

I. INTRODUCTION

A. Background of Problem

In this globalization era, English as the first international language in the world plays an important role in Indonesia. This foreign language has been learned as a compulsory subject from elementary school through university. As cited in English Curriculum Guideline: 1994, mastering what someone has learned is the main goal of learning, if learners have mastered English well, it can be said that they have reached the main goal of learning.

In learning English, there are four skills that should be mastered: listening, speaking, reading and writing. Each skill is related each other. In students' handbook, there are also good separations of those skills. Every part has specific tasks and exercises that focus on certain skill.

Learning English is also learning many skills and competence, i.e.: structure, vocabulary, listening, speaking, reading, and writing. Reading, as one aspect that should be taught in English comprehension, becomes the most important aspect for the students to be mastered. To gain this, it seems that reading is a primarily aim of teaching English for high school students. After finishing study, the students are expected to be able to read English text book to further their knowledge and understand written material. It can be said that reading has a role as the window of knowledge in which people are able to get much information.

Through speaking with others and listening to the radio or television, someone gets knowledge or information; however the amount of the information is not as perfect as when they are reading. In reading, the readers will find the reason, example, explanation, comment, note, and summary of the news.

Not everyone is good at reading. In the students' handbook, reading skill usually appears in kind of text and comprehension exercises. Many students have difficulty in comprehending the idea in reading text. This condition shows that reading is not a simple task to do for some students. For those students, reading can be a boring activity.

In order to minimize their problems in learning English above, it is assumed that every student should have some suitable strategies in reading comprehension in order to motivate students to read all parts of the text, so they can get information fully. Since learning is a process of gathering knowledge and skill, it needs strategies to make the process run well and easier.

Strategies are very important for the students to be successful in learning English as a foreign language. By using strategies they can process and comprehend the information that is given by their teacher in their school while they are learning English, i.e. to be able to apprehend, internalize, and use the target language.

Sometimes, they find difficulties in their study so that they need strategies when they learn. However, due to various and difficult language tasks, a learner should be able to find suitable, effective, and efficient efforts to do what is required since by using the language learning strategies, it makes the student takes responsibility

for their learning by enhancing learner autonomy, independence, and self-direction. Here, they can use language learning strategies.

Many various methods were created to increase the students' ability in learning English and to make the process of gathering knowledge run easier. By establishing many new schools in the grade junior and senior level, it proved that the development of education is getting better. Almost all of the public and private schools, which were established, conduct international standard class. In the international standard class, of course, the students must increase their ability in communication using English.

Ideally, this educational development must be along with students' high desire in reaching their goal in learning. This "high desire" can be shown by their enthusiasm in learning, for example: enjoying the teaching-learning process, following the subject enthusiastically, participating in any English discussion in the class, doing their homework well, visiting the library to find any references related to the material or to read any sources, asking questions when they do not understand of any materials, discussing with their friends, and etc. All these items appeared to focus on positive forms of motivation in the process of learning. The problems raised when there is no synchronization between the ideal condition and the fact that can be seen in the reality. All the positive things above do not run as well as it should be. It can be said that many students have no motivation in learning process.

Some research papers have investigated about certain methods to increase students' achievement in learning English. But even the students are treated using

best method in learning English; it will be useless when the students have no motivation to learn. Based on the facts above, it can be said that although students have a good treatment and facility in teaching learning activity, even the best one, they have different motivation. In other words, it can be said that one of factors influenced student in learning process is motivation. Motivation becomes an important aspect, since if the students have strong motivation, the learning process will run more effective and well.

Motivation and language learning strategies are two different things. The similarity is those help the students to comprehend the material in learning. Some studies had been conducted related to motivation or language learning strategies. Research about motivation had been conducted by some researchers. One of which is the study done by Kato et al. who found the different motivation of language learners among different levels. Research about language learning strategies had also been done by Agustina (2002: 32) who found that there were no differences in language learning strategies between successful and unsuccessful students because all of learning strategies were used by the students.

Many research papers investigated about language learning strategies, motivation and students' reading comprehension achievement. But no one of them had investigated about the correlation of language learning strategies and students' motivation towards their reading comprehension achievement. In this case, I focused on reading achievement since it more emphasized and intend to investigate if there is any correlation between the students' language learning strategies and motivation towards their achievement in reading comprehension. Therefore, in order to correlate the language learning strategies used by the

students and students' motivation in learning English towards their reading comprehension achievement in learning English, the writer entitled this research paper: "The Correlation of Language Learning Strategies and Students' Motivation and Their Reading Comprehension Achievement".

B. Formulation of the Problem

Based on the description in the background above, the writer formulated the problem as follows:

- a. Is there any correlation of students' motivation and their reading comprehension achievement in learning English?
- b. Is there any correlation of students' language learning strategies and their reading comprehension achievement in learning English?
- c. Is there any correlation of students' motivation and language learning strategies on their reading comprehension achievement in learning English?

C. Objectives

The objectives of the research are to determine whether there is correlation of:

- a. students' motivation and their reading comprehension achievement.
- b. language learning strategies employed by the students and their reading comprehension achievement.
- c. students' motivation and language learning strategies on their reading comprehension achievement.

D. Significance of the Research

Theoretically, the results of this research may be useful as follows:

to see whether the result of this research support the previous theory on learning strategies and motivation in learning.

Practically, the results of this research are expected to contribute in:

1. considering the English teacher to motivate the students in learning English, especially in reading comprehension.
2. informing the students about the role of language learning strategies in comprehending their reading skill.
3. encouraging the students to use language learning strategies independently and continuously.

E. Scope of the Research

The research was focused on the correlation of students' motivation and language learning strategies employed by the students in studying English as a foreign language. Students' motivation as dependent variable was classified by Abin Samsudin Makmun (1983: 33-34) in Uniroh (1990: 32): *duration, frequency, persistence, the toughness of endurance, students' aspiration, the qualification of students' achievement, students' devotion, and students' attitude*. Another dependent was language learning strategies which classified based on three categories being classified by O'Malley et al. (1985) taxonomy in Hismanoglu (2002: 2) in Susilawati (2007: 4): *cognitive, meta-cognitive, and social strategy*.

Meanwhile, the dependent variable here was students' reading comprehension achievement. This research was conducted in SMA Negeri 1 Bandar Lampung and intended for the second year-students.

F. Definition of Term

1. Reading is one of the most important skills that is needed by the students in order to get information based on what they have already read.
2. Reading comprehension is a process of getting information from written language. It is not only to understand the surface meaning of the text but also understand the purpose of the main idea of the text.
3. Language learning strategies are particular ways of students in processing and comprehending the information that is given by their teacher in their school while they are learning, i.e. to be able to apprehend, internalize, and use the target language.
4. Motivation is students' "high-desire" that can be shown by students' enthusiasm in learning process, for example: enjoying the teaching-learning process, following the subject enthusiastically, participating in any English discussion in the class, doing their homework well, visiting the library to find any references related to the material or to read any sources, asking questions when they do not understand of any materials, discussing with their friends, and etc. All these items appeared to focus on positive forms of motivation in the process of learning.

II. FRAME OF THEORIES

A. Concept of Language Learning Strategies

The actual implementation of strategy is not necessarily so simple. Models of strategy use are typically predicated on the assumption that individuals engage in goal directed behavior in task environment, such that selection of strategies for a task depends on the performance goal of the individual, and the affordances of the task context, and the individual's capabilities.

According to Shuell (1986 in Agustina, 2002: 1) learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information. In the other words, learning strategies are special thoughts or behavior that individual use to help to comprehend, learn, or retain new information.

Learning strategies can be defined as strategies which contribute to the development of the language system which the learner constructs and affect learning directly (Rubin in Wenden and Rubin, 1987: 23). In short the writer concluded that language learning strategies are actions of language learner in attempt to achieve language learning.

Good language learners usually use strategies that appropriate to their own stage of learning, personality, age, purpose of learning the language, and type of language. By using the appropriate learning strategies it makes the students take

responsibility for their learning by enhancing learner autonomy, independence, and self-direction. These are important because learners need to keep on learning even when they are no longer in formal classroom setting. Moreover, cognitive psychology shows that learning strategies help learners to assimilate new information into their own schemata.

Learning strategies are distinguished from teaching strategies, among other reasons because the learner is able to exercise control over the strategy. Oxford (1990a: 70) define language strategies as steps or actions taken by language learners to enhance any aspect of their learning. Oxford's definition implies that learning strategies are conscious activities because students are learning a language while they are conscious of the process.

Oxford (1990b) has been classified six broad categories of learning strategy systems used by language learners:

1. Cognitive

Learners employ new language by practicing naturally, analyzing contrastively, and summarizing it of this strategy.

2. Memory

This is a strategy of which learners use memory, such as grouping, imagery, structured review, to get information into memory and to recall it when needed.

3. Compensation

Learners overcome knowledge limitation by guessing meaning intelligently and using synonyms or other production tricks when the precise expression.

4. Meta-cognitive strategies

Learners manage their own learning process by paying attention, self-evaluation, and self monitoring.

5. Affective strategies

This is a strategy of which learners do reduction anxiety and self encouragement, they control their emotional attitude.

6. Social strategies

Learners sometimes learn in group.

B. Classification of Language Learning Strategies

Different researchers have used different categories for classifying learning strategies. Rubin in Wenden and Rubin (1987: 23) has classified learning strategies into three categories, namely: meta-cognitive, cognitive, and social strategies. Therefore, in this research paper, the researcher used learning strategies classified by Setiyadi in order to make this research paper more specific as the classification to collect the data.

1. Cognitive Strategies

In order to identify what cognitive process is, it is useful to explain two basics issues: namely mental representation or mental processing. In language learning mental representation may refer to how some students memorize what they have learned, or experiences in their life by remembering things in their native languages. Mental processing, on the other hand, deals with cognitive processing (Deaux and Wrightsman, 1988: 21 in Agustina, 2002: 8). Cognitive process includes all activities related to mental processing. In cognitive strategies,

learners employ new language by practicing naturally, analyzing contrastively, and summarizing it of this strategy.

Sherrod (1982) in Agustina (2002) says that cognitive psychologists are concerned with how people attend to information in the environment and how they process that information in their brain. In relation to language learning strategies, the cognitive category may include all activities that take place in the brain in order to acquire a foreign language. It may concludes intelligent guessing, looking for patterns from sentences, inference, association, summarizing, grouping in the mind, deduction, imagery, and other mental.

2. Meta-cognitive Strategies

Oxford (1990a) states that meta-cognitive strategies include: centering, learning, arranging and planning learning, and evaluating learning. In O'Malley & Chamot's study (1981: 124), meta-cognitive strategies have more processes that are classified under planning, monitoring, and evaluation. It can be said that planning may depend on information provided from the implementation of monitoring and evaluating (Wenden 1991a: 28). The scope monitoring can involve a narrow focusing on a specific item in a reading text to a broad overview of a series of learning activities, such as a semester course in a reading. After becoming aware of a difficulty, learners analyze the difficulty and seek the cause. Evaluating means that the learners consider the outcome of a particular attempt. It may focus on the proficiency of learners or strategies used in learning. Evaluating in the current study is only related to correcting mistakes and focuses on proficiency.

Oxford's (1990b) cited in Setiyadi (1999: 143) said that meta-cognitive strategies include strategies for evaluating one's progress, planning, for language tasks, consciously searching for practice opportunities, paying attention, and monitoring errors. By using meta-cognitive strategies, learners are aware of and control their efforts to use particular skills and strategies. On the other hands (Jones et al., 1987: 15) cited in Setiyadi (1999: 143) said that the learners use their capacity to monitor and direct the success of the task at hand, such as recognizing that comprehension has failed, using fix-up strategies, and checking and obtained answer against an estimation.

3. Social Strategies

Oxford (1990a and 1990b) introduced the category of social strategy and classified it under this category:

Asking questions:

1. Asking for clarification or verification
2. Asking for correction

Co-operating with others:

1. Co-operating with peers
2. Co-operating with proficient users of the new language

Empathizing with others:

1. Developing cultural understanding

2. Becoming aware of others' thoughts and feelings (Oxford, 1990a, p. 21).

The social category includes not only all processes that take place in groups, but also includes individual activities in social setting aimed to acquire another language. An example of this would be reading letters from friends in order to have opportunity to practice English.

In the study of Fillmore (1979) there are three strategies, namely: a) joining a group, b) give the impression – with a few well – that you can speak the language, and c) count on friend. It can be said that learners interact with others outside the classroom.

C. Concept of Motivation

Motivation is the great, unspoken problem of English education in the world. It is “great” because it is probably the most difficult single problem classroom teacher face. Motivation becomes an important aspect since if the students have strong motivation, the learning process will run more effective and well. In line with that explanation, Gardner and Lambert (1984: 54) in Kato (2007) stated that motivation is one of important aspects in learning language.

Theoretically, motivation is all of inner power reinforcing any person to do something (Oxford and Shearin, 1994:12). In line with that explanation, Douglas-Brown (1987) state that motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action. This is also supported by Hilgard (1953: 662) in Uniroh (1990: 8), who states that motivation is general term characterizing the needs, drives, aspirations, purpose of the

organism as behavior. Furthermore, motivation is considered by many to be one of the determining factors in developing a second or foreign language.

It can be assumed that motivation, in this case, is the positive power, which stems from the desire to attain the goal reflected in the orientation for instance; learning English seriously in order to get a better achievement. In relation with the previous statement, students need motivation in order to attain the goal of language learning and they can come from themselves or from their environment.

D. Classification of Motivation

In 1959, Gardner and Lambert divided motivation to learn a language into two types, *instrumental* motivation and *integrative* motivation. A learner with *integrative motivation* has a genuine interest in the second language community and *instrumental motivation* wishes to identify with the ethnic group. These are distinguished as follows:

1. Integrative motivation is characterized by a positive attitude towards the speakers and culture of the target language.
2. A learner with *instrumental motivation* is characterized by learning the language for practical purposes, such as gaining employment or passing a test and more interested in how the language can be a useful instrument toward furthering other goals since he/she learns a language for practical purposes, e.g. getting a job, meeting an educational requirement (Gardner & Lambert, 1972 in Kato, 2007).

Furthermore, Dorman and Gaudiano (unpublished literature) distinguishes 2 types of factors influencing motivation, they are:

- **Intrinsic** – self generated factors (responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work, opportunities for advancement) – they have a deeper and longer-term effect. Intrinsic motivation refers to being motivated and curious enough to be engaged in an activity for its own sake (Vansteenkiste, *et al* (2004) in Dorman and Gaudiano). The concept of intrinsic motivation was originally proposed by Robert White (1959 in Matlin, p.397). He argues that many behaviors –such as play and exploration- do not need to be reinforced in order to be performed. Researchers have discovered that people who believe their work is intrinsically motivating are more satisfied with their lives (Graef et al., 1983 in Matlin, p.397). For example, when pursuing a word in the dictionary and we find ourselves reading about others words – even though we cannot reduce any drive from learning about words such as *peplum* and *hendecagon*. This curiosity cannot be explained by drive theory. However, at least for many people, curiosity is intrinsically motivating.
- **Extrinsic** – what is done for people to motivate them (promotion, punishment) – they have an immediate and powerful effect, but won't necessarily last long.

In addition to the indicators of motivation in learning, Abin Samsudin Makmun (1983: 33-34 in Uniroh, 1990: 32-33) identified motivation with some factors as follows:

- 1) The duration of students' English learning: how long the ability of students to use time in doing activity in learning is.
- 2) The frequency of students' activity in learning English, e.g: how often does the activity take place?
- 3) The persistence of students in learning English: how strong his tenacity is etc.
- 4) The toughness of endurance of student in solving the difficulties of learning English and facing its problems or obstacles.
- 5) The aspiration of the students, for instance: purpose target, etc.
- 6) The qualification level of students' achievement in learning English,
- 7) The devotion of students to get the objective of learning English, for instance: thought, time, money, effort, etc.
- 8) The students' attitude to the purposes of learning English.

(Abin Makmun Samsudin, 1983: 33-34 in Uniroh, 1990: 32-33).

In this research, the writer dealt with these eight factors as the reference in measuring students' motivation.

E. Concept of Reading Comprehension

Talking about concept of reading, there are many concepts of reading which has its own point of view. According to Lado (1977: 223), reading in o foreign

language consists of grasping meaning in that language through written representation.

Reading is one of four skills (listening, speaking, reading, and writing) that can be identified as a receptive skill, a skill to understand language element. The other skills (speaking and writing) are classified as productive activity, since in speaking and writing, the learner is required to produce expression orally and in written.

In reading skill a learner needs the ability to recognize symbol system. This is in line with what Nuttal (1982) in Simanjuntak (1988: 14) in Hariyanti (2009: 7) said about reading, reading is defined as the meaningful interpretation of printed or written verbal symbols. Dallman (1982) in Hariyanti (2009: 7) also stated that reading is more than knowing which each letters of alphabet stand for reading involves more than word recognition. It is supported by Simanjuntak (1988: 4) in Hariyanti (2009: 8) who stated that the first point to be made about reading process is comprehension. In line with Simanjuntak, Rubin (1993, 94) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meaning and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading.

Based on statement above, it can be concluded that comprehension is important in reading process. Reading with comprehension signifies not only understand the surface meaning of the text but also understand the purpose of the main idea of the reading text.

Reading with the comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. Smith and Dechant (1983) stated that the ability to understand units of increasing size: phrase, clause, sentence, and paragraph is the basic knowledge called as comprehension skill. There are two ways to check whether students succeed in reading comprehension or not. Firstly, check whether students have known the main idea or not. Secondly, check the students' mastery on the topic sentence. Moreover, according to Patricia in Simanjuntak (1988: 8) in Hariyanti (2009: 8), understanding a text is an interactive process between the reader's background knowledge and the text.

Referring to the statement above, it is inferred that reading comprehension means the students must read the text and interact the printed or written symbols with their cognitive skill and their knowledge of the world. In the process of comprehension the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

According to Milan (1988), there are some essential skills in reading, they are:

1. ***Comprehension and Retention***

The twin foundations of reading are able to ask specific questions (make predictions) in the first place, to know how and where to look at print so that there is at least a chance of making the questions answered. Comprehension is getting one's questions answered. The reader should be able to comprehend the text and memorize what they have read, (Smith, 1978: 166). The ways that can be used by the readers to built comprehension and retention are by

determining the main idea of the paragraph and their purpose of reading, comprehending the main idea and distinguishing between the main idea and supporting details.

2. Inferences and Conclusion

In relation to make inferences, Mc Whorter (1989: 254) states that:

An inference is an educational guess or prediction about something unknown based on available facts and information. It is logical connection that you draw between what you observe or know and what you do not know.

3. Critical Thinking and Analysis

In this term the readers should distinguish the text they are reading, whether it is text of fact or opinion. In relation to fact, Askew (2005) stated that fact is knowledge or information based on real occurrences. From this statement we can conclude that text of fact is a kind of reading text which written based on reality, real occurrence or something really happened. Patrick in Chappell (2005, 2) states that:

In many contexts, 'opinion' seems to have definite connotations of justification or uncertainty; but I think, perhaps they are just connotations... the fact that 'opinion' rather than 'knowledge' was used in sentence will often be a reason to take it as meaning 'merely opinion' or 'opinion' not 'knowledge' even though the two are not mutually exclusive.

Based on the statement it can be seen that a text of opinion is a reading text which is written based on someone ideas or point of view about something. So in reading a text the reader should consider the text he/she is reading, whether it is a fact or opinion text. They also should think critically whether the information or message in the text is important for them or not.

F. Theoretical Assumption

One important factor influenced students in learning English is motivation since it is assumed that the students with strong motivation will learn more effective and easier in comprehending their English ability, especially in reading comprehension. Beside motivation, language learning strategies are also important in learning process. Some students who use language learning strategies can comprehend and process the information in reading skill that is given by their teacher in their school while they are learning English. So, it can be concluded that motivation and language learning strategies have correlations in comprehending students' reading achievement.

G. Hypothesis

Concerning to the theories and assumption above, the researcher formulated the hypothesis as follows:

H^1 There is correlation of students' motivation and their reading comprehension achievement.

H^2 There is correlation of language learning strategies employed by the students and their reading comprehension achievement.

H^3 There is correlation of students' motivation and language learning strategies and their reading comprehension achievement.

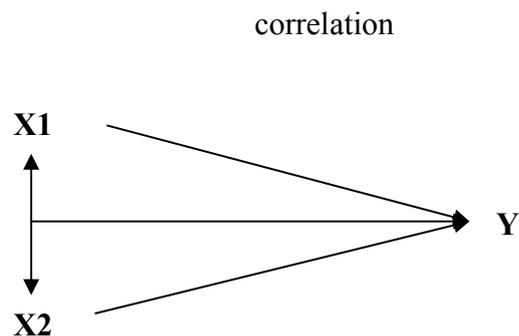
III. RESEARCH METHODOLOGY

A. Research Design

It is clear that this research was a quantitative research. Quantitative research is associated with social survey technique like structured interviewing and self-administered questionnaires, experiments, structured observation, content analysis, and the analysis of official statistics. It implies the application of measurement of predetermined variables, as well as to the gathering and analysis of numerical data.

This research was intended to investigate whether there is correlation of language learning strategies and students' motivation towards their achievement in reading comprehension. The research was conducted by using descriptive survey method. Winarno Surakhmad (1985: 139 in Uniroh, 1990: 27) states that descriptive survey method is a method which simply analyze, classify, and reveal an investigation by using some techniques such as interview, questionnaires, observation or by using test technique, case study, and comparative study. It can happen that descriptive research tries to compare the similarities and the differences of a certain phenomenon or to measure a dimension like in quantitative study (questionnaire, test, interview, etc.) or to make classification, determine correlation one element to another.

In this research, the researcher analyzed the current data that were taken from students' language learning strategies and students' motivation in learning English and their reading comprehension achievement. The data, then, were correlated to find out the correlation each other. The design of the research was presented as below:



Where:

X1 : Students' Motivation

X2 : Language Learning Strategies

Y : Students' Reading Comprehension Achievement

B. Variables

In this research, the researcher identified two variables: independent and dependent variables. Independent variable is the major variable which I investigated. It is the variable which was selected, manipulated, and measured by me as the researcher. Dependent variable, on the other hand, is the variable which I observed and measured in determining the effect of the independent variable. It is a product from interaction of all variables that involve in a research (Setiyadi: 2006). From the explanation, the researcher determined the variables as follow:

1. Motivation and language learning strategies as independent variables because it is assumed that motivation and language learning strategies influence students' achievement.
2. Students' reading comprehension achievement as a dependent variable because it is assumed that achievement is affected by students' motivation and the use of language learning strategies in learning English.

C. Population and Sample

1. Population

The population of this research was the second grade students of SMA Negeri 1 Bandar Lampung in academic year 2010/2011.

2. Sample

In conducting this research, the researcher used *simple random probability sampling*. From all the classes of second grade students, the researcher chose 3 classes randomly.

D. Data Collecting Technique

In collecting the data, the researcher used two techniques: questionnaires and written test of reading.

1. Questionnaires, it is a list of questions and statements to be answered by the students used to measure the students' motivation and language learning strategies used in learning English.

2. Test, it is a set of questions and problems in form of objective test used to measure the students' reading comprehension achievement.

The questionnaires were held in two ways namely: motivation and the use of strategies. There were 70 questions to be answered in these questionnaires. The time to answer these 70 questions was just 60 minutes. It means that every item in the questionnaire had to be answered less than 1 minute. This was done to make the students think fast of the questions and answer it honestly.

1. Questionnaire of Motivation

The questionnaire is often used by the researcher to measure the students' motivation. By using this technique, the researcher wanted to get more sources of the data from the subjects. The researcher gave a set of questionnaires in order to investigate the students' motivation in learning English. The questionnaires instrument consists of 40 items. The questionnaires measure the students' motivation in learning English. The score are based on the Likert Scale and the range of 1 to 4s.

NO	ITEMS	STUDENTS' SCORE			
		a	b	c	d
1	1, 3, 7 (a)	4	3	2	1
2	2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37,	4	3	2	1

	38, 39, 40.				
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Table 1. Students' Score of Questionnaire of Motivation

Each alternative was defined as follows:

A = 4; for high motivated students.

B = 3; for high motivated students.

C = 2; for low motivated students.

D = 1; for low motivated students.

In addition to the indicator of motivation in learning, the researcher takes the indicators from Abin Samsudin Makmun (1983: 33-34) in Uniroh (1990: 32) who categorized motivation in eight factors:

NO	INDICATOR OF MOTIVATION	NO. OF ITEM
1	Duration	1,2
2	Frequency	3,5,6,13
3	Persistence	4,7,17,40
4	The Toughness of Endurance	8,9,12,19,20
5	Students' Aspiration	10,21,22,23,25,26,30
6	Qualification Level of Students' Achievement	28,29,31,32,33,38,39

7	Devotion	11,14,15,16,18
8	Attitude	24,27,34,35,36,37

Table 2. Indicators of Motivation

2. Questionnaires of the Use of Strategies

On the use of strategies, the researcher also used questionnaires; it is called Language Learning Strategies Questionnaires (LLSQ) (Setiyadi, 2006: 76) because the researcher wanted to know their learning strategies in learning English. The language learning strategies was classified within one main area only, that is: reading.

	Cognitive	Meta-cognitive	Social
Reading	Item no.1-10	Item no.11-20	Item no.21-30

Table 3. Strategy Classification of the LLSQ

The researcher gave a set of questionnaires consist of 30 items based on the indicators: meta-cognitive, cognitive, and social. Each item was designed to measure the three strategies. The students were expected to give their answer based on their feeling and experience.

3. Written Test of Reading

This test was held to measure the students' achievement in learning English. This step was conducted to know the students' mastery of English subject, especially in reading comprehension. There were 40 questions in form of multiple choices. The alternatives provided include *a*, *b*, *c*, and *d*. The

correct answer was scored 1 and the wrong answer was scored 0. The time to do the test was 45 minutes.

Since reading skill includes mastering many aspects of language skill and performance such as vocabulary, structure, etc., the researcher in constructing the reading test divided the test into some parts:

- 1) Vocabulary test; it contains understanding noun cluster (compound words). This part becomes common problem for most students in reading; understanding words in context, that is asking the meaning of the underlined words in a sentence.
- 2) Understanding a sentence; it is used to test the students' ability in understanding central idea of the sentence.
- 3) Understanding a paragraph; the text consists of one paragraph only. It is used to test the students' ability in understanding central idea of the paragraph.
- 4) Understanding a text; the text consists of more than one paragraph. This is the main aim of reading test.

NO	READING SPECIFICATION	ITEM NUMBER
1	Vocabulary test	1 – 10
2	Understanding a sentence	11 – 20
3	Understanding a paragraph	21 – 30
4	Understanding a text	31 – 40

Table 4. Reading Specification

In scoring system students' result of the test, the researcher used Arikunto's formula as follow:

$$\text{Score} = \frac{\text{The number of correct answer}}{\text{answer}} \times 100$$

E. Research Procedure

There were ten steps in this research:

- Determining the problem
- Observation
- Selecting and determining the subject
- Determining the research focus
- Formulating the questionnaires
- Determining the way of collecting and analyzing the data
- Preparing the data collecting technique
- Collecting the data
- Conducting English test
- Evaluating and analyzing the data, and
- Making report of the findings.

F. Data Analysis

To see the correlation of students' motivation and language learning strategies and their achievement, the data was analyzed by using *Pearson product-moment correlation coefficient*. To see the *product moment* correlation, we have to see “the coefficient” of its relation ($r = 1$) (see Table 4. *r*-Value Interpretation Table) and the significant value ($p < 0,01$) by using this formula:

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(\sum X^2 - (\sum X)^2)(\sum Y^2 - (\sum Y)^2)}}$$

r value	Interpretation
0,000 to 0,200	Very low
0,200 to 0,400	Low
0,400 to 0,600	Middle
0,600 to 0,800	High
0,800 to 0,100	Very high

Table 5. *r*-Value Interpretation Table

(Setiyadi, 2006: 167)

In addition to reading comprehension test analysis, the researcher also calculates the degree of discrimination (discriminating power) by using the formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Notes: DP = Discrimination Power

U = the proportion of the upper group students

L = the proportion of the lower group students

N = number of students

The criteria are:

- 1). If the value is positive discrimination, it means that more high level students than low-level students get the correct. If the value is zero, it means that no discrimination.
- 2). If the value is negative, means that more low level students than the high level students get the item correct.
- 3). In general, the higher the discrimination, the better. In the classroom situation most items should be higher than 0.20 indexes (Shohamy, 1985: 81).

This is done to find out whether the test (reading comprehension test) can be used as instrument of the research. And by this, the researcher can also improve bad items.

G. Reliability

1. Reliability of the Questionnaires

Reliability analysis was performed to see the internal consistency reliability of the components using the Cronbach's alpha coefficient in which the alpha

ranges between 0 to 1. The higher the alpha, the more reliable is the questionnaire (Setiyadi, 2006: 190-191).

2. Reliability of the Test

To find the reliability of the test, the split-half method is used; that is by dividing the number of the test items into two group: odd and even. The formula is:

$$r_1 = \frac{\sum XY}{\sqrt{\sum X^2 \sum Y^2}}$$

Notes: r_1 = coefficient or reliability between first and second half group

X = total numbers of first half group

Y = total numbers of second half group

X^2 = square of X

Y^2 = square of Y

And after being correlated, the researcher will continue the calculation by using formula of Spearman Brown (Hatch and Farhady, 1982: 268):

$$rk = \frac{2rl}{1+rl}$$

Notes: rk = the reliability of the test.

rl = the reliability of the half test.

The criteria of reliability:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 – 0.49 = low

H. Validity

1. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content. The focus of content validity is on the adequacy of the sample and not simply on the appearance of a test. To assure ourselves of content validity of a test, the content of the test must be carefully defined, and then the test items should correspond to the materials covered in the course.

2 . Construct Validity

Construct validity is concerned with how well the test represents the subject matter content of behaviors to be tested. The procedure for determining content validity is to compare the test content with the universe of content or behaviors supposedly being measured.

IV. FINDINGS AND DISCUSSION

As mentioned in Chapter I, this research is intended to find out the correlation of students' motivation and language learning strategies towards their reading comprehension achievement. The research was conducted in SMA Negeri 1 Bandar Lampung, 2010; the subjects of this research were the second year students of Class XI-IPA and the sum of the students was 120 students. There are 3 classes here, which each class consist of 40 students (*see Table 6*).

In getting the data, the researcher used questionnaires and reading test. The questionnaires were used to get information about the students' language learning strategies and measure the students' motivation.

A questionnaire of Language Learning Strategies (LLSQ) (Setiyadi, 2006: 76) was modified for use in this study. 30 question items were employed, with a 4-point Likert-type response scale ranging from *always or almost true of me* (4 points), *usually true of me* (3 points), *usually not true of me* (2 points) to *never or almost never true of me* (1 point).

Meanwhile, the questionnaire of motivation developed by Abin Samsudin Makmun (2006: 76) was modified for use in this study. 40 items of question were employed, with a 4-point Likert-type response scale ranging. Point *a* and *b* represent high motivated students. Point *c* and *d* represent low motivated students.

The last, student's reading test was used as an indicator of students reading comprehension achievement. Reading test was conducted after students had finished fulfilling the questionnaires.

A. Reliability of the Instruments

Reliability can refer to the tendency toward consistency found in repeated measurements of the same phenomenon (Carmines & Zeller, cited in Setiyadi, 1999). It can also refer to stability of measurement over time, an approach which was not suited to the current investigation. In assessing internal consistency, the Cronbach Alpha is the most appropriate reliability index to be used on continuous data. The reliability of questionnaire was computed by using Cronbach Alpha Coefficient in which the higher alpha ranges between 0 and 1. The data shows (*see appendix 8*) that the reliability coefficient of questionnaire of motivation is 0,586, it means that the questionnaire is high and applicable to be used to measure students' motivation. Questionnaire of motivation is classified based on eight indicators: duration, the frequency of students' activity, persistence, the toughness of endurance, aspiration of students, qualification level of students' achievement, devotion of students and students' attitude.

The other questionnaire is Language Learning Strategies Questionnaires. The data of language learning strategies questionnaire shows that the reliability coefficient of questionnaire is 0,713. It means that the questionnaire is very high and can be used to measure students' learning strategies (*see appendix 10*).

Questionnaires of language learning strategies were divided into 3 classifications, namely: cognitive, meta-cognitive, and social strategies which consist of 10

questions for each strategy. Therefore, there were 30 questions gave to the students.

To measure the students' reading comprehension achievement (Y), the writer used objective test by using multiple choice test. Each item provided four alternative answers (options) *a*, *b*, *c*, and *d* in which most of items were written in Indonesian language. This was done to avoid the students' confusion in understanding the options, since the option itself was considered not to be the aim of the test. The main aim of the test is to see if the students really understand what they read. But in practice, most students do not understand the options which are written in English; they just then, guess any option. Here, in constructing reading test, the writer divided the test into some parts, they are: vocabulary test, understanding a sentence, understanding a paragraph and understanding a text. Each of those was represented by 10 questions, so that there were 40 questions to be answered (*see Table 4*). From the data analysis, it is gained that the reliability coefficient of reading test was 0,546. It means that the reading test was very high and can be used to measure students' reading comprehension achievement (*see appendix 12*).

B. Validity of the Instruments

An instrument can be said valid if the instrument measures the object that should be measured, and suitable with the criteria. To measure whether the instrument has good validity or not, the researcher used Construct Validity. It focuses on the kind of the test that is used to measure the ability. It is used to the research which has many indicators. According to Setiyadi (2006: 26), if the instrument just measures one aspect, for example students' motivation; the construct validity can

be measured by evaluating all items in the test. If all items have measured students' motivation, this instrument has fulfilled construct validity. To measure construct validity as a language test is often used The Static Correlation Pearson-moment between aspects, instrument of language test, it means that the construct validity has been fulfilled. The criteria were used is if $r_{\text{value}} > r_{\text{table}}$, means that the question is valid and vice versa. From the data analysis (*see Appendix 7, 9, and 11*), it is gained that $r_{\text{value}} > r_{\text{table}}$. So that it can be said that the data analysis of this research is valid.

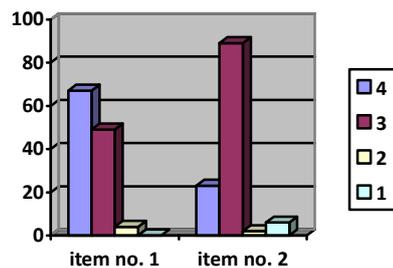
C. The Correlation of Students' Motivation and Their Reading

Comprehension Achievement

Questionnaire of motivation was distributed to measure the students' motivation in learning English. There were 40 questions in this questionnaire which indicate eight indicators, namely: duration, the frequency of students' activity, persistence, the toughness of endurance, aspiration of students, qualification level of students' achievement, devotion of students and students' attitude.

C.1. Duration

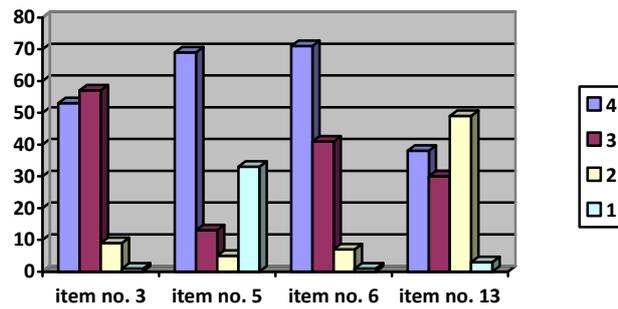
In the duration of students in learning English, the researcher wanted to know the ability of students to use time in doing activity in learning is. There are 2 questions represent this indicator; those are item no. 1 and no. 2



From the chart, it can be seen that students' answers tend to be positive. For item no.1, 67 students learn English more than 90 minutes beside their learning time at school, 49 students learn English about 61- 90 minutes and the rest learn under 60 minutes. The effective time for them to follow the learning process (item no.2) is 60-89 minutes; it was answered by 89 students. About 23 students answer that they can follow the learning process during more than 90 minutes, 2 students can follow it about 30-59 minutes and the rest (6 students) can follow it effectively only less than 30 minutes. It can be concluded that the effective time for the students to follow learning process is about 90 minutes.

C.2. Frequency

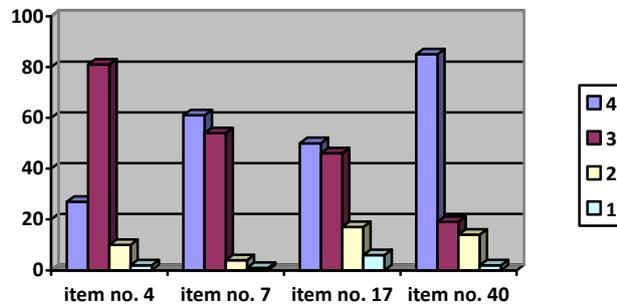
The frequency of students' activity in learning English was represented by 4 questions of item no. 3, 5, 6, and 13. Here, the average students frequency in following English class is about 4 times a week. To prove this, we can see it in the chart and explanation below.



For the question no. 3, 53 students answered that they learn English more than 4 times a week, 57 students learn English 3-4 times a week, 9 students answered only twice a week and 1 student just learn English once a week at home. Related to the question no. 3, question no. 5 asked the students of the frequency they follow English activity in the class. For this question, 69 students answered that they follow the activity of learning English about 4 times or more, 1 students answered 3 times, 5 students answered twice, and 33 students answered that they just follow the activity of learning English once a week. Question no. 6 asked the students of their frequency in reading English newspaper/magazine. Here, 71 students answered that read English newspaper/magazine everyday, 41 students answered “often”, 7 students answered “sometimes”, and 1 student answered “never”. The frequency of following English TV program was asked by the question no. 13. 38 students answered that they follow any English TV program, 30 students answered 2-3 times a week, 49 students answered sometimes, and 3 students answered never.

C.3. Persistence

The persistence of students in learning English was represented by the questions no. 4, 7, 17, and 40.

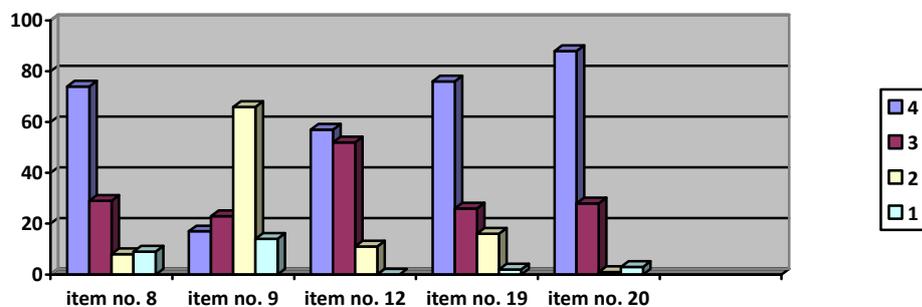


Teachers usually give some assignments to the students, some students finish the assignment well and others do not finish it well. To submit the assignment, teachers give limit time to the students (item no.4). Here, only 27 students finish the assignment on time, 81 students sometimes late, 10 students often late, and 2 students do not finish the assignment at all. Almost all the students finish the assignment given by the teachers late (item no. 4), here only 50 students can finish the assignment well (item no. 40), 46 students finish the assignment that they can do, 17 students do not finish it because they forget, and 6 students cheat their friends' work. Besides that, teachers usually ask the students to study as well as possible. About this question (item no. 7), 61 students answered that they learn English after school, 54 students answered that they learn English every time they have spare time, 4 students learn English if they get score, and 1 student learn English if they have a test or other assignments. The persistence of the students in following the teaching learning process was asked by question no. 17. Here, 85 students answered that they follow the teaching learning process well, 19 students listen the material given by the teacher, 14 students answered sometimes, and the

rest (2 students) answered often do not pay attention to the material that was taught. From the result of data was taken, we can conclude that many students have strong tenacity in learning English.

C.4. Toughness of Endurance

This indicator illustrates toughness of endurance of students in solving the difficulties of learning English and facing its problems or obstacles. There are 5 questions represented this indicator, those are item no. 8, 9, 12, 19, and 20.



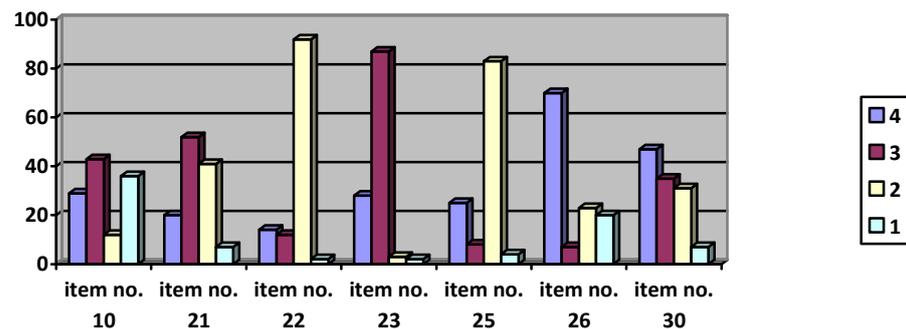
Many students feel difficult in understanding the material explained, when they facing this problem 74 students asked the teacher of the material they do not understand yet, 29 students asked their friend, 8 students just wait for the next explanation (if there is), and 9 students only quiet. The difficulty of following the material can be also from their friend, here 17 students keep studying when they were bug by their friend, 23 students keep studying while talking, 66 students choose not to study and 14 students stop studying. To solve their problem when feeling difficulties in learning English, 57 students discussed it with their friends and asked for help from their teacher, 52 students only discussed it with their friends, and the rest (11 students) passed the material they do not understand. One

of the ways to comprehend their English can be by listening to English song.

When the students listen to English song, 88 students often find the meaning of the song, 28 students answered sometimes, 1 student only find the meaning of the song if it is assigned, and 3 students answered that they never find the meaning of an English song.

C.5. Students' Aspiration

Including in this indicator is how the students to purpose their target. There are 7 questions represented this indicator. Those are item no. 10, 21, 22, 23, 25, 26, and 30.

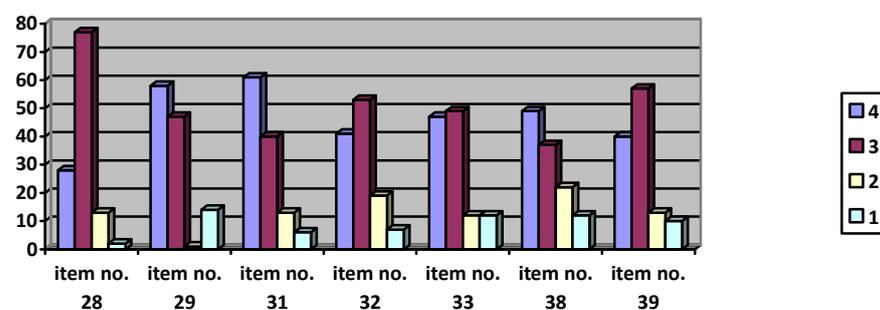


Some targets are presented in this indicator. In the question no. 10, the students are expected to be able to follow English speech contest held by their school, 29 students administer themselves and follow it, 43 students considered to follow it and asked their friends' suggestion, 12 students just chose to watch and spirited the participants, others ignored the speech contest. In order to reach their target in English, students should have some English sources (item no. 21), such as: English magazine, English newspaper, or book. Here, there were 20 students who

have more than 10 English sources, 52 students have about 6-10, 41 students have only less than 5, and others have nothing. For having these sources, 14 students searched and bought it by themselves, 12 students asked another person to buy it, 92 students got it by borrowing or being presented, the rest (2 students) don't have any efforts in searching any English sources because they are not interested in.

Another effort to reach their target in learning English is done by following English lesson, 28 students still follow English lesson, 87 students have ever followed English lesson and still want to follow, 3 students have ever followed English lesson but do not want to follow it anymore, the rest (2 students) never follow any English lesson. For all the students, to be success in learning English, one of their efforts (item no. 25) is following English course (25 students), re-open the lesson at home (8 students), but there are some students who study just when they face the examination (83 students), and not study at all since they feel that they have already mastered the material very well (4 students). In their spare time (item no. 26), some students (70 students) usually expanding their ability including learning English, 7 students read and write some information in English, 23 students go to vacation, others (20 students) just stay at home and do nothing.

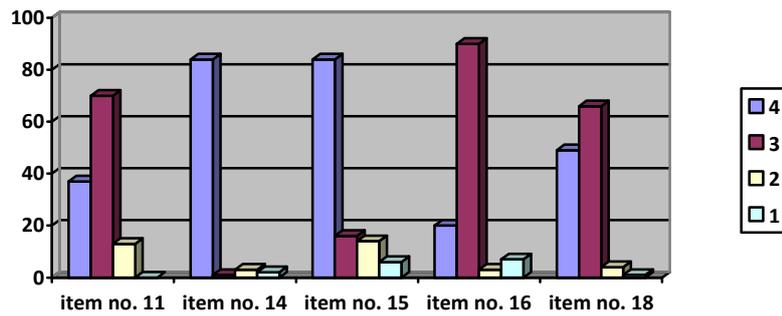
C.6. Qualification Level of Students' Achievement in Learning English



Many questions of students' feeling (item no. 28) arise after the process of learning English, some students feel that they really want to learn English (28 students), some others (77 students) feel that learning English make them really want to communicate with native speakers, but there are some students (13 students) who just follow English lesson in order to make their teacher are not angry, the rest (2 students) follow English lesson just because of in shame with other students. The students' feeling is in line with their wish in learning English (item no. 29), here there are 58 students who wish to add their knowledge, some students (47 students) wish to master English well, but some students wish to get high score in English (1 student), or just to gather with their friends at school (14 students). Learning English activity (item no. 31) can be fun, if it is done with other friends (61 students), but seems that some students only cooperate with other friends sometimes (40 students), some students choose to self-study (13 students), and the rest do not study at all (6 students). Learning English is very useful, but only some students (41 students) feel that English is very useful for their future, some others 53 students feel English is good enough for their future, the rest feel that English is less (19 students) or even useless for their future (7 students).

C.7. Devotion

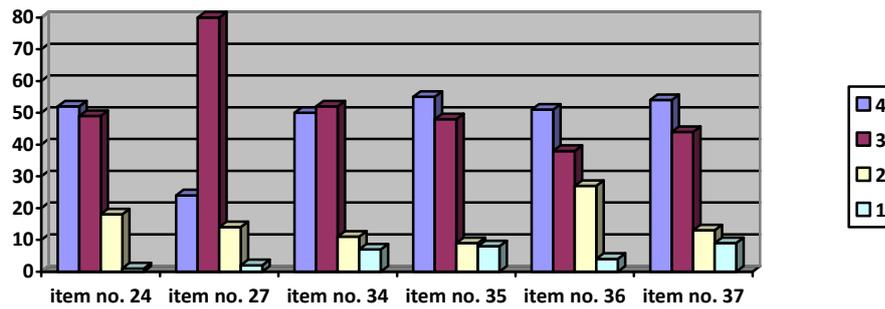
The devotion of students to get the objective of learning English, for instance: thought, time, money, effort, etc.



Sometimes, when we learn English there are many barriers we faced in learning English. If it is rain when they are going to go to the lesson, most students still come to lesson though no umbrella. Beside there are still some who choose to be absent. In English, sometimes students need to translate the English text into Indonesian. But when they do not have dictionary, 82 students try to find dictionary in the library or try hard to get dictionary. In item number 15, they were asked of how is they effort to face the examination while their material borrowed by their friends. Here, more than 80 students answered that they tried to find the material though it waste their time. From several items were asked in this indicator and the data in the chart above, we can conclude that students have strong efforts to make their learning process run well.

C.8. Students' Attitude

The students' attitude to the purposes of learning English can be seen in the chart and explanation below.



Almost all the students said that English is very important to be learned. At the rate of 51 students said that it is very important especially in science and technology, 49 students said English is important, the rest said that English is less important to be learned. To follow up this question, on the next question they were asked of their opinion of conducting English conversation club, more than 100 students answered that they agree (79 students answered agree and 24 answered very agree), the rest answered that they are less agree (14 students) and they are not agree (3 students). When they were asked to write about their curriculum vitae in English, 53 students answered that they are very agree, 48 students answered that they are agree, the rest are less agree (12 students) and not agree (9 students). From the questions asked above, we can see that their attitude tends to be positive of English. It can be proved from the chart above, where almost all the students tend to answer with *a* and *b* for each question in this indicator.

From the questionnaire of motivation, it is gained that the *mean* of questionnaire of students' motivation was 125,86 with the *standard deviation* 9,952.

Meanwhile, the *mean* of students' reading test was 26,17 with the *standard deviation* 4,711 (see appendix 13). The data in appendix 13 also shows the

correlation of students' motivation and their reading comprehension achievement. From the data analysis, we can see that between students' motivation and their reading comprehension achievement were positively correlated. Students' motivation and their reading comprehension achievement have a correlation at the rate of 0,406. It means that the higher they motivate themselves, the better their reading comprehension achievement.

The positive correlation between the students' motivation and their reading comprehension achievement in this study also supports the finding in a study carried out by Uniroh (1990: 78). Her finding suggests a hierarchical relationship between students' motivation and their reading comprehension achievement.

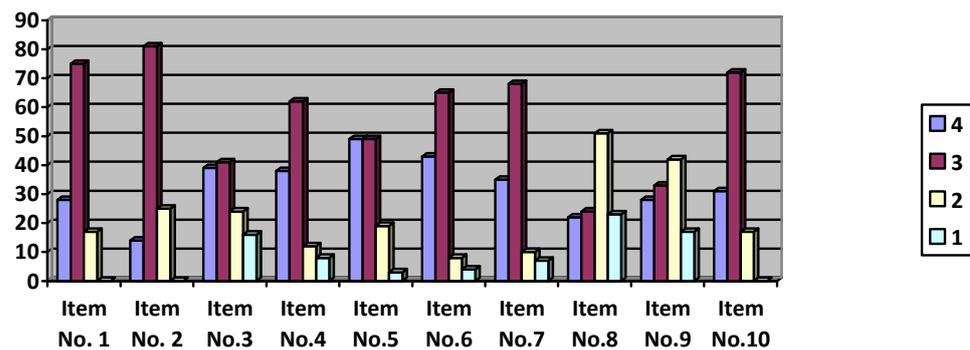
D. The Correlation of Students' Language Learning Strategies and Their Reading Achievement

As a basic classification scheme, cognitive, meta-cognitive, and socio-affective were used to identify language learning strategies implemented by the students. The three categories mentioned above were considered initially for collecting data since they were also common terms utilized by language learning taxonomies (Setiyadi, 1999).

D.1. Cognitive Strategy

In language learning strategies, cognitive strategies may include many activities that take place in the brain while the language tasks are at hand. By using cognitive strategies, language learners use their mental process while they are learning a language. In Oxford (1990b) cognitive strategies include reasoning,

analyzing, summarizing, and practicing. Sherrod (1982) in Agustina (2002) says that cognitive psychologists are concerned with how people attend to information in the environment and how they process that information in their brain. From the definition above, it is clear that cognitive process include all activities related to mental processing. In relation to language learning strategies, the cognitive category may include all activities that take place in the brain in order to acquire a foreign language. It may concludes intelligent guessing, looking for patterns from sentences, inference, association, summarizing, grouping in the mind, deduction, imagery, and other mental.

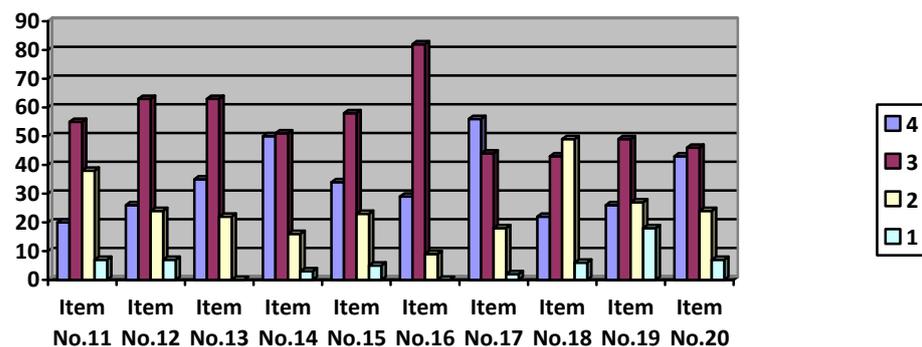


There are 10 questions represented this language learning strategy. 75 students tend to answered with scale 3 (usually true of me) to understand the unknown words in English while they are reading, by guessing it from the instructions available, 28 students answered with scale 4 (always or almost true of me) at the rate of 17 students answered with scale 2 (usually not true of me) and none answered with scale 1 (never or almost never true of me). To learn English by reading any source in English 14 students answered with scale 4, scale 3 was answered by 81 students, 25 students answered with scale 2 and none answered with scale 1. 41 students answered with scale 3 to correlate the way of spelling

words in English to the same words in Indonesian in order to understand the meaning, 39 students answered with scale 4, 24 students answered with scale 2 and the rest (16 students) answered with scale 1. From 4 scales in each question students tend to answer with scale 3 for the question number 4. At the rate of 62 students answered with scale 3 in trying to understand sentence by analyzing the pattern. To answer the question number 5 (students tried to translate words by words), scale 4 and 3 were answered by 49 students, the rest 19 students answered with scale 2 and 3 students answered with scale 1. There are 43 students who always or almost use their background knowledge and experience to understand any source of reading. Using the key words to understand the main idea is always done by 35 students, 68 students used it but not always, 10 students usually not did it, and 7 students never did it. 51 students tend to answer with scale 2 which means usually not true of me in answering the question number 8. In the question number 8, the students were asked whether they read any source of reading loudly, the rest about 22 students answered with scale 4, 24 students answered with scale 3 and 23 students answered with scale 1. Only 28 students who always make notes to remember the main idea, 33 students do it but not always, 42 students do not make notes to remember the idea and the rest (17 students) never make any notes to remember the main idea. For the last question of this language learning strategy, many students (72 students) prefer to understand the main idea through the words. From 10 questions were asked, many students who tend to use cognitive strategy by reading any source in English and then translating word by word.

D.2. Meta-cognitive Strategy

Meta-cognitive involves self awareness to plan or direct, monitor, evaluate, or correct what has been done in learning English (O'Malley and Chamot, 1990: 44). These strategies are seen to be higher level processes because of their controlling role in cognition. These strategies also referred to as self-management strategies, are utilized by learner to oversee and manage their learning (Wenden, 1991a: 25). By using meta-cognitive strategies, learners are aware of and control their effort to use particular skills and strategies.

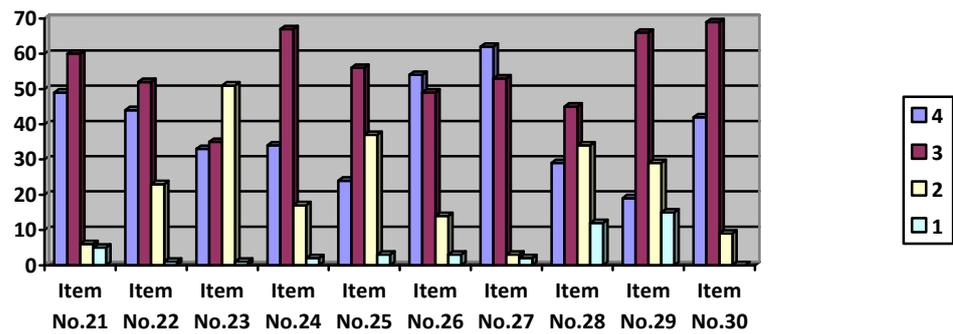


from the chart above, we can see there that almost all the questions have high identification in scale 3 (usually true of me). Here, 55 students answered with scale 3 to evaluate their mistakes by reading a text, 38 students answered with scale 2, 20 students answered with scale 4 and the rest (7 students) answered with scale 1. At the rate of 63 students choose certain topic or material to be read. After that, these 63 students also re-check their understanding after reading the source of reading. 51 students answered with scale 3 when they were asked their way to understand any source of reading by analyzing the difficulties that they

have 50 students answered with scale 4, 16 students answered with scale 2 and only 3 students answered with scale 1. In reading, 58 students use keywords and repeat it for themselves, these 58 students identified scale 3 to answer this question, 34 students answered with scale 4, 23 students answered with scale 2, and the rest (5 students) answered with scale 1. Many weaknesses students have in reading. To cover this, 82 students give their special attention to their weaknesses while they are reading. 56 students give more attention to read their favourite book or source of reading. Usually the students have certain strategies in understanding reading, there are 65 students who have certain strategies in understanding reading, here 22 students answered with scale 4 and the rest (43 students) answered with scale 3. From these 65 students who have certain strategies in understanding reading, there are only 49 students who evaluate their strategies. To find meaning of difficult words, 49 students prefer to find out the meaning by using dictionary. There are many weaknesses that students have during their reading. They realize it and try to make it better. Almost all the students pay special attention to the weaknesses they have in reading.

D.3. Social Strategy

To explain the concept of this strategy, it is useful to refer to social psychology. Social psychology is the branch of psychology that deals with social life, the behavior of people in groups and the behavior of individuals in social settings (Statt in Setiyadi, 1999). The social category developed in this study includes individual activities in social settings aimed to acquire another language. An example of this would be writing letter to friend in order to have the opportunity to practice English.



Social strategy refers to one relation to others. In this strategy, we discuss students' relation to others. Students' relation to others can be important for them to make their process in improving their reading comprehension run well. 60 students discuss any reading source to their friends. When they do not understand the main idea of reading, 44 students always ask their teacher or friends, 52 students do the same thing though not always. Reading letter from pen friends can be a strategy to improve their reading comprehension. There are 68 use this strategy as their way to increase their reading comprehension (33 students answered with scale 4 and 35 students answered with scale 3). In reading, cooperative environment can make students learn well. 34 students answered with scale 4 of this question, 67 answered with scale 3, 17 students answered with scale 2 and only 1 student answered with scale 1. When they make a mistake in reading aloud, 56 students ask their friends or teacher to correcting their mistakes. 54 students prefer learning activity in group to individual learning activity. According to 62 students, their relationship to others in learning activity is an important thing for them. To find out the meaning of difficult words, 66 students prefer ask their friends or teacher to use dictionary. Competition to others can be

one of way for the students to learn well. 69 students answered with scale 3 to this question, 42 students answered with scale 4, 9 students answered with scale 2 and none answered with scale 1. From all the questions that were answered by the students above, it can be said that many students prefer to learn in group to individual, because learn in group give them chance to share with others.

The findings indicate that the students explored in this study were not significantly different in using language learning strategies among the students because of all the strategies were used by the students. It was showed by the data that the mean score of cognitive was 29,5833, meta-cognitive was 29,8917 and social was 30,1417 (see *appendix 15*). It means that the students used social strategies more frequently than cognitive strategies and meta-cognitive strategies.

From Language Learning Strategies Questionnaires, it is gained that the *mean* of questionnaire of students' language learning strategies is 89,53 with the *standard deviation* 10,537. Meanwhile, the *mean* of students' reading test is 26,17 with the *standard deviation* 4,711 (see *appendix 14*).

The data in *appendix 14* shows the correlation of students' language learning strategies and their reading comprehension achievement that was positively and highly correlated (0,612). It means that the more frequent they use any language learning strategies, the better their reading comprehension achievement. From these three strategies classification, cognitive strategies has highest correlation to the students' reading comprehension (0,286), followed by social strategies (0,239) and meta-cognitive strategies (0,211).

The positive correlation between the students' strategies and their reading comprehension achievement in this study also supports the finding in a study carried out by Agustina (2002: 33). Her finding suggests a hierarchical relationship between students' language learning strategies and their success in learning English.

E. The Correlation of Students' Motivation and Language Learning Strategies and Their Reading Comprehension Achievement

To explore how students' motivation and language learning strategies relate to their reading comprehension achievement, correlation analysis was undertaken. The result of the analysis shows that the students' motivation and language learning strategies are significantly correlated toward students' reading comprehension achievement.

The correlation of language learning strategies used by the students and their motivation have been identified based on *mean* scores of motivation and the use of language learning strategies (*see Appendix 15*).

From the descriptive statistics table in *Appendix 15*, we can see that *mean score* of students' reading test is 26,17 with the *standard deviation* 4,711, students' motivation has *mean score* 125,86 with the *standard deviation* 9,952 and students' language learning strategies has *mean score* 89,53 with *standard deviation* 10,537.

The data in correlations table (*see Appendix 15*) shows the inter-correlations among those three variables, which are: students' motivation, students' language

learning strategies and their reading comprehension achievement. From the data analysis, we can see that students' language learning strategies has bigger correlation to the students' reading comprehension achievement (0,612) than students' motivation to the students' achievement in reading comprehension (0,406).

The result of data analysis shows that students' motivation (x1) and language learning strategies (x2) give high and significant contribution towards students' reading comprehension achievement. The data (*see Appendix 15*) shows that $r = 0,643$, means that each of variables contributed 64,3% towards students' reading comprehension achievement. But between these two variables, language learning strategy has higher and more significant influence towards students' reading comprehension achievement.

F. Hypotheses Testing

F.1 Testing of First Hypothesis

H^0 There is no correlation of students' motivation and their reading comprehension achievement.

H^1 There is correlation of students' motivation and their reading comprehension achievement.

The data in *appendix 13* shows the correlation of students' motivation and their reading comprehension achievement. From the data analysis, we can see that between students' motivation and their reading comprehension achievement were positively correlated. Students' motivation and their reading comprehension

achievement have a correlation at the rate of 0,406. It means that H^0 rejected. In other words, we can say that there is correlation between students' motivation and their reading comprehension achievement in SMA Negeri Bandar Lampung.

F.2 Testing of Second Hypothesis

H^0 There is no correlation of language learning strategies employed by the students and their reading comprehension achievement.

H^1 There is correlation of language learning strategies employed by the students and their reading comprehension achievement.

The data in *appendix 14* shows the correlation of students' language learning strategies and their reading comprehension achievement that was positively and highly correlated (0,612). It means that H^0 rejected and H^1 accepted. From the data analysis, we can conclude that there is correlation of language learning strategies employed by the students and their reading comprehension achievement in SMA Negeri 1 Bandar Lampung.

F.3 Testing of Third Hypothesis

H^0 There is no correlation of students' motivation and language learning strategies employed by the students and their reading comprehension achievement.

H^1 There is correlation of students' motivation and language learning strategies employed by the students and their reading comprehension achievement.

The result of variant analysis shows that $f = 41,167$ with $p = 0,000$ ($p < 0,001$). It means that H^0 rejected. From the data analysis, it can be concluded that students' motivation and language learning strategies are significantly correlated to the students' reading comprehension achievement in SMA Negeri 1 Bandar Lampung.

E. Discussion of Findings

After distributed questionnaire of motivation and also questionnaire of language learning strategies, test of reading was conducted. This test was conducted to measure students' achievement in reading comprehension. The time to do the test was 60 minutes which during these 60 minutes the students were instructed to answer 40 questions in form of optional questions.

During the research, the researcher found the problem in instructing the students to fill the questionnaires honestly and independently, especially in filling the questionnaire of motivation. In filling this questionnaire, some students answered the questionnaire knavishly. It seems that they tried to show that they had high motivation in learning English. To solve this, the researcher had always stressed the students to fill it honestly and told them that the result of the questionnaires would not affect to their final score in English subject. But the other problem rose, the students thinking nothing of the questionnaires were given and answered it triffledly. Again and again, the researcher always reminded them that the result would not affect to their final score in English. All they had to do was just to fill the questionnaires honestly based on their own experiences and answered it fastly.

One important factor influenced students in learning English is motivation since it is assumed that the students with strong motivation will learn more effective and easier in comprehending their English ability, especially in reading comprehension. Beside motivation, language learning strategies are also important in learning process. Some students who use language learning strategies can comprehend and process the information in reading skill that is given by their teacher in their school while they are learning English. So, it can be concluded that motivation and language learning strategies have correlations in comprehending students' reading achievement.

Based on the result of the research, it can be said language learning strategies and motivation have correlations with students' reading comprehension achievement. But if it is compared, language learning strategies are more correlated significantly than students' motivation towards their reading achievement. It can be seen from the result of data analysis where almost all the students tend to use language learning strategies in comprehending their reading. All of variables in language learning strategies have high *mean* score.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of data analysis, the researcher drew the conclusion as follows:

1. There is a correlation between students' motivation and their reading comprehension achievement in SMA Negeri 1 Bandar Lampung. It can be seen from the result of data analysis which shows $r = 0,406$ and $p = 0,000$ ($p < 0,001$). It means that students' motivation is positively correlated to the students' reading comprehension achievement, since for r -value between 0,400 and 0,600 is categorized as middle. It can be shown from the result of data analysis which shows that the students have high frequency in learning English (about 4 times a week), strong tenacity in learning, they are very tough in solving the difficulties in learning English, strong efforts to make the process of learning English run well, and their attitude towards English which tend to be positive. The result of data analysis also means that the higher the students motivate themselves in learning English, the higher their reading comprehension achievement.
2. There is a correlation between language learning strategies employed by the students and their reading comprehension achievement in SMA Negeri 1 Bandar Lampung that can be seen from the result of data analysis which

shows $r = 0,612$ and $p = 0,000$ ($p < 0,001$). It means that language learning strategies is positively and significantly correlated to the students' reading comprehension achievement, since for r -value between 0,600 and 0,800 is categorized as high correlation. Many students employed any strategies in language learning to improve their reading comprehension achievement, such as: reading any English sources and translating it word by word, to overcome their weaknesses in reading comprehension, they pay special attention to the weaknesses they have in reading, and learn in group to share about their problems in reading comprehension. The result of data analysis means that the higher the use of language learning strategies, the higher their reading comprehension achievement.

3. There is a correlation of students' motivation and language learning strategies employed by the students on their reading comprehension achievement in SMA Negeri 1 Bandar Lampung. It can be seen from the result of data analysis which shows $r = 0,643$ and $p = 0,000$ ($p < 0,001$). It means that language learning strategies and students' motivation are positively and significantly correlated to the students' reading comprehension achievement, since for r -value between 0,600 and 0,800 is categorized as high correlation. The result of data analysis means that the higher the use of language learning strategies and students' motivation, the higher their reading comprehension achievement.

B. Suggestions

Considering conclusion above, the writer proposes some suggestions as follows:

1. English teachers should motivate their students in learning English more and more. There are many ways to motivate the students in learning English, one of which is by using certain language learning strategies in comprehending students' ability in learning English, for example: cognitive strategies, meta-cognitive strategies or social strategies.
2. Every student should employ language learning strategies in trying to make sense of ideas. Some findings of language learning strategies showed that language learning strategies had a high contribution in achieving students' goal in learning English. It makes the process of learning run well and easier.