

THE INFLUENCE OF COGNITIVE STRATEGIES IN STUDENT'S READING COMPREHENSION AT YAYASAN PERGURUAN KELUARGA

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ABSTRACT

This research aims to determine the effect of cognitive strategies on students' reading ability. Cognitive strategies are learning approaches that involve mental processes such as remembering, understanding, and applying the information learned. This study uses a quantitative method with a quasi-experimental design. The subjects of this study were senior high school Yayasan Perguruan Keluarga, students who were divided into an experimental group and a control group whose population consisted of two classes, each class containing 30 students, so that the population was 60 students. The instruments used included a reading ability test and an observation sheet for the application of cognitive strategies by providing 20 multiple-choice questions. Pre-tests and post-tests were conducted on the experimental and control class groups. And the data results were calculated using SPSS 26.00. The results of the data analysis showed that there was a significant difference between the group that used cognitive strategies and the group that did not use them. Students who were taught with cognitive strategies showed better reading abilities, especially in terms of reading comprehension and reading speed. These findings indicate that cognitive strategies have a positive effect on improving students' reading abilities, so it is recommended to be applied in the language learning process.

Keywords: Cognitive Strategies, Reading Ability, Learning, Reading Comprehension, Students

I. INTRODUCTION

The Background of Research

English has become a global language and plays an important role in various fields such as art, education, international relations, and teaching. The ability to communicate in English is one of the important indicators in determining the success of a country in facing the era of globalization (Roux, 2014). In the process of learning a language, including English, students are required to master four basic skills, namely listening, speaking, reading, and writing. Among the four skills, reading is often considered the most difficult skill, especially in Indonesia, where English is taught as a foreign language.

Zaim (2016) stated that reading is one of the essential skills in language learning. Reading is a complex cognitive process, which involves the ability to recognize, understand, and interpret written symbols in order to obtain meaning from a text. Reading comprehension is greatly influenced by a number of factors, such as mastery of

comprehension, spelling, and grammar. In an academic context, reading skills are essential because many learning resources are available in English. In addition, reading skills also play an important role in successfully facing exams. Therefore, students need to understand the context, background, and essence of the reading in order to capture the message in the text correctly.

Based on the results of the author's observations and experiences during teaching assistance activities in 2024 at SMAS Yayasan Perguruan Keluarga Pematangsiantar, a number of problems were found faced by class X students in understanding English readings. Some of the obstacles identified include low interest and motivation in reading, limited mastery of comprehension, and a less supportive learning environment. Through interviews with English teachers at the school, it was found that students had difficulty understanding the contents of the reading and transferring information from the text. This is reinforced by students' statements which reveal that the reading learning methods used by teachers tend to be monotonous and lack variety, thus reducing their enthusiasm for learning to read English.

Improving students' reading skills can be done through efforts to increase interest and motivation in learning, as well as through the selection of relevant teaching strategies. The application of cognitive strategies is expected to not only help students in understanding the contents of the text, but also in solving problems, evaluating information, and transferring knowledge from the text to other contexts. A good reading process involves several stages, such as pre-reading, active reading, and post reading, all of which contribute to achieving deep understanding.

The Problem of Research

Based on the background of problem of the study above, the research problem is formulated are “How cognitive strategies improve students' reading comprehension skills in descriptive texts at tenth grade the SMAS Perguruan Keluarga Pematangsiantar?”

The Objective of Research

The objective of this research is to find out whether cognitive strategies can improve student's reading comprehension at grade tenth of SMAS Perguruan Keluarga Pematangsiantar.

The Limitation of Research



Based on the identification of this problem, the researcher limited the problem in this research by only focusing on testing the influence of cognitive strategies on students' reading comprehension and researchers will limit it only to reading ability in descriptive texts at grade Tenth of SMAS Perguruan Keluarga Pematang Siantar.

II. THE REVIEW OF LITERATURE

The Definition Of Reading

For teaching English, there are four skills namely reading, listening, speaking and writing, should be integrated in an effective way (Lorena 2015). The skill of reading is one of the key skills of English because It is vitally important for all English learners, at both school level and college level, Reading includes the subject material in the school that should be mastered by the students. Bamberger (1975:13) states that reading is fun when done efficiently and effectively, will provide useful and beneficial experiences, can provide students with interesting information and help them develop in their mastery of English

Teaching Reading Descriptive Text By Using Cognitive Strategy

Oxford (1990) states that there are two kinds of learning strategies, namely direct strategies and indirect strategies. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect strategies consist of metacognitive strategies, affective strategies, and social strategies. Cognitive strategies are the most popular strategies used in reading as stated by Ozek and Civelek (2006). Williams and Burden (1997:148) stated that cognitive strategies are seen as mental processes that are directly related to information processing for learning, namely to obtain, store, retrieve, or use information. Teaching descriptive text reading with cognitive strategies aims to help students understand the content of the text more deeply by using various active thinking techniques. These strategies enable students to connect new information with prior knowledge, analyze text structure, and develop effective reading skills (O'Malley & Chamot, 1990).

Based on the experience of learning practices in the classroom, cognitive strategies are very helpful in increasing students' active participation during the reading process. For example, when students are asked to identify important parts of descriptive text such as object identification and its description, they tend to be more focused and motivated when engaged in thinking activities such as creating mind maps, summarizing, or answering text-based questions. The application of strategies such as skimming, scanning, highlighting key ideas,



as well as the use of inference-based questions proved to encourage students to not only understand the surface of the text, but also explore deeper meanings. In addition, students also showed improvement in their ability to retell text content orally and in writing because they had been trained to filter and organize information during the reading process.

III. THE METHOD OF RESEARCH

The Research Design

In this research, the researcher used quantitative method. Creswel (2010, p. 24) states that, the quantitative approach is the measurement of objective quantitative and statistical data through scientific calculations derived from a sample of people or residents who are asked to answer a number of questions on a survey to determine the frequency and percentage of their responses. This research is using the experimental research design, in order to know the Influence of cognitive strategy in teaching reading. Then, Romanchuk (2023) states that research design is the process of planning and executing a study to answer specific questions. This process allows you to test hypotheses in the business or scientific fields. There are four kinds of research design, they are experimental, correlational, descriptive, and diagnostic research design. This research is using the experimental research design, in order to know the influence of cognitive strategy in students' reading skill.

Then, Hasnunidah (2017), says that experimental research design is divided into four parts, they are true experiment, factorial experiment, quasi experiment, and time-series experiment. From types of experiments above in this research, the writer takes the quasi-experiment design that has class control as compare class experiment. There are two forms of quasi experimental design, namely time series design and non-equivalent control group design, (Sugiyono,2010: 75). This research uses a non-equivalent control group design model. Before the research began, a pre-test is given for both classes.

The Location of Research

The location of the will conducted at SMA Yayasan Perguruan Keluarga,Pematang Siantar.specially clas X E-4 and X E-3.

The Technique of Collecting Data

According to lecompte and schensul (1999) data is a process used by researchers to reduce data to a story and interpret it to drive insights. To collect the data for this research, the writer takes the data by using test as an instrument. The researcher uses test for knowing



result study of reading skill before and after using Content based instruction method. To find out students' data, the researcher gave students pre-test and post-test questions to test, so that the author could find out the result.

The Technique of Analyzing Data

Bogdan (2019) data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Technique of analysing data in this research uses to know the average of students' score and to check students' improvement in reading. In scoring the pre-test and the post-test, the researcher adopted oral proficiency scoring categories using scoring rubric After knowing the score of the students', the researcher calculating the frequency and normality of the test by using SPSS version 26.0.

IV. ANALYSIS OF DATA

The Data and Data Analysis of Research

According to The Oxford Learner's dictionary (2021) data are facts or information, especially when examined and used to find out things or to make decision. In this chapter, the data involved from writing test as the instrument of the research. There are pretest and post-test for both experimental class (X E-3) and control class (X E-4). The experimental class was taught by applied cognitive strategy, while the control class was taught by using conventional teaching. From the result of the data processing to prove whether there was any significance different between student's descriptive text in control class at the X variable and experimental class as Y variabel and to prove whether or not strategy cognitive in reading comprehension is effective especially in reading comprehension at ten grades of SMA Yayasan Perguruan Keluarga.

V. CONCLUSION AND SUGGESTION

The Conclusion

Based on the discussion in the previous chapter, researcher concluded that:

1. The use of cognitive strategy can increase the students' reading skill. The students' score in reading test before applying cognitive strategy is low. It is different from the students' reading skill after applying cognitive strategy in learning. It can be found in



students post-test. The score was higher than the pre-test. Applying Cognitive strategy in learning activity contributed to the students' mastery in reading. It can increase student's understanding about the words and can increase students' reading mastery.

2. Based on the hypothesis testing of posttest scores, that $t_{\text{count}} = 5.835 > t_{\text{table}} = 1,699$ at α the significance level = 0,05 and degrees of freedom (df) = 29, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there is significant effect on students' reading by applying cognitive strategy at tenth grade students of Yayasan Perguruan Keluarga Pematangsiantar.

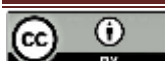
The Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

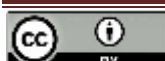
1. The teacher should use strategy in teaching learning process in order to make students more interested in learning the lesson.
2. The teacher should find another way in teaching so that the class will be fun and enjoyable. Not only a book, using pictures and any medias is possible too.
3. For instance, the teacher may use game while studying about reading skill, to make their students enjoy the class and to solve students' boredom in the classroom. This media involved the participation of the students in learning and teaching process. By this media the students can increase their motivation in learning with a fun learning source, and can improve their English, especially in teaching vocabulary.
4. The researcher suggested the future to conducted classroom action research by applying cognitive strategy in teaching, especially in teaching reading.

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