

## **ARTICLE**

# **The Impact of Activating Cognitive Reading Strategies to Reading Comprehension at the Eleventh Grade Students of SMAN 7 Kediri Academic Year 2017/2018**



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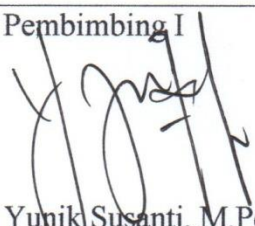


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# **THE IMPACT OF ACTIVATING COGNITIVE READING STRATEGIES TO READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF SMAN 7 KEDIRI**

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## **ABSTRACT**

Readers must develop strategies in order to master the field of academic reading. Cognitive reading strategy is one of reading learning strategies that involves the students to be active readers by activating their prior knowledge with information of the text while they are reading it. This pre-experimental research was intended to find out the impact of cognitive reading strategies to the students' reading comprehension ability to the eleventh grade students of SMAN 7 Kediri. Cognitive reading strategies applied in this research were as follows: 1) prediction phase, this asks the students to predict the content based on the title, pictures and clues by the guidance of the researcher, 2) decoding phase, this helps the students to map some unknown words to guess the meaning, 3) inferencing phase, it helps the students to guess meaning of unknown words from the context by drawing inference and get factual and detail information, 4) paraphrasing phase, this guides the students to make notes in order to summarize the important information. The results showed that cognitive reading strategies could increase students' ability to make paraphrase, identify plot of story, find literal and inferential information. However, the result of t-test computation showed there is no impact of cognitive reading strategies to the students' reading comprehension. It is suggested to reduce the tasks and apply this strategy in teaching reading by optimizing the application of each phases.

**KEYWORDS : Reading, Teaching Reading, Cognitive Reading Strategies**

## **I. RESEARCH BACKGROUND**

Reading means to understand the meaning of printed words and it is certainly an important activity to expand knowledge of a language (Patel, 2008: 113). It means that reading could be the main source of knowledge where readers can gain informations and expand knowledge. Patel (2008: 115) adds that reading is the most important and useful English skills as a tool for academic success. It also guides the students to gain information and develop their thinking skill by pleasurable and joyful activity.

In addition in learning reading, some difficulties may occur during reading a text. Therefore some strategies are found to make learning become more easier. Oxford (1999: 8) explains, "Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." Based on the statement it can be inferred that learning strategies is a solution to the students' difficulties in reading in order to help them learning easier. It is also explained by Weinstein and Mayer (1989) that learning strategies affect the way in which the students

select, acquire, organize or integrate new knowledge.

Moreover reading is not merely identifying words, it should be accompanied by understanding. Snow (2002: 11) argues, "Reading comprehension as the process simultaneously extracting and constructing meaning through interaction and involvement with written language". It means that during reading a text, reader must interact or combine their prior knowledge and brain while they are reading. Therefore teaching reading can not be done in any way that comes. Hibbard and Wagner argue, "Teaching reading is a complex process involving decoding skills, fluency and reading comprehension." It means that in teaching reading the teacher should involve the students to read fluently and determine the meaning while reading the text. Based on the statement above teaching reading is a complex process, therefore it is needed to master some aspects in teaching reading. Torgensen (2000) explains factors that influence readers' ability to comprehend the text in which one of them is the use of effective strategies to identify main ideas and supporting detail. Based on the

statement it can be inferred that one of aspects of teaching reading should be mastered by teacher in order to help the students to achieve better understanding is the use of effective strategies. It is also supported by Snow (2002: 43), she argues some aspects of teaching reading are the balance between teaching skills and using literature, beside them, the teacher should apply comprehension strategies in order to expand or develop students' deep understanding of text and give students opportunity to employ them. Those two statements basically have the same idea to apply effective strategies to develop students' reading comprehension skills.

Based on the statements above, using effective strategies is one of the way to improve students' reading comprehension ability. Therefore it is really needed for the teacher to teach comprehension strategies. Oxford (1999: 8) explains, "Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." It can be inferred from the statement that applying learning strategies has

many advantages and helpful to be applied.

Understanding the importance and the advantages of learning strategies as explained in the paragraph above, the researcher decided to conduct a research about the impact of applying cognitive reading strategies to one of senior high school students in Kediri. Cognitive reading strategies involve the students to emphasize the importance of their background knowledge in reading process, therefore they can make use of both the text and their background knowledge. One of the previous research, it is a research from Syatriana (2012), the research found there is significant differences of the students' reading comprehension achievement before and after applying cognitive reading strategies.

Based on the reasons above, the aim of this research is to find out whether cognitive reading strategies has impact to the students' reading comprehension and to know the different score of students' pre-test and post-test. The researcher hopes the results of this research to be useful information and as reference for English in general, particularly the teacher, and also to give new

insight of the way to develop English reading skill. The strategies chosen in this research was cognitive reading strategies that defined as reading strategies that involve the students to be independent readers by applying the strategies that involve their prior knowledge and information of the text to gain understanding and manipulate the text. O'Malley and Chamot (1999) promotes their types of cognitive reading strategies, those types are: resourcing, grouping, note taking, summarizing, deduction, imagery, auditory representation, elaboration, transfer and inferencing. However this research only chooses four strategies, those are: prediction, decoding, inferencing and paraphrasing strategy. The study focuses on the impact of cognitive reading strategies to reading comprehension at the eleventh grade students of SMAN 7 Kediri.

## **II. RESEARCH METHODS**

This research conducted pre-experimental research method with one group pretest and posttest. There were two variables in this research, namely independent and dependent variable. The independent variable

was cognitive reading strategies in which in this research is defined as reading strategy which make the students to be independent readers with individual tasks that involve their prior knowledge and information of the text to achieve understanding of the text. While the dependent variable was reading comprehension which is defined as an active process of the readers to extract and construct the meaning of text through interaction between their prior knowledge as well as comprehending the text.

The population of the research was second year students of SMAN 7 Kediri in academic year 2017/2018. The researcher used total sampling in which the number of sampling was 30 students. About the data collection, she used reading comprehension test given before and after treatments. It used both pre-test and post-test, post-test was given in at the first meeting or before the treatments and post-test was given at the end of the meeting or after the treatments. Then the data were collected through test quantitatively. The steps of taking the quantitative analysis were as follows: taking the score of the students' pre-test and



post-test, calculating the values of t-test by t-test computation to know the significance of the difference, analyzing the data proportionally and describing the computation of the data.

Paired Samples Test					
	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
PRETEST – POSTTEST	9,93854	1,78501	-1,687	30	,102

### III. RESULT AND DISCUSSION

The results of students' pre-test score were classified into three levels of classification: enough, good and very good while the total score was 2900 with the mean 93,55. While the total score of post-test was 2993 while the mean was 96,5 and the students' ability were categorized into good and very good.

Finally, the researcher analyzed the score using SPSS in which the results can be seen in the table below:

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
PRETEST	93,5490	31	9,38581	1,68574
POSTTEST	96,5597	31	4,25929	,76499

The table above shows the mean of pre-test is 93,5490 with standard deviation 9,38581 while post-test is 96,5597 with standar deviation 4,25929 in which the score is increasing 3,01,07 while the number of participants of each test is 31.

The table above shows that t-test is -1,687 and the table freedom 30 is 1,78501 at the level of significance of 5%. That means t-test is lower than t-table ( $-1,687 < 1,78501$ ) while P value of the table with the level of significance of 5% is 0,012. Thus P value t-test is higher than level of significance of 5% ( $0,012 > 0,05$ ). Therefore, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected.

The results of the study show that before doing the treatments, the students ability was divergen that is shown from the students' pre-test score. They achieved fair, good and very good reading ability. After doing such treatments the students score was increasing where the progress shows that after treatments they achieved good and very good score. Even most of the students' score were increasing, there were also some students who scores were decreasing. The results show the students' ability increase in some indicators, their ability to predict,

make paraphrase, find literal and inferential information were increasing. Whereas the students' ability to find synonym of words was decreasing.

Based on the results of the research above, the researcher is going to discuss them relate to previous researches and theories. First, the increasing of predicting ability that relates to prediction strategy, it proves the theory from Carrel (1989) and Ratna (2014) about the effectiveness of relating titles, illustration and pictures can enhance students' reading comprehension ability.

Second, the improvement of students ability in finding literal and inferential information that relates with inferencing strategy, it proves the theory from Carrel (1989), Ozek and Civalek (2006) and Syatriana (2012) who find that guessing meaning of unknown words from the context is effective to help readers in improving their reading ability.

Third, the indicator of making paraphrase, it relates with paraphrasing phase, it proves theory from Carrel (1989) who says finding clues of important point in a text then creating own statement related to the

clues is effective to enhance students' reading ability.

Whereas, one indicator in which the students' score was decreasing, This also becomes one that make this research is different with other previous researcher related to cognitive reading strategies where this phase prohibits the students to open the dictionary, it is different with others that allow the students opening the dictionary. The result shows this strategy was not helpful as the students' score was decreasing. If that so, it can not prove the previous research of Syatriana (2012) and Ratna (2014) who finds that guessing meaning from grammatical category and context is one of the most helpful strategy in reading comprehension. The result shows that applying decoding strategy without looking up the dictionary was not helpful as the students could not differ grammatical pattern of words.

This research was in contrary with previous research from Syatriana (2012) who finds that each strategy could influence the students' reading ability. The results of this research was rather different as the students were not allowed opening



the dictionary in decoding strategy. The difference appear because the researcher modifies the decoding strategy. However, the other phases (prediction, inferencing and paraphrasing strategy) can enhance the students' reading ability significantly. Based on the results of the research above, she found that cognitive reading has no impact to the students' reading comprehension. The students' score was increasing in general, however there was one indicator decreasing. In sum, there is no significant impact of activating cognitive reading strategies to reading comprehension to the eleventh grade students of SMAN 7 Kediri.

#### **IV. CONCLUSION**

This research was pre-experimental research and was conducted to find the impact of applying cognitive reading strategies to reading comprehension to the eleventh grade students of SMAN 7 Kediri. The results of the research show: (1) The students post-test score was increasing in general, however some students achieve the discharge of their score. (2) There

was no impact of cognitive reading strategies to reading comprehension.

In addition the researcher draws some conclusion based on the results of the research: (1) even there is no impact of cognitive reading strategies to the students' reading comprehension, some phases of the strategies are helpful to enhance the students' reading skills, those are: prediction, inferencing and paraphrasing phase. (2) The amount of tasks affects the students' ability to work with it. (3) Decoding strategy is not helpful as the students did not master grammar well.

It is suggested for English teacher build the knowledge of topic by giving new vocabularies relate to the topic. It is also suggested to other researcher to pay attention to each phases and check the validity of the tests to achieve accurate achievement. The other researcher also must give more attention to the students' worksheet or in other words to reduce the amount of tasks and organize the time needed by students to do that in order to have them do each stages maximally. The other researcher may modify the decoding strategy phase by allowing the students opening the dictionary,

she hopes this change will improve the achievement of decoding phase itself as it is the only one indicator that decreasing.

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