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**EXPLORING EFL LEARNERS COGNITIVE STRATEGIES IN  
READING: AT THE FIRST GRADE STUDENTS OF SMA NEGERI 1  
ASTANAJAPURA**

**(QUALITATIVE RESEARCH)**

**A THESIS**

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher  
Training Faculty of *Syekh Nurjati* State Islamic Institute Cirebon in Partial  
Fulfillment of the Requirements of Undergraduate Degree**



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**2016**



## ABSTRACT

### Ghoyatul Farikhah: “EXPLORING EFL LEARNERS COGNITIVE STRATEGIES IN READING: AT THE FIRST GRADE STUDENTS OF SMA NEGERI 1 ASTANAJAPURA”

Problems that exist in the students' reading ability are. The text type or reading materials is difficult for the students, the low frequency in teacher giving reading comprehension homework and structure materials to the students, the students have low frequency in memorizing English word. So, the writer has an opinion that the students are aware of the vocabulary they need for their level and they can use the words which they want to use or the words we have selected for them to use strategy cognitive in reading. The aims of this study are, to find out how the students have cognitive strategy in EFL reading. Then find out how the students develop their reading ability in cognitive strategy.

The method of the research is qualitative research. The source of data is students' first grade of SMA Negeri 1 Astanajapura who study the subjects of English especially reading. The techniques of collecting data is interview and observation. Then the instrument of the study is the researcher herself. While the techniques of analysis data are identifying, and classifying strategies that use by EFL learners and then try to answer the questions research. Then, the process explored in detail both in paragraph, the researcher also have classification of the data into a point and explain it one by one, the researcher have correlated the text, element coding. In the last analysis, the researcher given descriptive conclusions about the research of “Exploring EFL students Cognitive Strategies in Reading”.

The result show that from 20 questions about cognitive strategies and how to developing reading ability in cognitive strategies that used by students, a most of students and the validation is yes that they are using cognitive strategies to their learning in reading and developing their ability in reading comprehension.

After describing the research findings, then the writer would like to mention some conclusion as follows: The cognitive strategies used by the students such as resourcing, repetition, grouping, deduction, imagery, getting idea quickly, elaboration, inferencing, note taking, and summarizing. Meanwhile, the ways how the students can develop their reading ability through cognitive strategy such as Ask (pre-reading), Tell (while reading), and Tell (after reading).

**Key Words:** *Reading, Reading ability, Strategies in reading and Cognitive strategy in reading*



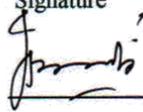
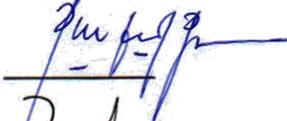
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## RATIFICATION

This thesis entitled “Exploring EFL Learners Cognitive Strategies in Reading: At The First Grade Students of SMA Negeri 1 Astanajapura” written by Ghoyatul Farikhah with student number 14121320238, has been examined on August 4<sup>th</sup> 2016. It has been accepted by the board of the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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## TABLE OF CONTENT

COVER .....	i
TITLE .....	ii
ABSTRACT .....	iii
APPROVAL .....	iv
OFFICIAL NOTE .....	v
LETTER OF AUTHENTICITY .....	vi
RATIFICATION .....	vii
CURRICULUM VITAE .....	viii
MOTTO .....	ix
PREFACE .....	x
TABLE OF CONTENT .....	xi
LIST OF TABLE .....	xii
LIST OF APPENDICES .....	xiii

## CHAPTER I INTRODUCTION

1.1 The Research Background .....	1
1.2 The Formulation of The Problem .....	6
1.2.1 The Identification of The Problem .....	6
1.2.2 The Limitation of The Problem .....	6
1.2.3 The Research Questions .....	7
1.3 The Aims of The Research .....	7
1.4 The Usefulness of The Research .....	7
1.5 Theoretical Foundation .....	8
1.5.1 Reading .....	8
1.5.2 Model of Reading .....	10
1.5.3 Purposes for Reading .....	10
1.5.4 Strategies of Reading Comprehension .....	13
1.5.5 The Cognitive Strategies in Reading .....	15
1.5.6 Developing Reading Ability .....	27
1.6 Previous Study .....	35



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1.7 Research Methodology.....	36
1.7.1 The Objective of The Research.....	36
1.7.2 The Place and Time of The Research .....	36
1.7.3 The Method of The Research .....	38
1.7.4 The Souch of Data .....	38
1.7.5 The Instrument of The Research .....	39
1.7.6 The Technique of Collecting Data .....	40
1.7.7 The Technique of Analysis Data .....	42

**CHAPTER II THE COGNITIVE STRATEGY IN READING**

2.1 Research Finding .....	44
2.1.1 Resourcing.....	44
2.1.2 Repetition .....	46
2.1.3 Grouping.....	47
2.1.4 Deduction .....	48
2.1.5 Imagery.....	49
2.1.6 Getting Idea Quickly .....	50
2.1.7 Elaboration .....	51
2.1.8 Inferencing.....	52
2.1.9 Note-taking.....	53
2.1.10 Summarizing .....	55
2.2 Discussions.....	56

**CHAPTER III DEVELOPING STUDENTS' READING ABILITY**

3.1 Research Finding .....	57
3.1.1 Outset A Clear Goal In Mind for Reading .....	57



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3.1.2 Look Over The Tittle Of The Passage.....	59
3.1.3 Ask What The Topic Is Likely to Be .....	60
3.1.4 Consider What He Already Knows About The Topic .....	61
3.1.5 Generate Questions That Hopes To Answer Through Reading .....	62
3.1.6 Stop After Each Paragraph To Check Wheter He Understood .....	62
3.1.7 Make Prediction What Is To Come .....	63
3.1.8 Read Selectively and Carefully .....	65
3.1.9 Attemp To Answer The Questions Posed Earlier .....	66
3.1.10 Meet With A Peer Partner What Questions And Answers They Produced .....	66
3.2 Discussion .....	67

#### **CHAPTER IV CONCLUSION AND SUGGESTION**

4.1 Conclusion .....	69
4.2 Suggestion.....	69

#### **REFERENCES**

#### **APPENDICES**



## CHAPTER I

### INTRODUCTION

#### 1.1. The Research Background

English has an important role toward the students' development in term of their intellectual, social and emotional. It can also support their success in learning all subjects, because English is used as a communication tool either orally or written. It means that the students' communication ability can be seen from their ability in understanding and creating some oral and written pieces in term of listening, speaking, reading and writing.

In this case, the writer stressed the research about the one of the strategies for the students to master the reading ability. The reading is one of language skills. Reading is an activity that happens in education area. It is also an extraordinary achievement when one considers the number of levels and components that must be mastered. Especially, if he is capable of reading a foreign language text, it will be easier in the affairs of daily life. According to Anderson (1999:21) states that with good reading skills, ESL/EFL readers will make great progress and attain great development in all academic areas.

In addition, for foreign language learners, reading is the ability to draw meaning from the text that is interpreted by appropriate information. (Grabe and Stoller 2002: 3) argues that in the process of reading there are many important aspects including the purpose of reading, types of reading, and strategy that use in reading.

Reading is one of the basic communicative skills, but it has very complex process. it can be said that reading is a process in which reader find information given by the writer in the written form. According to Grabe (2008), reading is the complex cognitive processes that readers employ when they read, including the roles played by implicit and explicit learning. Bernhardt (2011) gives an extensive list of studies, to which we refer the reader. The majority



of studies cites were successful in showing that readers' familiarity with content had a significant effect on their performance.

Research shows that reading comprehension is a complex process and students usually have difficulties in constructing meaning from written text (Grabe & Stoller, 2002). General study suggests that who starts to learn English language is most likely to have serious difficulties in constructing meaning and understanding of the texts.

The position reading comprehension is crucial because reading involves evaluation skills. Therefore it is necessary for the reader to criticize textual information and assess its reading performance itself. According to Mc. Namara (2007), comprehension is the ability to go beyond the words, to understand the ideas in a text and the relationships that exist between those ideas. Reading comprehension plays a large contribution in EFL learners to see the world widely.

Bernhardt (2011:56) says that reading is interactive. People can communicate to the authors with the text that they read. In the context of EFL learners, Grabe and Stoller (2002) presume that L2 reading ability has spread out not only as a global language but also as the language of science, technology and advanced. It is clear that reading cannot be separated with the term of importance on EFL learners since it opens many windows to see the extensive world.

Jeremy Harmer (1991:23) points out that language students need to learn the lexis of the language. They need to learn what words mean and how they are used. While this obviously involves giving them the names for things (e.g. table, chair, etc). It also involves showing them how words are stretched and twisted (e.g. to table a motion, to chair meeting, etc). Clearly some words are more likely to be taught at lower levels than others, and some uses of words may be more sophisticated than others.



The present study in the reading area increasingly grows interested in some category. There are some researchers which have been in reading area. This research is also completed with previous studies in the same field to find the gap of the research. Sahan (2012) analysed cognitive reading comprehension strategies employed by ELT student. Ghafournia & Afghari (2013) developed the interaction between cognitive test-taking strategies, reading ability, and reading comprehension test performance of Iranian EFL learners. Ozek (2006) explored a study on the use of cognitive reading strategies by ELT student. The indicated that there were some significant differences on the effective use of cognitive reading strategies with regard to students' gender, age, and proficiency in reading in learning English.

Arellano (2012) in the area of language and gender has come into gender differences in EFL learners reading comprehension ability. Another current study by Logan and Jhonston (2009) found the large gender differences in reading attitude by looking at the background of gender profile of EFL learners in UK, and Embi (2013) which is touch specifically on the reading strategy of EFL learners, Ardiyantika (2014) has come into investigation of reading strategy on efferent of EFL learners. Yeeding (2007) investigated the effects of pre-reading activities on learners' motivation and reading comprehension ability. Mihara (2011) explored examine effect of two pre-reading strategies (vocabulary pre-teaching and comprehension question presentation), Marshal Briewin & Mohamed Amin Embi (2013), analysed study highlights some of the reading strategies preferred by EFL learners during reading, Maya Ardiyantika (2014) explored about efl learners efferent reading strategies, and Ahmadi, Ismail, and Abdullah (2013) theirs study about the importance of metacognitive reading strategy awareness in reading comprehension.

From the previous study above explored about reading area, the researcher found the gap of research. The researchers interested in reading strategies, because learning strategies are steps taken by students to enhance their own learning and researcher found the problems



after observations on students' reading skills. From observations on the 04th-31th of May 2016 to Selfi Yanasari, she is one of the students of SMA Negeri 1 Astanajapura about their reading skills. Problems that exist in the students' reading ability are.

Three factors cause students difficulties in reading comprehension:

- 1). The text type or reading materials is difficult for the students.
- 2). The low frequency in teacher in giving reading comprehension homework and structure materials to the students.
- 3). The students have low frequency in memorizing English word.

So, the writer has an opinion that the students are aware of the vocabulary they need for their level and they can use the words which they want to use or the words we have selected for them to use. There is a way of looking at vocabulary learning which suggests that students should go home every evening and learn a list of words by heart. Such a practice may have beneficial results, of course, but it avoids one of the central features of vocabulary use, namely that words occur in context.

Words do not just exist on their own. They live with other words and they depend upon each other. We need our students to be aware of this. That is why, once again, reading played such a part in the acquisition of vocabulary. When students learn words in context they are far more likely to remember them than if they learn them as single items.

In other part, Jeremy Harmer (1991:191) states that it is often difficult to convince students of English as a foreign language that texts in English can be understood even though there are vocabulary items and structures the student has never seen before. But this is the case, not only for non-native speakers, but also for some speakers of English as a first language. Skills such as extracting specific information can be satisfactorily performed even though students do not understand the whole text the same is true for students who want to get the general idea of the text.



## 1.2. The Formulation of The Problem

In this case, the researcher conducted with the identification of the problem, the limitation of the problem, and the questions of the research.

### 1.2.1 The Identification of the problem

#### 1) The Research Area

The research area of the problem in this thesis is reading.

#### 2) The Research Technique

The Research Technique of this thesis is qualitative approach

### 1.2.2 The Limitation of the problem

In order to limit the thesis problem, it is very necessary to point out some problem limits. Therefore, the writer divided it into two kinds of problem limitation such as:

- a) The exploring of cognitive strategy for EFL students in reading.
- b) Student's development in reading by means of cognitive strategy.

### 1.2.3 The Research Questions

Research formulation of the study include question of the research, based on the research background that has been described above. Therefore the questions of the problem are as follow:

- 1) How is cognitive strategy applied in EFL reading class?
- 2) How do students develop their reading ability in cognitive strategy?

## 1.3 The Aims of The Research

The aims of this study are divided into two points; to investigate a level ability in reading achievement including reading comprehension and to get general and specific information.

Furthermore, the aims would relate to these two point mentions:



- 1). To find out how the students have cognitive strategy in EFL reading.
- 2). To find out how the students develop their reading ability in cognitive strategy.

#### 1.4 The Usefulness of The Research

After having conducted the research, it hopefully gets some usefulnesses whether for the researcher or the school as an institution to develop the students' ability in using the best methods and strategies in teaching and learning process of English subject, especially in reading comprehension.

#### 1.5 The Theoretical Review

In this study, the researcher conducted with the theoretical review as follows:

##### 1.5.1 Reading

Reading is a process. It involved many processes when reading a text. Including comprehending, situation and reader knowledge. Rosenblatt (1988:4) concern on the theory of the transactional reading, "every reading act is an event, a transaction involving a particular reader and a particular configuration of marks on a page, and occurring at a particular time in a particular context." She said that every reading activity involve the reader to transaction with the text and make connection to reach comprehension into the text in particular context. While Grabe (2009:14), mention 10 terms of reading in process, those are:

- 1) A rapid process
- 2) An efficient process
- 3) A comprehending process
- 4) An interactive process
- 5) A strategic process



- 6) A flexible process
- 7) A purposeful process
- 8) An evaluative process
- 9) A learning process
- 10) A linguistic process

Reading is a comprehending process. People read to understand what the writer intended to convey in writing, though we also do more. One reason to point out that reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to this fundamental goal.

He also says that reading to learn may require:

- 1) The ability to skim to build appropriate anticipation for task demands
- 2) The ability to comprehend the text (main ideas and supporting information)
- 3) The ability to connect sets of supporting information within an organizing frame in which all the parts fit together

There are two level of process comprehension in reading. First, lower-level process including word recognition, syntactic parsing (using grammatical information), and meaning encoding as propositions (building clause-level meaning from word meanings and grammatical information).

The second level called by higher level processing, including text model formation (what text about), situation-model building (how we decide to interpret the text), inferencing, executive-control processing (how we direct our attention) and strategic processing. Those all describes how people read. The higher level process refers to component abilities processing including a text model of reader comprehension, a situation model of reader interpretation and a set of reading skills and resources under the command of the executive control mechanism in working memory.



### 1.5.2 Model of Reading

According to Grabe (2002:14), there are two models of reading. It is Meraphorical model of reading and specific models of reading. The First is metaphorical model of reading. These models represent metaphorical generalisations that stem from comprehension, there are three models bottom-up, top-down and interctive model.

### 1.5.3 Purposes for Reading

Grabe also catagorizes several reading purposes which relates to the interest of the reader in reading the text. According to Grabe (2002:5), when we read we have a number of initial decisions to make, and we usually make these decisions very quickly, almost unconsciously in most cases. There are five purposes in reading those are :

- 1) Reading to search for simple information and reading to skim

Reading to searchfor simple information is a common reading ability. It is used so often in reading that it is probably best seen as a type of reading ability. In reading to search, the reader typically scan the text for a specific word, or a specific piece of information, or a few representative phrases.

- 2) Reading to skim

Reading sampling segments of the text for a general understanding is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be located in



the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed

### 3) Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).

### 4) Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

### 5) Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

## 1.5.4 Strategies of Reading Comprehension



According to Grabe (2009:10), both reading comprehension skills and strategies are important for students to reach their comprehension. Strategies, for definitional purposes, are best defined as abilities that are potentially open to conscious reflection, and reflect a reader's intention to address a problem or a specific goal while reading (Anderson, 2009). There are several reading comprehension strategies argued by Grabe, those are:

- Specifying a purpose for reading
- Planning what to do/what steps to take
- Previewing the text
- Predicting the contents of the text or section of text
- Checking predictions
- Posing questions about the text
- Finding answers to posed questions
- Connecting text to background knowledge
- Summarising information
- Making inferences
- Connecting one part of the text to another
- Paying attention to text structure
- Rereading
- Guessing the meaning of a new word from context
- Using discourse markers to see relationships
- Checking comprehension
- Identifying difficulties
- Taking steps to repair faulty comprehension
- Critiquing the author
- Critiquing the text
- Judging how well purposes for reading were met
- Reflecting on what has been learned from the text

Reading strategies play a significant role in the comprehension of the text and student who are equipped with sufficient and effective reading strategies employ them correctly and



appropriately to comprehend the text. Unfortunately, most of us always use the same strategies to comprehend the text, whereas in reality there is a different strategy to comprehend the text.

In fact, the writer has assumed that critical success factors of one of its educational programs are determined by the cognitive strategy. Language learning strategies as part of the learning process step requires a well-planned and systematic. These stages involves many influential variables such as teachers, students, facilities and infrastructure.

Why learning strategy are important? Because, learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. (Oxford, Rebecca L. 1990:6). Grabe (2002) argues reading can be thought of as a way to draw information from a text and to form an interpretation of that information.

Strategies have been distinguished from skills. Although skills are similar to strategies, they are different in that they are carried out automatically, whereas strategies usually require individuals to think about what strategy they are using (Alexander, Graham, & Harris, 1998). Effective learners develop the ability to use strategies automatically while also reflecting upon those strategies when necessary. People who are able to reflect upon their own cognition and cognitive strategies are said to have metacognitive awareness.

One factor that determines whether students use a strategy is whether students know what the strategy is and how to use it. Strategy use can be influenced both by knowledge of what the strategy is and how to use it, and by belief in the effectiveness of the strategy (Chinn,2006).

One reason why students may not use an effective strategy is that they do not know about it. For example, students who study simply by reading a textbook chapter a second time



may not know that more effective strategies include actively trying to summarize the text and trying to explain challenging ideas to themselves.

A second reason why students do not use strategies is that they may not believe the strategy is effective or worthwhile. The student who is encouraged to summarize the chapter may not believe it will really improve learning, or the student may agree that it improved learning but that the amount of additional learning is not worth the time that summarizing takes.

### 1.5.5 The Cognitive Strategies in Reading

A cognitive strategy is a mental process or procedure for accomplishing a particular cognitive goal. For example, if students' goals are to write good essays, their cognitive strategies might include brainstorming and completing an outline. The cognitive strategies that students use influence how they want to perform in school, as well as what they want to accomplish outside of school. Researchers have found that effective learners and thinkers use more effective strategies for reading, writing, problem solving, and reasoning than ineffective learners and thinkers.

Cognitive strategies can be general or specific (Pressley & Woloshyn, 1995). General cognitive strategies are strategies that can be applied across many different disciplines and situations (such as summarization or setting goals for what to accomplish), whereas specific cognitive strategies tend to be more narrow strategies that are specified toward a particular kind of task (such as drawing a picture to help one see how to tackle a physics problem). Specific strategies tend to be more powerful but have a more restricted range of use. Effective learners use both general and specific strategies.

The types of cognitive reading strategies used in this study are such as resourcing, repetition, grouping, deduction, imagery, getting the idea quickly, elaboration,



inferencing, note-taking, and summarizing.

Some of these cognitive reading strategies which are accompanied by an asterisk below have also been identified by Ghonsooly (1997) as follows:

- 1) Using background knowledge: This strategy refers to using knowledge about the word and the contents of the text that contributes to understanding and process the text.

This strategy correspond to what O'Malley and Chamot call elaboration.

- 2) Prediction: this strategy refers to predicting the content of the text based on the information presented in part of the text.

Making prediction is a popular and highly effective strategy for helping students become proficient and masterful readers. It's one component of an overarching shared reading block and it's power lies in providing strong support for small groups of beginning or struggling readers.

During guided reading the teacher introduces reading strategies such as making predictions, using contextual clues, recognizing sounds and letters, understanding word structure, and more-all designed to help students construct meaning from text. The ultimate goal is for students to internalize these strategies and become skilled, fluent, life-long readers.

**There are three basic steps in guided reading: Before reading, during reading and after reading.** For each step there are abundant strategies to help achieve it's purpose. For example, the purpose of the "before reading" step is to set the objective for reading, analyze new vocabulary, and make predictions.

Students make predictions all the time though they may not realize it. They predict what there friends have to say when they score a winning point. They predict what's for dinner when they come home to warm smells from the kitchen. People are



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able to make predictions based on prior knowledge, or information they already have. Once you teach your students the predicting strategy, they'll be able to do the same with their reading.

**Here are a few activities you can use in your classroom to help students become proficient at making predictions.**

- a) **Use book or movie titles.** Read students the titles of books they've never read before and ask them to make a prediction what the book is about. Then read the back cover or inside flap of the book out loud to see how close they came to the mark. You can do the same with movie titles and then read aloud a synopsis of the movie review.
- b) **Bring an unusual object to class.** Show students the object and have them predict what it could be used for and how it works. While showing the object, point out structures or components that could be clues as to what it is without actually explaining how it works.
- c) **Read a section of text and then have students predict what is going to happen next.** Have them write their predictions on sentence strips and place each prediction on the wall. Revisit the predictions once the action has been revealed in the story.
- d) **Explain to students that making predictions is like being a detective.** They can find clues in the book title, the illustration on the front cover, as well as pictures inside the book to predict what the story is about. Students may be inclined to take the easy way out and say the book is about a princess or a dog but that's not good enough. Have them also predict what a character wants to do or an important event that may take place.



When student know how to make predictions and use this skill prior to reading, they not only have a reason to read, but this knowledge improved their comprehension. By activating prior knowledge they can get at the deeper meanings, learn to read between the lines, and take the first steps for developing a love for literature.

- 3) Repetition to get the meaning of a word: this strategy occurs when the reader repeats a word or a phrase in order to remember or retrieve the meaning from the long term memory.

Here there are six tips for using repetition in students' lessons:

- a) Use the last ten minutes of class as an opportunity to review what you did earlier in the lesson. See how much your students remember. This can help build their confidence while also giving you good information about how much to review at the beginning of the next class.
- b) Don't be afraid that repetition is "too boring." Get creative and have your student build up to using new vocabulary by starting with TPR, moving to an oral drill, reading the words in context through a short reading and finally using them in dialogues and role play activities.
- c) When teaching a dialogue, write the whole dialogue on the board, erase a few words and have the students repeat with a partner. Then erase a few more and repeat until nothing is left on the board.
- d) Keep a stack of flashcards with you and pull them out every once in a while. To keep the vocabulary fresh in your students' minds, try charades or concentration rather than just reviewing the words orally.
- e) Use different interaction patterns to make repetition more interesting. One way to do this is to line up students in two rows, facing each other. Have them practice the



dialog with the person standing across from them. After everyone has finished, have one row move down and the other row stay so that each person is standing in front of a new partner.

- f) Do a review lesson about every four lessons repeating activities from your previous lessons. This want to help you measure if you are moving too quickly through material and if the students are retaining the things you teach them.
- 4) Paraphrase: This strategy refers to the reader's attempt to either provide synonyms and antonyms for a word or restating the content of a sentence in his own words.
- 5) Inference (Reprocessing to get the meaning of a word): this strategy refers to the act of rereading a phrase, a clause or a sentence in order to infer or guess the meaning of an unknown word.
- 6) Translations: This strategy referes to using first lnguage to provide equivalent for a word or stating the contents of a sentence.
- 7) Watchers: This strategy refers to reader's attempt to keep an unfamiliar item or vocabulary in mind to be tackled later on by getting help from incoming information.
- 8) Using a dictionary: this strategy refers to the simple act or referring to a dictionary to look up the meaning of an unknown word or item. This strategy corresponds to what O'malley and Chamot call resourcing.

Jeremy Harmer (1991:175) states that the dictionary provides one of the best resources for students who wish increase the number of words they understand or at least for students who wish to understand what a word means when they come across it in a text or in a conversation. Most students in such sircumstances consult a bilingual dictionary to find an equivalent in their own language.

- 9) Decoding: This strategy referes to breaking a word into syllables in order to



easily the pronunciation or processing its meaning. This strategy is often followed by repetition of the word.

- 10) Word identification based on phonological similarity: This strategy refers to the reader's attempt to get the meaning, of an unknown lexical item by comparing it to its closest possible neighbor, which bears some phonological similarity.
- 11) Grammatical analysis: This strategy refers to using the knowledge of grammar to interpret and understand a word, a phrase or a sentence. This strategy corresponds to what O'Malley and Chamot call deduction.
- 12) Imagery: This strategy refers to using visual images and visualizing the content of a text in order to understand.

Follow these few simple steps to provide practice developing students' mental images:

- a) Begin reading. Pause after a few sentences or paragraphs that contain good descriptive information.
- b) Share the image you've created in your mind, and talk about which words from the book helped you "draw" your picture. Your picture can relate to the setting, the characters, or the actions. By doing this, you are modeling the kind of picture making you want your child to do.
- c) Talk about how these pictures help you understand what's happening in the story.
- d) Continue reading. Pause again and share the new image you created. Then ask your child to share what he sees, hears, tastes, smells and feels. Ask what words helped him create the mental image and emotions. By doing this, you are providing your child with practice with this new skill.
- e) Are your images identical? Probably not! This is a great time to talk about why your images might be different. Perhaps your child went on a school field trip or had a school assembly that changed the way they created the picture in their



mind. Perhaps experiences you've had as an adult influenced what you "drew."

These differences are important to understand and respect.

f) Read a longer portion of text and continue the sharing process.

Once this is a familiar skill, encourage your child to use mental imagery when she is reading by herself. You can feel confident that these mental pictures helped your child understand the story in an important way.

In other part Jane Willis (1983:143) proposed the way how can pictures, flash cards and other visual aids be used in the teaching of reading. The teacher can give the students question or ask by bringing flash cards or at the blackboard such as 'I have got some flash cards with words and pictures. Look! Show me the picture which say "congratulation"'.  
“congratulation”.

Both above utterances can clearly support the importance of using flash cards that consisted of imagery. Those pictures can be used by teacher as aids to teach English reading in the classroom.

In other part, Daniel Madrid (2003) supported that cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task. It included as follows:

- 1) Repetition: Imitating a language model, including overt practice and silent rehearsal.
- 2) Resourcing: Using available reference sources of information about the target language, including dictionaries, textbooks, and prior work.
- 3) Grouping: Ordering, classifying, or labelling material used in a language task based on common attributes; recalling information based on grouping previously done.
- 4) Note taking: Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of language task.

Note taking techniques provide a useful aid to reading. Use:



- a) **Underlining and highlighting** to pick out what seem to you the most central or important words and phrases. Do this in your own copy of texts or on photocopies - never on borrowed texts;
- b) **Keywords** to record the main headings as you read. Use one or two keywords for each main point. Keywords can be used when you don't want to mark the text;
- c) **Questions** to encourage you to take an active approach to your reading. Record your questions as you read. They can also be used as prompts for follow up work;
- d) **Summaries** to check you have understood what you have read. Pause after a section of text and put what you have read in your own words. Skim over the text to check the accuracy of your summary, filling in any significant gaps.

These techniques encourage an active engagement with the text as well as providing you with a useful record of your reading. Avoid passively reading large amounts of text, it does not make effective use of your time. Always use a note taking technique to increase your levels of concentration and understanding

- 5) Deduction/Induction: Consciously applying learned or self-developed rules to produce or understand the target language.
- 6) Substitution: Selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task.
- 7) Elaboration: Relating new information to prior knowledge; relating different parts of new information to each other; making meaningful personal. associations to information presented, in the following ways:
  - a) Personal elaborations: making judgements about or reacting personally to the material presented.
  - b) World elaboration: Using knowledge gained from experience in the world.
  - c) Academic elaboration: Using knowledge gained in academic situations.



- d) Between parts elaboration: Relating parts of the task to each other.
  - e) Question elaboration: Using a combination of questions and world knowledge to brainstorm logical solutions to a task.E
  - f) Self-evaluative elaboration: Judging self in relation to materials.
  - g) Creative elaboration: making up a story line, or adopting a clever perspective.
  - h) Imagery: Using mental or actual pictures or visuals to represent information; coded as a separate category, but viewed as a form of elaboration
- 8) Summarizing: Making a mental, oral, or written summary of language and information presented in a task.
- 9) Translation: Rendering ideas from one language to another in a relatively verbatim manner.
- 10) Transfer: Using previously acquired linguistic knowledge to facilitate a language task.
- 11) Inferencing: Using available information to guess the meanings or usage of unfamiliar language items associated with a language task, to predict outcomes, or to fill in missing information.

From each descriptive meaning above, the writer took as a basic research interview to analyze the students' cognitive strategies in reading text process. It is because the definition above explored in detail way. It described the writer how the students' ways to understand reading is.

From the opinion above, the writer gets an opinion that cognitive strategies are useful tools in assisting students with learning problems. The term "cognitive strategies" in its simplest form is the use of the mind (cognition) to solve a problem or complete a task. Cognitive strategies provide a structure for learning when a task cannot be completed through a series of steps. For example, algorithms in mathematics provide a series of steps to solve a problem. Attention to the steps results in successful completion of the problem.



A cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex (Rosenshine, 1997). Reading comprehension is an area where cognitive strategies are important. A self-questioning strategy can help students understand what they read. Rosenshine states that the act of creating questions does not lead directly to comprehension. Instead, students search the text and combine information as they generate questions; then they comprehend what they have read.

The use of cognitive strategies can increase the efficiency with which the learner approaches a learning task. These academic tasks can include, but are not limited to, remembering and applying information from course content, constructing sentences and paragraphs, editing written work, paraphrasing, and classifying information to be learned.

#### 1.5.6 Developing Reading Ability

Reading means a process whereby one looks at and be able to understand something writing or printed (Hornby, 1990:699). In this definition, reading focuses on a process of understanding a something written.

Douglas Brown (1994:284) defines reading captures the spirit of the bottom-up side of the process of decoding meaning from the printed page. In here, the readers must first recognize a multiplicity of linguistic signals (letter, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals.

Howards (1980:35) stated that keeping in mind that learning to read includes psychological, physical, intellectual, cultural, linguistics, and educational dimensions, we describe what learning to read any language required in the way of basic skills. Very simply, reading requires knowledge of the interrelated and interdependent skills in words recognition,



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meanings, and study skills. It also requires the planning of learning experiences to build concepts to which language want to be attached much more meaningfully. Reading and life must not be separated; experience in applying skills in the basic growth areas must be supplemented by first-hand life, live experience with people, places, objects, sights, sounds, smells, and textures.

Reading comprehension is defined as the level of understanding of a writing. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Many educators in the USA believe that children need to learn to analyze text (comprehend it) even before they can read it on their own, and comprehension instruction generally begins in pre-Kindergarten or Kindergarten. But other US educators consider this reading approach to be completely backward for very young children, arguing that the children must learn how to decode the words in a story through phonics before they can analyze the story itself. During the last century comprehension lessons usually comprised students answering teachers' questions, writing responses to questions on their own, or both. The whole group version of this practice also often included “round robin reading”, wherein teachers called on individual students to read a portion of the text (and sometimes following a set order). In the last quarter of the 20th century, evidence accumulated that the read-test methods assessed comprehension more than they taught it. The associated practice of “round robin” reading has also been questioned and eliminated by many educators.

From those theories, it can be said that the act of reading does not only consist of physical factors, but it also consists of mental factor. For instance, when student is reading, he uses his eyes to look at the printed lines and symbols, then he interprets what he has seen in a passage or he want to have an idea of what he has just read. Using the eyes to look at the



printed symbols or words accurately is physical factor, meanwhile when he concentrates and interprets what he has read in a passage until he has an idea of what he has just read from the passage is a mental factor.

In other part, while reading, we can also give some appreciation or criticism of which we are reading. Brewton (1985:89) points out that by reading, you mean the ability to recognize and understand words, phrases, sentences, and paragraphs then you can read. Appreciative reading involves the ability to understand the full meaning of a work of literature, the meaning that frequently lies below the surface.

It requires that the reader be able to read between the lines; to relate ideas and events from the past to those of the present; to recognize and interpret human behavior in the light of the behavior of literary characters. Unless you get more than the surface meaning from a work of literature, you miss the full pleasure to be found in reading. So far, an understanding of the writer's craft will lead you to a greater appreciation of the literature you read.

In critical reading, we point out the style of reading that involves the style of writing we read. The style of writer includes the melody and rhythm of his characteristic pattern of language. It is the reflection of the author's tastes, habits, attitudes, and emotions.

Good reading comprehension requires that students monitor their understanding while reading a passage. At the point of performance--when a student picks up a text and prepares to read--there are 3 crucial phases that improve comprehension (Pressley & Wharton-McDonald,1997): pre-reading (the reader creates a reading plan), reading (the reader monitors his or her understanding of the text while reading and applies strategies to clarify understanding of the text), and post-reading (the reader continues to think about the passage after reading and encode key details into long-term memory).

Poorreaders often lack the skills to effectively monitor their comprehension of assigned passages and apply fix-up skills when needed. One means to help students to



develop these self-monitoring skills is to teach them a cognitive strategy : ART: Ask-Read-Tell (McCallum et al., 2010). Whenever the student is assigned a challenging passage, he or she is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:

- 1). ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates questions that the student hopes to answer through reading.
- 2). READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.
- 3). TELL: After reading, the student attempts to answer the questions posed earlier based on the content just read. Finally, the student meets with a peer partner, and respondents tell each other what questions and answers they produced.

McCallum (2010) describes that the sequences above need some steps such as preparation, procedures and training as follows:

- 1) Preparation. In preparation for each ART session, the teacher:
  - a) Selects a challenging reading passage to be the focus of the ART comprehension strategy.
  - b) Provides each student with a copy of the ASK-READ-TELL (ART): Student Worksheet.
- 2) Procedures. This intervention is student-directed. A full explanation of the ART steps can be found in the attached ASK-READ-TELL (ART): Student Worksheet. When using the ASK-READ-TELL strategy, the teacher:
  - a) Pands out the reading passage.



- b) Directs students to read the passage independently (either in-class or as a take-home assignment).
- c) Instructs students to complete the pre-reading, reading, and post-reading sections of the ASK-READ-TELL (ART): Student Worksheet as part of the reading assignment.
- d) Pairs students off after the assignment to compare the questions and answers that each generated from the assigned passage.

2)3) Training. The ASK-READ-TELL strategy is simple to use. However, the teacher should ensure that students are trained in the proper use of this strategy, beginning with teacher demonstration and moving to group practice with instructor feedback before students are directed to use ASK-READ-TELL independently.

The writer got the Mc Callum's opinion about some strategies used by the students as the beginning reader. Because these strategies explored from the beginning level of reading up to be an expert reader. It included from preparation to training reading. Then the strategies are considered as interview of the research.

In a classroom where cognitive strategies are used, the teacher fulfills a pivotal role, bridging the gap between student and content/skill to be learned. This role requires an understanding of the task to be completed, as well as knowledge of an approach (or approaches) to the task that he/she can communicate to the learner.

Impacting both the task and the learner using cognitive strategies is referred to as Content Enhancement. Bulgren, Deshler, and Schumaker (1997) highlight three important teacher activities in their model of content enhancement:

- 1) Teachers evaluate the content they cover.
- 2) Teachers determine the necessary approaches to learning for student success
- 3) Teachers teach with routines and instructional supports that assist students as they apply appropriate techniques and strategies.



In this way, the teacher emphasizes what the students should learn, or the “product” of learning. In addition, the teacher models the how or “process” of learning. When a teacher is comfortable with the content he/she is teaching, he/she knows which parts are the most important, the most interesting and the easiest (or hardest) to learn. The teacher evaluates the content with various questions in mind:

- 1) How important is this information to my students?
- 2) Is any of this information irrelevant to the point I can minimize or exclude it?
- 3) How will my students use this information beyond my classroom (in general education classrooms, college and/or career settings, etc.)
- 4) What parts of this information do I think my students will grasp quickly?
- 5) What parts of this information do I think my students will need “extras” (more time, more examples, peer help, more explanation, applications, etc.)
- 6) How should I pace the presentation?
- 7) Which evaluations are going to help me know that my students understand this information?

Duke and Pearson (1980) pointed out that as it should be, much work on the process of reading comprehension has been grounded in studies of good readers. We know a great deal about what good readers do when they read:

- 1) Good readers are *active* readers.
- 2) From the outset they have clear *goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it, is meeting their goals.
- 3) Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text sections that might be most relevant to their reading goals.
- 4) As they read, good readers frequently *make predictions* about what is to come.



- 5) They read selectively, continually making decisions about their reading- what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- 6) Good readers *construct, revise, and question* the meanings they make as they read.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

## 1.6 Previous Study

This research is also completed with previous studies in the same field to find the gap of the research. Sahan (2012) analysed cognitive reading comprehension strategies employed by ELT student. Reading strategies play a significant role in the comprehension of the text, and students who are equipped with sufficient and effective reading strategies employ them correctly and appropriately to comprehend the text and based on the literature review and field observation, his study is to determine what reading comprehension strategies the first year students utilize, and how frequently they make use of reading comprehension strategies in reading comprehension.

Ghafournia & Afghari (2013) developed the interaction between cognitive test-taking strategies, reading ability, and reading comprehension test performance of Iranian EFL learners. They argues the underlying strategic process of learning has been systematically explored in many studies, the number of systematic studies on the strategic process of test taking is not so extensive. Most of the studies on the strategic aspects of test taking are heuristic, not rooted in any theory of cognition.

There are two possible explanations for the issue. One explanation is the complex interaction between learning and test-taking strategies that makes the distinction rather difficult. In other words, because learning and test-taking processes are highly inter



related, separating particular strategies used in learning settings from the strategies merely used in test-taking settings is a highly complex process. It is rather difficult for the researchers to identify particular strategies used in test-taking settings regardless of their use in learning settings. As an example, the use of prior knowledge to comprehend reading texts is a cognitive strategy extensively used in both learning and test-taking settings.

Based on previous study, learning strategies in the context of reading comprehension is very essential. From the three previous studies above, the research closest to the current study is the study of Sahan that focus on cognitive reading comprehension strategies employed by ELT student. And then this study focuses on exploring EFL learners cognitive strategies in reading class, accurately the researcher have identifying, classifying, and evaluating EFL learners cognitive strategies in reading

## 1.7 Research Methodology

### 1.7.1 The Objective of the Research

The object of the research is in order to know Exploring EFL Learners Cognitive Strategies in Reading Comprehension at first grade Students of SMAN 1 Astanajapura. In order to keep up with the advance of reading lesson in english at SMAN 1 Astanajapura.

### 1.7.2 Place and Time of the Research

This research is taking place in SMAN 1 Astanajapura that use English as their foreign language, because that place is the most potential school that needs to improve their reading skills. The teacher always ignores what used to read when they want to teach. Teachers also does not sufficiently pay attention to whether their students understand the reading of the text they read or not. This is because the teacher does not provide cognitive strategies to them, so that their student cannot



understand the contents of the text reading. This study is appropriate to apply in that school to improve the students reading skills by providing cognitive strategies.

In this study, the data collection schedule was carried out as outlined.

*1.1 Table of the data :*

No.	Date	Research Activity
1.	May 15 <sup>th</sup> 2016	Proposing research proposal
2.	May 16 <sup>th</sup> 2016	Research proposal approved
3.	May 19 <sup>th</sup> 2016	Arranging the questionnaire and conducting the research at SMAN 1 Astanajapura.
4.	May 20 <sup>th</sup> 2016	Constructing and revising Chapter I
5.	May 25 <sup>th</sup> 2016	Reporting Chapter I to 2 <sup>nd</sup> supervisor
6.	May 26 <sup>th</sup> 2016	Reporting Chapter I to 1 <sup>st</sup> supervisor
7.	May 27 <sup>th</sup> 2016	Revising Chapter I and Constructing Chapter II
8.	May 30 <sup>th</sup> 2016	Reporting Chapter I and Chapter II
9.	May 31 <sup>st</sup> 2016	Revising Chapter II
10.	June 6 <sup>th</sup> 2016	Reporting Chapter II
11.	June 7 <sup>th</sup> 2016	Revising Chapter II and Constructing Chapter III
12.	June 8 <sup>th</sup> 2016	Questionnaire Development
13.	June 13 <sup>th</sup> 2016	Reporting Chapter II and Chapter III
14.	June 14 <sup>th</sup> 2016	Revising Chapter III and Constructing Chapter IV: Conclusion and Suggestion
15.	June 20 <sup>th</sup> 2016	Reporting Chapter III and Chapter IV
16.	June 21 <sup>st</sup> 2016	Revising Chapter IV
17.	June 27 <sup>th</sup> 2016	Reporting Chapter IV
18.	June 28 <sup>th</sup> - 15 <sup>th</sup> July 2016	Completing, approving thesis and finishing

1.7.3 The Method of the Research

This research used qualitative research. According to Lodico et. al (2010: 34) says that “qualitative researchers study things in their natural settings, attempting to



make sense of, or interpret, phenomena in terms of the meanings people bring to them”. In this section, the researcher use qualitative descriptive because the present of this research is to discovery strategies are commonly used by EFL learners in cognitive strategies. Dawson (2009) states “qualitative research explores attitudes, behaviour and experiences through such methods as interviews or focus groups. It attempts to get an in depth opinion from respondents.”

#### 1.7.4 The Source of Data

The researcher specifies respondents of this study for EFL learners is students' first grade of SMA Negeri 1 Astanajapura who study the subjects of English especially reading, suggested by subject teachers they concerned. The researcher assumes that respondents who are chosen given significant data for the researcher's necessity. It stands as the assumption that they are qualified as reader.

Respondent is the part of [statistical](#) practice concerned with the selection of an unbiased or [random](#) subset of individual observations within a population of individuals intended to yield some knowledge about the [population](#) of concern, especially for the purposes of making predictions based on [statistical inference](#). Respondent is an important aspect of [data collection](#).

Ary Donald at all (2010:430) states that extreme case sampling selects units that are atypical, special, or unusual. For example, you might choose to study a high-poverty, inner-city elementary school that has achieved exemplary reading and mathematics test scores. Such a study might identify practices, teaching methods, and student characteristics that may be relevant to their superior performance.

From the statement above, the writer just choosed the part of special respondents. In this case, the writer choosed three respondents (students) as a case sampling who represented other research respondents.



### 1.7.5 The Instrument of the Research

The instrument of descriptive qualitative research is the researcher herself. The instrument and the important role of this study is the researcher herself, because the study explored the data by using own word and connecting with the related supporting theory directly by the researcher. According to Lodico et al (2006:106) called it self-developed instruments where the instruments are created by the researcher for a specific setting or group of participants in collecting data, it can be conducted by the researcher.

### 1.7.6. The Technique of Collecting Data

In the context of research, technique of collecting data is interviews and questionnaire.

#### 1) Interview

The main reason interview as a techniques of collecting data because have advantages. According Lodico (2010: 122) the advantages of interviews are, can focus on small group of major interest, flexibility to modify or individualize questions and probe responses, extensive data provide in-depth information on a small number of persons. And Lodico argues (2006:124) a structured interview is one in which the researcher comes to the interview with a set of questions, does not deviate from those questions, and asks the same questions of all the respondents.

#### 2) Observation

According Lodico (2006:114) Observation as a tool of research requires systematic and careful examination of the phenomena being studied. Specifically, researchers who use observation must conduct their research in a way that results in accurate, unbiased, and richly detailed information. Observation as a research tool requires training in both what to observe and



how to record the observations. An initial consideration for researchers is whether they have to take part in the activities that they observe or simply observe others without interacting with them.

Those are some techniques that the researcher takes to this study. Then, the researcher can take the benefits from those techniques. Those techniques helped the researcher do this study easily. So, it is very help the researcher to finish this study.

#### 1.7.8. The Technique of Analysis data

While the data collected, the steps of data analysis is in qualitative research according to Lodico et. al (2010: 180-192) are:

- Step 1 : Prepare and organize the data.
- Step 2 : Review and explore the data.
- Step 3 : Code data into categories.
- Step 4 : Construct thick descriptions of people, place, and activities
- Step 5: Build themes and test hypotheses.
- Step 6: Report and interpret data.

The steps in this research adopt all of points of Lodico. Because in the process analysis the researcher explored the data:

- 1) Identifying, and classifying strategies that use by EFL learners and then try to answer the questions research.
- 2) The process explored in detail both in paragraph.
- 3) The researcher also have classification of the data into a point and explain it one by one.
- 4) The researcher have correlated the text.



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5) In the last analysis, the researcher given descriptive conclusions about the research of “Exploring EFL students Cognitive Strategies in Reading”.

#### 6) Element Coding

To make reader easy to read, the data which analyze use name codes. As Fraenkel, Wallen, and Hyun argues (2011:449) coding scheme is a set categories (e.g “gives directions”; “ask questions”; “praises”). Than an observer use the record the frequency of a person’s or group’s behavior. There are the codes

R1 : Respondents 1

R2 : Respondents 2

R3 : Respondents 3



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