THE CORRELATION BETWEEN READING STRATEGIES AND ACADEMIC ACHIEVEMENT AMONG ENGLISH LANGUAGE EDUCATION STUDENTS ISLAMIC UNIVERSITY OF INDONESIA

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ABSTRACT

The purpose of this study was to investigate the correlation between reading strategies and academic achievement among English language education students Islamic University of Indonesia. Respondent were 86 students in the 2013, 2014, 2015 level grade years of their studies majoring English language education at Islamic University of Indonesia. To measure reading strategy use, the Survey of Reading Strategies (SORS) by Mokhtari and Sheorery (2002) was applied. To measure their academic achievement use Basic Reading and Writing (BRAW) score and Grade point Average (GPA). The result of the study reveal that on the whole there is a fairly high awareness of all the strategies included in the survey, with preference among the respondents for problem solving strategies , followed support strategies and global reading strategies. To correlate the data were analyzed using Pearson Product Moment Correlation. Result demonstrated that the overall use of reading strategies had a significant correlation with academic achievement. These finding confirm different coefficient correlation between BRAW and GPA, type of correlation between Reading Strategies and BRAW is weak correlation (r: 0.309) but type of correlation between Reading Strategies and GPA is moderate correlation (r: 0.549).

Keywords: Reading Strategies, Metacognition, Academic Achievement.