

**THE READING STRATEGIES AND
READING COMPREHENSION
OF THE HEALTH ANALYST DEPARTMENT STUDENTS**

A THESIS



By

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WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
SURABAYA
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fulfillment of the requirement for
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APPROVAL SHEET I

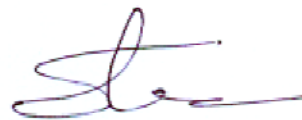
This thesis entitled **Students' Reading Strategies and Reading Comprehension Achievement at The Health Analyst Department** prepared and submitted by WISNU ISTANTO,S.Pd. (8212710016) has been approved to be examined by Thesis Advisor.



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APPROVAL SHEET II

This thesis proposal entitled **Students' Reading Strategies and Reading Comprehension at The Health Analist Department** prepared and submitted by WISNU INSTANTO,S.Pd. (8212710016) has been approved to be examined by Thesis Board of Examiners.



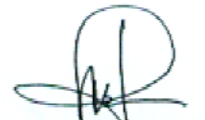
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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly, and that all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 24th August 2013



Wisnu Istanto, S.Pd(8212710016)

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Surabaya, 24th August 2013

Wisnu Istanto,S.Pd.

ABSTRACT

Wisnu Istanto, 2013. *The Reading Strategies and Reading Comprehension of the Health Analyst Department Students S-2 Thesis*, The English Department Graduate School of Widya Mandala Catholic University Surabaya.

Advisor : Dra. Siti MinaTamah., M.Pd., Phd.

Keywords:*Reading Strategies and Reading Comprehension.*

Students do their reading by using various strategies that they need to acquire information and knowledge from the reading passage. It is also applicable for the Health Analyst Department students who need reading strategies to acquire knowledge according to their specific needs. They need to be able to comprehend their target texts. The two previous researchers had studied the relationship of students' reading achievement or proficiency and three reading strategies in comprehending their academic reading materials with Mokhtari and Sheorey' (2002) survey of reading strategies (SORS) and reading comprehension test (RCT). The one previous researcher had studied the research of correlation between twelve students' reading strategies and reading comprehension with reading strategies inventory (adopted from Oxford (1989) SILL version 7.0) and reading comprehension test (RCT).

This research aimed to identify the Health Analyst Department students' reading strategies and reading comprehension achievement as well as to correlate their reading strategies to reading comprehension.

This research employed the descriptive case study by using mixed method. The research subjects are the Health Analyst Department students. This research also utilized Mokhtari and Sheorey' (2002) survey of reading strategies (SORS) and reading comprehension test (RCT) as the research instruments. All research data were analyzed by using descriptive statistics, linear regression and Pearson's Product Moment correlation test.

The data analysis also presents that there are different correlation coefficients among three reading strategies. The students frequently utilized the problem solving reading strategies in comprehending their target texts. The correlation coefficient of support reading strategies is greater than the two others.

Those results give indications which the students' choices of reading strategies do not always give the better reading comprehension. The students' reading strategies have significant positive correlation to reading comprehension with regard to the students' comprehending their target texts. The writer recommends that future researchers expand the research of reading strategies in different perspectives such as class action research, class instructions, the relationship of reading strategies and writing strategies.

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