

THE CORRELATION BETWEEN STUDENTS' READING STRATEGIES AND STUDENTS' READING COMPREHENSION AT ELEVENTH GRADE OF MADRASAH ALIYAH NEGERI (MAN) 2 NORTH LAMPUNG ACADEMIC YEAR 2021/2022

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Abstract: This research was aimed to investigate whether there is significant correlation between students' reading strategies and students' reading comprehension at eleventh grade of Madrasah Aliyah Negeri (MAN) 2 North Lampung Academic Year 2021/2022. The kind of the research was quantitative research and used correlational research design. The samples of the research were 27 students which were taken by using proportional random sampling technique. The instruments used in this research were questionnaire and test. Questionnaire was used to measure students' reading strategies, meanwhile the test which was used to measure students' reading comprehension. Then, to prove the hypothesis of the research and the data was analyzed by using *Pearson Product Moment correlation*, the result showed that $r_{observed} = 0,969$, and $r_{table} = 0,381$. It means that H_o is rejected, and H_a is accepted. From the result of significant test, it was found that $t_{observed} = 19,513$ and t_{table} with $dk = 27-2$ by using significant level 5% is 2,052. Based on the result of the data analysis, it can be concluded that there is significant correlation between students' reading strategies and students' reading comprehension at the eleventh grade of Madrasah Aliyah Negeri (MAN) 2 North Lampung Academic Year 2021/2022.

Keywords: Reading Strategies, Reading Comprehension.

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada hubungan yang signifikan antara strategi membaca siswa dengan pemahaman membaca siswa kelas XI Madrasah Aliyah Negeri (MAN) 2 Lampung Utara Tahun Pelajaran 2021/2022. Jenis penelitian ini adalah penelitian kuantitatif dan menggunakan desain penelitian korelasional. Sampel dalam penelitian ini adalah 27 siswa yang diambil dengan menggunakan teknik proportional random sampling. Instrumen yang digunakan dalam penelitian ini adalah angket dan tes. Angket digunakan untuk mengukur strategi membaca siswa, sedangkan tes yang digunakan untuk mengukur pemahaman membaca siswa. Kemudian untuk membuktikan hipotesis penelitian dan data dianalisis dengan menggunakan korelasi Pearson Product Moment, diperoleh hasil bahwa $r_{observed} = 0,969$, dan $r_{table} = 0,381$. Artinya H_o ditolak, dan H_a diterima. Dari hasil uji signifikan diperoleh bahwa $t_{observed} = 19,513$ dan t_{table} dengan $dk = 27-2$ dengan menggunakan taraf signifikan 5% adalah 2,052. Berdasarkan hasil analisis data dapat disimpulkan bahwa terdapat hubungan yang signifikan antara strategi membaca siswa dengan

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Kata Kunci: Strategi Membaca, Pemahaman Membaca.

I. INTRODUCTION

1.1 Background of the Problem

Reading is an important factor that affects a person's activity in communication because reading is a language skill that should be mastered well by students learning English. Reading is a complex, intend, interactive, understand, flexible activity that need a lot of time and resources to progress. Moreover, Reading as a fast thing should keep the flow of information at the sufficient level to make essential connections and conclusions for understanding. Reading takes an important role in the learning process because the students' fruitfulness in learning other subjects is very much thus it is necessary to have reading strategies according to what students need. It helps students find the main ideas and supporting

data, factual information, and words' meaning. Therefore, reading needs more serious concern because there are many constituents which could not be divided when someone is learning how to read. The students should have reading skills if they would catch science from texts or others a lot. Therefore, teacher must attempt to create attractive, pleasure, meaningful and brave reading.

In addition, readers can obtain the authors' information or point of view by reading. Unfortunately, many students still have difficulties in reading, especially in comprehending English written texts. It is caused by the language they speak English is as a foreign language in Indonesia, so that they prefer to reading by using their national language (Bahasa Indonesia). It makes them difficult to understand English texts' main idea. Therefore, teaching in reading text to

senior high school students needs to chance the materials in the teaching and reading process. Based on curriculum 2013 especially at eleventh grade, there are some genre of texts that are taught by the teachers in the classroom such as analytical exposition and explanation. The researcher chooses analytical exposition as instrument test in this research.

Regarding to the research finding above, those problems Madrasah Aliyah Negeri (MAN) 2 North Lampung, researcher concluded that most students had difficulty in comprehending or understanding reading material due to a lack of vocabulary. It happened because students rarely read English texts. Besides, there is limited time in studying English, which only 2 hours lesson a week. English is also a foreign language that is not used in everyday life so that students opened their dictionary as soon as they found difficult words. The lack of vocabulary is also caused by student lack of

learning strategies. If students have good strategies in reading text the students can be easier to understand reading comprehension texts. Therefore, English is difficultly considered by most students but there are some students who are smart in vocabulary mastery because students study harder and more seriously.

Then, many students still lack mastery of grammar, so that they are difficult to get information stating in the text. Many of them who do not understand well the sentences will make them difficult to be caught. As the results, students find difficulties to answer questions of the text and also know the main ideas and messages contained in the text. The last problem identified is related to seriousness. There are some students who are not serious in learning English lessons. Therefore, it affects the condition of the class, students who are categorized as smart students, usually are when they learn more serious in learning process. While those

categorized who medium or low ability are less serious in learning process.

The difficulties of understanding of the reading text is also caused by the teaching process which tended to use the conventional approach. Conventional approach considers that the learning process is generally done as a teacher to teach the material to their students. Teachers transfer knowledge to students, while students are the recipients. In the implementation, the teacher tended to describe the smallest things from a text, such as explaining the meaning of a word, pronunciation and answer question in the text without trying interested method to develop students' understanding of the text. In conducting the evaluation, most of the teachers do not evaluate to measure students' reading comprehension in contrast, they only give a short answer task.

In reading, researcher found that students may use different strategies to overcome their difficulties. Some of the

students read aloud, underline some words, circle phrases of words, etc. However, it seemed that the students practice their strategies without teacher guidance. Every students gets equal chance to learn English in a class, but their achievement, particularly in reading considerably differ from each other. This might be due to some factors: one of they are reading strategies.

Reading strategy is very significant to assist readers understand the written text. In fact, English reading and comprehending materials are not easy matter. Students must train to read English materials more in order to comprehend the information from the written texts. According to the observation on several students, researcher still found difficulties from their reading comprehension. They do best effort in understanding the reading materials, especially recount, descriptive, and explanation text. To resolve this problem, students mostly adjust reading strategies

eventhough they did not know much of how significant strategies support their reading comprehension.

There are some researchers had investigated reading strategies and reading comprehension. One of them was Idayani (2019) investigated the correlation between students' reading comprehension and reading strategy used by English students. Reading strategy categories composed of metacognitive, cognitive, and supporting strategies. Similary, Dafiyanthi (2017) investigated the correlation between students' reading strategies and their reading comprehension ability. Reading strategy categories consisted of metacognitive strategies, cognitive strategies, and social-affective strategies.

II. THEORY REVIEW

2.1 Concept of Reading Comprehension

Reading is one of the English language skills that must be mastered by the

students. Teacher should have special skill to make students interested in learning to read in class. Reading is generally assume as important skill in English subject because it can chance the students to the deep information in every given text. The students need more comprehend about the main ideas of the reading text. According to Simpson and Weiner (as cited in Hidayad, 2018, p. 86) reading is seeing and understanding meaning (written or printed material) interpreting compositions of characters or symbols. The Ministry of Education and culture writes that reading is a process of processing critical, creative reading done with the purpose of obtaining comprehensive understanding of the reading, and assessment of the state, value, function, and impact of the reading. This definition is appropriate by reading at an advanced level, namely critical reading and reading creative (as cited in Departement Pendidikan Nasional, 2009, p.11).

Meanwhile, according to WS Gay (as cited in Hidayad, 2018, p. 86) reading is form of experience. Reading brings us in touch with the minds of great writers, with written records of their experiences. Their record line and the progress they made in various fields. Meanwhile, Harmer (as cited in Hidayad, 2018, p. 86) defines reading is useful for other purpose, it provides opportunities to study language as like writing, vocabulary, grammar, punctuation, and the way of construct sentences, paragraphs and texts.

In addition, according to Pang, et.al (as cited in Hidayad, 2018, p. 87) Reading is one of the language skills besides three other language skills. Basically reading activities are in separable from communicating activities to obtain information. Reading is the act of constructing meaning whiletransacting with the text. According to the statement it can be understood thatreading is an activity constructing the meaning obtained when reading a text. Reading is an interactive activity

for picking and understanding the meaning or the meaning contained in the written material. Interactive activities in reading occur both the reader and the writerby reading materials. Through these activities, a reader can obtain messages or knowledge conveyed by the author.

Based on the explanation above, it can be concluded that reading is a complex activity to understand and interpret meaning in the text. The activity is carried out by changing or reconstructing signs or writing so that the reader can obtain information or the meaning that is in the text.

According to Klingner and Vaughn (as cited in Hidayad, 2018, p. 85), Reading comprehension requires the reader to know and understand well what is being read. Reading comprehension is the earnest process done by readers for obtain information, messages, and meaning be contained in a reading. This activity involves two basic skills reading, namely visual skills and cognitive skills. Skills visual reading

comprehension related to one's ability in reading texts. Cognitive skills in reading comprehension relating to skills related to knowledge obtained by readers of a reading.

The three types of reading comprehension skills are: 1) literal reading, 2) critical reading, and 3) creative reading. Each type of reading skill has its own characteristics. Therefore, in relation to teaching reading, three reading comprehension skills need to be taught continuously. Every reading question in a text book must always reflect these reading skills.(as cited in Depdiknas,2009, p. 11).

The most detailed one, Snow et al (as cited in Antoni, 2010, p. 40) states that reading comprehension is a process of in unison excavation and develop meaning through interaction and involvement with written language. They categorize that comprehension consists of three elements: (1) They are readers (dissert with capacities, abilities, science and experiences that one brings into the act of reading). (2) The text

(including printed text or online text). (3) The activity (considering the goals, processes, and consequences associated with the reading action).

Based on the explanation above, it can be concluded that reading comprehension is reading by understanding the main conclusion of the information contained in a text. Understanding in reading is important for a reader in drawn a conclusion. In addition, the reader also does the thinking process with connecting reading with the reader schemata. After going through a series of these processes in reading comprehension can be achieved.

2.2 Components of Reading Comprehension

King and Stanley (as cited in Idayani, 2019, p. 77) state that reading has five parts or components which can be formulated in reading text, they are:

a. Finding the Main Idea

The main idea of a paragraph informs the reader what the writers' wish the reader to know about the topic. It can mostly assist the reader to understand the main idea, make a certain statement or emphasize a certain aspect of the topic.

b. Finding the Factual Information

Factual information demand students to know detailed information. Readers are requirsite to read specific details such as people, places, times, and events that usually come up with WH questions (where, why, what, when, who).

c. Finding the Meaning of the Vocabulary

This component helps the students riddle the meaning of the words by finding the synonym and antonym of words. If the word is not familiar with their ears, they could relate them with the context or topic of paragraph in every sentence that they read.

d. Making Inference

Inference in terms of reading is a students' competence to understand the

meaning of the text without spelling out the whole information. So, from the indication to the context in a sentence, the writer provides information in accordance with the plot, characters, setting, time period and other elements of story by the things he, she, it, they, our, etc. infers on the text.

e. Identify Reference

The writer always uses various words to express the same purpose for using the replicated word or phrase. This will help the student comprehend the passage as a complete story.

Based on explanation about, it can be concluded that the components of reading comprehension has five components which must be in the reading text.

2.3 Reading Assessment

Reading comprehension is an active process of thinking through which the reader develops meaning to build comprehensive concepts and information presented in a text.

In this case, teacher not only need appropriate strategies in order that their students are able to improve their reading comprehension but they should prepare the appropriate test to measure their students' achievement as well as a good teacher in designing types of test, the teacher should consider the students' need, students' ability and what they have learnt. Besides, the reading ability assesment not only end with the metering of comprehension, but also the strategy to make students get comprehensive understanding about the text is also an significant factor to assess the students, especially in reading test.

According to Brown (2004, p. 203), several types of reading performance that have been considered as assessment procedures are:

1. Perceptive Reading

In this type, the students' are measured in aspect of symbols, letters, and words. The form of this perceptive reading is reading aloud, copying (reproduce in writing),

recognizing multiple choices including true-false and filling out of the blank and identifying the picture-cued.

2. Selective Reading

This procedure includes how many improper thinking of testing morphology, grammar, and lexicon. For instance are multiple choice grammar or vocabulary task, contextual multiple choice, sentence level cloze task, matching task, grammar or vocabulary editing task, picture cued task and gap filling tasks.

3. Interactive Reading

This type is included in exercises to recognize relevant traits (lexical, symbol, grammar, and discourse). For instances are discourse level cloze assignments, reading and comprehending question, short question and answer to reading, discourse editing task in multiple choice, scanning, reorder sequences of sentence, and responding to charts, maps, graphs, and diagrams.

4. Extensive Reading

The last types include professional articles, essays, technical reports, short stories, and books. The forms of this assessment are skimming, summarizing, responding to reading through short essay, note taking, marginal notes, highlighting, and outlining.

Moreover, the assessment of reading comprehension serves a different purpose. One way is to contrast the level of understanding of students with those in the normal sample. The second objective is to inform directive by deciding when students comprehend what they are read and how efficiently they use which comprehension strategies. Comprehension text is commonly measured by asking students to read a short section and then answer multiple choice or short answer questions or by using cloze task. These traditional measurements of reading comprehension can make teacher be easier to know how well students understand text.

According to the brief explanation above, it can be concluded that four types of reading assessment are perceptive, selective, interactive, and extensive reading. The researcher will use type of interactive reading as reading assessment. It is because the assessment given to the sample in the form of reading and comprehension question in the form of multiple choice.

2.4 The Concept of Analytical Exposition

According to Cristian (as cited in Subari, 2013, p. 4) analytical exposition is a type of spoken or written text aiming to convince the listeners or readers that something is now happening. The speakers or writer gives several arguments in order to persuade as the basic reasons why something happened. Meanwhile, according to Anderson and Anderson (as cited in Kurniawan and Kurniawati, 2017, 7) analytical exposition is a piece of text presenting one side of an issue. In addition, Djuharie (as cited in Kurniawan

and Kurniawati, 2017, p. 7) states that analytical exposition is a text elaborating the writer's idea about the surrounding phenomenon. Shrotly said that while having the text, the writer's opinion is involved. To make the readers easily catch the purpose of the text, it is necessary to arrange the text in proper order.

Based on explanation above, it can be concluded that analytical exposition is a text describes the author's idea on the phenomena surrounding. It can be said that while having a text, the opinion of the author's is bound.

According to Gerot and Wignel (as cited in Kurniawan and Kurniawati ,2017, p. 7) the organization of it follows:

(1) Thesis, in this section, the writer introduces the topic or main idea which will be discussed. Thesis is always presented on the first paragraph of the analytical exposition. It usually includes a preview argument or opinion. (2) Arguments, it consists of a point and complex sequence. In

this section, the author's presents arguments or opinion to support the author's main idea. An analytical exposition text is usually more than two arguments. The more arguments presented, the more readers find that the discussion of the topic is a crucial and attentive. (3) Reiteration, assert a stronger position. In this section, reiteration contains restatement of the main idea in the first paragraph. It is also referred to the conclusion of the entire text.

2.5 The Concept of Students Reading Strategies

According to Block (as cited in Gumartifa, 2016, p. 3), "Reading Strategies indicate how reader conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand". Meanwhile, According to Cohen (as cited in Erliana, 2015, p. 7), "Reading Strategies is "those mental processes that readers consciously

choose to use in accomplishing reading tasks". In addition, Chamot (as cited in Gumartifa, 2016, p. 3) states that there are three types of reading strategies as follows:

(1) Metacognitive Strategies

According to Boroujeni, Hesabi, and Serri (as cited in Gumartifa, 2016, p. 3), "Metacognitive Strategies point to the measure that students use consciously while listening to a spoken text attentively." Meanwhile, chamot (as cited in Gumartifa, 2016, p. 3) mentions three process of metacognitive strategies which consist: planning, monitoring, and evaluating.

(2) Cognitive Strategies

Chamot (as cited in Gumartifa, 2016, p. 3) states that Cognitive Strategies are students' interaction with what is studied by physically or mentally manipulating the reading task to comprehend and produce new language in different ways.

(3) Social-Affective Strategies

Chamot (as cited in Gumartifa, 2016, p. 3) states that "student interacts with other people or uses affective control to assist learning task. Students tend to pass some activities such as: questioning for clarification, cooperation and self-talk to reducing anxiety.

Based on the explanation above, it can be concluded that reading strategy is one of the significant factors that assist readers increase their reading comprehension and resolve reading difficulties. Reading strategy is an action that readers used for understanding the written text. Reading strategies have three categories which consist of metacognitive strategies, cognitive strategies, and social-affective strategies.

2.6 Classification of Reading Strategies

Mohktary and Sheorey (as cited in Sari, 2017, p. 31) state that the type of reading strategies that included survey of reading strategies questionnaire. It is adoptive in this

research since it is supposed to investigate readers' perceptions of the use of reading strategies and the frequency of using reading strategies when reading English in terms of academic needs. The classify reading strategies included in survey of reading strategies, there are several types of reading strategies, namely:

(1) Global Reading Strategies

Global reading strategies are set of deliberate, carefully planned technique where students monitor and manage their reading, such as having goals in mind, previewing text for length and organization or using typographic aids, tables, and figures. It is embroiled design how to read and managing comprehension.

(2) Problem-Solving in Reading Strategies

Problem-solving in reading strategies are the actions and procedures used by readers while working directly in the text. It is localized and focused techniques use when problems appear in understanding textual

information. Problem-solving in reading strategies embroiled using strategies when reading difficult passages of a text.

(3) Support Reading Strategies

Support reading strategies that embroiled the use of tools and techniques to understand of the text. Primary embroiled using external reference materials (for instance is the use of dictionary), taking notes, underlining or circling information and other practical strategies.

III. RESEARCH METHODS

This research was a correlation study which tries to examine the relationship between student reading strategies and students reading comprehension. This research was correlation study which tries to examine the relationship between student reading strategies and student reading comprehension. According to Creswell (2012, p. 338) researcher was used the correlation statistical test to describe and

measure the relationship's degree between two or more variables or sets of score in the correlational research design. In this research, the researcher measure the students' reading comprehension by using reading test and students' reading strategies by using survey of reading strategies questionnaire.

Creswell (2012, p. 115-116) stated that there are two kinds of variable, there are independent variable and dependent variable. The independent variable of this resercah is students' reading Strategies (X) and the dependent variable is students reading comprehension (Y).

This research was conducted at the eleventh grade of Madrasah Aliyah Negeri (MAN) 2 North Lampung with total of population consist of 107 students. Then, the sample of the research consists of 27 students which was established by using proportional random sampling technique. Before doing a research and took the data, it is important to

measure the validity and the reliability of the instrument that used in the research. In this case, the researcher did a try out to be able to measure the validity and the reliability of the instrument

In addition, to measure the validity of the instruments, the researcher used the formula Pearson Product Moment for reading strategies instrument and *Point Biserial Correlation* for reading comprehension instrument. Meanwhile, to measure the reliability of the instrument of reading strategies, the researcher used the alpha formula and used Pearson product moment correlation. Additionally, after measuring the validity and the reliability of the instrument and resulted that both of the instrument were valid and reliable.

It was continued by doing a real research in Madrasah Aliyah Negeri (MAN) 2 North Lampung. The research was conducted by online through google form and divided into two sessions. The first session was reading

strategies questionnaire and the second was reading comprehension of multiple choice test. Then, the result of the students reading strategies and reading comprehension test were analyzed into four steps. The steps were normality test, homogeneity test, hypothesis test and significant test. All those steps above to find out the correlation between students' reading strategies and students' reading comprehension at eleventh grade of Madrasah Aliyah Negeri (MAN) 2 North Lampung Academic Year 2021/2022.

VI. RESEARCH RESULT

This research was started by conducting a tryout first before doing the real research. The try out was done at the eleventh graders of MAN 1 North Lampung followed by 25 students. It was done to be able to know the validity and the reliability of both instruments that used in the research.

In accordance, the result calculation of validity test for students' reading interest by using the formula of *Pearson Product*

Moment. It was found that there were 25 items were valid from 30 total items of the test. It shows that those 25 items were proper to be used in the real research. The summary of the valid and invalid items of the test were described in the following table as follows:

Table 1
Summary of Validity
of Reading Strategies Questionnaire

Reading Strategies	
Valid Items	25
Invalid Items	5
Total Items	30

After the validity of the students' reading strategies was found, the researcher analyzed the result of the reliability of students' reading strategies as shown in the table as follows:

Table 2
Summary of Reliability of Reading
Strategies Questionnaire

Observation	Result
r_{11}	0.886
r_{table}	0.396
Description	Reliability

Validity test of students' reading comprehension was by using the formula of *Point Biserial Correlation*. It was found that there were 30 items were valid from 40 total

items of the test. It shows that those 30 items were proper to be used in the real research. The summary of the valid and invalid items of the test were described in the following table as follows:

Table 3
Summary of Validity of
Students Reading Comprehension
Instrument

Reading Comprehension	
Valid Items	30
Invalid Items	10
Total Items	40

Meanwhile, the reliability of the instrument of students' reading comprehension was calculated by using *Pearson product moment correlation*. The criterion for reliable instrument is $r_{observed}$ bigger than r_{table} in significant level 5% and $n=25$. The result of reliability test of instrument students' reading comprehension is shown by table below:

Table 4
Summary Research Result
of Reliability Reading Comprehension

Observation	Result
$r_{observed}$	0.930
r_{table}	0.396
Description	Reliability

Based on the result of validity and reliability of students reading strategies and students reading comprehension instrument above, it could be said that those two instruments were proper to be used by the researcher to collect the data of the research because the instrument of the research was reliable or consistent and had valid question.

In this research, after the researcher conducted the try out and analyzed it, then the researcher began to conduct a research in order to collect the data of the research. The research instruments were given to eleventh grade of Madrasah Aliyah Negeri (MAN) 2 North Lampung on Wednesday, August 11th 2021 which were followed by 27 students. The instruments were consisted of two kinds

and were divided into two sessions. In the first session, the researcher gave students questionnaire on reading strategies, to find out what types of reading strategies students might like in learning to read reading text. Researcher adapted the questionnaire from the reading strategies questionnaire survey which contained 25 items. Then, in the second session, the researcher gave 30 questions about reading comprehension. The test was used a reading test. The type of test used in this study was a multiple choice test with a choice of answers (a, b, c, d and e). Students were given 90 minutes to complete the test.

After all the instruments have given completely, the result of the students' score have been analyzed by the researcher. In analyzing the data that have been gotten from the test, the researcher used four steps. The first step was normality test that used to know whether the data were normally distributed or not. The second step was homogeneity test

that used to know whether the populations of the research were homogeneous or not. The third step was hypothesis test that used to determine the correlation between two variables and proved the research hypothesis. The last step was significant test that used to know how far the significance of the correlation between students' reading strategies and students' reading comprehension.

In this research, testing the normality of the data for both of the variables was done by the researcher. The data were analyzed by using the formula of *Liliefors*'s. The result of normality test for students' reading interest and students' reading comprehension, are described in the table below:

Table 5
Normality Test of Variable (X) and
Variable (Y)

Variables	L_o	L_{table}	Crit eria
Reading Strategies	0,1615	0,1665	Nor mal

Reading Comprehension	0,1562		Nor mal
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The table above, it can be concluded that the data which came from the students' reading strategies (X) and students' reading comprehension (Y) having normal distribution. After the researcher conducted the normality test, the researcher continued to conduct the homogeneity test in order to know whether the data were homogeneous or not.

Homogeneity test is done by taking the data from samples, which is same or not variance of sample which is taken from the same population. In homogeneity test, the researcher calculated the homogeneity test which done using F-test formula. It aims to know whether the sample is taken to have the same variant (homogeny). The result of homogeneity test can be shown in the calculation of F-test:

$$F_{observed} = \frac{\text{The biggest variance}}{\text{The smallest Variance}}$$

$$F_{observed} = \frac{69.9}{40.2}$$

$$F_{observed} = 1.74$$

Based on the result of homogeneity test, it was found that $F_{observed} = 1.74$. With $F_{table (0.05)(n=27)} = 1.93$. The calculation inferred that H_o is accepted. Therefore, it can be said that the data from two variables are homogenous.

In this research, after the researcher having found the data were in normal distribution and homogeneous. Then, it was continued by calculating the hypothesis test. The hypothesis test was analyzed by using the formula of Pearson Product Moment Correlation. From the result of the calculation, it is known that the value $r_{observed}$ or r_{xy} by using the formula of Pearson Product Moment Correlation is 0.969. Then, the value above, was compared with the value with $n=27$ and significance level $\alpha 0.05$ and resulted the value was $r_{table} 0.381$. Thus, it can be concluded that

H_o is rejected and H_a is accepted because $r_{observed}$ was higher than r_{table} . Therefore, it means there is correlation between students' reading strategies and students' reading comprehension at eleventh grade of Madrasah Aliyah Negeri (MAN) 2 North Lampung. The summary of the hypothesis presented in the following table:

Table 6
The Summary of Hypothesis Test

$r_{observed}$	0.969
r_{table}	0.381

Having done the hypothesis test, it was continued by conducting the significance test. in this research, the researcher used the formula t-test to know the significant between the variables. The summary of significant test calculation can be seen in the following table:

Table 7
The Summary of Significant Test

$t_{observed}$	19.513
t_{table}	2.052

From the result of the calculation above, It was gotten that was $t_{observed}$ 19.513 and was t_{table} 2.052 which

showed $t_{observed}$ is higher than t_{table} . Based on the statistic result it can be interpreted that students reading interest had high contribution toward reading comprehension because the statistic result showing significant value. Thus, it can be concluded that the correlation between students' reading strategies and students' reading comprehension at Eleventh grade of Madrasah Aliyah Negeri (MAN) 2 North Lampung Academic Year 2021/2022. Therefore, the result of this research can be applied to all of the population in the research.

DISCUSSION

The results of the analysis of the correlation between students' reading strategies and students reading comprehension showed that the correlation coefficient is (0.969), this value is greater than r_{table} (0.381). This shows that the correlation between the two variables has a

significant effect, which means that the higher the reading strategies of the students, the higher also the reading comprehension of the students. The results of this research is in accordance with the hypothesis proposed by the researcher, namely that there is correlation between students' reading strategies and students reading comprehension at eleventh grade of Madrasah AliyahNegeri (MAN) 2 North Lampung academic year 2021/2022.

In addition, according to Block (as cited in Gumartifa, 2016, p. 3), " Reading strategies indicate how reader conceive a task, what textual cues they attend to how they make sense of what they read, and what they do when do not understand''. Reading strategies is very important to help students comprehend the text in the act of reading. Reading strategies is significant to assist students understand the text in the serve reading.

This research results is also relevant with previous research which conducted by Idayani (2019) with the title "the correlation between students' reading strategy and reading comprehension used by English students of FKIP UIR academic year 2018/2019." From the research results it was concluded that there is significant correlation between students' reading strategy and reading comprehension used by English students.

Based on the results of the research above, it can be concluded that reading strategy gives positive role in reading comprehension. In this research, the researcher took the population in FKIP UIR and this research uses purposive sampling. So, the conclusion of Idayani research are; Investigated 29 students of FKIP UIR academic year 2018/2019 and result relevant that there is a significant positive relationship between reading strategy and reading comprehension. this can be seen from the data analysis by

using *Pearson Product Moment Formula* with the significant value 0.05, the researcher got $t_{observed} \geq t_{table} = 5.220 \geq 2.030$.

Also, a research conducted by Dafiyanthi in the research entitled "The correlation between students' reading strategies and their reading comprehension ability in reading academic text 2016/2017." From the research results it was concluded that there is significant correlation between students' reading strategy and their reading comprehension ability in reading academic text. The population of this research used by 5th semester students and this research uses *Pearson Product Moment Formula*. It was reported that the whole correlation between reading strategies and their reading comprehension ability in reading academic text was 0.51. It is classified in "moderate extent". It implied that there was a positive correlation between students' reading strategies and their reading comprehension ability.

Based on the data analysis, it can be concluded that there is significant correlation between students' reading strategies and students reading comprehension. Reading strategies give important role for reading comprehension activity. In this discussion, reading comprehension as an ability that students must have, if they want to success in learning reading they must this ability. In summary, reading strategies can give the significant effect in learning process especially students' reading comprehension.

V. CONCLUSION

Based on the result and discussion explained previously, it can be concluded that there is significant correlation between students' reading strategies and students reading comprehension of Madrasah Aliyah Negeri (MAN) 2 North Lampung Academic Year 2021/2022.

Based on the discussion and conclusion previously described, the researcher proposes

some suggestions related to this research for the following parties. For teacher, it is suggested that English teacher focus on increasing students' reading strategies by paying more attention aspects of students' reading strategies namely: Global reading strategies, problem-solving strategies and support reading strategies. By doing so, students' reading comprehension can be increased.

For the students, the students it is suggested that provide used reading

strategies by paying more attention aspects of students' reading strategies namely: Global reading strategies, problem-solving strategies and support reading strategies. For the next researcher, can further develop research on students' reading strategies and students reading comprehension at other schools to be compared to the results of this research and implementation of research time needs to be tailored to the activities implemented by the school.

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