The Correlation Between Teacher's Strategies and Students' Reading Comprehension Achievement

Dody Sugiarto[1], Hena Oktaliana Nur Imani [2]
[1] IAIN Syaikh Abdurrahman Siddik Babel
[2] IAIN Syaikh Abdurrahman Siddik Babel

ABSTRACT

The objective of this study was to find out the teacher's strategies, the personality differences between male and female students, the students' reading achievement, and the correlation between students' personality and their achievement in reading of tenth grade students. Furthermore, the limitation of this study were 1) the purpose of reading focused on reading to search for simple information, reading to learn from texts, and reading for general comprehension, 2) type of reading was intensive reading, extensive reading. The research method used was quantitative with a correlational design. The sample of this study were 2 classes consisting of 33 students of the tenth grade of a public school in Pangkalpinang, Bangka Province. The data were analyzed by using Pearson Product-Moment Correlation. The result showed that the rxy (0.945) was higher compared to $rtable$ at significant level 5% (0.344). Thus, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. Furthermore, there was a significant correlation between teacher's strategies and their achievement in reading. In conclusion, teacher's strategies influenced their achievement in reading.

Correspondence:
Dody Sugiarto
Email: dody.sugiarto88@gmail.com

Introduction

Reading is one of the language skills which is very important to be learned by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they don't know before. By reading, people may get a lot of information.

Reading is also very important for English learners because reading can enlarge their knowledge, vocabulary, and information. Reading helps children to develop their language skill to open up new world and enrich their live to enchase, to improve their hand-eye coordination and to provide them with fun activity (Devito, 2009). It is arguable that reading is important part in developing students' knowledge. Reading is important skill for English language learners today's world, it supports the development of overall proficiency and provides access to crucial information at work and in the school (Komiyama, 2013). Through reading, students can gain and add knowledge about many subject and reading also gives students pleasure.

Reading is perceived as a written text in order to understand the contents. The understanding that result is called reading comprehension. Reading is about how to understand a written text. It is a complex activity that involves both perception and thought (Bernhardt, 2005). Reading consists of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. What we know about reading is mostly based on studies conducted in English.

English language teaching (ELT) educators face the challenge of teaching in second language readers the skill needed to successfully comprehend reading materials (Harwood, 2010). Especially they need to develop appropriate materials to explicitly teach second language readers how to foster these many skills. The goal of teaching and learning is to produce and comprehend language that are spoken and written.

Some people think that successful English learner is a person who can speak English fluently. They don't know that a person who is said a success English learner is a person who is master in all of English skills.

In teaching and learning process, most of teachers in Indonesia commonly have some problems, one of them is the teaching strategy. Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has been planned (Harmer, 2007). In other words, teaching strategies are approaches to teaching students. The teachers have to apply the strategy to balance between the methods the teacher uses and the way the teacher applies the material. Furthermore, Nunan argues that "success in teaching depends on many factors one of them is teaching strategies. In fact, it is probably true to say that more time is spent on teaching reading than other skills".

This research was in SMKN 4 Pangkal Pinang that was located in Pangkal Balam Bangka Belitung province. One of the teachers of this school said in SMKN 4 Pangkal Pinang the students' capability to comprehend reading texts is still have needed guidance from their teachers it's shown when the students read the short text they always asked the meaning of vocabulary to the teacher even we're also students who are quiet although they did not understand what they read. The students also had negative belief and low motivation in foreign language learning, especially mindset reads English texts. This situation requires and the teacher to change the students' mindset and motivation and comprehend English texts in order to improve their reading comprehension skill.

Based on the statement above, the teacher has to have a strategy to motivated the students read. By applying the correct strategies in teaching and learning process, the teacher hopefully to evoke the students' motivation to read. In the class according to the students they found the learning to-activities monotonous.

The phenomenon above showed that strategy in teaching and learning process is very important. In addition, teacher's strategy is one of crucial factors which influences the success in teaching reading. The writer tries to find the factors. Why the tenth grade students of SMKN 4 Pangkalpinang difficult to understand reading texts, to get information and to explain it. By knowing the importance of the reading ability for students, it is necessary for the teacher to improve the students' reading skill. The teacher must make the reading section more interesting for students, so the students are able to receive the knowledge easily. Previous studies regarding teacher's strategies was one by Ahmad about A Study on Strategies for Teaching Speaking and Reading Comprehension Skills (Ahmad, Seken, & Artini, 2013). The others were by Hidayah about An Analysis of Teacher's in Teaching Reading Comprehension (Hidayah, 2017), and Sarjan about An Analysis on The English Teacher's Strategies in Teaching Reading Comprehension (Sarjan, 2017). These studies were focused on the students' problem when they read a short text and they do not understand the meaning and this research was focused on teacher's strategy and reading comprehension.

Research problem of this study were described in the following questions:
1. How is the teachers' strategies of Tenth Grade at SMKN 4 Pangkalpinang 2020/2021?
2. How is the reading comprehension achievements of Tenth Grade at SMKN 4 Pangkalpinang 2020/2021?

How is the correlation between teacher's strategies and reading comprehension achievements of Tenth Grade at SMKN 4 Pangkalpinang 2020/2021?

Cohen states that learning strategy as learning processes consciously selected by the learner. The element of choice is important here because this is what gives a strategy its special character. Comprehension strategies are conscious plans sets of steps that good readers use to make sense of the text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their reading comprehension (Cohen, 1996).

Successful reader can also read for thorough comprehension. This means they read to understand the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary. There are some strategies in teaching reading comprehension:

a. Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text.

Scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is

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as a process where by a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability (Van Der Stuyf, 2002).

b. Think – Aloud

Think - Aloud is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

According to Davey five basic steps when using think-aloud. First, select passage to read aloud that contain points of difficulty, ambiguities, contradictions, or unknown words. Second, while orally reading thinking-aloud, have students follow silently and listen to how trouble spots are through. Third, have students work with partners to practice think-aloud by taking reading short, carefully prepared passages and sharing thoughts. Fourth, have students practice independently, using a checklist to involve all students while verifying use of the procedures. Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to use think aloud (Davey, 1983).

c. Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying (Palincsar & Brown, 1986). Reciprocal Teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text.

Reciprocal Teaching is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarise, question, clarify, predict and respond to what they are reading). Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, non-fiction, prose or poetry (Mahendrayana & Juniarta, 2018).

d. Question-Answer Relationship (QARs)

The type of question asked to guide comprehension should be based on the information readers need to answer the question. Therefore, teachers must help student become aware of likely sources of information as they respond to questions.

A reader draws on two broad information sources to answer question: information in the text and information inside the reader's head.

The procedure QARs can be taught directly to students by reading teachers and can be reinforced by content area specialists. Keep in mind, however, that students may come to your class totally unaware of what information sources are available for seeking an answer, or they may not know when to use different sources. In this case, it is worth several days' effort to teach students the relationship between question and answer.

QARs is a reading strategy through understanding and analysis of questions. In other words, this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading (Raphael, 1986).

e. SQ3R Method

Brown defines SQ3R method as one effective series of technique for approaching a reading text (Brown & Lee, 2015). As introduced by Robinson (Robinson, 1978), SQ3R method consists of the following five steps: (1) Survey: skim the text for an overview of main ideas, (2) Question: the reader asks question about what he or she wishes to get out of the text, (3) Read: read the text while looking for answers to the previously formulated questions, (4) Recite: reprocess the silent points of the text through oral and written language, (5) Review: assess the importance of what one has just read and incorporate it into long-term associations. A more detailed description of each step is presented in the following section.

1. Surveying

Before reading the text, the readers survey the text to get the general ideas of the text. This activity is done systematically in only a few minutes. The readers are required to find the important ideas quickly. Surveying a text or an article can be done in five ways: (1) read the title. The title does not only give the readers illustration about what they are going to read but also stimulates them to think further about the

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text. (2) Read every sub chapter. Subtitles give the readers about the text as a whole. They show the details of the text. (3) Pay attention to tables, diagrams or maps. (4) Read the introduction. If there is no introduction, read the first two paragraphs very quickly to get the idea, background, tone, atmosphere, and the writer's style of writing. It will be helpful for the reader to grasp the main points of the text. If the paragraphs are too long, the readers can read only the first and second sentences. (5) Read the first sentence of the sub chapters. The first sentence often describes the content. Otherwise, read the last sentence because it usually restates the main idea of the paragraph.

2. Questioning

Questioning step is the second step of the SQ3R procedures. It is done before the actual reading. The students create some questions based on what they have surveyed. The main function of such questions is to facilitate students in adjusting their reading purposes. By having questions in mind, the students can monitor the comprehension processes to see if the purpose is met. These questions also make them aware of what they read. In this step, the students create some questions based on the title of the text. They can also turn the introductory sentence in paragraphs into questions such as what, who, when and how.

3. Reading

The third step of the SQ3R procedures is reading. The students are required to read the text carefully to find the answer to the questions key have made. In this step, the students are supposed to concentrate on the main ideas of the text and their supporting details.

The activity to read the text can be done in the following way: (1) reading the text silently, (2) answering the prepared questions, (3) the students are asked to get the main idea and its supporting details, (4) making a note of the main points of the text, and (5) discussing in pairs/in groups about what has been found during reading

4. Reciting

The fourth step of SQ3R procedure is reciting. This activity is done after the students read the text. Having read the text, the students answer the questions that28 have been formulated earlier without looking back at the text. The students have to answer not only by using the information they find in the text but also by using their own knowledge.

5. Reviewing

Reviewing is the last step of the SQ3R strategy. It is done by the students reading the important part of the text. According to Feldt and Hensley SQ3R is a useful technique to engage any written information fully from a text. It helps readers to create a good mental framework of a text, to set reading goals, and to fix information in the readers' mind. The primary benefit of SQ3R is that it enables the reader to determine the organization of text material and the need for intelligent selection of information while reading.

Method

The type of this research used quantitative approach with correlation method. A correlational research the relationships among two or more variables are studied without any attempt to influence them. In their simplest form, correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common. This research investigated the correlation between two variables. The teacher's strategies was independent variable (X variable), while the students' achievement in reading was dependent variable (Y variable).

Population is a comprehensive group of people or objects that are the interest of a researcher. According to Rasinger, population refers to a group of people who share specific characteristics (Rasinger, 2013). According to Creswell, population is a group of individuals who have the same characteristic (Creswell, 2002).The population of the study is 70 students which come from 2 classes at SMKN 4 Pangkalpinang and second population is 3 teachers at SMKN 4 Pangkalpinang. In this research, saturation sampling technique was used to take the sample of this study as explained by Sugiono (2004). Researcher took 33 students of the tenth grade students of SMKN 4 Pangkal Pinang as the sample. The reason why researcher use this sample because some students are doing activities outside of school and in this situation researcher used several students who are present as sample. They are the students of class X NKN 1 and X NKN 2. On the other hand, sample unit that connected suitable with certain criteria that applied based on the significance of the research.

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A test is a systematic procedure for observing one's behavior with the aid of numerical or category system. A test 40 is used to collect the data of students' reading comprehension. The test of reading comprehension was an objective test in the form of multiple-choices test which consisted of twenty questions. There were four options (A, B, C, D) in each item. The writer gave five points for the question which is answered correctly, and zero point for the question which is answered incorrectly. In this research, test is applied to measure students Teacher's Strategies and Reading Comprehension Achievements of tenth grade at SMKN 4 Pangkal Pinang 2020/2021.

In this case, the writer used enclosed questionnaire. In this research, the items in the questionnaire were written in English and Indonesia because to make easier the respondents to answer the questions. The questionnaire consists of 18 items and the item has five options on a scale from 1 to 5. For the questionnaire, the standard coefficient validity minimum that the researcher got was N = 3 and coefficient significance level 5%. The coefficient validity was 0, 997. The researcher got the validity instrument by using SPSS statistic program version 25. For the validity of the reading test, the standard coefficient validity minimum that the researcher got was N = 33 and coefficient significance level 5%. The coefficient validity was 0,344. Then, the reliability of test was computed by the researcher used SPSS 25. The computation result of reliability test showed that the Cronbach's Alpha = 0,883.

In this study, the test would be scored by calculating the correct answers. In scoring the test, if students answer 22 questions correctly, the student gets a score of 100. The result of the students' reading achievement showed there were 2 students in enough category 41-60 of score interval. Specifically: there were 2 students got score 55, 14 students in good category in 61-80 of score interval. Specifically: there were 2 students got score 80, 3 students got score 78, 1 student got score 75, 5 students got score 70, and 3 students got score 63, and 17 students in very good category in 81-100 of score interval. Specifically: there were 1 student got score 83, 2 students got score 85, 5 students got score 88, 2 students got score 90, 3 students got score 93, 3 students got score 95, and 1 student got score 100. The result of teacher's strategies questionnaire showed that there were 2 respondents in enough category 40-51 of score interval. Specifically: there were 1 respondent got score 61 and 1 respondent got score 51, 1 respondent in very good category in 64-75 of score interval. Specifically: there were 1 respondent got score 72.

Results and Discussions

The Result of Teacher's Strategies

The instrument which used to obtain the data teacher's strategies was questionnaire. The sample was 3 teachers that consisted of 2 classes. The questionnaire consists of 12 items. From the descriptive statistics of teacher's strategies in table 10, the respondents of this study were 3 teachers. It was found that the mean of the teacher's strategies questionnaire score was 81.00. The median or the middle score of questionnaire was 88.00. Then, the score that appears the most or the mode score or was 88. In addition, the maximum score gained by the teachers was 88 and minimum 67. Then, the standard deviation was 12.124.

Table 1
The Result of Descriptive Statistics Frequencies of Teacher's Strategies
Statistics

teachers

N	Valid	3
	Missing	0
Mean		81.00
Median		88.00
Mode		88
Std. Deviation		12.124
Range		21
Minimum		67
Maximum		88
Sum		243

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The Category and Percentage of Teacher's Strategies

In this research, to know the category and percentage of the result Teacher's Strategies, the researcher used central tendency (mean) which described each of Teacher's Strategies questionnaire. The result of mean was showed in the following table.

Table 2
The Category of Teacher's Strategies Score

Score Interval	Category	Frequency	Percentage
117-140	Very High	2	67%
95-116	High	1	33%
73-94	Enough	0	0%
51-72	Low	0	0%
28-50	Very Low	0	0%
Total		3	100%

The table above represented the result of Teacher's Strategies which showed the frequency of Teachers and their score. The data analysis was calculated by SPSS statistic program version 25. The levels of Teacher's Strategies of students in SMKN 4 Pangkalpinang are varied. The respondent who categorize as in a very high criteria of 67% or 2 respondent, then 33% or 1 respondent in high criteria, 0% or 0 respondents are in low criteria and 0% or 0 respondent in very low especially in teacher's strategies.

The Data Analysis of Teacher's Teaching Reading Strategy

Here are the results of each Teacher's Reading Strategy

Table 3
Total Scaffolding Strategy

N0	A		U	S	O	N
3	33%		67%	0%	0%	0%
6	33%		67%	0%	0%	0%
15	33%		67%	0%	0%	0%
16	67%		33%	0%	0%	0%
17	67%		33%	0%	0%	0%
18	0%		67%	33%	0%	0%

The table shows that scaffolding strategy at the tenth grade students' in SMKN 4 Pangkalpinang, it can be seen total score of scaffolding strategy used of teacher in item 3, 6, 15 score was 67% always, 33% usually, and in item 16, 17 score was 33% always, 67% usually and 18 score was 67% usually, 33% sometimes.

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Table 4
Total Think Aloud Strategy

N0	A	U	S	O	N
13	67%	33%	0%	0%	0%
14	67%	33%	0%	0%	0%
19	67%	33%	0%	0%	0%
20	33%	67%	0%	0%	0%
21	67%	0%	33%	0%	0%
22	0%	67%	33%	0%	0%

The total score of Think Aloud strategy used by the teachers in item 13, 14, 19 score were 67% always, 33% usually, and in item 20 score was 33% always, 67% usually and 21 score were 67% always, 33% sometimes, item 22 were 67% usually and 33% sometimes.

Table 15
Total Reciprocal Teaching Strategy

N0	A	U	S	O	N
4	67%	33%	0%	0%	0%
8	33%	67%	0%	0%	0%
10	67%	33%	0%	0%	0%
23	33%	0%	67%	0%	0%

Table 15 shows that Reciprocal strategy at the tenth grade students' in SMKN 4 Pangkalpinang, it can be seen total score of Reciprocal strategy used of teacher 4, 10 score was 67% always, 33% usually, and in item 8 score was 33% always, 67%usually and 23 score was 67% always, 33% sometimes.

Table 16
Total QAR Strategy

N0	A	U	S	O	N
1	67%	33%	0%	0%	0%
2	67%	33%	0%	0%	0%
11	67%	33%	0%	0%	0%
12	33%	67%	0%	0%	0%
27	67%	0%	33%	0%	0%
28	0%	67%	33%	0%	0%

Table 16 shows that in QAR strategy, it can be seen total score of QAR strategy used by the teachers in item 13, 14, 19 score were 67% always, 33% usually, and in item 20 score was 33 always, 67% usually and 21 score was 67% always, 33% sometimes, item 22: 67% usually, 33% sometimes.

Table 17
Total SQ3R Strategy

N0	A	U	S	O	N
1	67%	33%	0%	0%	0%

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2	67%	33%	0%	0%	0%
11	67%	33%	0%	0%	0%
12	33%	67%	0%	0%	0%
27	67%	0%	33%	0%	0%
28	0%	67%	33%	0%	0%

Table 17, shows that SQ3R strategy at the tenth grade students' in SMKN 4 Pangkalpinang, it can be seen total score of SQ3R strategy used of teacher 5, 7, 9 score was 67% always, 33% usually, and in item 24, 25 score was 33% always, 67% usually and 26 score was 67% usually, 33% sometimes.

Furthermore, to know the dominant teacher's strategies, the researcher used central tendency (mean) which described each score teacher's strategies between scaffolding, reciprocal, think aloud, QAR, SQ3R. The result of mean was compared to following table:

Table 18
Average Score Teacher's Strategies Frequency

NO	ITEM	AVERAGE SCORE
1.	Scaffolding	3.00
2.	Reciprocal	3.00
3.	Think aloud	4.00
4.	QAR	3.00
5.	SQ3R	3.00

The table above showed that there were the maximum score for think aloud was 4, reciprocal was 3, for scaffolding was 3, for QAR was 3, and for SQ3R was 3. From the result above, the researcher concluded that think aloud more dominant than reciprocal, scaffolding, QAR and SQ3R.

The Result of Students' Achievement in Reading

The maximum score gained by students was 100 and the minimum score was 32. Then, the range score between the highest and the lowest score was 67, the mean or the average score obtained by the students was 71.51 and the standard deviation was 16.931. The result of the students' reading achievement showed there were no studentsin very low category. The frequency showed 0 students.

1) The result of the students' reading achievement showed there were no students in very low category. The frequency showed 0 students.
2) The result of the students' reading achievement showed there were no students in low category. The frequency showed 0 students.
3) The result of the students' reading achievement showed there were 2 students in enough category or 6% in 41-60 of score interval. Specifically: there were 2 students got score 55.
4) The result of the students' reading achievement showed there were 14 students in good category or 42% in 61-80 of score interval. Specifically: there were 2 students got score 80, 3 students got score 78, 1 student got score 75, 5 students got score 70, and 3 students got score 63.
5) The result of the students' reading achievement showed there were 17 students in very good category or 39.9% in 81-100 of score interval. Specifically: there were 1 student got score 83, 2 students got score 85, 5 students got score 88, 2 students got score 90, 3 students got score 93, 3 students got score 95, and 1 student got score 100.

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The Correlation between teacher's strategies and Their Achievement in Reading

Based on the result of correlation Pearson Product-Moment analysis, it was obtained that r xy was 0.945 and the critical value in r- table at the significant level 5% was 0.344. It meant that r xy 0.945 > r table 0.344. So, the correlation was positive. Furthermore, it showed that the hypothesis in which there was a significant correlation between teacher's strategies and their achievement in reading at SMK Negeri 4 Pangkalpinang was accepted. Then, the correlation result between two variables was also classified into interpretation coefficient correlation value r xy categories as stated in table 15. From the result of r xy = 0.945 was in the interval 0.80 – 1.00. It meant that the correlation between teacher's strategies (X) and their achievement in reading (Y) was in very high category.

Regression of Teacher's Strategies and Reading Comprehension Achievement

In addition, the result indicated that teacher's strategies use influenced reading comprehension achievement. Think aloud was higher influence than SQ3R, QAR, scaffolding, reciprocal. $tvalue$ = 5.122 was higher than $ttable$= 12.17 with sig. Value= 000 was lower than probability = 0,05. Therefore, there was influence between teacher's strategies and students reading comprehension of SMKN 4 Pangkalpinang. It means there was influenced of think aloud strategies use on students reading comprehension achievements. Teacher at SMKN 4 Pangkalpinang, Maulidiawati state think aloud is considered effective in literacy development. In reading comprehension students are observed while reading text, and stop in the middle to express their through and point out the strategies used to construct meaning. Think aloud can be used to assess whether readers are extracting information from texts accurately, failing to make predictions based on new information.

Interpretations

Relating to the data the questionnaire shows the teacher strategy in reading comprehension. It was supported by the mean score the type of strategy. Teacher strategy was important role in reading comprehension. Raku stated that reading strategies are essential for the improvement of reading skills and they should be promoted in English language teaching. First, the data showed that the result of teacher's strategies were dominantly think aloud. From the data that analyzed, the number of teacher's strategies who tend to be was think aloud more than scaffolding, reciprocal, QAR, and SQ3R. In addition, mean score think aloud got higher score than scaffolding, reciprocal, QAR, and SQ3R. From these results, the researcher concluded that teacher's strategies of tenth grade at SMKN 4 Pangkalpinang were more dominant think aloud strategies than reciprocal, scaffolding, think aloud, QAR, and SQ3R.

Second, the discussion was how the students' achievement in reading. The data was obtained by 22 question items of reading test. There was reading test by multiple choices. Researchers used descriptive text for the reading test. The researcher used interval score 10 - 100. From the data that analyzed, the category of students' achievement in reading showed that there were no students who were in very low category. There were 2 students were in enough category. Then, 14 students were in good and 17 students very good category. It meant that the students comprehended and could answer the question well. Fourth, The discussion about the correlation teacher's strategies and Their Achievement in Reading. Based on the analysis of the correlation, there was significant correlation between teacher's strategies (X) and their achievement in reading (Y) of the tenth grade students of SMK Negeri 4 Pangkalpinang. From the result, it obtained that r xy higher than the r table. So, the correlation was positive. Based on the result of rxy, the correlation between variable X and Y was in medium category. Moreover, based on the determination of coefficient obtained, teacher's strategies was considered to have contributed as much as 89% to achievement in reading, and the remains indicated that there were other factors which influence students' achievement in reading, for example motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, self-identities, and so on as supported by Riding and Cowley (Riding & Cowley, 1986).

In addition, based on the hypothesis test, t score higher than the t table. It meant *Ha* was accepted, and *H*0was rejected. In other words, there was significant correlation between teacher's strategies and their reading achievement at the tenth grade students of SMK Negeri 4 Pangkalpinang. This finding was in line with the second and third previous related studies, which stated that there was a significant correlation between teacher's strategies and their achievement in reading. This correlation exists because teacher's strategies one of the factors that affected reading achievement. Further, think aloud strategies use also had influence to the students reading comprehension achievements. Think aloud was higher

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significantly than reciprocal, scaffolding, QAR, SQ3R. significantly, *tvalue* was higher than , *ttable* with sig.Value was lower than probability.

Mahmoudi stated that there are two factors that influence reading achievement, namely internal factors such as motivation, intelligence, anxiety, risk taking ability, personality, and external factors such as social class, first language, teachers, early start, L2 curriculum (Hashwani, 2008).

Conclusions

Based on the analyzing of the data during research at tenth grade students of SMKN 4 Pangkalpinang about correlation between teacher's strategies and their achievement in reading, the researcher concluded that there were several conclusions. They were: First, the dominant strategies at tenth grade teachers of SMKN 4 Pangkalpinang was think aloud strategies. This was evidenced by the results showed that 5 strategies from the data tended to be think aloud by the score was 4.00, reciprocal score was 3.00, scaffolding score was 3.00, QAR score was 3.00, and SQ3R score was 3.00. Second, the results of the students' reading comprehension there were; the mean value of students' achievement in reading was 71.51. And then, sum of students' score was 14.517. Next, the median was 72.00. The last, the maximum score gained by the students was 100 and minimum score was 32. Additionally, there were no students who were in very low category, no students who were in low category, 2 students were in enough category, and 14 students were in good and 17 students were in very good category.

The last, the result of the correlation between teacher's strategies and their achievement in reading revealed that there was a significant correlation. It could be seen from the result of the hypothesis testing which showed that the t score was higher than t table (13.09 > 1.692) at significance level 5%. The null hypothesis (*Ho*) was rejected, so therefore the alternative hypothesis (*Ha*) was accepted. In other words, there was significant correlation between teacher's strategies and their achievement in reading. The correlation was significant with the determination of coefficient (*r2*) value 89%. It could be concluded that the contribution of teacher's strategies toward their achievement in reading (*r2*) 89% and 11% remains was affected by other factors. And then, the findings indicated that teacher's strategies had an important role in students' achievement in reading. Understanding and investigating scaffolding, reciprocal, think aloud, QAR, and SQ3R our own strengths and weaknesses can help achieve success in learning. The concluding of this research, there was a significant correlation between teacher's strategies and their achievement in reading of tenth grade at SMKN 4 Pangkalpinang. In this correlation, think aloud strategies use also had influence to the students reading comprehension achievements. Think aloud was higher significantly than reciprocal, scaffolding, QAR, SQ3R. significantly, *tvalue* = 5.122 was higher than, *ttable* = 17.12 with sig. Value = 000 was lower than probability = 0,05.

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