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DAFTAR ISI

PERSYARATAN NASKAH

THE CORRELATION AMONG READING STRATEGIES, READING MOTIVATION, AND READING COMPREHENSION ACHIEVEMENT OF THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN MUHAMMADIYAH UNIVERSITY OF PALEMBANG

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Abstract. *Students' reading strategies (RS) and reading motivation (RM) is the most crucial aspect in improving students' reading comprehension achievement (RCA). The aim of this study is to investigate the correlations among students' RS, RM and their aspects of RCA. To achieve the aim, RS, RM questionnaires, and the students' preparation TOEFL of RCA were administered to 137 students of English Education Study Program students in Muhammadiyah University of Palembang. To analyze the data, Pearson product-moment correlation coefficient was used and the results showed significant correlation between students' (1) RS (total) to literal aspect of RCA, (2) cognitive to literal and applied aspect of RCA, (3) medium level of RM to literal and interpretive aspect of RCA. Furthermore, Regression analysis showed that RS (total) influenced literal aspect of RCA by 3,3%. Meanwhile, students' cognitive RS influenced literal and applied aspect of RCA by 7,5% and 4,1% respectively. At last, medium level of RM influenced literal and interpretive aspect of RCA by 5,6% and 6,4% respectively. Finally, the interpretation of the study is presented.*

Key words: *reading strategies, reading motivation, reading comprehension achievement, undergraduate students*

INTRODUCTION

The conditions of reading achievement in Indonesian students are still poor. It can be seen from PIRLS (progress of international reading literacy study for young learners in primary school). The survey stated that Indonesian country is in the rank of 41st out of 45 countries that joined the PIRLS survey. The result of survey also stated that the average score of Indonesian students were under the international average score. In fact the qualities of reading study in Indonesia should be managed and improved since early learners or in primary level of school. Therefore, this study was administered in order to know students' reading comprehension achievement specifically in English Education Study Program students in Muhammadiyah University of Palembang.

Additionally, in order to know students' perceptions about reading English, the researcher did the informal interview among the reading lecturers, and students of English Education Study Program in Muhammadiyah University of Palembang. The researcher concluded that students prefer doing other activities to reading. Besides, they also stated that reading English is boring and complicating. Thus, students tend to have low reading score. Clark and Akerman (2006) support that "children are less likely to enjoy going to a library and more likely prefer to do other activities in the spare time".

Motivation is as the main important contributor to students' reading comprehension achievement and school success. Therefore, teachers have big role to motivate their students seriously and continuously in order to achieve reading skills well (Guthrie, Wigfield, Barbosa, Perencevich, Taboada & Davis, 2004, p. 232). In addition reading skill is not always got by the students at the first, but there should be

motivation to make students' reading skills to be success. Cambria and Guthrie (2010, p. 16) also support that students who have skill may be capable in reading, but without will (motivation), students cannot become good readers

Students should not only have motivation, but also have reading strategies which are appropriate to themselves in order they can improve their reading comprehension achievement well. Motivation and reading strategy are connecting each other to the purpose of reading comprehension achievement. It is also supported by Guthrie, McGough and Wigfield (1996), They claim that "reading motivation does not only explain why some children read more than others but also how the children utilize the strategy skill which allows them to comprehend the reading text well". According to Block (1998) "reading strategies indicate how readers 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". On the other hand, strategies are also important in enhancing reading comprehension and overcome comprehension failure. Chan and Lau (2003, p. 178) state that students may learn the strategies but they will not use the strategies if they are not motivated. Cambria and Gurthie (2010, p. 16) also support that skill and motivation go together. Students who are gaining in skill are gaining in motivation as well.

Based on the students' problem about reading comprehension achievement, there were also some related studies in investigating what factors that influence students' reading comprehension achievement. Besides, the researcher would like to know some similarities and differences finding between this study and previous related study.

PROBLEMS OF THE STUDY
This research is to answer the following research problems.
1. Is there any significant correlation between reading strategies (total) and reading comprehension achievement of the first semester English Education Study Program students in Muhammadiyah University of Palembang?
2. Is there any significant correlation between reading motivation and reading comprehension achievement of the first semester English Education Study Program students in Muhammadiyah University of Palembang?
3. Are there any significant correlations among the kinds of reading strategies and reading comprehension achievement of the first semester English Education Study Program students in Muhammadiyah University of Palembang?
4. Are there any significant correlations among the levels of reading motivation and reading comprehension achievement of the first semester English Education Study Program students in Muhammadiyah University of Palembang?
5. How much do the reading strategies and levels of reading motivation influence reading comprehension achievement of the first semester English Education Study Program students in Muhammadiyah University of Palembang?

LITERATURE REVIEW
Reading comprehension
Reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). According to Berry (2005) there are three types of comprehension that can be used by some English reading teachers in helping learners to be active and creative in interacting the text. Here are some types of comprehension:

1. Literal : This comprehension asks students to find important and explicit information by reading and translating the lines of the content text in order to get the main point of the author's message.
2. Interpretive: Interpretive level of comprehension, students must use the content information in the text and activate their critical and analytical skills in getting the implied meaning from the information.
3. Applied: Applied comprehension level, students were asked to translate its meaning in order to understand the concepts, principles and implications presented in the text.

This research used the three comprehension levels: literal, interpretive, and applied comprehension because the university level students were as the sample of this study, therefore, they should complete their reading comprehension skills until applied level of comprehension, therefore, it makes university level students should be more active and creative students

Reading Strategies

According to Block (1998), "reading strategies indicate how readers 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". Chamot (1998, p. 25) states that there are three categories of reading strategies. They are presented next.:

1. Metacognitive strategies
   According to Boroujeni, Hesabi, and Serri (2012, p. 844), "Metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively". Chamot (1998, p. 25) mentions three processes of metacognitive reading strategies which consist: planning, monitoring, and evaluating
2. Cognitive strategies
   Cognitive strategies are students' interaction with what is to be learned by manipulating the reading task mentally or physically in order to understand and produce new language in different ways (Chamot 1998, p. 25).
3. Social-affective strategies
   Chamot (1998, p. 26) sates that "learner interacts with other persons or uses affective control to assist learning task. Learners tend to pass some activities such as: questioning for clarification, cooperation and self-talk to reducing anxiety.

Reading strategies are not enough to endorse students' reading comprehension achievement. In addition students should also be motivated in reading in order to coordinate their strategies as well as regulate. Besides, Aarnoutse and Schellings (2003, p. 387) also emphasize, in the process of acquisition and application of reading strategies, reading motivation is also important.

Reading Motivation

Chan and Lau (2003, p. 178) state that students may learn the strategies but they will only use the strategies when they are motivated. It means both strategies and motivation are important in comprehending the reading text. According to Dornyei (2009, p. 118), motivation is a process whereby no other force comes into play to weaken, or until the planned outcome has been reached.

Motivation for reading questionnaire is designed to assess different aspects of children's reading motivation. (Guthrie et al, 1996, p. 9). The classifications of reading motivation are:

Reading efficacy is the strength of someone's belief in one's own ability to complete the reading task and reach the goal of reading, reading challenge is the difficulty of defiance in way of reading activities, reading curiosity is the emotion represents an eagerness of reading activities, reading involvement is an aesthetic enjoyment of reading, where students get involve to the situation of reading, importance of reading is the students' awareness in term function of reading, reading work avoidance is the prohibition or uninteresting activities related to reading, competition in reading is the condition to become the best at reading activities, recognition for reading is needs compliment from other people in the purposes of reading, reading for grades is the reading activities which focus on grades only, and not for other purposes, social reason for reading is the activities in reading just because of social factors or to be known by other people in part of reading activities, compliance is the reading activities because of a must factors.

Relationships among Reading Strategies, Reading Motivation, and Reading Comprehension Achievement

Guthrie and Wigfield (2000, p. 16) say that the use of strategy combines components of both skill and will. Students may learn with strategies but they will only use strategies when they are motivated Tsai (2012, p. 189) also states that "the interrelations among reading strategies and reading motivation are supporting each other to influence the outcome of language learning". Guthrie et al (2004, p. 408) conclude that motivational factors coordinate strategies in reading. Or in other word, motivation is important for the acquisition and application of reading strategies. In other words, reading motivation and reading strategies influence the development of reading comprehension achievement.

RESEARCH METHOD

The total numbers of the sample were 137 students of English Education Study Program students in Muhammadiyah University of Palembang. They were selected purposively in the second and fourth semester classes A and B. Those semester classes were chosen because they have English reading subject. Reading strategies and reading motivation are as independent variables, where reading comprehension achievement was as dependent variable. There are two instruments of this study, they were: test and questionnaire. The first was TOEFL for preparation reading comprehension test which was adopted by Philips (2003), the second was reading strategies questionnaires used for reading strategies which was designed by Chamot's (1998), the second questionnaire used for reading motivation which was designed by Guthries and Wigfield (1997).

There would be six statistical analyses in this study; (1) the analysis of reading comprehension test, (2) the analysis of reading strategies, (3) the analysis of reading motivation, (4) the analysis of descriptive data, (5) the correlation analysis, and (6) the multiple regression analysis. The researcher tested students' reading comprehension achievement by using preparation TOEFL reading test which consisted of fifty questions, and every question consisted of literal, interpretive, and applied comprehension. Besides, there were twenty statements which were appropriate to students' reading strategies questionnaire, and every statement consisted of cognitive, metacognitive, and social-affective reading strategies. There were five responses format for every item of reading strategies, they were; (1) really agree, (2) disagree, (3) uncertain, (4) agree, and (5) really agree. In addition, Reading strategies consisted fifty three statement of students' reading motivation questionnaire. The content aspect of reading motivation questionnaire consisted of reading efficacy, reading challenge, reading curiosity, reading involvement, importance of

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reading, reading work avoidance, competition in reading, recognition for reading, reading for grades, social reason for reading, compliance. Every item consisted of 4 graded Likert scales; they were; (1) very different from me, (2) a little different from me, (3) a little like me, and 4: a lot like me. Both reading strategies and reading motivation were translated into Indonesia language.

To analyze the correlation between the predictor variables to the criterion variable (Y), Pearson Product Moment correlation were used. Multiple regression analysis would be applied also to test whether variable X (reading strategies and reading motivation) significantly contribute to variable Y (reading comprehension achievement). These processes would be conducted by using Statistical Package for Social Science (SPSS).
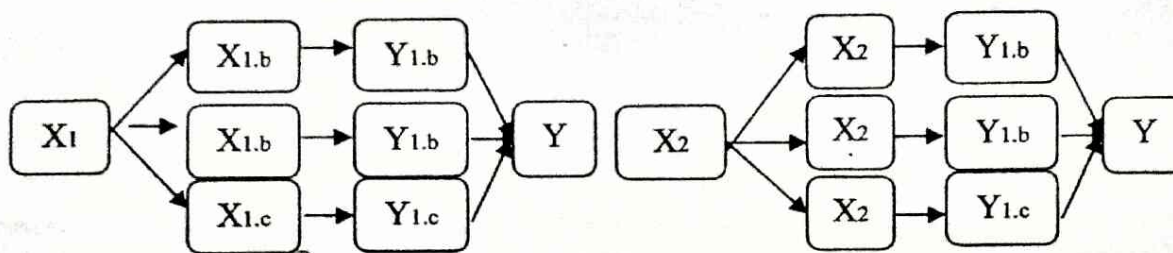
Note:
X_1: Reading Strategies X_2: Reading Motivation
Y_1: Literal Comprehension Y_2: Interpretive Comprehension
Y_3: Applied Comprehension

RESULTS

The researcher obtained normality data among variables by using Kolmogorov-Smirnov statistic test. The researcher found that the data of reading strategies to reading comprehension achievement, and reading motivation to reading comprehension achievement were normal, since sig (2. tailed) was higher than .005. Besides, the homogeneity among variables was also obtained by using Levene statistic test. The homogeneity data were also found between reading strategies to reading comprehension achievement, and reading motivation to reading comprehension achievement homogeny, since sig (2. tailed) was higher than .005. Furthermore, the linearity between reading strategies to reading comprehension achievement and reading motivation to reading comprehension achievement were also linier since sig (2. tailed) was lower than .005.

Correlations among Reading Strategies (total), and Kinds of Reading Strategies to the Levels of Reading Comprehension Achievement

As the hypotheses suggested, students' reading strategies (total), cognitive, metacognitive, and social-affective reading strategies were correlated to the aspect of reading comprehension achievement by using the Pearson Product Moment Correlation analysis. The results of the correlation analysis (N=137) as presented in table 1. It shows that correlation coefficient was (r=.182), a statistically significant positive correlation was found between students' reading strategies (total) and literal aspect of reading comprehension. This result also supported by the probability value (p=.033) that was lower than the alpha level of .05.

Table 1: Summary Statistics of the Correlation among Reading Strategies (total) and the kinds of reading strategies to the Levels of Reading Comprehension Achievement

	Literal	Interpretive	Applied
Reading Strategies	.182	-.140	-.164
(total)	.033	.103	.055
	137	137	137
Cognitive	.275	-.137	.203
	.001	.111	.017
	137	137	137
Metacognitive	-.089	-.047	.011
	.303	.587	.901
	137	137	137
Social-Affective	.039	-.120	.001
	.651	.162	.990
	137	137	137

Correlational analysis was also carried out for the three kinds of students' reading strategies (N=137). Cognitive reading strategies had statistically significant correlations (r=.275) with literal aspect of reading comprehension achievement. This result also supported by the probability value (p=.001) that was lower than the alpha level of .05.Besides, cognitive reading strategies had also statistically significant correlations (r=.203) with applied aspect of reading comprehension achievement. This result also supported by the probability value (p=.017) that was lower than the alpha level of .05.However, as presented in Table 1, the statistical analyses showed that significant correlation were not found between cognitive reading strategies to interpretive aspect of reading comprehension. In addition, the statistical analyses also showed that significant correlation were not found among metacognitive and social-affective reading strategies to the aspects of reading comprehension (N=137).

Correlations among Reading Motivation (total), the Levels of Reading Motivation to the Levels of Reading Comprehension Achievement

Students' reading motivation (total) (N=137) with the total number of the students were 137, the high level of reading motivation (N=38), medium level of reading motivation (N=90), and low level of reading motivation (N=9) were correlated with the aspects of students' reading comprehension partially by using Pearson Product Moment Correlational analysis. The correlation analyses were carried out partially because of the different total number of the students' reading motivation for each level. The results of the correlation analysis between reading motivation (total) to the aspects reading comprehension achievement (N=137) as presented in Table 2 show that significant correlations were not found. This result was also supported by probability value (p=.316) for literal, (p=.719) for interpretive, (p=.122) for applied aspect of reading comprehension that were higher than the alpha level of .05.

Table 2 : Summary Statistics of the Correlation among Reading Motivation (total), the Levels of Reading Motivation to the Levels of Reading Comprehension Achievement

	Literal	Interpretive	Applied
Reading Motivation	-.086	.031	-.133
(total)	.316	.719	.122
	137	137	137
High	-.114	.161	.089
	.494	.334	.596
	38	38	38
Medium	.236	.254	-.150

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	.025	.016	.157
	90	90	90
Low	-.124	.054	.002
	.751	.891	.996
	9	9	9

Correlational analysis was also carried out for the three levels of students' reading motivation partially. As shown in Table 2, medium level of reading motivation (N=90) had statistically significant correlations (r=.236) with literal aspect of reading comprehension achievement. Besides, medium level of reading motivation had also statistically significant correlations (r=.254) with interpretive aspect of reading comprehension achievement. Both correlations finding also supported by the probability value (p=.025), and (p=.016) respectively were higher than the alpha level of .05. However, as presented in Table 2, the statistical analyses showed that significant correlation were not found between medium levels of reading motivation to applied aspect of reading comprehension. In addition, the statistical analyses also showed that significant correlation were not found among high level (N=38) and low level (N=9) of reading motivation to the aspects of reading comprehension.

Contributions among Reading Strategies (total), and the Kinds of Reading Strategies to the Level of Reading Comprehension Achievement

Since statistically significant correlations were only shown by the variables of students' reading strategies (total) to the aspect of literal comprehension, only these variables were included in further analysis. The use of stepwise regression analysis was used in order to obtain a better understanding about the contribution of reading strategies (total) to the aspect of literal reading comprehension. The summary statistic for regression analysis is presented below.

Table 3: Summary Statistics Contribution of Reading Strategies (Total), to Literal Level of Reading Comprehension (N=137)

Dependent Variable	Independent Variables	R	R^2	R Square Change	Sig.F Change
Literal Comprehension	Reading Strategies (total)	.182	.033	.333	.033

From Table 3, it could be seen that there was contribution in students' literal aspect of reading comprehension explained by reading strategies (total) with (R^2 change =3.3%). Therefore, the contribution of reading strategies (total) was 3.3% to the aspect of literal students' reading comprehension in English Education Study Program students in Muhammadiyah University of Palembang.

Contributions between Medium Level of Reading Motivation to the Levels of Reading comprehension

Statistically significant correlations were shown by the variables of students' medium level of reading motivation to literal aspect of reading comprehension (N=90), and students' medium level of reading motivation to interpretive aspect of reading comprehension (N=90), only these variables were included in further analysis. The stepwise regression analyses procedure were carried out separately in order to obtain a better understanding about the contribution of medium level of reading motivation on students' literal and interpretive aspect of reading comprehension. See Table 5.

Table 5: Summary Statistics for Contribution of Medium Levels of Reading Motivation to the Levels of Literal and Interpretive Reading Comprehension

Dependent Variable	Independent Variables	R	R^2	R Square Change	Sig.F Change
Literal Comprehension	Medium Motivation	.236	.056	.056	.025
Interpretive Comprehension	Medium Motivation	.256	.064	.064	.016

From Table 5, it could be seen that there was contribution in students' literal aspect of reading comprehension explained by medium level of reading motivation (R^2=5,6%). Besides, there was also contribution of medium level of reading motivation to interpretive aspect of reading comprehension (R^2=6,4%) in English Education Study Program students in Muhammadiyah University of Palembang.

INTERPRETATION

Based on the statistics result, most of the students in English Education Study Program students in Muhammadiyah University of Palembang tend to have medium level of reading comprehension achievement. Meanwhile, the ranks order of reading comprehension aspect were 61% in applied comprehension, 55% in interpretive comprehension, and 53% in applied comprehension level. Besides, the ranks order in applying reading strategies were social-affective, metacognitive, and cognitive reading strategies. In addition, most of them were in the medium level of reading motivation.

Generally this study found that students' reading strategies (total) significantly correlated to literal aspect of reading comprehension. The proportions variance of students' literal reading comprehension aspect explained by reading strategies (total) was .182. Thus, the total contribution of reading strategies (total) was 3.3% and the rest are because of other factors. It can be concluded that the more the students apply reading strategies (total) the better their applied reading comprehension aspect would be. The finding of this study also supported by Martinez (2012, p. 169), that there were strong correlations between appropriate reading strategies used, and reading performance.

Furthermore, the correlation analysis showed that negative significant correlation among cognitive reading strategies to interpretive aspect of reading comprehension achievement, both metacognitive and social-affective to literal, interpretive, and applied reading comprehension. In contrast, Positive significant correlations were found between cognitive reading strategies to literal and applied aspect of reading comprehension achievement. The proportions of variance of students' literal aspect of reading comprehension explained by cognitive reading strategies were .275, and applied aspect of reading strategies were .203. Thus, the total contributions of cognitive reading strategies to literal aspect of reading comprehension were 7,5%, and 4,1% to applied aspect of reading comprehension. It means, besides cognitive reading strategies, there were other factors which also influenced students' literal and applied aspect of reading comprehension. It can be concluded that the more the students apply cognitive reading strategies, the better their literal and applied aspect of reading comprehension achievement would be.

Therefore, the researcher's interpretations that even though social-affective reading strategies were in the highest rank order of reading strategies used, it could not guarantee that social-affective reading strategies correlated or even contributed to reading comprehension achievement. The frequency of reading

strategies used was not only the main factor in determining the success of reading comprehension aspects. The appropriateness of reading strategies use with the task requirement is even more important than the frequency (Oxford, 1990). In addition, why there was no correlation between students' cognitive reading strategies to interpretive aspect of reading comprehension, and metacognitive, and social-affective reading strategies to literal, interpretive and applied aspect of reading comprehension achievement were because of the students who were belonging to those uncorrelated independent variables of reading strategies did not know how to implement their appropriate way of reading strategies in comprehending the reading test. Besides, it can also be inferred that there might be little exposure from their reading lecturers about the ways in implementing reading strategies, and using appropriate reading strategies could improve students' aspects of reading comprehension achievement. Therefore, metacognitive and social-affective reading strategies fail to reach the students' success of reading comprehension aspect.

In contrast, the result of the negative significant correlation were also found between cognitive reading strategies to interpretive aspect of reading strategies, metacognitive reading strategies to literal, interpretive, and applied aspect of students' reading comprehension achievement which was also similar to Ehrman and Oxford's (1995) finding that learning strategies and reading skills have no significant relationships. Therefore, one of the reasons that researcher conducted this study was in order to investigate did reading strategies totally influence students' reading comprehension achievement.

Furthermore, the result of correlation analysis showed a negative significant correlation between low level of students' reading motivation to students' reading comprehension achievement with the proportion of variance was .498 and the p-value .173 was higher than .005. In addition, significant correlation was found that high and medium level of students' reading motivation correlated to students' high and medium score of reading comprehension achievement. The proportion variance of high level students reading motivation was .413, and the proportion variance of medium level students reading motivation was .513. In addition, high level of reading motivation contributed 10.4% to medium score of reading comprehension achievement, and medium level of reading motivation contributed 26.3% to medium score of reading comprehension achievement, and there were others factor which also influenced students' reading comprehension achievement. It was concluded that the more the students had high and medium level of reading motivation, the high and medium score of their reading comprehension achievement would be.

Besides, the researchers' interpretation why was not there correlation between students' low level of reading motivation and low score of reading comprehension achievement are because of the time constraint, students who worked slowly might skip the items, or did not respond the reading motivation questionnaire seriously. Besides, students responded reading motivation questionnaire was not in a good situation, when the students responded the reading motivation questionnaire there were many students came late to the class, and automatically it disturbed other students' concentration in comprehending the statements of reading motivation.

CONCLUSIONS AND SUGGESTIONS

According to Abiding, Pour-Mohammadi, and Alzwari (2012) in having positive attitude towards language learning, conducive learning environment is one of the factors that must be presented. It means that internal feelings and emotions of foreign language learners influence their perspectives toward language learning process. So children should not be characterized either motivated or not motivated to read. Instead, they are motivated to read for different reasons of purposes (Baker & Wigfiled, 1999). In

addition, there are other factors that might influence students' reading motivation toward reading comprehension achievement, such as, facilities, community, teachers, economic status, etc.

In addition, this research still needs additional complete information and investigation from others further researchers in order to get detail understanding of students reading strategies, and reading motivation. Guthrie and Wigfield (2000, p. 16) say that the use of strategy combines components of both skill and will. Students may learn with strategies but they will only use strategies when they are motivated. It means the effect of reading motivation on students' reading comprehension also needs to be considered with the effect of strategy use.

Therefore, teachers should design good learning situation which allows students to apply appropriate reading strategies, and then keep their deep reading motivation, because when students are motivated in applying reading strategies, they can learn confidently and improve the effectiveness of their reading comprehension achievement process. The finding of this study also suggests that teachers should introduce reading strategies as early as possible and keep motivating them in applying their appropriate reading strategies in the process of comprehending the reading text. Finally, understanding reading strategies and reading motivation could gain the best ways for both teachers to teach efficiently and students to learn effectively.

Based on the results of this study, the writer suggests that, besides reading strategies (total), the factors of reading strategies (cognitive, metacognitive, and social affective), and reading motivation, there are still many unexplained factors that may contribute to the students' reading comprehension achievement for instance, socioeconomic status, age, students' semester, learning attitude, learning styles, and many others. Additionally, teachers' should realize students' reading strategies and allow them to use appropriate variety of reading strategies in learning process. Besides, teachers should keep motivating students by providing conducive learning situation in order to perform the better students' reading comprehension achievement.

In addition, there were still many weaknesses in having the low range of correlations found among reading strategies (total), kinds of reading strategies, reading motivation, and level of reading motivation to reading comprehension achievement. Therefore, the writer suggests that it is very crucial to have more precise instrument, for example, using students' Grade Point Average (GPA), to measure students' reading comprehension achievement instead of only using questionnaires. However, this study can be used as information to lecturers/teachers, educators, parents and the students themselves to pay more attention to their students' reading strategies and reading motivation.

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