TEACHING READING COMPREHENSION USING COGNITIVE STRATEGIES

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Abstract

The current technological developments make libraries rarely visited by students, the fact that reading is less favored by students, so their knowledge is less. And the problem faced in this case is about reading comprehension in a foreign language. This study uses cognitive strategies, in this strategy requires knowledge and understanding of students to learn English. The author chooses cognitive strategies because this strategy is considered suitable for use in English learning. The purpose of this study was to find out whether or not there is any significant difference of student' achievement before and after the implementation of cognitive strategies in foreign language teaching to teach reading comprehension. This study used pre-experimental design with one class, namely class VIII A SMP N 1 Gayam in the academic year 2017 / 2018. The number of samples in this study was 24 students. Research data obtained from the test, namely the pre-test and post-test and research data were analyzed using paired sample t-test to determine differences in learning achievement before and after treatment using cognitive strategies. This finding shows that the use of this strategy is considered very appropriate to be applied in gaining reading comprehension. With cognitive strategies students can analyze the material being taught. Based on the results of the research that has taken place using paired t-test it is known that the value of t arithmetic is t_{count} is 7,743 with a probability value (sig.2 tailed) 0.001. Therefore probability (sig.2 tailed) < 0.05, then H_0 is rejected meaning H_1 is accepted that there is a difference in student achievement before and after treatment. The implications of this research give the alternatives to the implementation of the cognitive strategies for English classroom.

INTRODUCTION

In education reading is needed by students, reading is very important because by reading student can know new information and knowledge. Reading

as one of the language skill which should be taught and using strategies interesting. Students 'difficulties in understanding English reading text so that students' learning activities become less interactive between teacher and students, teacher need strategy in foreign language teaching to teach reading comprehension. Therefore this research use cognitive strategies to teach reading comprehension. William (2001: 148) state that cognitive strategies are seen as mental process directly concerned with the processing of information in order to learn that is for obtaining stroge, retrieval or use of information. Hsiao and Oxford (2002) believe in the teach ability of strategies and argue that strategy training would be more effective if student carry out tasks which require them to apply strategies explicitly.

Teaching a foreign language especially English is not as easy as teaching the first language because the students will certainly face many problems. So, if the teachers or students learn the second or foreign language, they will meet many methods, approaches the techniques of teaching

appearing to help teachers and learners in the teaching-learning process.

According Bachtiar, hasan, soejono (2007) The kids of teaching cognitive strategies that is. 1) Simple repetition strategies. Understand the material, with a simple repetition of the material that is learned repeat again so that the material can be stored in the student's memory. 2) Elaboration strategies. This strategy helps the development of new information meaning to be easy to remember or learn like reading, making note, and asking. 3) Metacognitive strategies. This strategy related to thinking of students in controlling and evaluating and function of cognitive in itself.

Teaching reading comprehension by using cognitive strategies is very benefited for students because with cognitive strategies is the process of developing the capability of cognitive strategies of education that matters is how to help students learn the right set of strategies that can be used to solve problems. Cognitive strategy highest ability of the cognitive domain, after analysis, synthesis can

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be learned by learners. (Gagne, 2003) is one's internal ability thing to think, to solve.

Cognitive strategy; the ability of the individual to exercise control and management of all activities. In the context of the learning process, a cognitive strategy is how to control memory and ways - ways of thinking in order to happen an effective activity. Intellectual skills focus on learning outcomes, while cognitive strategies place more emphasis on thought processes.

Teaching strategies that will be used by teachers can influence the teaching and learning process, especially in teaching reading comprehension. Encourage and avoid students tired of reading. The teaching strategy should be interesting so that students can enjoy learning. Researchers believe that using cognitive strategies will be able to speak foreign languages in teaching effective reading comprehension for the following reasons; a). good cognitive strategies to test the learning outcomes. b) cognitive strategy activities encourage students' understanding of the subject matter. c)

Make disciplinary students answer worksheets with regulatory questions. d) Stimulate students to think effectively before answering questions.

There are some previous study in this strategies are. Gulper guvenc University of economic and technology ankara Turkey web on conferences (2017). The researcher use experimental design. The researcher took two class experimental group and control group. In this research the researcher do the pre-test and post-test the research is any significant different score between before and after training program and Dian afriani Faculty of Language and Art Education IKIP Mataram.

Although several previous studies on cognitive strategies have been conducted by several researchers, there have been no studies using one sample in the study. In this research discussed in statement of problem, is there any significant difference of students' achievement before and after the implementation of cognitive strategies in foreign language teaching to teach reading comprehension

The objectives of the study There is any significant difference of student' achievement before and after the implementation of cognitive strategies in foreign language teaching to teach reading comprehension.

METHOD

This research uses quantitative research which aims test the hypothesis of the data that has been collected in accordance with previous theories and concepts.

In this research use test, the first step the researcher gives pre-test. After he pre-test value of the one classes in know trying to apply cognitive strategy than give post-test. Calculate the pre-test value and post-test to know the increase of student achievement. Compare the post-test value whether there is significant different in English learning achievement in reading comprehension of student.

The research instruments that were used by the writer to collect data in this research was reading comprehension test. In this research writer use multiple choice, multiple choice is a test where each item has

an alternative number of answer more than one. The form of the test uses multiple choice which consists of 50 question items and the technique data analyzing of this research use validity test, reliability test, normality test, homogeneity test and paired t-test this test That will be calculated by using *SPSS 25 for Windows*. of data to know the data is valid and can use to the research.

FINDINGS AND DISCUSSION

This research is an experimental study consisting of one sample, with pre and post-test treatment. The subject of this study was class VIII A SMP Negeri 1 Gayam in the academic year of 2017 / 2018. The subjects were treated by using cognitive strategy.

The data of validity instrument of pre-test showed the table of $N = 24$ student and significance 5%. The valid data there are 37 and the invalid data there are 13 and the instrument to be valid if the test is reliable and the result of r_{11} is greater than r_{table}. In this computation, the researcher used SPSS 25 and the result of showed that the r_{11}

was 0,923 for $\alpha = 5\%$, N = 50 and the r_{table} was 0,27. The next is the descriptive statistic the total score is 1.642, the mean is 68,42, median 68, mode 70 and standard deviation 7,41.

The next is the data of validity instrument of post-test showed the table of N = 24 student and significance 5%. The valid data there are 38 and the invalid data there are 12 and the instrument to be valid if the test is reliable and the result of r_{11} is greater than r_{table}. In this computation, the researcher used SPSS 25 and the result showed that the r_{11} was 0,924 for $\alpha = 5\%$, N = 50 and the r_{table} was 0,278. The next is the descriptive statistic the total score is 1.946, the mean is 81,08, median 80, mode 80 and the last is standard deviation 7,17.

The researcher used paired t-tests to know the significant differences in the strategies taught and use SPSS 25. The table and the significant value of the pre-test was higher 0,112 than 0.05, it was concluded that the test data in the pre-test was normally distributed. In addition, the value of the post-test or after the test also has a higher value with a significant value of 0.129, it can be concluded that the value of the pre-test is normally distributed. Also the homogeneity the value 0,917 is higher than the level of significance 0,05. Here the researcher use a paired t-tests if the probability value or sig. (2-tailed) <0.05, there are significant differences in learning outcomes. after analyzing using SPSS 25 and finding a significant value, it can be concluded that the significant value of the data above 0.01 is smaller than 0.05, meaning that H_0 is rejected and H_1 is accepted automatically and the conclusion of the results shows that there is a significant difference between learning before and after using cognitive strategies in learning to read comprehension in a foreign language class VIII A SMP N 1 Gayam.

The discussion of this study showed the cognitive strategies can train students' memory, so this cognitive strategy is good for learning activities and can be used to provide training in reading comprehension skills in foreign languages. Based on research in class VIII A SMP N 1 2017 / 2018 Gayam concluded that the use of cognitive strategies in reading comprehension is very effective in learning English. and

this research is in line with the research conducted by Eny Syatriana (2012) state University of Makassar.

CONCLUSION

Cognitive strategy is more effective in foreign language teaching to teach reading comprehension. The learning process is done with one sample or just one-course class, the class before being treated by cognitive strategy and class after being treated with cognitive strategy. This strategy is effective for English learning activities because in cognitive strategy students can improve their memory of the material being taught. In the article on the site states "Cognitive strategy is a technique used by participants to control and monitor their own cognitive processes" (Hartono, 2008: 3).

SUGGESTION

For the teacher the research hopes that this research will give some contribution to the teaching of English,. Cognitive strategies can solve the problem in teaching foreign language, it also give benefit for the students in learning English. Hopefully, this research will provide teaching about cognitive strategies to developing learning in improving English learning. And can solve the problem of reading comprehension in a foreign language.

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