THE CORRELATION BETWEEN COGNITIVE STRATEGIES AND READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT UNIVERSITY OF NUSANTARA PGRI KEDIRI IN ACADEMIC YEAR 2015/2016

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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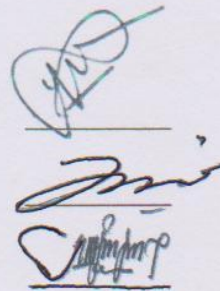by the Examination Committee of
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ABSTRACT

In university, reading stands as one of the important skills that has to be mastered. Therefore, in reading a text a second language learner has difficulty in determining topic of the text, catching main idea, understanding the meaning, finding the general and specific information of the text. They must have learning strategy, especially cognitive strategy to make them easier and faster. But most of them do not realize what learning strategies they are used in the learning process of reading. Based on the problem, the purposes of the study is to measure the degree of the correlation between cognitive strategies and students' reading comprehension in the second year students. 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 second year students University of Nusantara PGRI Kediri that consisting 75 students. To get the data, the researcher used two instruments. They are questionnaire and reading test. Based on the result of this research, it shows that the students in University of Nusantara PGRI Kediri sometime use cognitive strategies. Besides, the result also shows that the students' reading comprehension in University of Nusantara PGRI Kediri is very good. From the statements, it can be concluded that the use of cognitive strategies influence the reading comprehension of the second years students in University of Nusantara PGRI Kediri. It is also supported by the result of the data analysis in this research that the score of rxy is higher than rxy–table in significant 1% and 5%. In other words, there is any significant correlation between students' cognitive strategy and students' reading comprehension. According to the result of this research, it can be concluded that the use of cognitive strategies influence their reading comprehension. From that statement, the writer suggests the students to apply the cognitive strategies to increase their English skill, especially reading. The writer also suggests the teacher to help the students in applying compensation strategies. Hopefully, this research can help the English lecturer to teach the students how to use the cognitive strategies in reading.

Key words: Correlation, Cognitive Strategies and Reading Comprehension

I. BACKGROUND

There are four skills in English language learning, there are listening, speaking, reading and writing. Reading is one of the four skills that important subject to the students. Based on Fairbairn (2001:3), "Reading is one of the most important activities in which you will have to engage, and skill in reading is one of the most important that you will need to develop". Its means that skill in reading should mastered by students to become high achievers. Reading becomes a process of communications between writer and reader. This statement is supported by Zhi-hong (2007:1), "Reading comprehension, which is the construction of meaning from a printed or written message, is a conversation between reader and author, and thus the widely accepted models of fluent reading is an interactive one in which a variety of processes interact with text features." From that statement it can be said that writer wants to deliver information the the reader by giving a letter, words, phrases and clauses. And the ability to understand and use the information in these texts is the key to a student's success in learning. The students can be stated successful if they have good reading comprehension. As Ngan Phan (in

Grabe 2006:1) states that "reading is not merely a receptive process of picking up information from the page in a word-by-word manner." It means students is not only understand the meaning of sentence form word-by-word but also understand the information stating in the text.

Most of the foreign language learners in university tend to read in order to get knowledge or information. They need reading to comprehend the materials or subject that are taught. But in reading, students often find so many difficulties in understanding the text they read. As an example, they cannot understand the text because they have few vocabularies. Automatically, they cannot catch the ideas of the text. It shows that reading has a big correlation with text. In line with the statement above, 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, argued by Fuenzalida (2011: 4).

Based on the statement above, it can be concluded that the process of understanding and comprehending that involve interactions between readers and

text which realtes to the degree of knowledge and topics, and some knowledge of the target language and also the interpretation of the message from writer which can vary from reader to reader, called reading.

Everybody knows, that reading is very important in university. Because he or she should understand and catch the point of the text from their lessons. But in fact, students of University of Nusantara PGRI Kediri especially the second year still find that reading English text is difficult. It can be proved when they are given some English texts, they tend to find the meaning word-by-word to know what is the text about. Others problems faced by University students in reading English text is getting difficulties in finding idea, general information, and the specific information in the text.

According to Brown (2000:113), "Strategies are specific methods of approaching a problem or task, modes of operating for achieving a particular end, planned design for controlling and manipulating certain information." From the explanation above, it can be said that students especially students of University of Nusantara PGRI Kediri seldom use appropiate reading strategies. Because learning strategies are important for the students to make their learning easier, faster, more enjoyable, and more effective.

But there is a big question that is important to be answered, have the students used learning strategy? In fact, when reading the students must have their own learning strategy to solve their problems but most of them do not realize what learning strategy they are used.

Actually, there are two major reading strategies. One of them is cognitive strategies. Based on Hui- Fang Shang (in Winstead, 2010:21), "cognitive strategies are learner-centered approaches that take into consideration the environment or situational context in which the learner learns, the learner's knowledge base, intrinsic motivation, in addition to improving the learner's ability to process information via cognitive and metacognitive approaches." These strategies are important to be applied in the classroom activities since the material is simple memory task like recalling information, word or list. Same point with the statement above, Ozek and Civelek (2006) "conducted research about the use of cognitive strategies by ELT students. The results of this study suggest that cognitive strategies help readers to improve their reading ability significant and therefore, it should not be neglected in the foreign or second language reading curriculum." Those statements show that readers can improve their reading ability

easily if they apply cognitive strategies while reading.

Based on the problems faced by students of University of Nusantara PGRI above, the most suitable strategy applied in the classroom activity is cognitive strategies. This strategies is identified academic performance in the classroom because it can be applied to understand a piece of text like findding the topic, main idea, general information and specific information. By focusing this the writer conducts a study to investigate the relationship between cognitive strategies and reading comprehensionn of students, entitled "The Correlation between Cognitive Strategies and Reading Comprehension of The Second Year Student at University of Nusantara PGRI Kediri in Academic Year 2015/2016"

II. METHOD

This research typically adopted quantitative approach because the data was presented in the form and analyzed using statistic formula employing correlation research design. There were two variables namely the cognitives strategies as independent variable, while the students' reading comprehension as dependent variable.

This research involved all the second year students of English Department in Nusantara University consisting of 75 students divided into class 2A, 2B, 2C, 2D. To determine the sample of the research, clustering sampling was applied.

The technique of collecting data was reading test and questionnaries. The reading comprehension tests consisted of 25 questions with four alternatives for each question. The alternatives include one correct answer and four wrong answers. The questions of this reading test require the students to find out the general information, vocabulary, main ideas, references, inferences, etc. This questionnaire consists of 15 questions with four possible answers and it was built up from 4 indicators. The indicators are related to cognitive strategies, Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output (Oxford, 1990:44-47).

First, the writer distributed test for the students in every Class then asked the students to answer the questions of reading test within 90 minutes. The reading test is used to collect the reading score from the students. The score used in measuring how far the second year students' reading ability in University of Nusantara PGRI Kediri. After finishing the reading test, the writer asked the students to answer the questionnaire related to the cognitive strategies. This questionnaire is used to

measure whether or not the students use cognitive strategies in reading. After the writer submitted their work, the writer analyzed the data by correlating the score of the reading test and questionnaire using formula of Pearson Product Moment.

To analyze the data, there are three steps that are used by the writer. The steps are explained as follows:

(1) Validity of the questionnaire is determined by the indicators which develop it. In this research, the validity of questionnaire was determined by the indicators related to cognitive strategies. Besides, the writer also measured the reliability of the questionnaire by using the following formulas:

a. Variant Formula (to calculate the variant of each question)

(Arikunto, 2006: 184)

$$\sigma_b = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

σ_b = Variant of each question

X = Score of Cognitive strategies

N = The number of students

b. Alpha Formula (to compute the reliability of the questionnaire)

(Arikunto, 2006: 196)

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

r_{11} = reliability of instrument

k = total questions

$\sum \sigma_b^2$ = total variant of each question

σ_t^2 = total variant

After computing the reliability of the questionnaire, the reliability of the instrument is compared with the score of r product moment table. If the questionnaire score is more than the table score, the questionnaire is reliable.

(2) To measure the validity and reability of the reading test, th researcher used a kind of reading test taken from TOEIC for reading comprhension section.

(3) To measure the correlation between cognitive strategies and students' reading comprehension, there are two steps in measuring the correlation between cognitive strategies and students' reading comprehension. The first step is analyzing the data to get the score or number that describe how far the correlation between two variables. The second step is comparing that score to the score in the table. The explanations are showed as follows:

After getting the result score of the questionnaire and the reading test, the data were statistically calculated using the following formula of Pearson Product Moment (Arikunto, 2006: 275):

$$r_{xy} = \frac{\sum xy - \frac{[\sum x][\sum y]}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{N}\right]\left[\sum y^2 - \frac{(\sum y)^2}{N}\right]}}$$

Pearson Product Moment
Formula

X   : Cognitive strategies

Y   :   Students' reading Comprehension

N   : The number of students

r_{xy} :   The coefficient of correlation between x and y

$\sum x^2$: Total score of x^2

$\sum y^2$: Total score of y^2

Then, after getting the result the correlation coefficient (r_{xy}), the writer compared it with the value of the table of r-product moment table which stated significance of 5% and 1%.

III.   FINDINGS AND CONCLUSION

In the previous chapter, it is clear that one of the purpose of this research is to know whether there is a significant correlation between cognitive strategy and students' reading comprehension or not in the second year students of Univesity of Nusantara PGRI Kediri academic year 2015/2016. Therefore, based on the research result data showed that the comparison between the score of r_{xy} and r_{xy} – table. As a result, the score of r_{xy} is higher than r_{xy} – table in the significant 1% and 5%. It means that the altenative hyphothesis (Ha) is accepted and the null hpothesis (Ho) is rejeted. So, it can be concluded that there is any significant correlation between cognitive strategy and

reading comprehension of the second year students at University of Nusantara PGRI Kediri academic year 2015/2016.

Finally, the researcher concludes that cognitive strategies have significant correlation on students' reading comprehension. It helps the students to improve their reading ability through their achievement in reading comprehension.

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