmers?

    A. at the beginning of paragraph 1

    B. at the end of paragraph 1

    C. at the beginning of paragraph 2

    D. at the end of paragraph

29. What is the last paragraph mainly about?

    A. the cause of the emperor penguin population declined

    B. the cause of the emperor penguin population stabilized

    C. the ocean temperatures

    D. the emperor penguin

30. It can be inferred from the passage that penguin population will be …

    A. increased

    B. stabilized

    C. raised

    D. Threatened

APPENDIX 2 : Key Answer :

1.	D	16.	B
2.	A	17.	A
3.	A	18.	D
4.	B	19.	D
5.	C	20.	C
6.	D	21.	C
7.	C	22.	B
8.	B	23.	A
9.	A	24.	D
10.	C	25.	D
11.	B	26.	B
12.	D	27.	C
13.	B	28.	D
14.	A	29.	A
15.	B	30.	D

Appendix 3 : The Students' Score on Reading Test

NO	Nama	Questions Number																															Total	X^2
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	Nur Annisa Kalsum	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	15	225
2	Anisa Okiana	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	0	1	0	0	0	0	0	19	361
3	Erdia Majholla	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	0	0	19	361
4	Tsurayya Aisya	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	14	196
5	Afif Rahmat Ramadhan Akbar	1	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	12	144
6	Dini Sefina	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	0	1	1	1	0	0	0	20	400
7	Maisharah turmizi	1	1	1	1	0	0	1	1	0	1	0	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	0	0	17	289
8	Mutia Jasmine Wahyuni	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	11	121

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No	Nama																																Skor	Skor²
9	Fikri Ramadhan n	1	0	0	1	0	0	1	1	0	1	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	14	196
10	Muhammad Awwal Syahputra Dhanny	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	0	0	0	1	0	19	361
11	Lulu Karissa	1	1	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	10	100
12	Fadhila Arfah Ramadhanty	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	0	19	361
13	Sulmi Saadah	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	20	400
14	Nadia Pahira	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	0	1	0	0	0	0	1	0	0	0	0	17	289
15	Zora Aulia Putri	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	19	361
16	Grace Angelina Salsabilla	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	17	289
17	Diska Lathifah	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	0	0	0	1	1	0	0	0	0	0	0	16	256

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18	Rahmatika Setyowardani	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	0	0	20	400
19	Najla Zahira	1	1	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	15	225
20	Gelegar	1	1	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	36
21	Ikhsanul Fikri	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	5	25
22	Depi Aryanti	0	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	1	0	13	169
23	David	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	0	1	0	20	400
24	Arjuni Lubis	1	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	1	0	0	10	100
25	Fanni Wahyutullah	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	17	289
26	Felya Sepvina	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	8	64
27	Muthia khairunnisa	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	17	289
28	Raihana Fitria	0	1	1	0	0	0	1	0	1	1	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	11	121

No	Nama																																Σ	
	Hendrika																																		
29	Nurul Hifzil Latifah Masfar	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	13	169
30	Aisyah Al rahmi	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	12	144
	Σ	25	28	25	23	19	18	24	19	23	22	17	14	13	13	11	3	17	15	17	11	23	13	17	5	8	11	3	3	4	1	445	198025

Appendix 4: Reliability Analysis by Using Pearson Product Moment Formula

The Table of The Calculation of Reliability Index (Odd Items and Even Items)

No	Name	Odd	Even	x square	y square	xy
1	Nur Annisa Kalsum	7	8	49	64	56
2	Anisa Okiana	12	7	144	49	84
3	Erdia Majholla	10	9	100	81	90
4	Tsurayya Aisya	6	8	36	64	48
5	Afif Rahmat Ramadhan Akbar	5	7	25	49	35
6	Dini Sefina	12	8	144	64	96
7	Maisharah turmizi	8	9	64	81	72
8	Mutia Jasmine Wahyuni	5	6	25	36	30
9	Fikri Ramadhan	8	6	64	36	48
10	Muhammad Awwal Syahputra Dhanny	10	9	100	81	90
11	Lulu Karissa	7	3	49	9	21
12	Fadhila Arfah Ramadhanty	12	7	144	49	84
13	Sulmi Saadah	9	11	81	121	99
14	Nadia Pahira	10	7	100	49	70
15	Zora Aulia Putri	10	9	100	81	90
16	Grace AngelinaSalsabilla	10	7	100	49	70
17	Diska Lathifah	10	6	100	36	60
18	Rahmatika Setyowardani	12	8	144	64	96
19	Najla Zahira	7	8	49	64	56
20	Gelegar	3	3	9	9	9
21	Ikhsanul Fikri	3	2	9	4	6
22	Depi Aryanti	7	6	49	36	42
23	David	11	9	121	81	99
24	Arjuni Lubis	6	4	36	16	24
25	Fanni Wahyutullah	9	8	81	64	72
26	Felya Sepvina	5	3	25	9	15
27	Muthia khairunnisa	8	9	64	81	72
28	Raihana Fitria Hendrika	7	4	49	16	28
29	Nurul Hifzil Latifah Masfar	8	5	64	25	40
30	Aisyah Al rahmi	8	4	64	16	32
	SUM	**245**	**200**	**2189**	**1484**	**1734**

Calculation of Reliability Analysis by Using Pearson Product Moment Formula as Follows:

$$r_{xy=} \frac{n\Sigma xy-(\Sigma x)(\Sigma y)}{\sqrt{\{(n\Sigma x^2)-(\Sigma x)^2\}\{(n\Sigma y^2)-(\Sigma y)^2\}}}$$

$$= \frac{30\times 1734-(245)(200)}{\sqrt{\{(30\times 2189)-(245)^2\}\{(30\times 1484)-(200)^2\}}}$$

$$= \frac{52020-49000}{\sqrt{(65670-60025)-(44520)-(\Sigma 40000)}}$$

$$= \frac{3020}{\sqrt{(5465)-(4520)}}$$

$$= \frac{3020}{\sqrt{(5465)-(4520)}}$$

$$= \frac{3020}{\sqrt{25515400}}$$

$$= \frac{3020}{\sqrt{(5465)-(4520)}}$$

$$= \frac{3020}{5051,27707}$$

$$= 0,59 \text{ (moderate)}$$

Calculation of Reliability Analysis by Using Sperman Brown Formula as Follows:

$$r_{total\ test} = \frac{2r_{xy}}{(1+r_{xy})}$$

$$= \frac{2\times 0,59}{(1+0,59)}$$

$$= \frac{1,89}{1,59}$$

$$= 0,74 \longrightarrow \text{High Correlation} \longrightarrow \text{Reliable}$$

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Appendix 5 : Learning Reading Strategies Questionnaire

Directions You will find some statements about learning English. On the separate worksheet, write the response (√) on the table that tells HOW TRUE OF YOU THE STATEMENT IS.

1. **Always**
2. **Usually**
3. **Often**
4. **Sometimes**
5. **Never**

- Always means that the statement is <u>true of you</u> **all the time.**
- Usually means that the statement is <u>true of you</u> **in general.**
- Often means that the statement is <u>true of you</u> **frequently.**
- Sometimes means that the statement is <u>true of you</u> **occasionally.**
- Never means that the statement is **at no time** <u>true of you</u>.

Answer in terms of <u>how well the statement describe you</u>. Do not answer how you think you <u>should</u> be, or what <u>other people</u> do. **There are no right or wrong answers** to these statements. Put your answers on the Worksheet. Give (√) of the items on answer sheet.

Work as quickly as you can without being careless. If you have any questions, let the instructor know immediately.

Kuesuioner Strategi Belajar Membaca

Petunjuk. Anda akan menemukan beberapa pernyataan tentang belajar bahasa Inggris. Pada lembar kerja yang terpisah, tulislah jawaban (√) pada tabel yang menyatakan SEBERAPA BENARNYA PERNYATAAN ANDA.
1. Selalu
2. Biasanya
3. Sering
4. Kadang-kadang
5. Tidak pernah

• Selalu berarti **terus- menerus** anda melakukannya.
• Biasanya berarti **pada umumnya** anda melakukannya.
• Sering berarti **berulang kali** melakukannya.
• Kadang-kadang berarti **sesekali anda melakukannya**.
• Tidak pernah berarti anda **sama sekali tidak melakukannya.**

Jawab dalam hal seberapa baik pernyataan itu menggambarkan anda. Jangan menjawab bagaimana menurut anda, atau apa yang orang lain lakukan. Tidak ada jawaban benar atau salah untuk pernyataan-pernyataan ini. Letakkan jawaban anda pada Lembar Kerja yang telah tersedia. Beri (√) butir soal pada lembar jawaban.
Bekerjalah secepat mungkin tanpa ceroboh. Jika anda memiliki pertanyaan, beri tahu instruktur segera.

Name :
NPM :

No.	Questionnaire Items	Always	Usually	Often	Sometimes	Never
1.	To understand unfamiliar English words while I am reading, I guess from available clues. *(Untuk memahami kata-kata asing dalam bahasa Inggris ketika membaca, saya menebaknya dari petunjuk yang tersedia).*					
2.	I learn English by reading English books or magazines. *(Saya belajar bahasa Inggris dengan membaca buku atau majalah).*					
3.	I connect the spellings of English words with similar Indonesian words to understand the meanings. *(Saya menyambungkan ejaan kata-kata dalam bahasa Inggris dengan kata- kata dalam bahasa Indonesia yang serupa untuk memahami artinya).*					

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No.	Statement					
4.	I don't try to understand sentences by analyzing their patterns. *(Saya tidak mencoba untuk memahami kalimat dengan menganalisis polanya).*					
5.	I try to translate word for word. *(Saya mencoba untuk menerjemahkan kata demi kata).*					
6.	I try to understand the passage by using my general knowledge and experience. *(Saya mencoba memahami bacaan tersebut dengan menggunakan pengetahuan dan pengalaman umum saya).*					
7.	I use the key words to understand the whole ideas. *(Saya menggunakan kata-kata kunci untuk memahami seluruh ide).*					
8.	I take notes to remember the ideas. *(Saya membuat catatan untuk mengingat ide-ide).*					

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No.	Statement					
9.	While I read a text, I try to anticipate the story line. *(Ketika membaca sebuah cerita, saya mencoba untuk menerka alur cerita).*					
10.	I read a text more for ideas than words. *(Saya membaca teks lebih banyak untuk ide daripada kata-kata).*					
11.	I don't correct my mistakes by rereading the text. *(Saya tidak memperbaiki kesalahan saya dengan membaca ulang teks).*					
12.	I choose a topic or certain materials for my practice. *(Saya memilih topik atau materi tertentu untuk latihan saya).*					
13.	I don't check and recheck my understanding after reading a passage. *(Saya tidak mengecek kembali pemahaman saya setelah membaca sebuah bacaan).*					

14.	If I cannot understand a reading passage, I try to analyze what difficulty I actually have. *(Jika saya tidak dapat memahami suatu bacaan, saya mencoba menganalisis kesulitan apa yang sebenarnya saya alami).*					
15.	In reading, I don't pick out key words and repeat them to myself. *(Dalam membaca, saya tidak memilih kata kunci dan mengulanginya untuk diri saya sendiri.)*					
16.	I try to be aware of which words or grammar rules give me the greatest trouble. In this way I can pay special attention to them while I read and practice. *(Saya mencoba untuk menyadari kata atau tata bahasa mana yang memberi saya kesulitan terbesar. Dengan cara ini saya*					

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	dapat memberikan perhatian khusus kepada mereka saat saya membaca dan berlatih).				
17.	When reading, I try to stay focused on text. *(Saat membaca, saya mencoba untuk tetap focus pada teks).*				
18.	Before I read, I think about what I have already known about the topic. *(Sebelum saya membaca, saya memikirkan apa yang sudah saya ketahui tentang topik tersebut).*				
19.	After I read, I check if my guesses about text are right or wrong. *(Setelah saya membaca, saya memeriksa apakah tebakan saya tentang teks benar atau salah).*				
20.	I discuss reading passages with my friends. *(Saya mendiskusikan isi bacaan dengan teman-teman saya).*				

21.	If I do not understand the content of a reading passage, I ask my friends or my teachers for help. *(Jika saya tidak memahami isi bacaan, saya meminta bantuan teman atau guru saya).*					
22.	I improve my reading skill by reading letters from my friends. *(Saya meningkatkan keterampilan membaca saya dengan membaca surat-surat/pesan-pesan dari teman-teman saya.)*					
23.	I ask my friends to check understanding on reading passage. *(Saya meminta teman saya untuk memeriksa pemahaman saya tentang bacaan).*					
24.	I'm doing homework with a friend. *(Saya mengerjakan tugas dengan teman).*					
25.	I'm working in groups to clarify the content of the text *(Saya bekerja sama dengan kelompok untuk*					

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	memperjelas isi teks).					

Appendix 6: Questionnaire Of Students' Reading Strategies

STUDENTS	ITEM NUMBER																									TOTAL	$åx^2$
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
Nur Annisa Kalsum	3	2	3	2	2	3	5	2	2	4	2	3	4	1	2	3	5	4	1	1	3	4	5	2	2	70	4900
Anisa Okiana	3	2	1	5	2	4	3	5	2	3	4	2	3	2	3	2	5	3	4	2	2	4	1	3	2	72	5184
Erdia Majholla	3	5	4	4	5	4	4	4	3	4	3	5	2	4	1	3	5	3	2	5	3	4	2	5	3	90	8100
Tsurayya Aisya	2	4	4	4	4	3	2	2	3	2	5	3	5	4	5	2	3	3	4	2	4	2	2	4	4	82	6724
Afif Rahmat Ramadhan Akbar	2	2	5	4	3	5	4	1	1	3	2	4	1	1	1	2	3	4	3	2	3	4	2	3	5	70	4900
Dini Sefina	5	2	1	3	5	5	5	3	3	4	3	5	4	1	4	5	2	5	2	2	3	2	2	4	4	84	7056
Maisharah turmizi	4	3	1	3	4	4	3	5	5	2	5	4	2	2	2	4	5	5	4	4	5	4	5	5	5	95	9025
Mutia Jasmine Wahyuni	4	4	3	4	2	5	5	5	4	4	4	5	2	3	2	5	5	0	4	3	4	4	3	4	4	92	8464
Fikri Ramadha	4	3	4	1	4	5	3	5	3	5	1	4	3	1	3	5	5	3	5	4	5	4	5	5	4	94	8836

Nama																											
n																											
M. Awwal Syahputra Dhanny	2	2	2	4	5	5	4	5	2	5	4	5	5	2	3	5	5	4	5	1	4	5	2	0	5	91	8281
Lulu Karissa	2	2	3	4	3	3	4	4	4	2	2	4	4	2	4	4	4	2	4	5	5	2	5	2	2	82	6724
Fadhila Arfah Ramadhanty	2	5	4	4	5	4	3	5	4	4	3	4	3	4	3	3	4	5	2	5	2	4	2	5	5	94	8836
Sulmi Saadah	5	2	1	3	5	5	5	3	2	4	3	5	4	1	4	5	2	5	2	2	3	2	2	5	5	85	7225
Nadia Pahira	5	5	5	1	5	5	5	5	5	5	1	3	1	1	1	5	5	4	5	4	5	5	5	5	5	101	10201
Zora Aulia Putri	5	2	1	3	5	5	5	3	2	4	3	5	2	1	4	5	2	5	2	2	3	2	2	5	5	83	6889
Grace AngelinaSalsabilla	4	2	4	3	4	3	2	2	4	3	2	2	3	4	2	3	5	4	3	2	4	3	5	2	2	77	5929
Diska Lathifah	4	3	2	4	5	5	5	5	5	4	2	4	2	4	3	4	5	5	5	4	3	4	4	4	4	99	9801
Rahmatika Setyowardani	5	2	1	5	5	5	5	4	5	2	4	4	4	1	5	4	5	2	2	1	2	2	1	2	2	80	6400

Name																										Score	Total
Najla Zahira	4	5	4	2	2	4	4	5	5	4	4	3	4	2	4	3	4	4	5	3	2	5	4	2	2	90	8100
Gelegar	3	3	2	1	3	2	3	2	2	3	4	1	3	1	2	3	2	5	3	4	3	4	2	4	5	70	4900
Ikhsanul Fikri	4	2	3	3	3	2	1	3	2	2	2	1	2	2	4	2	3	5	2	3	1	2	3	2	1	60	3600
Depi Aryanti	4	3	2	2	2	3	2	4	3	2	2	3	2	4	2	3	4	3	2	4	2	3	3	3	4	71	5041
David	4	3	2	4	5	5	5	5	5	4	2	3	2	2	3	2	5	5	5	4	3	4	4	4	4	94	8836
Arjuni Lubis	5	2	2	3	3	2	3	2	3	3	1	4	2	1	2	5	2	3	3	2	4	3	3	4	3	70	4900
Fanni Wahyutullah	5	5	5	5	5	5	5	5	0	2	4	2	4	1	1	5	5	5	2	5	2	5	1	5	5	94	8836
Felya Sepvina	5	2	4	5	1	5	5	5	2	4	1	3	3	1	3	3	4	4	3	1	5	4	3	1	2	79	6241
Muthia khairunnisa	4	3	2	3	2	2	5	5	5	5	4	2	2	5	4	3	3	3	3	3	3	3	3	4	4	85	7225
Raihana Fitria Hendrika	3	2	4	5	4	4	3	4	4	2	4	2	3	3	3	4	4	2	3	4	3	4	3	3	3	83	6889
Nurul Hifzil Latifah Masfar	4	4	2	2	3	4	4	2	4	4	2	2	2	4	4	2	4	4	3	4	4	2	3	4	4	81	6561

Aisyah Al rahmi	4	4	4	2	4	4	4	4	4	4	2	4	2	2	2	4	4	4	4	4	4	4	4	4	90	8100
TOTAL	113	90	85	98	110	120	116	114	98	103	85	101	85	67	86	108	119	113	97	92	99	104	91	105	109	2508	212704
SUM OF SQUARE	461	324	293	364	450	514	488	482	374	385	283	383	275	199	286	426	509	469	355	332	361	392	325	421	441		

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Appendix 7 : The Calculating of Reliability Index of Students' Reading Strategies

$$\sigma^2 1 = \frac{461 - \left(\frac{113^2}{30}\right)}{30}$$

$$= \frac{461 - 425,6}{30}$$

$$= 1,18$$

$$\sigma^2 2 = \frac{324 - \left(\frac{90^2}{30}\right)}{30}$$

$$= \frac{324 - 270}{30}$$

$$= 1,8$$

$$\sigma^2 3 = \frac{293 - \left(\frac{85^2}{30}\right)}{30}$$

$$= \frac{293 - 240,8}{30}$$

$$= 1,74$$

$$\sigma^2 4 = \frac{364 - \left(\frac{98^2}{30}\right)}{30}$$

$$= \frac{364 - 320}{30}$$

$$= 1,46$$

$$\sigma^2 5 = \frac{450 - \left(\frac{110^2}{30}\right)}{30}$$

$$= \frac{450 - 403,3}{30}$$

$$= 1,55$$

$$\sigma^2 6 = \frac{461 - \left(\frac{113^2}{30}\right)}{30}$$

$$= \frac{461 - 425,6}{30}$$

$$= 1,18$$

$$\sigma^2 7 = \frac{488 - \left(\frac{116^2}{30}\right)}{30}$$

$$= \frac{488 - 488}{30}$$

$$= 0$$

$$\sigma^2 8 = \frac{482 - \left(\frac{4}{30}\right)}{30}$$

$$= \frac{482 - 433,2}{30}$$

$$= 1,62$$

$$\sigma^2 9 = \frac{374 - \left(\frac{98^2}{30}\right)}{30}$$

$$= \frac{374 - 320}{30}$$

$$= 1,8$$

$$\sigma^2 10 = \frac{385 - \left(\frac{103^2}{30}\right)}{30}$$

$$= \frac{385 - 353,6}{30}$$

$$= 1,04$$

$$\sigma^2 11 = \frac{283 - \left(\frac{85^2}{30}\right)}{30}$$

$$= \frac{283 - 240,8}{30}$$

$$= 1,40$$

$$\sigma^2 12 = \frac{383 - \left(\frac{101^2}{30}\right)}{30}$$

$$= \frac{461 - 340,3}{30}$$

$$= 1,42$$

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$$\sigma^2 13 = \frac{275 - \left(\frac{85^2}{30}\right)}{30}$$
$$= \frac{275 - 240,8}{30}$$
$$= 1,14$$

$$\sigma^2 16 = \frac{426 - \left(\frac{108^2}{30}\right)}{30}$$
$$= \frac{426 - 388,8}{30}$$
$$= 1,24$$

$$\sigma^2 19 = \frac{355 - \left(\frac{97^2}{30}\right)}{30}$$
$$= \frac{355 - 313,6}{30}$$
$$= 1,38$$

$$\sigma^2 23 = \frac{325 - \left(\frac{91^2}{30}\right)}{30}$$
$$= \frac{325 - 276}{30}$$
$$= 1,63$$

$$\sigma^2 14 = \frac{199 - \left(\frac{67^2}{30}\right)}{30}$$
$$= \frac{199 - 149,6}{30}$$
$$= 1,64$$

$$\sigma^2 17 = \frac{509 - \left(\frac{119^2}{30}\right)}{30}$$
$$= \frac{509 - 472}{30}$$
$$= 1,23$$

$$\sigma^2 20 = \frac{332 - \left(\frac{92^2}{30}\right)}{30}$$
$$= \frac{332 - 282}{30}$$
$$= 1,66$$

$$\sigma^2 24 = \frac{421 - \left(\frac{105^2}{30}\right)}{30}$$
$$= \frac{421 - 367,5}{30}$$
$$= 1,78$$

$$\sigma^2 15 = \frac{286 - \left(\frac{85^2}{30}\right)}{30}$$
$$= \frac{286 - 246,5}{30}$$
$$= 1,24$$

$$\sigma^2 18 = \frac{469 - \left(\frac{113^2}{30}\right)}{30}$$
$$= \frac{461 - 425,6}{30}$$
$$= 1,44$$

$$\sigma^2 21 = \frac{361 - \left(\frac{91^2}{30}\right)}{30}$$
$$= \frac{361 - 276}{30}$$
$$= 2,83$$

$$\sigma^2 25 = \frac{441 - \left(\frac{109^2}{30}\right)}{30}$$
$$= \frac{441 - 396}{30}$$
$$= 1,5$$

$$\sigma^2 22 = \frac{392 - \left(\frac{104^2}{30}\right)}{30}$$
$$= \frac{392 - 360,5}{30}$$
$$= 1,05$$

- Calculation of Variants Score for Each Item

$$\sum ab^2 = \sigma^2 1 + \sigma^2 2 + \sigma^2 3 + \sigma^2 4 + \sigma^2 5 + \sigma^2 6 + \sigma^2 7 + \sigma^2 8 + \sigma^2 9 + \sigma^2 10 + \sigma^2 11 + \sigma^2 12 + \sigma^2 13 + \sigma^2 14 + \sigma^2 15 + \sigma^2 16$$
$$+ \sigma^2 17 + \sigma^2 18 + \sigma^2 19 + \sigma^2 20 + \sigma^2 21 + \sigma^2 22 + \sigma^2 23 + \sigma^2 24 + \sigma^2 25$$

=1,8+1,8+1,74+1,46+1,55+1,13+0+1,62+1,8+1,04+1,40+1,42+1,14+1,64+1,31+1,24+1,23+1,44+1,38+1,66+2,83+1,05+1,63+1,78+1,5

= 36,84

- Variants Total

$$\sigma^2 = \frac{\sum 212704 - \left(\frac{2508^2}{30}\right)}{30}$$
$$= \frac{212704 - 209668}{30}$$
$$= 101, 2$$

- Alpha Formula

$$r^2 = \left[\frac{25}{25-1}\right]\left[1 - \frac{36,84}{101,2}\right]$$

$$= (1,04)\,(0,64)$$

$$= 0,66 \text{ (reliable)}$$

Appendix 8: Calculating of Coefficient Correlation Between Students' Reading Strategies and Their Reading Achievemen

No.	Subjects	Students' Reading Strategies (X)	Students' Reading Achievement (Y)	x^2	y^2	XY
1	Nur Annisa Kalsum	70	15	4900	225	1050
2	Anisa Okiana	72	19	5184	361	1368
3	Erdia Majholla	90	19	8100	361	1710
4	Tsurayya Aisya	82	14	6724	196	1148
5	Afif Rahmat Ramadhan Akbar	70	12	4900	144	840
6	Dini Sefina	84	20	7056	400	1680
7	Maisharah turmizi	95	17	9025	289	1615
8	Mutia Jasmine Wahyuni	92	11	8464	121	1012
9	Fikri Ramadhan	94	14	8836	196	1316
10	M. Awwal Syahputra Dhanny	91	19	8281	361	1729
11	Lulu Karissa	82	10	6724	100	820
12	Fadhila Arfah Ramadhanty	94	19	8836	361	1786
13	Sulmi Saadah	85	20	7225	400	1700
14	Nadia Pahira	101	17	10201	289	1717
15	Zora Aulia Putri	83	19	6889	361	1577
16	Grace AngelinaSalsabilla	77	17	5929	289	1309
17	Diska Lathifah	99	16	9801	256	1584
18	Rahmatika Setyowardani	80	20	6400	400	1600
19	Najla Zahira	90	15	8100	225	1350
20	Gelegar	70	6	4900	36	420
21	Ikhsanul Fikri	60	5	3600	25	300
22	Depi Aryanti	71	13	5041	169	923
23	David	94	20	8836	400	1880
24	Arjuni Lubis	70	10	4900	100	700
25	Fanni Wahyutullah	94	17	8836	289	1598
26	Felya Sepvina	79	8	6241	64	632
27	Muthia khairunnisa	85	17	7225	289	1445
28	Raihana Fitria Hendrika	83	11	6889	121	913
29	Nurul Hifzil Latifah Masfar	81	13	6561	169	1053
30	Aisyah Al rahmi	90	12	8100	144	1080
	TOTAL	2508	445	212704	7141	37855

**Calculating of Coefficient Correlation between the Second Year Students'
Reading Strategies and Their Reading Achievement**

$$r_{xy} = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{(n\Sigma x^2) - (\Sigma x)^2\}\{(n\Sigma y^2) - (\Sigma y)^2\}}}$$

$$= \frac{30 \times 37855 - (2508)(445)}{\sqrt{\{(30 \times 212764) - (2508)^2\}\{(30 \times 7141^2) - (445\}}}$$

$$= \frac{1135650 - 1116060}{\sqrt{\{(6381120) - (16290064)^2\}\{(21430) - (198025\}}}$$

$$= \frac{19590}{(91056)(16205)}$$

$$= \frac{19590}{40397{,}8879}$$

$$= 0.485 \text{ (moderate correlation)}$$

The value of r^{table} at df 28 (n-2) and $\alpha 0{,}05$ is 0.361. Since the value of $r^{calculated}$ is

higher than the value of r^{table} (0.485 > 0.361), the correlation between students'

reading strategies and their reading achievement is significant.