



**THE CORRELATION
BETWEEN STUDENTS' LEARNING STRATEGIES
AND THEIR ENGLISH READING ACHIEVEMENT
TEST SCORES**

(The Case of the Eighth Graders of MTS N 1 Semarang in the Academic Year of 2009 / 2010)

a final project

submitted in partial fulfillment of the requirements
for *Sarjana Pendidikan* in English

by

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ABSTRACT

Rini, Walnendah Puspita. 2010. *The Correlation between Students' Learning Strategies and Their English Reading Achievement Test Scores (The Case of the Eighth Graders of MTS N 1 Semarang in the Academic Year of 2009/2010)*. Final Project. English Department. S1 Degree of Education. First advisor: Rohani, S.Pd., M.A. Second advisor: Sri Wuli Fitriati, S. Pd., M.Pd.

Keywords: Correlation, English learning, learning strategies, achievement test scores.

This study is a quantitative study. Thus, the problem of this study is whether or not there is a significant correlation between students' learning strategies and their English reading achievement test scores of the eighth graders of MTS N 1 Semarang in the academic year of 2009/2010. It used questionnaire and test to collect the data. The sample was the eighth graders of MTS N 1 Semarang year 2009/2010 that consisted of 30 students. The sample was taken by using cluster sampling technique. It was chosen based on the level of students' groups. Then, the correlation of the data was calculated by using Pearson Product Moment Formula.

The hypothesis can be formulated that there is a significant correlation between leaning strategies and English reading achievement test scores of the eighth graders of MTS N 1 Semarang in the academic year 2009/2010, while the null hypothesis is that there is no correlation between learning strategies and English reading achievement test scores of the eighth graders of MTS N 1 Semarang in the academic year 2009/2010.

Using Pearson Product Moment Formula, it was revealed that the coefficient correlation was 0.062. On the other hand, the critical value of 5 % of significance level with (N) is 30 is 0.361. It means that the coefficient correlation was lower than the critical value. So, there is no correlation between learning strategies and English reading achievement test scores of the eighth graders of MTS N 1 Semarang in the academic year 2009/2010.

The finding shows that there is no correlation between students' learning strategies and their English reading achievement test scores. It is possibly caused by other strategies that are used by students in learning. The other possible cause is there are other factors that affect their achievement test scores.

It is also suggested that students should be aware of their duty as students. They have to learn and should have strategies in their learning. They also should know what factors that affect their achievement test scores, so they can be successful learners and get the best scores in the achievement test.