

## **Abstract**

### **THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGIES AND TEXT TYPES IN STUDENTS' READING COMPREHENSION AT SECOND YEAR OF SMPN 1 BATANGHARI**

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Learning strategy is ways students use to understand and remember new information they encounter in reading types of text because students have difficulties to comprehend reading material. Therefore, the objectives of this research are to find out whether there is any correlation between students' learning strategies and text types in students' reading comprehension; and to find out which learning strategy is mostly applied by students in reading.

This research was quantitative by nature. It used a co-relational study of ex post facto design. The samples of the research were selected by using simple random sampling from the students of the second year. One class, 8.B class, was taken as the sample of the research which consisted of 30 students. The data were collected by means of test and analyzed by using SPSS at the significant level 0.05.

Based on the data analysis, the result shows that there is a correlation between students' learning strategies and text types in students' reading comprehension. It can be found that the  $r_{xy}$  are 0.416 (on descriptive text) and 0.403 (on recount text) with N 30 at  $\alpha = 0.05$  while  $r_{table}$  is 0.3494. Thus,  $r_{xy} > r_{table}$ ; meaning that there is correlation of the two variables which are categorized as moderate correlation. Therefore, the research hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. The result also shows that metacognitive strategies are mostly applied by students in reading. It has been found that the mean of cognitive learning strategies is 32.1, metacognitive strategies is 32.33, and socio-affective strategies is 28.5.

The researcher suggests that the English teacher should apply *metacognitive strategies* such as planning for learning, thinking about the learning process as it takes place, monitoring one's production or comprehension, and evaluating learning after an activity is completed in teaching reading. This strategy is one of alternative strategies especially because it has been found that the strategy can make them successful in learning reading. However, the students should not disregard other factors such as linguistic factors: vocabulary, sentence structure, and rhetorical features; and non linguistic factors: background knowledge, attitude, and motivation.