**THE INFLUENCE OF STUDENTS’ READING STRATEGIES AND THEIR READING COMPREHENSION ABILITY AT THE SEVENTH GRADE STUDENTS OF MTS N PURWOREJO IN THE ACADEMIC YEAR OF 2014/2015**

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**Abstract**

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Key Words: *influence, reading strategies, reading comprehension.*

The objective of the study is to describe the influence of reading strategies on reading comprehension at first grade students of MTs N Purworejo. The researcher then further describes the students’ reading strategies and their reading comprehension ability to see if students’ reading strategies can influence students’ reading comprehension. The population is the seventh grade students of MTs N Purworejo in the academic year of 2014/2015. The population of seventh grade students of MTs N Purworejo was 248 students. The sample involved 30 students by applying purposive sampling. The data about the students’ reading strategies is obtained by using questionnaire and the data about reading comprehension is obtained by using a test. The questionnaires consist of 25 items and test consists of 25 matters. To collect data for the study, all the participants are asked to complete the questionnaire. Before having they fill out the questionnaire and test, the researcher briefly explains to them the purpose of the study and shows them how to respond to the items on the questionnaire and how to answer matters on reading test. The participants are given 15-20 minutes to complete the questionnaires and 20-30 minutes to answer the test.

**Introduction**

All countries have a language. Language is the main tool of communication. Language plays an important role in our life. People can't communicate to each other without language.

English is an International Language, which should be mastered and understood by everyone. People use English to communicate with people from other countries. English covers the four basic language skill, such as: listening, speaking, writing, and reading. In learning English, reading is taught as one of the four language skills that must be mastered by the students of junior high school.

Reading is a source of getting information. No one can get much information without reading. The teacher should use strategies to improve students' ability in reading comprehension.

According to Brown (2007: 119) Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. The general goal of the reading strategy lessons is to involve students in a meaningful reading situation that does not distract them from reading with understanding (Tierney, 1990: 415).

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**Research Method**

The type of the research is descriptive quantitative research. The object of this research is the students of seventh-grade of MTs N Purworejo. It consists of 248 students and the sample involved 30 students of C class. The instrument was used by researcher was questionnaire and test. According to Richard and Schmidt (2002: 449) Questionnaires are used in many branches of applied linguistics, such as language surveys, the study of attitudes and motivation, and in needs analysis. Test is a series of questions or exercises and other tools used to measure the skills, knowledge of intelligence, ability or talent possessed by individuals or groups (Arikunto, 2013:193). Furthermore, the data in this research were analyzed by using descriptive quantitative method.

**Research Findings and Discussion**

The goal of this research is to know dominant reading strategies and how it influences their reading comprehension ability.

**Table 1:**

**The raw data of questionnaire**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Statement of strategies | Yes | No | Total |
| 1 | Ketika kamu membaca apakah kamu menggunakan strategi? | 16 | 14 | 30 |
| 2 | Apakah kamu menggunakan *scanning* (membaca sekilas)? | 18 | 12 | 30 |
| 3 | Apakah kamu menggunakan *skimming* (membaca cepat)? | 8 | 22 | 30 |
| 4 | Apakah kamu menggunakan 3 M (meneliti, membaca, mencatat)? | 25 | 5 | 30 |
| 5 | Apakah kamu menggunakan *summarizing* (meringkas)? | 26 | 4 | 30 |
| 6 | Apakah kamu menggunakan *rereading* (membaca ulang)? | 25 | 5 | 30 |
| 7 | Apakah kamu menggunakan *previewing* (membaca selintas dengan cepat)? | 4 | 26 | 30 |
| 8 | Apakah kamu menggunakan *visualizing* (membayangkan)? | 18 | 12 | 30 |
| 9 | Apakah kamu menggunakan *semantic mapping* (memetakan kata)? | 1 | 29 | 30 |
| 10 | Apakah kamu menggunakan *analyze vocabulary* (menguraikan kosa kata)? | 8 | 22 | 30 |
| 11 | Apakah kamu menggunakan *inferring* (menyimpulkan)? | 22 | 8 | 30 |
| 12 | Apakah kamu menggunakan *synthesizing* (mengumpulkan kata)? | 7 | 23 | 30 |
| 13 | Apakah kamu menggunakan *reading aloud* (membaca dengan keras)? | 3 | 27 | 30 |
| 14 | Apakah kamu menggunakan *question* (pertanyaan)? | 18 | 12 | 30 |
| 15 | Apakah kamu menggunakan *think aloud* (berfikir dengan keras)? | 20 | 10 | 30 |
| 16 | Apakah kamu menggunakan *GIST* (mengambil intinya)? | 25 | 5 | 30 |
| 17 | Apakah kamu menggunakan *setting a purpose* (menetapkan tujuan)? | 26 | 4 | 30 |
| 18 | Apakah kamu menggunakan *predicting* (memprediksi)? | 17 | 13 | 30 |
| 19 | Apakah kamu menggunakan *drawing conclusions* (menarik kesimpulan)? | 18 | 12 | 30 |
| 20 | Apakah kamu menggunakan *restating* (mengulangi)? | 26 | 4 | 30 |
| 21 | Apakah kamu menggunakan *evaluating* (menilai)? | 9 | 21 | 30 |
| 22 | Apakah kamu menggunakan *read quickly* (membaca dengan cepat)? | 8 | 22 | 30 |
| 23 | Apakah kamu menggunakan *recite* (Tanya jawab sendiri)? | 9 | 21 | 30 |
| 24 | Apakah kamu menggunakan *review* (mengulang secara menyeluruh)? | 23 | 7 | 30 |
| 25 | Apakah kamu menggunakan *brainstorming* (mengungkapkan pendapat)? | 15 | 15 | 30 |

From the table above, the researcher uses alternative “yes” and “no”. The dominant reading strategies in statements number 5 (summarizing/meringkas), 17 (setting a purpose/menetapkan tujuan), and 20 (restating/mengulangi). So, the students used strategies summarizing, setting a purpose, and restating was 24%.

**Table 2:**

**The Result of Reading Test**

|  |  |  |
| --- | --- | --- |
| No | NIS | Comprehension |
| 1 | 10156 | 76 |
| 2 | 10157 | 76 |
| 3 | 10158 | 68 |
| 4 | 10159 | 60 |
| 5 | 10160 | 72 |
| 6 | 10161 | 72 |
| 7 | 10162 | 84 |
| 8 | 10163 | 64 |
| 9 | 10164 | 80 |
| 10 | 10165 | 88 |
| 11 | 10166 | 72 |
| 12 | 10167 | 84 |
| 13 | 10168 | 56 |
| 14 | 10169 | 72 |
| 15 | 10170 | 76 |
| 16 | 10171 | 80 |
| 17 | 10172 | 68 |
| 18 | 10173 | 64 |
| 19 | 10174 | 72 |
| 20 | 10175 | 64 |
| 21 | 10176 | 76 |
| 22 | 10177 | 72 |
| 23 | 10178 | 52 |
| 24 | 10179 | 60 |
| 25 | 10180 | 72 |
| 26 | 10181 | 72 |
| 27 | 10182 | 64 |
| 28 | 10183 | 76 |
| 29 | 10184 | 84 |
| 30 | 10185 | 72 |
| Total | | 2148 |

From the data above, the researcher concludes that the highest score was 88, the lowest was 52, and the total score of the students’ reading comprehension ability was 2148.

After describing the analysis in the previous section, the researcher discusses more about the interpretation of reading strategies in questionnaire score and reading comprehension in reading test. The result shows that the total score for Reading Strategies 1308 and total score for Reading Comprehension 2148. Based on the total score and its total amount of sample, the mean for Reading Strategies 52.32 and the mean for Reading Comprehension score 71.60. Finally, the standard deviation for Reading Strategies 26.89 and for Reading Comprehension score 8.556.

Based on the computation above, both Reading Strategies and Reading Comprehension *(Asymp. Sig. (2-tailed))* are higher than 0.05. They are 0.571 and 0.254. It means that both of the data normal. From the SPSS computation, it can be seen that the sig. value was 0.211. It was higher than 0.05. It means that the variance of two variables Reading Strategies and Reading Comprehension was homogeneous.

The researcher concluded that there is a positive (+) and significant influence between Reading Strategies and Reading Comprehension on the students of seventh grade of MTs N Purworejo in the academic year 2014/2015. The value of correlation was 0.229.The value of significance regression was 0.270.

**Conclusion**

Based on the research findings and the discussion in the previous chapter is as follows:

1. There is positive and significant influence of students’ reading strategies on their reading comprehension ability at the seventh grade students of MTs N Purworejo. The value of correlation was 0.229 and the value of significance regression was 27%. It means that the data of two variables was low. Other factors influences are 83% but they are not researcher in this study.
2. Dominant reading strategies used by students of MTs N Purworejo was summarizing, setting a purpose, and restating. The score of number 5 (summarizing/meringkas), 17 (setting a purpose/menetapkan tujuan), and 20 (restating/mengulangi) was 86.

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