THE STRATEGY AND ACHIEVEMENT IN READING COMPREHENSION OF THE SECOND GRADERS OF SMA MUHAMMADIYAH 1 BABAT

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Abstract.

From the last-three-year document of national exam of English which emphasizes more reading comprehension, it can be known that some students scored high, some others scored low. The difference in achieving such a score may be influenced by the strategy use in reading. To know comprehensively reading strategy use and the reading comprehension achievement, this study aimed to find out: the reading strategies used by the high achieving students and the low achieving students, the most frequently used strategy by the students, and whether there is significant correlation between reading strategy and the reading comprehension achievement

This non experimental study involves 56 second graders of the exact sciences program of SMA Muhammadiyah 1 Babat. Reading comprehension test and Survey of Reading Strategy (SORS) were used to collect the data. Data analyzing used tally and Pearson product moment. The findings are, the high achieving students used more reading strategies than low achieving students; the most frequently used strategy by among groups is problem solving, global, and support strategy; there is significant correlation between reading strategy and reading comprehension achievement by high achieving students and low achieving students. It means the better reading strategy used, the better reading achievement wil be and vice versa.

Keywords: reading strategy, reading comprehension achievement, high achieving students, low achieving students.

Introduction

Reading skill is important for the senior high school students to master so that they can understand well when reading a text of various genres. They are three reasons to develop reading skill. They are, first, reading is highlighted in the national examination (UN). Attachment of Regulation of Minister National Education Number 46 year 2010 about the grid of the national exam (UN) states that the grade of English in UN for senior high school consists of two skill; listening skill and reading skill. Most of the questions cover reading comprehension so the target of learning is that the students can improve their reading skill in order to successful in doing the exam well,second, reading is a demanded skill.

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Competence Based Curriculum determines thatby the end of the twelfth grade, which particularly prepares the students for their study in university, the students are expected to recognize and understand about 2500 English words (Depdiknas, 2002) to help them comprehend the reading texts. Third, reading is as the government's plan for developing students' reading habit. Government Regulation No. 19 of 2005 on National Education Standards Article 21 Paragraph 2 stipulates that "the process planning of learning is done through the development of the habit of reading and writing".

Reading, according to Burn (1992:2), is a complex process that involves recognizing written symbolic representation of speech, coordinating the words into thoughts, matching the thoughts to the previous knowledge bank, and constructing meaning. it means that the process of comprehending a text involves schemata. When getting information, it is retained while matching the information to the background knowledge to recognize and create the meaning of information. Moreover, according to Carrell (1989), second language reading has the goal namely to turn "learning to read" into "reading to learn".

Reading to learn the text is not an easy for students in Indonesia. Some research results (Syatriana, 1998; Hamra, 1993 and 1996; Mardiana, 1993; Kweldju, 2001) indicated that the ability of Indonesian students to read English text was very low. It is because reading to learn the text requires abilities (a) to remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text, (b) to recognize and build rhetorical frames that organize the information in the text, and (c) to link the text to the reader's knowledge based (Grabe and Stoller, 2002:13). Moreover, according to Hoewitz (2008), reading is the route to academic success for the second language learners (p.115). to reach the successful academic, the students have many activities. The activities are transferring and getting the meaning in the form of both printed and written material. Therefore, students consciously and unconsciously need to learn reading strategies to help them to be more effective reader.

Reading strategies is defined by Gradner (1987) as an action or series of action employed in order to construct meaning in reading process. Hudson (2007) described reading strategy as any interactive process that has the goal of obtaining meaning from connected text (p.107). Burns (1999) defines reading strategies as those skills and thinking patterns that help the reader to solve the problem of constructing meaning. In the context of reading, Block (1986) as quoted by Li (2010)states that 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. In short, reading strategy is used when reading difficult text (Nuttal, 2005:40).

The definition of reading strategy above implies that reading strategy helps learners comprehend a text they are reading. This is line with several studies showing that reading strategy use is positively correlated with reading comprehension (Al-Nujaidi, 2003; Darabie, 2000; Song 1999 as quoted by Lien 2011). Richard (1998:17) as cited by Adanty (2006) concludes that reading strategies influences achievement of the students' reading ability they use. Therefore, the reading strategy is needed to make easy their learning to comprehend text.

Research has shown that by using SORS (Survey of Reading Strategy) category most of the researchers showed that first, type of frequency of reading strategy is problem solving strategies followed by global strategy and support strategy (Mokhtari & Reichard, 2002; Monos, 2004; Li, 2010; Aziz et al., 2011). Abidin and Riswanto (2012) found that global reading strategies contributed the highest, followed by support strategies and problem solving strategies. Second, there appears to be a strong relationship between reading strategy used by readers, metacognitive awareness, and reading proficiency (Li, 2010; 189). Third, L2 reading proficiency is generally tied to reading strategy use at high frequency level. Both reading strategies and learners' proficiency were significant. The high-, intermediate-, and low-proficiency students were different in strategy choice, and the effective use of global strategies was found to be correlated with the students' higher English achievement (Zhang & Wu, 2009:48).

Inspired by the previous studies, the researcher is interested to know whether the students at SMA Muhammadiyah 1 Babat apply the reading strategies in understanding English texts. Moreover, from the results of reviewing document of national exam of English, which emphasized more reading comprehension from the last-three-year, they indicated that some students scored high, some others scored low. The difference in achieving such a score may be influenced by the use in reading.To know comprehensively reading strategy use and the reading comprehension achievement, the researcher is interested to find out the reading strategies used by high achieving students and low achieving students of SMA Muhammadiyah 1 Babat when reading academic texts and doing reading tasks. Through analyzing their reading strategies and reading comprehension test, the researcher is interested to know whether or not there is a significant correlation between the reading strategies and the reading comprehension achievement of the students of SMA Muhammadiyah 1 Babat. Accordingly, the relevant title for this study is "The Strategy and Achievement in Reading Comprehension of the Second Graders of SMA Muhammadiyah 1 Babat". Therefore, this study addressed the following question.

1. What reading strategies are used by high achieving students and low achieving students of SMA Muhammadiyah 1 Babat?
2. Which reading strategy is the most frequently used bystudents of SMA Muhammadiyah 1 Babat?

3. Is there any significant correlation between the reading strategy and the reading comprehension achievement of the students of SMA Muhammadiyah 1 Babat?

On the basis of the above-mentioned question, the hypotheses were formulated as follows.

1. Alternative Hypothesis (Ha): there is a significant correlation between the reading strategy and the reading comprehension achievement of the students of SMA Muhammadiyah 1 Babat.
2. Null Hypothesis (Ho): there is no significant correlation between the reading strategy and reading comprehension achievement of the students of SMA Muhammadiyah 1 Babat.

Method

Using on-probability purposive sampling, the researcher divided into two groups; pilot group and research group. 30% of two classes (23 students) were chosen as pilot. They are 70% of two classes (56 students) were chosen as research group. 70% was chosen for research group since more samples, more convincing. Two combined classes were chosen because one class considered as excellent class and one class considered as regular class. The researcher perceived that two combined classes were found the high achieving students and low achieving students. Thus, 56 second graders of the exact sciences program of SMA Muhammadiyah 1 Babat were chosen as the sample of the research because they are considered to have intermediate level of English after they have been taught English for about one year in the previous grade. Since they were obedient and discipline students, the researcher perceived that they tended to get better score.

The instruments of this study were the reading comprehension test and the reading strategy questionnaire. First, Reading comprehension test was constructed by the researcher herself on the basis of the School–Based Curriculum (KTSP 2006). Second, the students were guided by reading and explaining each item together in order for them to be able to fill the reading strategy questionnaire more easily. Third, the time allocation of the test spent 60 minutes to fill the instrument..Using SPPS program (version 13), the reliability of the questionnaire indicated .817. It was highly reliable.

The reading comprehension test score collected were analyzed by categorizing them into high achieving students and low achieving students. The questionnaire data collected were analyzed by categorizing them into global, problem solving strategy and support strategy. Afterwards, further classification is carried out to determine which reading strategies belong to high achieving students and low achieving students. The collected-categorized strategies are then tallied to find out the frequently used strategy by the high achieving students and the low achieving students, the most frequently used strategy by groups of the students. Subsequently, the reading strategies used by the high achieving

students and low achieving students are correlated with their reading comprehension score. The coefficient correlations of both groups are calculated using Pearson product moment.

The Result

1. The Reading

The finding indicated that the high achieving students of the exact sciences program of the second grade of SMA Muhammadiyah 1 Babat tended to use problem solving, then global, and support strategies. It is reported that the overall percentage of problem solving strategy was 87% which means most of them usually used it when reading English text to understand the information of the text.

On the other hand, the low achieving students of the exact sciences program of the second grade of SMA Muhammadiyah 1 Babat tended to use problem solving strategy too even though the percentage was only 43%. In the context, most of them only occasionally used this strategy when reading English text. The table below indicated the reading strategies selected and used by the high achieving students and the low achieving students.

Table 1
The Use of Each Strategy Category
by High Achieving students and Low Achieving students

Categories of Strategy	High Achieving Student (N=11)				Low Achieving Student (N=10)			
	Mean	S.D	Level	%	Mean	S.D	Level	%
Global Strategy (GS)	3,84	0,26	High	77	1,31	0,25	Low	25
Problem Solving Strategy (PS)	4,35	0,22	High	87	2,16	0,33	Low	43
Support Strategy (SS)	3,61	0,29	High	72	2,11	0,26	Low	42

The table above indicated that the high achieving students of the exact sciences program of second grade of SMA Muhammadiyah 1 Babat had a highest mean score (3,84) in overall the global strategy, indicating high use. Overall the problem solving strategy indicated 4, 35. It showed that the level they used was higher. Overall support strategy revealed 3, 61, meaning that they belong to high level in using support strategy.

The high achieving students tended to use many strategies. Pressley, & Afflerbach, (1995) as cited by Texas Educational Agency (2002) particularly impressive is the way in which skilled readers actively and consciously coordinate these skills and strategies before, during and after reading text. First, before reading, good readers tend to set goals for their reading. During reading, the good readers tend to read words accurately and quickly. While dealing with the meanings of words, after reading, the good readers often think about, or reflect on what they read. Therefore, the high achieving students could improve their reading comprehension achievement.

The following section is going to present the four highest items of reading strategy used by the high achieving students of the exact sciences program of second grade of SMA Muhammadiyah 1 Babat. The four highest items of reading strategy were selected from the mean score which revealed the using of these items was high.

Table 2
The Most Frequently Used Strategies by High Achieving Students

Category	Most Frequent Used Strategies	Mean	SD	Le
P25	When text becomes difficult, I re-read it to increase my understanding	4,91	0,30	H
P7	I read slowly and carefully to make sure I understand what I read	4,82	0,60	H
P14	When text becomes difficult, I pay closer attention to what I am reading	4,82	0,60	H
P9	I try to get back on track when I lose concentration	4,73	0,47	H
G1	I have a purpose in mind when I read	4,73	0,47	H
G17	I use context clues to help me better understand What I am reading	4,18	0,60	H
G3	I think about what I know to help meunderstand what I read	4, 18	0,87	H
G27	I check to see if my guesses about text are right or wrong	4,00	0,63	H
<u>S29</u>	When reading, I translate from English into my nativelanguage	4,91	0,30	H
<u>S13</u>	I use reference material (e.g. a dictionary) to help me understand what I read	4,36	0,81	H
<u>S22</u>	I go back and forth in the text to find relationships among ideas in it	4,09	0,54	H
<u>S18</u>	I paraphrase (restate ideas in my own words)to better understand what I read	3,82	0,60	H

Note: H=High, SD= Standard Deviation, Le= Level, G=Global Strategy,
P=Problem Solving Strategy S=Support Strategy

Referring to the table above, the finding displayed the high achieving students of the exact sciences program of the second grade of SMA Muhammadiyah 1 Babattended to have some favorite reading activities. The reading activities are as follows.

In the global strategy, the high achieving students of the exact sciences program of the second grade of SMA Muhammadiyah 1 Babat tended to have a purpose when reading, use context clues to help better understanding of the reading, think about what they know to help them understand what they read, and check to see if guesses about the text are correct. Besides, for problem solving the high achieving students tended

to re-read to increase understanding when the text became difficult, read slowly and carefully to make sure understand what to read, pay closer attention to the material when the text became difficult, and try to get back on track when distracted or lose concentration. Moreover, most of the high achieving students tended to translate from English into native language when reading, use reference materials (dictionaries, etc), go back and forth in the text to find relationships among ideas, and paraphrase/restate to better understand.

As pointed in the table 3 (Use of Each Strategy Category by High Achieving Students and Low Achieving Students) the percentage of the problem solving was 87%, indicating that high achieving students tended to use their deliberate awareness when the cognitive problem is hindered to understand the information of the text well. It coincides with Baker (2002) who illustrates that the effective readers employ problem solving and troubleshooting routines to enhance their understanding. Similarly, Paris & Jacob (1984) point out that skilled or good readers use problem solving such as thinking about the topics, looking forward and backward in the passage, and checking their own understanding. It can be inferred that the high achieving students used the bottom up model when reading process to improve their understanding the information of the text so that they show a tendency to involve in the actions and procedures in working directly with the text which they read. As a result, the high achieving students use many strategies to have a good comprehension in reading English materials.

In the contrast, in line with the table 3 (Use of Each Strategy Category by high achieving students and low achieving students), the low achieving students indicated that the percentage of using global strategy was 25%, problem solving was 43%, and support strategy was 42%. It means that the low achieving students of the exact sciences program of second grade of SMA Muhammadiyah 1 Babat tended to use less reading strategy because the overall mean score of reading strategies indicated low. The finding is equal with Palinscar & Brown (1984) stated that the poor readers do not have sufficient awareness to develop, select, and apply strategies that can enhance their comprehension. The following section is going to present the four items of reading strategy. The four items of two reading strategies category were selected from the mean score which revealed the using of these item were medium. It was caused the low achieving students did not use much reading strategy to understand the information of the text.

Table 3
The Most Frequently Used Strategies by Low Achieving Students

Items	Problem solving Strategy	Mean	%	SD	Le
P9	I try to get back on track when I lose concentration	3,3	66	0,94	M
P7	I read slowly and carefully to make sure I understand what I read	3,2	64	1,03	M

P14	When text becomes difficult, I pay closer attention to what I am reading	2,6	52	1,17	M
P25	When text becomes difficult, I re-read it to increase my understanding	2,5	50	1,08	M
Items	**Support Strategy**	**Mean**	**%**	**SD**	**Le**
S29	When reading, I translate from Englishinto my native language	3,3	66	0,67	M
S13	I use reference material (e.g. a dictionary) to help me understand what I read	3,3	66	0,95	M
S22	I go back and forth in the text to find relationships among ideas in it	2,7	54	0,48	M
S5	When the text becomes difficult, I read aloud to help me understand what I read	2,5	50	0,71	M
Items	**Global Strategy**	**Mean**	**%**	**SD**	**Le**
G3	I think about what I know to help me understand what I read	1,7	34	0,48	L
G1	I have a purpose in mind when I read	1,6	32	0,52	L
G17	I use context clues to help me better understand what I am reading.	1,6	32	0,70	L
G6	I think about whether the content of the text fits my reading purpose.	1,5	30	0,53	L

Note: G= Global Strategy, P= Problem Solving, S=Support Strategy,
Le= Level, M= Medium, L= Low, SD= Standard Deviation.

The table above showed that the low achieving students of the exact sciences program of the second grade of SMA Muhammadiyah 1 Babattended to use several favorite reading activities. The reading activities are as follows.

For the global strategy, the low achieving students of the exact sciences program of the second grade of SMA Muhammadiyah 1 Babat tended to never conduct the overall items because the mean score of each reading activity was categorized as low level. The finding coincides with Palincsar & Brown (1984) statement which state that the poor readers rarely prepare before reading. They often begin to read without setting goals. They seldom consider how best to read a particular type of text.

Besides, for problem solving the lowachieving students tended to sometimes try to get back on track when distracted or lose concentration, read slowly and carefully to make them understand what to read, pay closer attention to the material when the text became difficult, and re-read to increase understanding. Moreover, the low achieving students tended to sometimes translate from English into Indonesian when reading, use reference materials (dictionaries, etc), go back and forth in the text to find relationships among ideas, and reading the text loudly when the text become difficult.

The table 3 mentioned that the highest mean score of the overall reading strategy categories was problem solving (M=2,16) followed by support strategy (M=2,11) and global strategy (M=1,31). The percentage of the problem solving was 43%, indicated that low achieving students tended to occasionally use the schema and metacognition to understand the information of the text well, meaning that the low achieving students did not have awareness to choose the effective strategies. It coincides with Adams, M. J (1990) concludes that during reading, the poor readers may have difficulty decoding; reading too slowly, and lack fluency, often lack sufficient background knowledge and have trouble making connection with text because they are not familiar with the vocabulary they find, and have trouble determining word meanings. It can be concluded that there is less tendency for the students to involve in the actions and procedures in working directly with the text they read. Therefore, the low achieving students of the exact sciences program of the second grade of SMA Muhammadiyah 1 Babat show a tendency less better comprehending in reading English text which affects their reading comprehension score.

2. The Reading Strategy most frequently used

Using Survey of Reading Strategy (SORS) which was adopted from Mokhtary and Sheorey (2002) and was translated into Indonesian to obtain the data of the students' reading strategy containing 30 items of three reading strategy category (Global, Support, and Problem Solving strategies), the finding of the result are illustrated in Table 4 by performing it in histogram to make clear illustration.

Table 4
Use of Each Reading Strategy Category by the Eleventh graders

Categories of Strategy	(N=56)	
	Mean	Level
Global Strategy (GS)	2,84	M
Problem Solving Strategy (PS)	3,52	H
Support Strategy (SS)	2,81	M

Note: H=High, M=Medium

Among the three reading strategies category, problem solving strategies placed the first position, meaning that problem solving strategy was categorized as the most frequently used strategies (M= 3,52). Then the second is global strategy which indicated that the mean score was 2,84. The last is support strategy which revealed that the mean score 2,81. To describe the more clearly the substance of Table 4, the following histogram is presented.

Figure
Use of Each Reading Strategy Category by the Eleventh graders
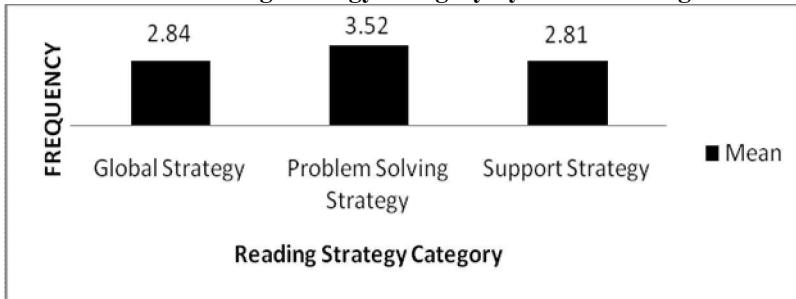
Derived from figure, it is obvious that problem solving is the highest reading strategy used by the second graders of the exact sciences program of SMA Muhammadiyah 1 Babat. It means that they use bottom up model when reading process for example, finding out every word meaning before they understand the content of the text. This result coincides with the finding in Monos (2005), Zhang & Wu (2009), Zhang& Wu (2009), Nashriyah (2009), Li(2010), Aziz. et. al (2011),and Ghyasi, Safdarian & Farsani(2011). Those studies mention that the problem solving strategies are the highest score than followed by global and support strategies, meaning that those studies mostly were conducted to the English as Second Language students.

As interpretation key, Mokhtari and Sheorey's (2002) as suggested by Oxford and Burry- Stock (1995) interpret that the frequency of 3,5 and above is taken as indicating high strategy use, 2,5 to 3,4 as medium, and 2,4 and below as low. When ranking the average frequency of usage reading strategies, the reading activities level reported a high level usage (M=4,46) as shown in Table 4.2.2 below. The result found that there were seven reading activities in each reading strategy category which were categorized as the top rank. In the global strategy, there was one top rank reading activity. In problem solving, four reading activity were classified as the top rank. Meanwhile, in support strategy, two items were considered as the top rank.

Table 5
Seven Most Frequently used Strategies

Category	Strategy Item	Mean	SD	Le
G1	I have a purpose in mind when I read	3,46	1,33	H
P7	I read slowly and carefully to make sure I understand what I read	4,46	0,85	H
P9	I try to get back on track when I lose concentration	4,14	0,86	H
P25	When text becomes difficult, I re-read it to increase my understanding	3,96	1,13	H

P14	When text becomes difficult, I pay closer attention to what I am reading	3,71	1,14	H
S29	When reading, I translate from English into my native language	3,93	0,95	H
S13	I use reference material (e.g. a dictionary) to help me understand what I read	3,91	1,00	H

Note: SD: Standard Deviation, Le: Level, G: Global strategy, P:Problem solving, S:Support strategy

Table 5 above shows clearly the seven top rank of reading activities. The first reading activity isP7 (I read slowly and carefully to make sure I understand what I read) (M=4,46). The second reading activity is P9 (I try to get back on track when I lose concentration) (M=4,14). The third reading activity is P25 (When text becomes difficult, I re-read it to increase my understanding) (M=3,96). The fourth reading activity is P14 (when text becomes difficult, I pay closer attention to what I am reading) (M= 3,71). The fifth reading activity is G1 (I have a purpose in mind when I read) (M=3,46). The sixth reading activity is S29 (when reading, I translate from English into my native language) M=3,93. The last reading activity is S13 (I use reference material (e.g. a dictionary) to help me understand what I read) (M=3,91).

The low level of the frequency of usage reading strategies was 1,75. Table 6 below shows that only two reading activities which belong to low level. They are G15 (I use tables, figures, and pictures in text to Increase my understanding) and S26 (I ask myself questions I like to have answered in the text).

Table 6
The Least Frequently Used Strategies in Reading

Category	Strategy items	Mean	Level
G15	I use tables, figures, and pictures in text to increase my understanding.	1,91	L
S26	I ask myself questions I like to have answered in the text	1,75	L

Note: G=Global Strategy, S= Support Strategy, L=Low

Table 6 above displayed clearly that G15 and S26 were categorized as low level. It means the two of these reading activities are not the favorite reading activity because the second graders of the exact science program of SMA Muhammadiyah 1 Babat have a tendency less to do them. Accordingly, the culture background of the second graders of the exact sciences program of SMA Muhammadiyah seems obedient to their teacher. They always follow what the teacher instructs. They seem less critical in the classroom. Therefore, item S26 is never applied to improve their understanding the information of the text.

3. Is there any significant correlation between Reading Strategy and the Reading Comprehension Achievement?

Calculating the reading comprehension score, the reading strategy score and the correlation using the statistical software application (SPSS version 13,00), the researcher found that the Pearson product moment correlations demonstrated a positive correlation between reading strategy and reading comprehension achievement by the high achieving students of the exact sciences program of the second grade SMA Muhammadiyah 1 Babat. The result revealed that the correlation coefficient (r) between reading strategy and reading achievement by high achieving students was 0,716. Considering correlation interpretation *0 < r < = + 1.00 means a positive correlation,* coefficient correlation is described as follows.

r	Interpretation
0.00 – 0.20	Indifferent relationship
0.20 – 0.40	Low relationship, present, but slight.
0.40 – 0.70	Mark relationship
0.70 – 1.00	High correlation/ relationship

It revealed that there is high correlation between reading strategy and reading comprehension achievement of high achieving students of the exact sciences of the second grade of SMA Muhammadiyah 1 Babat(N=11). The significant correlation, based on the level of significance (α); 5% or ($p< .05$) the result$p$ revealed 0,013, meaning that 0,013 is less than 0,05.As a the result, the study revealed that there is significant correlation between reading strategy and reading comprehension achievement. Therefore, the null hypothesis is rejected. The detail calculation of the correlation between reading strategy and reading achievement by high achieving students is illustrated in Table 4.3a below.

Table 3a
The Correlation between Reading Strategy and Reading Achievement of High Achieving Students

		Reading Strategy	Reading Comprehension Achievement
Reading Strategy	Pearson Correlation	1	,716(*)
	Sig. (2-tailed)		,013
	N	11	11
Reading Comprehension Achievement	Pearson Correlation	,716(*)	1
	Sig. (2-tailed)	,013	
	N	11	11

* Correlation is significant at the 0.05 level (2-tailed).

Table 3a above shows that the significant high correlation between reading strategy and reading achievement is in the level of significance (α) 5%. It means that the truth of correlation is 95% and the false probability was only five percents (5%).To describe the more clearly the substance of Table 4.3a, the following scatter gram is presented.

Figure
The Correlation between Reading Strategy and Reading Achievement of the High Achieving Students
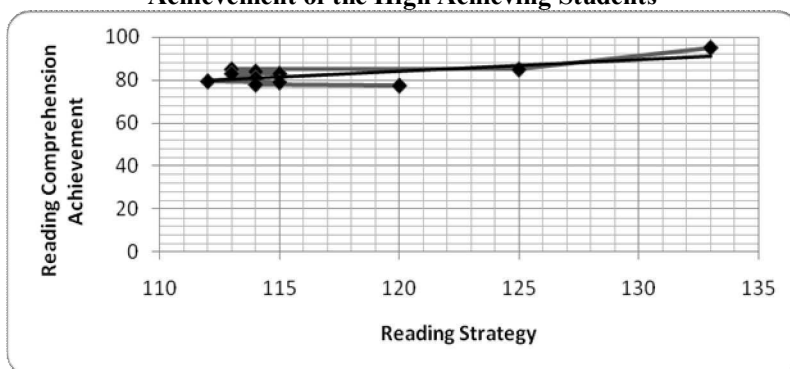

Figure shows clearly that there is a positive significant correlation between reading strategy and reading achievement, meaning that the scattergram is rather straight linear. In conclusion, the high achieving students have high score in both two instruments namely, reading comprehension test and reading strategy. Therefore, the reading strategy affects the reading comprehension achievement.

Meanwhile, the correlation between reading strategy and reading achievement by low achieving students will be demonstrated in the following Table.

Table. 3b
The Correlation between Reading Strategy and Reading Achievement of Low Achieving Students.

		Reading Strategy	Reading Achievement
Reading Strategy	Pearson Correlation	1	,684(*)
	Sig. (2-tailed)		,029
	N	10	10
Reading Achievement	Pearson Correlation	,684(*)	1
	Sig. (2-tailed)	,029	
	N	10	10

* Correlation is significant at the 0.05 level (2-tailed).

The table 3b reveals that there is mark correlation between reading strategy and reading achievement by low achieving students of the exact

sciences program of the second grade of SMA Muhammadiyah 1 Babat (N=10). The correlation coefficient was 0,684 and the significance level α 0,029 which was less than the significance level (α) $p<0,05$. As a result, the study revealed that there is significant correlation between reading strategy and reading achievement. Therefore, the null hypothesis is rejected. To describe clearly the substance of Table 4.3a, the scatter gram is presented.

Figure
The correlation between Reading Strategy and Reading Achievement of the Low Achieving Students
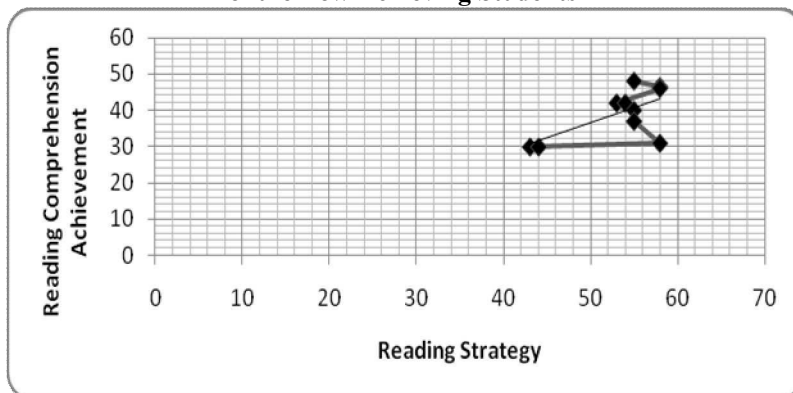

Figure above displays that there is a positive significant correlation between reading strategy and reading achievement of low achieving students. The straight linear is performed. In conclusion, the low achievers have low score in both two instruments namely, reading comprehension test and reading strategy. Therefore, the reading strategy affects the reading comprehension achievement.

Referring to the result, there is positive correlation between the reading strategy and reading comprehension achievement by both high achieving students and low achieving students of exact sciences program of SMA Muhammadiyah 1 Babat. This finding is consistent with the previous studies which have shown that the reading strategy is positively related to the reading comprehension such as, Phakiti (2003), Zhang & Wu (2009), Dhanapala (2010), and Li (2010). These studies found that the higher level students use more reading strategies than the low level students such findings are also supported by Sheorey & Mokhtary (2001).

As a result, high achieving students have high score both reading comprehension test and reading strategy. In contrast, low achieving students have low score both reading comprehension test and reading strategy. In short, the reading strategy affects the reading comprehension achievement.

Conclusion

This study has a purpose to find out the reading strategies used by the high achieving students and the low achieving students of SMA Muhammadiyah 1 Babat, to find out the most frequently used by the students of SMA Muhamamdiyah 1 Babat, and to find out whether there is any significant correlation between reading strategy and the reading comprehension achievement of the students of SMA Muhammadiyah 1 Babat. The findings are summarized below.

1. The high achieving students and the low achieving students use different reading strategy. The high achieving students used more reading strategy (problem solving, global, and support strategy) and the low achieving students used less reading strategy (problem solving and support strategy).
2. The exact science program of second grade students used problem solving,global, and support strategy.
3. The better reading strategy uses,the better reading achievement will be and the worse reading strategy uses, the worse reading achievement will be.

Recommendation

Based on the finding, some recommendations are provided. First, to the teaching reading comprehesion, the researcher suggests as follows:

- To introduce the reading strategies earlier such as placing the reading strategy as learning material in the MOS (New Students' Orientation Week) program so that they can read English materials more easily,
- To apply the reading strategy to the students in the classroom as teaching technique. It means that when the students are given some models of the effective reading strategy, the students will practice it directly to train their reading skill especially for low achieving students,
- To ask the students to keep reading when they do not know some meanings of words or sentences in the text because the result of the most frequently used strategy indicated that the students who have good reading comprehension score usually used more translation to help them enhance their understanding of the text.

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