THE EFFECTIVENESS OF COGNITIVE STRATEGIES TO TEACH READING COMPREHENSION

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Abstract

Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. It is proven to enhance the learning skills of humans. Including in learning reading, writing, speaking, and listening. Cognitive strategies made learning process become more effective, including in improvement of student's reading comprehension. In this study, the researcher uses case study qualitative design, by using technique data collecting through observation, interview, and documentation. The purpose of this current research is to proven by one self the effectiveness of cognitive strategies.

Keywords: Learning method, reading, effective, teaching strategy.

Introduction

Quoted from oxfordowl.co.uk, 'Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences). Reading comprehension has three types: literal, inferential, and evaluative. Literal comprehension occurs at the surface what they can see and hear. Detail and state are clear to identify. Inferential comprehension requires the reader to draw

their prior knowledge of a topic and identify relevant text clues (words, images, sounds) to make an inference. Meanwhile evaluative comprehension requires reader to move beyond the text to consider what they think and believe in relation to the message in the text. (Source: education.vic.gov.au). Moreover some reading activities that can give significant impact on the students` reading comprehension were conducted by (Anggeraini et al., 2018; Anggeraini & Afifah, 2017)

Many researchers already proven the effectiveness of using cognitive strategies in order to improve student's reading comprehension. Cognitive strategy help students become strategic, flexible learners. Like a weapon, strategies is powerful tools with great flexibility. This researcher applies cognitive strategy to improve junior high school's reading comprehension just like many others to prove it by one self.

Research Methodology

In this research, researcher used qualitative case study, because it is conduced to reveal how effective cognitive strategies for students to improve their reading. The researcher chooses a class of ten grade at one of junior high school in Sumedang city. There are two types of method collecting data researcher used: observation and interview. Researcher focus on how to use cognitive strategies in class for the purpose of student's development in reading comprehension. And took the data from how well it is in matter of their reading skill. To reduce the burden, researcher choose some short story as trial.

Result and Discussion

Based on observation on students, most of them become less interested in reading because the supposed fun activity become a duty. They find it hard to read long text, moreover if it had such

heavy topic. Just how normally a class would, some students keep quite and others keep asking question whether its genuine or for distraction. Students, however, become more accepting when researcher propose light story that easy and familiar to pronounce. They find something fun amongst learning which is crucial point for this research. Cognitive strategies continue it effectiveness for students to learn reading.

Conclusion

The result of this study conclude that students use various cognitive strategies when they expected to understood a material. Even if it's low, students still naturally has their own self learning technique in order to study. There are students who know what they're doing, they have lot of experience and capable to choose strategies that match with the characteristics of the text they read. Naturally, there are also students who face difficulties. Causing diversity as result between achievement in comprehension. The result show that contribution of the use of textual comprehension strategy separated between positive and negative correlation to the scores achieved by students in understanding the text.

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