



**THE CORRELATION BETWEEN COMPENSATION STRATEGIES AND STUDENTS' READING  
COMPREHENSION OF THE THIRD YEAR STUDENTS OF NUSANTARA PGRI UNIVERSITY KEDIRI**

**ACADEMIC YEAR 2014/2015**

**THESIS**



**By:**

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**NPM 11.1.01.08.0063**

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**UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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APPROVAL PAGE

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Approved by the Advisors to be proposed to  
the English Department Examination Committee of  
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Approved and Accepted by all its qualification  
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## The Correlation between Compensation Strategies and Students' Reading Comprehension of the Third Year Students of Nusantara PGRI University Kediri Academic Year 2014/2015

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**ABSTRACT ELFANY DWI PURWIKA** - Language learning strategies are offered and employed as boosting and facilitating factors. Having its benefits, language learning strategies appear to be effective terms of different language skills. Reading comprehension is one of the important skills and language learning strategies have some facilities in this skill too. There are some strategies that appropriate for reading comprehension and most of them have purpose to make the reading process more effective and time-efficient. One of the strategy is compensation strategy that help reader comprehend their reading faster by guessing intelligently using linguistic and non-linguistic clues. So, this study is conduct to measure the degree of the correlation between compensation strategies and students' reading comprehension. The research design applied in this research is quantitative and the approach of this research is correlation quantitative research. The sample of this research is the third year students of Nusantara PGRI University Kediri that consisting 24 students. To get the data, the researcher used two instruments. They are questionnaire and reading test. Based on the result of this research, the mean score of students' questionnaire is 40,125. The score is in the average of often using compensation strategy. It means that the students in Nusantara PGRI University Kediri often used compensation strategies. Besides, the result also shows that the students' reading comprehension in Nusantara PGRI University is good enough. It was proved by the mean score of the reading test is 77. Then, the data is computed by using Pearson Product Moment Formula. The result shown that the score of  $r_{xy}$  is higher than  $r_{xy}$ -table in significant 1% and 5%. In other words, there is any significant correlation between students' compensation strategy and students' reading comprehension. According to the result of this research, it can be concluded that the better compensation strategies applied by the students so the better reading comprehension achieve. From that statement, the researcher suggests the students to apply the compensation strategies to increase their English skill, especially reading. The writer also suggests the teacher to help the students in applying compensation strategies by giving them a game to teach them about how to guess the meaning of a new word from prefixes, suffixes and the other clues of compensation strategies.

**Kata Kunci:** Correlation, Compensation Strategies and Reading Comprehension



## **I. INTRODUCTION**

Reading is as one of the most important skills that have to be mastered by second language learners, especially English learners. There are so many purposes why people read a passage, a text, a book, and etc. For example, students read a history book and the children read a fairytale. They are reading, but their purpose is not the same. The students read history book to get information or knowledge (education purposes) and the children read comics for getting pleasure. In short, both of them are reading but they have different purposes. Reading has a big correlation with text. In line with that statement, Fuenzalida (2011: 4) argues that reading implies interaction between readers and texts, a degree of knowledge of the world and determined topics, some knowledge of the target language and also the interpretation of the writer's message which can vary from reader to reader. All statements above make reading, especially reading a text in foreign language, is undoubtedly a difficult subject for second language learners.

Learners must have learning strategies to comprehend what they read. It can be said that learning

strategies are important for the students to make their learning easier, faster, more enjoyable, and more effective.

Learning strategies are the step taken by students to enhance their own learning. Furthermore, Oxford (1990 : 14) also divides learning strategies such as: Strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six groups (memory, cognitive, and compensation under the direct class; metacognitive, affective, and social under the indirect class).

Compensation strategy, seems appropriate to apply in reading because it is important for the students to increase their skill in guessing about the theme of an article and comprehending the reading activity better. It is concluded that using language learning strategies could be of a contributing effect for enhancing reading comprehension skill.

In fact, most of the students in universities do not realize about the importance and the role of compensation strategy, especially in reading. It is supported by Ismail Yaman (2013) who states that "It is an undeniable fact that it is not so



simple and smooth to ensure the integration of language learning strategies in English classes where traditional understandings are rather hard to break. Some of the preceding problems posing difficulty in this regard are the unwillingness of the students accustomed to the dominance of teacher-talk, hardness to break the classical habits of both teachers and learners, limited time and so on.” From the statements above, the writer conducts a study to prove the correlation between compensation strategy and reading comprehension of students, entitled “The Correlation Between Compensation Strategies and Students’ Reading Comprehension of the Third Year University Students of Nusantara PGRI Kediri Academic Year 2014/2015”

## II. METHOD

In this research, the writer used the quantitative research. The technique that used correlation descriptive quantitative research. In this study, the writer conducted the research at Nusantara PGRI University that is located on K.H. Achmad Dahlan street no. 76 Mojoroto, Kediri. The population was the third year students of

English Department in Nusantara University. The population was 158 students, the sample was 24 students.

The instrument which was used in this research is a reading comprehension test and questionnaire about compensation strategies to measure the correlation between compensation strategies and the students’ reading comprehension.

To know the correlation between two variables, students’ compensation strategies and students’ reading comprehension, the researcher used Pearson Product Moment Formula.

## III. RESULT & DISCUSSION

The data analysis showed the score of the students’ reading comprehension. The mean of the students’ reading comprehension was 77. As a result, the reading comprehension of the third grade students at University of Nusantara PGRI Kediri was good enough.

Also from the data analysis it can be concluded that there is any significant correlation between students’ compensation strategy and students’ reading comprehension. It can be seen from the result of the data where the score  $r_x$  is higher



than  $r_x$  – table in significant 1 %  
and 5 %.

### The Comparison between $r_x$ and

#### $r_x$ – Table

$r_x$	$r_x$ – Table signific ant 1 %	$r_x$ – Table signific ant 5 %	Ha	Ho
0,52 28	0,404	0,515	Accep ted	Rejec ted

It can be concluded that the  
strategies, compensation strategies  
can help reader comprehend text  
efficiently.

The result above is also  
supported by Ismail Yaman who  
conducted a research about teaching  
cognitive and compensation  
strategies for reading  
comprehension. It was experiment  
quantitative research in the Ondokus  
Mayis University. This study is  
aimed to find out whether teaching  
cognitive and compensation  
strategies for reading comprehension  
skill makes a statically significant

difference in the students' reading  
performance. The result indicates a  
statically significant progress  
between pre-test and post-test. It  
shows that using language learning  
strategies could be of contributing  
effect for enhancing reading  
comprehension skill.

According to the discussion  
above, it can be concluded that the  
using of compensation strategy help  
the students' reading comprehension.

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