

**COGNITIVE STRATEGIES USED TO IMPROVE READING
SKILL BY ENGLISH GOOD ACHIEVERS: A CASE STUDY IN
TENTH GRADE AT SMK BATIK 2 SURAKARTA IN 2019/2020
ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department Teacher Training
And Education Faculty**

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2020**

APPROVAL

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PUBLICATION ARTICLE

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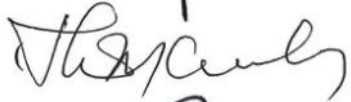
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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi kognitif yang digunakan oleh siswa berprestasi tinggi di kelas sepuluh akuntansi SMK BATIK 2 Surakarta dan untuk mendeskripsikan apa saja strategi kognitif yang banyak disukai atau digunakan oleh siswa berprestasi di kelas 10 akuntansi SMK BATIK 2 Surakarta. Subjek penelitian ini adalah siswa kelas 10 akuntansi yang terdiri dari 6 siswa yang berprestasi, dan objek dari penelitian ini adalah fokus dalam minat siswa yang menggunakan strategi kognitif. Jenis penelitian ini adalah kualitatif. Pada penelitian ini menggunakan metode observasi, kuisioner, dan wawancara. Ada 3 tahapan dalam menganalisis data di penelitian ini yaitu : data reduksi, tampilan data, dan kesimpulan. Hasil dari penelitian ini adalah siswa yang berprestasi tinggi di kelas 10 akuntansi yang menggunakan strategi kognitif antara lain : (1) pengulangan, (2) sumber belajar, dan (3) catatan.

Kata Kunci : cognitive strategi , tipe strategi, dan ketrampilan membaca.

Abstract

This study aims at describing a cognitive strategy used by the students that have high achievement in the tenth grade accounting SMK BATIK 2 Surakarta and describing kind of cognitive strategy that interested or used by good achiever in the tenth grade accounting at SMK BATIK 2 Surakarta. The subject of study was the students of tenth grade accounting that consist of 6 good achiever. Object of thi study focuses on interesting of students that use cognitive strategy. The type of study was qualitative. This study use the methode of observation, questionnaire and interview. There are 3 step in analyzing of data such as : reduction data, display data and drawing data. The result of this study show that good achievers in the tenth grade accounting that use cognitive strategy are : 1) repetition 2) resourcing and 3)note taking.

Keyword: cognitive strategies, type strategies, and reading skill

1. INTRODUCTION

English becomes the most important language in the world. . In Indonesia, English include in National Examination from Junior High School. There are a lot of book sources written by English at the university level. Thus, English has been an important thing to learn. English learning language requires four skills: listening, speaking, reading, and writing. Among the basic four skills in learning, skill is reading, because reading is one of the interrelated with knowledge to

understand language and message. According to D.Marison Jen Kinson(1973:222) states that reading is an important learning mode, which is used as a functional learning tool so that readers become critical and understand.

To achieve the result of learning , good achievers used several learning strategies. Tay (2013: 259) learning strategies are the students need the information to understand in the learning-teaching process. One of the strategies used by good achievers is cognitive strategies. Cognitive strategy is the learning process using thinking power. Cognitive strategies are separate learning activities and they are activities that are used by learners to understand the linguistic input and get knowledge. Students always worked with their success in learning reading skills. Cognitive strategy is a way of learning that improves internal processes. It relates to how to learning, how to remind, how to convey ideas directly. If students can be master internal process well, they will be self learn. They will be able to solve the problem to convey ideas well. According Stern in Fauziati (2015: 28) state that cognitive strategy is learning that studies or synthesis of learning materials.

According to O'Malley and Chamot (1985), there are fourteen types of cognitive strategies such as : 1) repetition 2) resourcing 3) translation 4) grouping 5) note taking 6) deduction 7) recombination 8) imagery 9) keyword 10) contextualization 11) elaboration 12) transfer 13) inferencing. Cognitive strategy often used because this strategy is one of appropriate to reading skill. From this strategy, students can increase learning, and their vocabulary more effectively.

The researchers were attracted in seeing cognitive strategy used to improve reading skill by English good achievers. Reading is one of the skills that very important for the learner to learn anything especially to learn a language. By reading some sources or some book, it can improve our knowledge. According to Simajuntak (1983:3) state that reading is a process of putting the readers in contact and communicate with ideas. The writer sends the idea to write down the idea on some book. Then the reader read the books that have been written by the writer and get the meaning from the book. In english learning, it neededd for macro and micro skills to improve their reading skill.

The researcher takes some previous study related with cognitive strategies, consist of :Fatemeh (2010) revealed about teaching using cognitive and metacognitive strategies can improve students' learning skills and strategies use. Khezrlou (2012) revealed about after the training program, there is no significant contrast between male and female participants in the use of cognitive strategy.

S,A,R.(2014) found that cognitive reading strategies most constantly used by students' to read the content of text, assume the word, using the dictionary to difficult words and seeing sentences in paragraph to knows the purpose.

Ratnaningsih (2015) found that metacognitive listening strategies did not give effect to the students' listening comprehension compared with cognitive listening strategies. Suyitno (2017) found that cognitive strategy has a positive or negative contribution to the result of reading comprehension depending on the accusation of selection strategy following the text he read.

Marzuki,A,G., Alim., N., &Wekke., S.(2017) found about cognitive reading strategies potentially improve the reading comprehension of the students in the EFL class teaching at the university field. Asmara.,N. (2017) revealed about students should be informed with cognitive strategies in helping them to comprehend the text.

Moreover, the difference of research with previous research is title and taxonomy.the researchers wants to know how good achiever in accounting class oof tenth grade in reading lessons. The objective of this research is (1) to describe the cognitive strategy used by good achievers to improve their reading skills in the classroom ; (2) to describe the students' preferences in cognitive strategies in reading lesson.

2. METHOD

In the research, the researcher used a qualitative research method. The researcher chooses the participants that will take from the accounting class of ten grade at SMK BATIK 2 SURAKARTA and take 6 students as good achievers. The object of the research focused on the students used by cognitive strategies in reading skills and focused on learning strategies used cognitive strategies to improve reading skills. The researchers obtain the data from teachers and students used

cognitive strategies in the reading learning process at the accounting class of tenth grade in SMK BATIK 2 SURAKARTA. There are three types of method collecting the data that used the researcher such as observation, interview, and questionnaire. The data consist of field notes, Interview script. Technique for analysing the data was data reduction data display, and conclusion. Data reduction is the researcher collects data through observation and interviews. Researchers focus on how cognitive strategies that students used when English learning, especially learning reading skills to achieve the desired learning goals. Data display is ,the researcher took data about the use of cognitive strategies used to increase their English skills., and drawing conclusion from data analysis and conclusion based on the accuracy of the data.

3. FINDING

The researcher describe the finding. The finding consist of two parts . they are (1) cognitive strategies used to improve reading skills by English good achievers. (2) the preferences in using cognitive strategies in ten grade of accounting at SMK BATIK 2 SURAKARTA.

3.1 The used of metacognitive strategies in learning English reading skill.

There are thirteen parts of cognitive strategies, namely : (1) repetition (2) resourcing (3) translation (4) grouping (5) note taking (6) deduction (7) recombination (8) imagery (9) keyword (10) contextualization (11) elaboration (12) transfer (13) inferencing.

3.1.1 Repetition

It means that repetition of the same word with the sentence in the paragraph. Repetition including continuous practice and repetition in the heart. Students read the repetition of the text, so they understand the contents of the text.

R : Do students often repeat readings to make it easy to understand of the text?

T : Yes, I repeat because for this class the students are still lacking in English skills. So, as a teacher must be patient and repeat. For example, in the context of reading to read reading skimming, it needs repetition. **(Interview conducted on August 22nd)**

3.1.2 Resourcing

Resourcing is learning Resources students use when in class. Usually, the learning resources used such as books, magazines, dictionaries, or Google Translate, especially good achievers in SMK BATIK 2 SURAKARTA.

R : Are students allowed to use google translate, al-falink, and dictionaries to translate unfamiliar words?

T : Yes, I ask the students to look at the meaning of unfamiliar words have to use a dictionary or alfalink. If I let to use google translate, the students become lazy and forget easily. I want them to comprehend it. Not only looking for the meaning of vocabulary, but they have to comprehend and memorize. **(Interview conducted on August 22nd)**

3.1.3 Translation

Translation is changing the first language into the target language as a beginner understanding the meaning. Usually translating English words into Bahasa, or Bahasa to English words. This strategy can help to increase their reading comprehension.

R : Do students always translate every sentence when they read a text?

T : Yes, it must because if they were not translated the English words in the text, they did not understand. **(Interview conducted on August 22, 2019)**

3.1.4 Grouping

Grouping is the fourth strategy of thirteen strategies in O'Malley Taxonomy. This strategy is about a group the text before students understanding read the text. Based on the observation, the teacher explains about texts and then they gave a text by their teacher.

R : Do students already understand about the types of the text?

T : Yes, if the problem is the type of text, they already understand. For example descriptive text, narrative, report, procedure, recount, etc. Previously in junior high school, they had also studied various texts. Even though they already understand and also still guided by the teacher. **(Interview conducted on August 22, 2019)**

3.1.5 Note Taking

Note-taking is the record main ideas, make an outline or conclusions that have been explained and studied. This taking notes strategy is to review the material again to understand the material. Not only review material to be understood, this strategy can get more information and knowledge when studying at school.

R : Do students make a note after explained the material by the teacher?

T : Yes sure. During my lessons, I always give directions to note the material that I have explained. It is intended that they can review the material at home to they will not forget. **(Interview conducted on August 22, 2019)**

3.1.6 Deduction

Deduction is a strategy to relate figuring out rules to comprehend the concept. She or he uses own ideas to can developed. Students can make own rules to do their learning. This strategy is rules of the learning process about how to understand the text, how to determining ideas, etc.

R : Do students have their own rules or techniques to understand the material given by the teacher?

T : Some students use learning techniques or rules in reading such as scanning, and some ask their friends who understand. **(Interview conducted on August 22, 2019)**

3.1.7 Recombination

Recombination is built sentences that have meaning by uniting words known in new ways. This strategy is related to language learning strategy are to increase students' comprehending of reading skills.

R : Do students always connect two texts with the same topic?

T : Sometimes who connect two readings with the same topic but some connect the two texts with the same topic. **(Interview conducted on August 22, 2019)**

3.1.8 Imagery

Imagery is information that already knows and reminds in memory. Usually, students read the text and find the familiar word, they can imagine and understand the meaning of the text.

R : Do the text provided include familiar text?

T : Yes of course. The text is familiar because I teach also based on the curriculum. When they were in junior high school, they must have learned texts such as narrative, descriptive, etc. **(Interview conducted August 22, 2019)**

3.1.9 Keyword

This strategy is a collection of keywords that are in each paragraph that contain ideas. Students produce easy to remember images of some combination of words that are familiar with the new word.

R : Do students always search keywords in each paragraph?

T : Yes of course, because from keywords students can find information in the text. **(Interview conducted on August 22, 2019)**

3.1.10 Contextualization

Contextualization is a strategy aimed at understanding learning by placing meaningful words. In the reading text, students always look at previous sentences to help them understand. This strategy can increase students' reading skills in the class.

R : Do students look at previous sentences to an understanding of the next sentences?

T : Yes, they are also the next sentence so that they can understand the text. **(Interview conducted on August 2, 2019)**

3.1.11 Elaboration

Elaboration is a process whereby someone adding knowledge from other source and expand information given in the direction of them during the class.

R : Do students compare two texts with the same topic?

T : Yes, they compare the text one with other text with the same topic. Suppose the topic is about suggestion, so they like to compare with the other topics. **(Interview conducted on August 22, 2019)**

3.1.12 Transfer

Transfer is a meaning that converts the word from the first language into a second language to make it easier to understand English text. This strategy is related to language learning strategy and can help to increase students' reading skills.

R : Do students always using the English language in English learning?

T : Yes, when I teach in the classroom using English, they respond to me in Bahasa Indonesia. **(Interview conducted on August 22, 2019)**

3.1.13 Inferencing

Inferencing is a strategy that concludes the text content for understanding during the learning process. This strategy is related to reading skills in the learning process.

R : Do students always can take a conclusion in reading of text?

T : Yes when they conclude the reading of the text they see from the point of view and moral value. **(Interview conducted on August 22, 2019)**

3.2 The preferences in using cognitive strategies to improve reading skill.

3.2.1 Repetition

Repetition is a strategy often used by a good achiever in the learning process of reading. When given reading text, a good achiever by the teacher, they can understand the contents of the text using repeating readings.

R :Do you repeat the text readings that you have not understood?

GA I :Yes, because I repeating to understand and if the text of English continues to be repeated so little more know what it means.

GA II :Yes, because when reading text that I have not understood to further the next text that I do not understand, so it is necessary that the repetition of reading to understand the content of the text.

GA III :Yes, because I did in repeating the readings for more detail.

GA IV :Yes, because according to if I do not repeat the reading later I do not know the content of the text tells what.

GA V :Yes, so that I know and understand the purpose of the text for what. So if told to look for a basic idea or moral value I can answer the question.

GA VI:Yes, if let's say once read I do not understand so I need repetition in reading the text. **(Interview, conducted on August 20, 2019)**

3.2.2 Resourcing

Resourcing is a strategy often required by good achievers in the learning process of reading. Where good achievers can find meaning of the vocabulary that they do not know. As they read the text and find a vocabulary that does not know, good Achiever uses a reference that is Alfalink or dictionary.

GA I :Yes, if I do not know the meaning of the vocabulary I use a dictionary to translate the vocabulary in the text

GA II :Yes, I use Alfalink reference to find the meaning of text.

GA III :Yes, I use the dictionary or borrow Alfalink's friends to find the text content of telling about what.

GA IV :Yes, sometimes when I was at home, I use google translate. But if I was in the school, Mr. Aji is not allowed to use google translate. So I use a dictionary. In my opinion, using google translate, dictionary or alfalink can facilitate to find the unfamiliar words that I do not know.

GAV :Yes, every English lesson I always bring alfalink and dictionary. So if told to find the meaning of English vocabulary I searched dictionaries or alfalink.

GA VI:Yes, I always bring a dictionary when English lessons. Because the dictionary help me find what I want. For example, I search an unfamiliar word. **(Interview conducted on August 20, 2019)**

3.2.3 Note Taking

Note-taking is records the important information of what has been explained and obtained. This strategy is a fifth strategy and a lot of good achievers interested in this note-taking strategy.

GA I :I noted important points because I have not understood. So when it is recorded I can read again and can remember with the material that has been described.

GA II :Yes, to make it easier to learn if I am looking for unfamiliar vocabulary.

GA III :Yes, I noted in the notebook to learn more at home. If there is a replay or test I can prepare by reading the notebook.

GA IV :Yes, I always record every material given by the teacher. So that I get more familiar with the material, so if the exam I can learn from what I noted in the notebook

GA V :Yes, I noted the purpose for me to be more familiar with the content of text or material. Suppose that while reading the text, in the text consists of several paragraphs and in each paragraph, there must be a difference. From there, I also recorded any difference.

GA VI:Yes, if anyone does not know I noted to be more understanding.

(Interview conducted on August 20, 2019)

3.3 Discussion

The researcher argued the current research findings that were compared with the results of the previous research. The researcher also compared with the cognitive stratgey theories. There are two discusssion in this part : 1) the cognitive stratgey used by students, 2) the preferences in using cognitive by good achievers to improve their reading skill.

3.3.1 The cognitive used by good achievers to improve their reading skill

Cognitive strategies used by good achievers from O'Malley. Cognitive strategies is one of that learners use their learning. Many learners use this strategies especially good achievers in SMK BATIK 2 Surakarta. Cognitive strategy used by good achievers from O'Malley theory. There are thirteen indicators of cognitive strategies such as : 1) repetition 2) resourcing 3) translation 4) grouping 5) note taking 6) deduction 7) recombination 8) imagery 9) keyword 10) contextualization 11) elaboration 12) transfer 13) inferencing.

The purpose from these strategy can good impact in their learning. This is relevant with Fatemeh's finding (2010), that good achievers used this strategy

because they are affective and can comprehend the lesson. As Nur's findings (2017) is irrelevant that "imagery, resourcing, and inferencing" strategies can used increase the comprehend the text.

3.3.2 The Preferences in using cognitive strategies by good achievers to improve their reading skill.

The researcher found three strategies that used good achievers in learning to reading. There are such as : 1) resourcing 2) repetition 3) note taking. It is relevant with Abdul's dkk (2017) finding that the preference of their finding were such as resourcing, repetition, and deduction in reading comprehension.

According O'Malley (1990) state that repetition strategy are most often and best startegy to repeating words. This strategy are the most often used and best strategy to repeating words. Repetition can improve reading skill. Good achievers do repetition when they read the text. If good achievers not understand with once read the text, they can rereading the text until good achievers understanding. The goal of this strategy is to good achievers is not easy forget the important points.

4. CONCLUSION

There are three cognitive strategies used by good achievers including : (1) repetition (2) resourcing and (3) note-taking. These strategies were used by good achievers to read in learning to increase their reading skills. The preference strategies often used by good achievers are repetition. This strategy frequently used by good achievers was repetition. It can help good achievers understand the text and motivate good achievers more active in the class. Repetition has a good effect to improve reading skills and achieve in English learning.

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