ABSTRACT

THE CORRELATION OF LANGUAGE LEARNING STRATEGIES TOWARDS READING COMPREHENSION AT FIRST GRADE OF SMAN 14 BANDAR LAMPUNG

By
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Reading is considered as receptive skills, where the students do not need to produce the language. In other words, the students have to concentrate on the written materials. Teoretically speaking, reading is considered as complex subject to study. Naturally reading consist of some elemets, 1) detrmining main idea, 2) identifying specific information, 3) inference, 4) reference, and 5) vocabulary items. This fact consequently will influence the students' achievement if they have their own preferences and techniques when they are learning. Therefore, learning strategies are needed to make the learning process more effective. The learning strategies employed by the students in comprehending reading text would significantly determine how the students who used good strategies would be able to answer the reading test items well.

The objective of this research were to find out the type of language learning strategy that was used by students in reading comprehension and to find out the correlation of using language learning strategies toward reading comprehension at first grade of SMAN 14 Bandar Lampung in the academic year 2014/ 2015.

This research was conducted to 30 students in class X.9 at SMAN 14 Bandar Lampung. In determining the sample, the researcher used purposive sampling. Questionnaire of language learning strategies and reading comprehension test were given as the instruments. The questionnaire consisted of 20 items about learning strategies in reading. Then, thee reading test was administered with 50 questions. In analyzing the data, Pearson Product Moment formula was used to find out the correlation of language learning strategies towads reading comprehension.

The results showed that there were 15 students who used cognitive strategy, while there were 9 students who used metacognitive strategy and social strategy were 6 students. Then, the result of *One-Way ANOVA* showed that F for cognitive strategy was 37.18 with p= .000, F for metacognitive strategy was 15.75 with

p= .000, and F for social strategy was 5.97 with p= .001. The results mean that H1 was accepted, so that the cognitive, metacognitive, and social strategies were statistically significant to reading comprehension. Considering the result of the analysis, all the language learning strategies are principally worthy since they could help students to be successful learners. The problem is that how they will utilize those strategies in the effort of assisting themselves in learning English, especially in reading comprehension.

Keywords: language learning strategies, correlation, reading comprehension