

**COGNITIVE READING STRATEGIES USED  
BY STUDENTS IN *TOEFL PREPARATION*  
CLASS AT MBI AMANATUL UMMAH  
PACET-MOJOKERTO**

**THESIS**

Submitted in partial fulfillment of requirement for the  
degree of Sarjana Pendidikan (S.Pd) in teaching English



**By**

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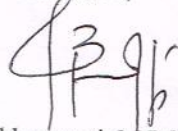
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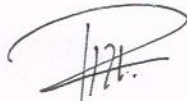
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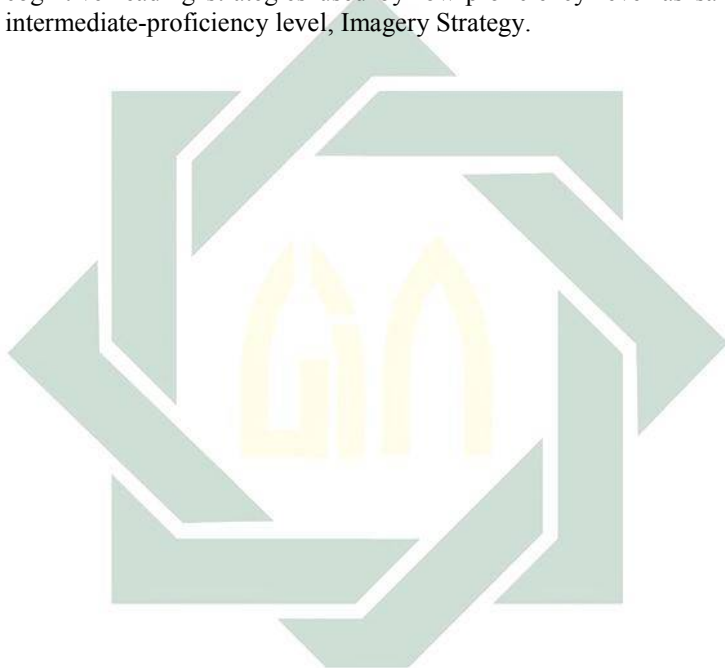
## ABSTRACT

Ulwiyah, Fifi Nur. (2017). *Cognitive Reading Strategies used by students in TOEFL Preparation Class at MBI AmanatulUmmahPacet-Mojokerto*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor: Rakhmawati, M.Pd.andRizkaSafriyani, M.Pd.

Key words: *Cognitive Reading Strategies*.

Reading strategies play a significant role in the comprehension of the text. By having reading strategies, it can be one way to achieve learning goal and having high score in learning task. The election of reading strategies is important because it influences in students' score and students' level in reading skills. The use of Cognitive reading strategies emphasize on the importance of the reading background knowledge in the reading process, so the students use of both text information and the background knowledge. This study aimed to investigate the cognitive reading strategies used and determines the most frequently cognitive reading strategies used by different proficiency level based on Reading TOEFL Score among 49 students in *TOEFL Preparation Class* at MBI AmanatulUmmahPacet, Mojokerto. The descriptive-quantitative method was used to analyze and report the result. The data is analyzed using Microsoft Excel 2013. The descriptive statistics used in this study are the frequency of students' answer, Mean frequency, and Standard Deviation. The findings of this study are reporting that samples of the research are having scored from 31 to 54 on reading section in their latest TOEFL ITP Test results. The students' scored from 31 to 47 were rated as "low" proficiency level (25 students), while those gaining from 48 to 58 were rated as "intermediate" proficiency level (24 Students). Then, the total frequency of students' answer in the use of 24 individual cognitive reading strategies and classified based on O'Malley & Chamot's theory. After analyzing the data, the result of first research question is there were 10 kind of cognitive reading strategies that were used Low-proficiency level and Intermediate-proficiency level. Those are Resourcing Strategies

(M=3.43), Repetition strategies (M=3.7), Grouping strategies (M=3.12), Deduction strategies (M=3.66), Imagery strategies (M=3.76), Getting the idea quickly strategies (M=3.44), Elaboration strategies (M=3.32), Inferencing strategies (M=3.35), Note-taking strategies (M=2.98), and summarizing strategies (M=3.06). Next, after analyzing the data, the result of second question is that the most frequently categorization of cognitive reading strategies used by low-proficiency level as same as intermediate-proficiency level, Imagery Strategy.



## ABSTRACT

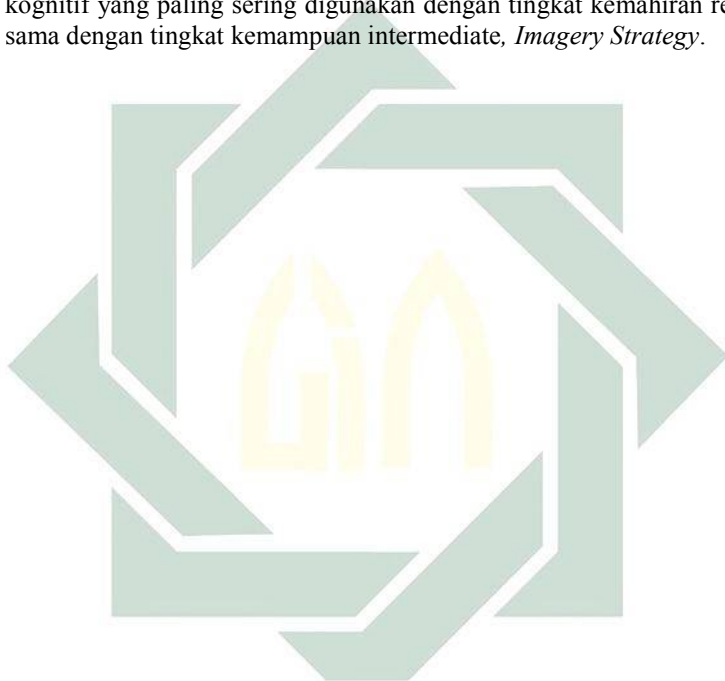
Ulwiyah, Fifi Nur. (2017). Strategi Membaca Kognitif yang digunakan oleh siswa di kelas Persiapan TOEFL di MBI AmanatulUmmahPacet-Mojokerto. Skripsi. Departemen Pendidikan Guru Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing : Rakhmawati, M.Pd.dan RizkaSafriyani, M.Pd.

Kata Kunci: Strategi Membaca Kognitif.

Strategi membaca memainkan peran penting dalam memahami teks. Dengan memiliki strategi membaca, bisa menjadi salah satu cara untuk mencapai tujuan pembelajaran dan memiliki nilai tinggi dalam proses pembelajaran. Pemilihan strategi membaca penting karena mempengaruhi nilai dan tingkat siswa dalam keterampilan membaca. Penggunaan strategi membaca kognitif menekankan pada pentingnya pengetahuan latar belakang dan informasi dalam bacaan dalam proses membaca, sehingga siswa menggunakan kedua antara informasi teks dan latar belakang pengetahuan. Penelitian ini bertujuan untuk mengetahui strategi membaca kognitif yang digunakan dan menentukan strategi membaca kognitif yang paling sering digunakan dengan tingkat kemahiran yang berbeda-beda berdasarkan nilai *Reading TOEFL Score* di antara 49 siswa di Kelas Persiapan TOEFL di MBI AmanatulUmmahPacet, Mojokerto. Metode deskriptif-kuantitatif digunakan untuk menganalisis dan melaporkan hasilnya. Data dianalisis dengan menggunakan Microsoft Excel 2013. Statistik deskriptif yang digunakan dalam penelitian ini adalah frekuensi jawaban siswa, frekuensi rata-rata, dan standar deviasi. Temuan penelitian ini melaporkan bahwa sampel penelitian memiliki skor antara 31 sampai 54 pada bagian membaca dalam hasil tes TOEFL ITP terbaru mereka. Skor siswa dari 31 menjadi 47 dinilai sebagai tingkat kemampuan "*low*" (25 siswa), sedangkan yang memperoleh dari 48 sampai 58 dinilai sebagai tingkat kemampuan "*intermediate*" (24 siswa). Kemudian, frekuensi total jawaban siswa dalam penggunaan 24 strategi membaca kognitif individual dan diklasifikasikan berdasarkan teori O'Malley & Chamot. Setelah menganalisa data, hasil penelitian pertama adalah ada 10 jenis strategi membaca kognitif yang digunakan yaitu tingkat kemahiran rendah dan tingkat kemahiran. *Resourcing Strategies* ( $M=3.43$ ),



*Repetition strategies* (M=3.7), *Grouping strategies* (M=3.12), *Deduction strategies* (M=3.66), *Imagery strategies* (M=3.76), *Getting the idea quickly strategies* (M=3.44), *Elaboration strategies* (M=3.32), *Inferencing strategies* (M=3.35), *Note-taking strategies* (M=2.98), and *summarizing strategies* (M=3.06). Selanjutnya, setelah menganalisis data, hasil dari pertanyaan kedua adalah kategorisasi strategi pembacaan kognitif yang paling sering digunakan dengan tingkat kemahiran rendah sama dengan tingkat kemampuan intermediate, *Imagery Strategy*.



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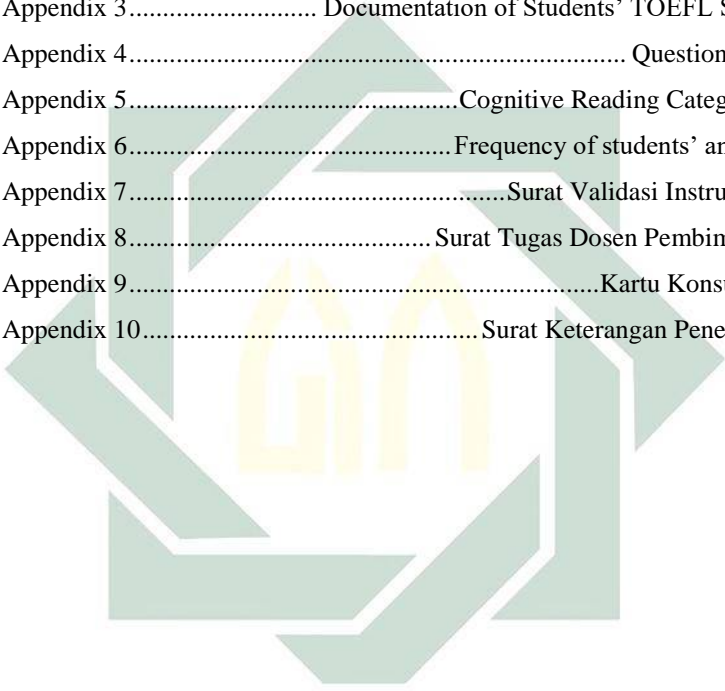
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## CHAPTER I INTRODUCTION

### A. Research Background

Strategy is very essential for students to understand the material. One of the strategies which should be managed and applied by students is reading strategies. Reading is the foundation of all knowledge. Reading is also an individual process, which explains the different interpretations of different readers.<sup>1</sup> It means that different readers have different way in constructing meaning from clues in reading text.

According to the interview with English teacher, many senior high school students make mistakes in English reading comprehension questions. Most of their problems are unknown vocabulary, complicated sentences structures, or long texts which may cause the difficulty of understanding reading comprehension. In the past, teachers seldom gave students assistance in reading skills, but taught them in grammar and vocabulary. However, the students not only need to acquire knowledge and theories from English reading materials, but also need to read many English books such as magazines, journal, or article for the absorption of new knowledge and information. Students often search and retrieve materials from the Internet, and it is estimated that most of the information is presented in English. Good English reading ability can be helpful to obtain the current information effectively as it is necessary.

In addition, our industrial and commercial circles continuously develop the internationalization and globalization. It is in urgent need of English talented person. Strengthening English reading ability will be necessary for us to promote individual ability in competing. Hood stated that the ability to read well in English will influence learning potential in all other area.<sup>2</sup> This can be fulfilled by the use of learning strategies which can also be applied in reading. So, it will be necessary to

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<sup>1</sup> Maarof, N., & Yaacob, M. (2011). *Meaning-making in the first and second language: reading strategies of Malaysian students*. *Procedia Social and Behavioral Sciences*, 12, 211–223.

<sup>2</sup> Hood, et al (2005), *Focus on Reading*, NCELTR, Sidney.



find out possible strategies to help students read successfully in English.

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. Solé states that reading comprehension strategies are procedures that involving goals, planning actions to achieve them, how to evaluate them and a possible change.<sup>3</sup> It is necessary to teach strategies if students want to achieve reading comprehension. While Garner defined reading strategies as generally deliberate, planful activities which are undertaken by an active reader, many times to remedy perceived cognitive failure, and facilitate reading comprehension.<sup>4</sup> Thus, reading strategies cover how the reader thinks of a reading task, what textual clues that reader considers, how reader understands what he/she has read, and what he/she does when he/she does not understand the text. Moreover, reading strategies are considered high order procedures where cognition and metacognition processes play an important role.

Cognitive reading strategies emphasize on the importance of the reading background knowledge in the reading process, so the reader make use of both text and their background knowledge. The students use pre-reading information to make some predictions of a text and this strategies while reading is meant to be a process of decoding and repetition, identifying letter, word, phrases, and then sentence in order to get the meaning then post reading.<sup>5</sup>

The students need to realize their levels of omprehension as they read, and they need to learn the way to find clues as well as to answer questions in reading comprehension. Cogmen and Saracaloglu reported that simple methods such as underlining, taking notes, or highlighting the text can help readers understand

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<sup>3</sup> Solé, I. (2005). *Estrategias de lectura*. Barcelona: GRAÓ. Page 59-60

<sup>4</sup> R. Garner, *Metacognition and reading comprehension*. Norwood, NJ: Albex, 1987.

<sup>5</sup> Eny Syatriana, "Developing the students' reading comprehension through cognitive reading strategies of the first year students of SMAN 16 Makassar", (<http://www.niu.edu/international/images/Eny%20Syatriana.pdf>, accessed on March 1<sup>st</sup>, 2017)

and remember the content.<sup>6</sup> William and Burden stated that cognitive strategies are seen as mental processes directly concerned with the processing of information in order to learn that is for obtaining, storage, retrieval or use of information.<sup>7</sup> To what extent cognitive reading strategies can develop the students' reading comprehension.

Cognitive reading strategies give much contribution to the successful of someone's reading, especially in reading comprehension. In reading, learners tend to apply a variety of cognitive strategies in order to make sense of the text. Those are required to achieve an understanding of the text in the sense that learners need to not only notice their thinking, but also to plan and evaluate their processes. By having those strategies, the students will be able to answer the question of reading test, read independently and remember what they have read.

MBI Amanatul Ummah is one of senior high school that obligate their students to take the English Proficiency, TOEFL, as the graduation requirement. Moreover, it is found that some students complain in reading section, like they cannot find the best strategies to answer question, feel bored, less interested on reading section because of many word to read and understand. They need to find the appropriate strategies to enhance their reading comprehension to solve this problem. Furthermore, in MBI Amanatul Ummah, there is also the class that preparing twelve grade students to take TOEFL Test, namely TOEFL Preparation Class. Therefore it is good if the researcher can make the research in this area.

Because of some reasons above, the researcher is trying to know what cognitive reading strategies are used and what cognitive reading strategies are the most frequently used by students of twelve grade students in TOEFL Preparation Class at MBI Amanatul Ummah Pacet- Mojokerto. By knowing that, it leads us to know kind of students' cognitive reading strategies that use in order to master and be successful in comprehending reading.

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<sup>6</sup> Cogmen, S., & Saracaloglu, A. S. (2009). *Students' usage of reading strategies in the faculty of education*. *Procedia Social and Behavioral Sciences*, 1, 248-251.

<sup>7</sup> Williams, M. & R.L. Burden (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.

## **B. Research Question**

Related to the background of study, the researcher tries to answer following question:

1. What kind of the cognitive reading strategies are used by students in *TOEFL Prepration Class* at MBI Amanatul Ummah Pacet-Mojokerto?
2. What are the most frequently cognitive reading strategies used by students in *TOEFL Prepration Class* at MBI Amanatul Ummah Pacet-Mojokerto?

## **C. Objectives of the Research**

The purpose of the study includes:

1. To know about kind of cognitive reading strategies are used by students to enhance their reading comprehension in *TOEFL Prepration Class* at MBI Amanatul Ummah Pacet-Mojokerto.
2. To find out about the most frequently cognitive reading strategies used by students to enhance their reading comprehension in *TOEFL Prepration Class* at MBI Amanatul Ummah Pacet-Mojokerto.

## **D. Significance of the Research**

The result of the study later is expected to give benefit to :

1. For English teachers of MBI Amanatul Ummah Pacet-Mojokerto, the result of this research significantly serves students' reading strategies which focused on cognitive reading strategies. Thus, it can be used as the instructions for the teachers to teach appropriate cognitive reading strategies in order to help students achieving their understanding of reading material.
2. For other researchers, the research can give information about what the cognitive reading comprehension strategies are commonly used by students in different proficiency level. The research also can be used as the foundation for the next research.

## **E. Scope and Limitation of the Research**

Based on the problems above, the scope of this research focused on what cognitive reading strategies are used and what cognitive reading strategies are the most frequently used by students of twelve grade students in TOEFL Preparation Class at MBI Amanatul Ummah Pacet- Mojokerto.

According to the interview with the teacher, students' level can be chosen by looking at students' reading score in TOEFL. The students who have score from 31 to 47 can be rated as "low" proficiency level while those gaining from 48 to 58 can be rated as "intermediate" proficiency level. It is because learner are conversant at designing their own techniques of learning they are most comfortable with.

This research limits to the students in twelve grade, academic year 2016/2017, who joined TOEFL Preparation class and had taken TOEFL Test because they have read in many kind of reading materials.

#### **F. Definition of Key Terms**

To avoid misunderstanding in the way to understand this study, the researcher tried to explain some related terms as follows;

##### **1. Cognitive Reading Strategies**

Singhal defined Cognitive reading strategies as reading strategies used by learner to transform or manipulate the language, such as summarizing, paraphrasing, analyzing, and so on.<sup>8</sup> Cognitive strategies refer to the steps or operations used in learning or problem-solving, which require direct analysis, transformation, or synthesis of learning materials.<sup>9</sup>

In this research the term "Cognitive reading strategies" means cognitive strategies are used and applied by students while they are reading. It is also specific actions and procedures used by learner while working directly with text in order to comprehending reading materials.

##### **2. TOEFL Preparation Class**

TOEFL, Test of English as Foreign Language, is one of tests that designed to measure English proficiency of international students.<sup>10</sup> TOEFL examines the English language proficiency of students which held by local Institution or international institution. There are two types

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<sup>8</sup> Singhal, M. (2001). *Reading proficiency, reading strategies, metacognitive awareness and L2 readers. The Reading Matrix*, 1(1), 1-23.

<sup>9</sup> O'Malley J. M., and A. U. Chamot, *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press, 1990.

<sup>10</sup> TOEFL *Programs and services*, (Educational Testing Service:2000)

of TOEFL, Paper Based TOEFL (PBT) and Internet Based TOEFL (IBT). In Paper Based TOEFL (PBT), there are three sections include Listening Comprehension, structure and written expression, and reading comprehension.

TOEFL Preparation class in this research is an obligatory class that is joined by twelve grade in order to prepare students' skill in facing the real test of PBT and to obtain a good score of PBT.

### 3. A2 Level (low-proficiency learner)

In reading process, low learner can begin to identify the main idea and supporting details of the passage. They also rely on contextual and visual cues to aid in comprehension.<sup>11</sup>

In this research the term "low learner" defined as students' proficiency level based on their score of Paper-Based TOEFL (PBT) in reading comprehension section. Intermediate learner refers to students who had score 31-47 in reading comprehension.

### 4. B1 Level (intermediate-proficiency learner)

In reading process, intermediate learner can understand the main idea and some details of extended discourse. At this level, they can comprehend the context of many text independently, although they still may not be on grade level.<sup>12</sup>

In this research the term "intermediate learner" defined as students' proficiency level based on their score of Paper-Based TOEFL (PBT) in reading comprehension section. Advance learner refers to students who had score 48-55 in reading comprehension.

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<sup>11</sup> Author, *English Proficiency Levels*. (<http://ells.wiki.farmington.k12.mi.us/ELL+Proficiency+Levels> accessed on March, 21<sup>st</sup> 2017)

<sup>12</sup> Author, *English Proficiency Levels*. (<http://ells.wiki.farmington.k12.mi.us/ELL+Proficiency+Levels> accessed on March, 21<sup>st</sup> 2017)

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses related theories to support the study. This chapter includes definition about reading comprehension, reading strategies, cognitive reading strategies for reading comprehension, low and intermediate learner, and Previous Studies in Reading Strategies.

#### **A. Reading Comprehension**

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Comprehension takes place while the person is reading and it needs a set of skills that let students find information and understand it in terms of what is already known. Smith states that Comprehending reading matters involves the correct association of meaning with word, symbols, the evaluating of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas and their use in some present or future activity.<sup>1</sup> Therefore, the process of reading it's depend not only on comprehension skill, but also on the reader's experiences and prior knowledge.

According to Howel reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning and is an active process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language along with executive - control strategies, to understand the text.<sup>2</sup> So, it is clear that comprehension is a process to connect the reader's brain with thinking activity to get understanding and to get meaning of the text while reading.

Davies and Pearse recommended these three steps to make reading more realistic and interesting: First step is

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<sup>1</sup> Smith, Henry P. And Dechant, Emerald V. 1961. *Psychology in Teaching Reading*. USA: Prentice Hall, Inc.

<sup>2</sup> Howel, Kenneth W. et al. 1993. *Curriculum-Based Evaluation Teaching and Decision Making*. California: Brooks / Cole Publishing Company

Pre-reading. In this first step or before reading activity, is to prepare students for what they are going to read.<sup>3</sup> The students think about content of the texts. It means that the students can imagine the story that presented by the writer. Therefore students can explore their mind before reading the text. It is a warm-up in reading section. Second step is While-reading. This step is the core activities that the students try to comprehend the text and understand about the content of the text. The students can apply appropriate strategies to make they comprehend the text easier. The last step is Post-reading. Post reading step can help students to connect what they have read with their own idea and experience. So, from those steps, The students find the best strategy in order to analyze what they read then collect and combine the important points from the texts so the students can find meaning of the text correctly and comprehend the text completely.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose. Comprehension of the material studies is useful for student. It helps the reader to know what they search while reading process.

### **B. Reading Strategies for Reading Comprehension**

Strategies are defined as learning techniques, behaviour, problem-solving or study skills which make learning more effective and efficient.<sup>4</sup> According to Garner defined reading strategies as generally deliberate, planful activities which are undertaken by an active reader, many times to remedy perceived cognitive failure, and facilitate reading comprehension.<sup>5</sup> So, reading strategies are the process used by students to increase their comprehension or overcome comprehension failures.

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<sup>3</sup> Davies and Eric Pearese, *Success in English Teaching*. (New York: Oxford University Press, 2000), 92-93.

<sup>4</sup> Oxford, R. & Crookall, D (1989). *Research on language learning strategies: Method, findings, and instructional issue*. *Modern Language Journal*, 73, 404-419.

<sup>5</sup> R. Garner, *Metacognition and reading comprehension*. Norwood, NJ: Albex, 1987.

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. Thus, the good reader is a strategic reader who knows how to approach the text. Moreover, there are many attempts that made by students to develop and make them aware in using reading strategies while reading.

Based on O'Malley and Chamot, they are commonly categorize reading strategies in reading comprehension, such as metacognitive, cognitive, and social/affective.<sup>6</sup>

### 1. Metacognitive Reading Strategies

Metacognitive strategies are higher order executive skills which entail planning for, monitoring or evaluating the success of a reading task. They are used to plan, arrange, evaluate, organize, set goals and objectives, supervise, regulate or self-direct, and they are applicable to almost all types of learning tasks include in reading task.

In the aspect of metacognitive strategies, El-Kaumy divided metacognitive strategies into three categories: "planning," in which learners have a reading purpose in mind and read the text according to this purpose; "self monitoring," in which learners regulate the reading process and use the appropriate strategy at the right time; and "self evaluation," or the reform phase of the reading process, in which the reader changes strategies if necessary to control whether the purpose is reached or not, or rereads the text.<sup>7</sup> Santrock suggested that metacognitive strategies involved goal setting, selective attention, planning for organization, monitoring, self-assessing, and regulating.<sup>8</sup>

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<sup>6</sup> J. M. O'Malley, and A. U. Chamot, *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press, 1990, 91.

<sup>7</sup> El-Kaumy, A. S. A. K. (2004). *Metacognition and reading comprehension: current trends in theory and research*. ED490569 ([www.eric.edu.gov](http://www.eric.edu.gov)). Accessed on November 14<sup>th</sup> 2016)

<sup>8</sup> Santrock, J. W. (2008). *Education Psychology* (3rd ed.). New York, NY: McGraw-Hill.



Metacognitive reading strategies help a learner coordinate his own learning process and they are essential for learning a language successfully.

## 2. Cognitive Reading Strategies

Singhal defined cognitive strategies as those used by learners to transform or manipulate the language, such as summarizing, paraphrasing, analyzing, and using context clues.<sup>9</sup> Akyel and Ercetin maintained that cognitive strategies could assist readers in constructing meaning from the text.<sup>10</sup>

Cognitive reading strategies refer to the steps or operations used in learning or problem-solving, which require direct analysis, transformation, or synthesis of learning materials.<sup>11</sup> They operate directly on new information and control it to promote learning. They help a student to understand and produce the new language by repeating, summarizing, reasoning deductively, predicting, analyzing, using context clues, note taking, and practicing with the specific aspects of the target language such as sentence structure and unknown vocabulary. Unlike metacognitive strategies, cognitive strategies may not be applied to all types of learning tasks. Rather, they seem to be directly connected to specific learning tasks.

## 3. Social /affective Reading Strategies

Support strategies referred to readers using tools to comprehend the text, such as using a dictionary, taking notes, or underlining or highlighting the text.<sup>12</sup> Social/affective strategies which are exemplified as cooperating and asking for clarification have to do with the ways in which a learner chooses to interact with

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<sup>9</sup> Singhal, M. (2001). *Reading proficiency, reading strategies, metacognitive awareness and L2 readers. The Reading Matrix*, 1(1), 1-23.

<sup>10</sup> Akyel, A., & Ercetin, G. (2009). *Hypermedia reading strategies employed by advanced learners of English. System*, 37, 136-152.

<sup>11</sup> J. M. O'Malley, and A. U. Chamot, *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press, 1990.

<sup>12</sup> Sheorey, R., & Mokhtari, K. (2001). *Differences in the global awareness of reading strategies among native and non-native readers. System*, 29, 431-449.

other learners and native speakers. They may be applied to a broad range of tasks.

The cognitive reading strategies mentioned above can help someone to be a proficient reader. Since the number of research on cognitive reading strategies is still limited in Indonesia and a study on which cognitive reading strategies considered the most frequently used by the most commonly use in reading comprehension. So in this study, the research will focus on investigating what the cognitive reading strategies frequently used by different students' proficiency level to enhance their reading comprehension.

### **C. Cognitive Reading Strategies for reading comprehension**

Cognitive strategies become the focus on this research. Williams and Burden stated that cognitive strategies are seen as mental processes directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information.<sup>13</sup>

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 may also be referred to as procedural facilitators.<sup>14</sup>

Cognitive strategies provide a structure for learning when a task cannot be completed through a series of steps. For example, finding main idea in reading provide a series of steps to solve a problem. Attention to the steps results in successful completion of the problem. In contrast, reading comprehension, a complex task, is a good example of a task that does not follow a series of steps.

According to Rosenshine, a cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are

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<sup>13</sup> Williams, M. & R.L. Burden (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press. p.148).

<sup>14</sup> Scardamalia, M., & Bereiter, C. (1986). Written composition. In M. Wittrock (Ed.), *Handbook on research on teaching* (Vol. 3, pp. 778-803). New York: MacMillan.

complex in reading skill.<sup>15</sup> Reading comprehension is an area where cognitive strategies are important. A self-questioning strategy can help students understand what they read. Rosenshine stated 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.<sup>16</sup>

The use of cognitive strategies can increase the efficiency 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.

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.

Cognitive strategies are typically found to be the most popular strategies with language learners.<sup>17</sup> The importance of cognitive strategies increases with the age of learners in EFL. Learners need to be provided with appropriate ways of instruction to use this strategy as efficiently as possible. The cognitive reading strategies mentioned above are also in line with those identified by O'Malley & Chamot which include resourcing, repetition, grouping, deduction, imagery, getting idea quickly, elaboration, inferencing, note-taking and summarizing.<sup>18</sup>

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<sup>15</sup> Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research*, 66, 181-221.

<sup>16</sup> Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research*, 66, 181-221.

<sup>17</sup> Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Rowley, Mass: Newbury House. 43

<sup>18</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 119-120

The detail explanation about the strategies will be explained below.

### 1. Resourcing

Resourcing is a strategy that use target language reference materials such as dictionaries, encyclopedias, or textbooks.<sup>19</sup> In reading task, the students used reference material such as dictionaries in order to looking up every unknown word or important word. By having this strategy, it can help the students to achieve the comprehension of reading tasks. As Oxford stated that to better understand what is heard or read, printed resources such as dictionaries, word lists, grammar books, and phrase books may be valuable.<sup>20</sup>

### 2. Repetition

Repetition is a strategy that repeating a chunk of language (a word or phrase) in the course of performing a language task.<sup>21</sup> In reading, this strategies can refer to reread a sentence and reread the text in order to remedy comprehension failures and remember the important points in a reading passage. In addition As Oxford stated that in reading, the strategy of repeating can be reading a passage more than once to understand it more completely.<sup>22</sup>

### 3. Grouping

Grouping is a strategy that classifying words, terminology, or concepts according to

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<sup>19</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 119

<sup>20</sup> Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Rowley, Mass: Newbury House. 45

<sup>21</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 119

<sup>22</sup> Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Rowley, Mass: Newbury House. 45

their attributes or meaning.<sup>23</sup> In reading, this strategies can refer to classifying the words according to their meanings and grammatical categories. In line, Oxford added that grouping strategy in reading involves classifying or reclassifying what is read into meaningful groups, thus reducing the number of unrelated elements.<sup>24</sup> Hunter stated that grouping was the finding that students who were the poorest readers received reading instruction that was inferior to that of higher ability counterparts in terms of instructional time.<sup>25</sup>

#### 4. Deduction

Deduction strategy is a strategy that applying rules to understand or produce the second language or making up rules based on language analysis.<sup>26</sup> In reading, this strategies can refer to read the first line or the last line of every paragraph to understand what the text is about. As Oxford stated that this is a top-down strategy leading from general to specific.<sup>27</sup>

#### 5. Imagery

Imagery is a strategy that use visual images (either mental or actual) to understand or remember new information.<sup>28</sup> In reading, this strategy can refer to reading the title and

<sup>23</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 119

<sup>24</sup> Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Rowley, Mass: Newbury House. 58

<sup>25</sup> Box, G. E. P., Hunter, W. G., & Hunter, J. S. (1978). *Statistics for experimenters: An introduction to design, data analysis, and model building*. New York: John Wiley and Sons.

<sup>26</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 119

<sup>27</sup> Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Rowley, Mass: Newbury House. 46

<sup>28</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 119

imagining what the text might be about.. According to Watt, Spittle and Morris, imagery strategy that used as the manner in which people imagine themselves in ways that can lead to learning and developing skills and can facilitate performance of those skills.<sup>29</sup> It means Imagining can be applied by Looking at illustration/pictures or having a picture of the events when reading in order to guess how they are related to the text. In addition, Oxfordstated this strategy as a good strategy to remember what has been read in the new language to create a mental image of it.<sup>30</sup>

#### 6. Getting the Idea Quickly

In this study, the strategy of getting the idea quickly involves skimming strategy and scanning strategy. As stated by Oxford, the strategy of getting the idea quickly constitutes with skimming strategy and scanning strategy.<sup>31</sup> When skimming, one goes through the reading material quickly in order to get the gist of it to know how it is organized, or to get an idea of the tone or intention of the writer.<sup>32</sup> In other hand, in doing scanning, someone only try to locate specific information and often do not even follow the linearity of the passage to do so.<sup>33</sup> It can be concluded that skimming is used to find out the main idea of the paragraph. However, Ken Reynoldsstated

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<sup>29</sup> Watt, A.P., Spittle, M., Jaakkola, T, and Morris, T. (2008) "Adopting Paivio's General Analytic Framework to Examine Imagery Use in Sport," *Journal of Imagery Research in Sport and Physical Activity*: Vol. 3: Iss. 1, Article 4.

<sup>30</sup> Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Rowley, Mass: Newbury House. 61

<sup>31</sup> Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Rowley, Mass: Newbury House. 46

<sup>32</sup> Grellet, F. 1981. *Developing Reading Skill: a practical guide to reading comprehension exercises*. New York: Cambridge University Press. 19

<sup>33</sup> Grellet, F. 1981. *Developing Reading Skill: a practical guide to reading comprehension exercises*. New York: Cambridge University Press. 19

that the use of skimming can make reader having a lot of ideas competing against one another can lead to confusing.<sup>34</sup>

#### 7. Elaboration

Elaboration is a strategy that relating new information to prior knowledge, relating different parts of new information to each other or making meaningful personal associations with the new information.<sup>35</sup> Reader must build meaning by linking text information to what they already know, thinking about previous knowledge on the topic of the text in which the word might be used,. The more prior knowledge they have, the better they can understand the new information.

#### 8. Inferencing

Inferencing strategy is a strategy that using available information to guess the meaning of new items, predict outcomes, or fill in missing information.<sup>36</sup> Marzano stated that the use of Inferencing requires higher order thinking skills, it can be difficult for many students.<sup>37</sup> In reading strategy, this strategy can be used as students attempt to comprehend the text by making guesses about what will come next based on the information already given in the text. This strategy is also considering the other sentences in the paragraph to figure out the meaning of a

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<sup>34</sup> Key, R. The Disadvantages of having too many ideas (<http://inspiredm.com/too-many-ideas/> accessed on July 27<sup>th</sup> 2017)

<sup>35</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 120

<sup>36</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 120

<sup>37</sup> Marzano, R., Frontier, A., & Livingston, D. (2011). *Supervising the Art and Science of Teaching*.

sentence. However, it can be taught through explicit instruction in inferential strategies.

#### 9. Note-Taking

Note-taking is a strategy that reader are writing down key words and concepts in abbreviated verbal, graphic, or numerical form while listening or reading.<sup>38</sup> Note-taking strategy is a good reading strategy. Note-taking makes students to be active participants in their learning, helps them organize important concepts, remember information, and becomes one of their study aids. In contrast, According to Fajardo, he stated that note-taking as a complex activity which combines reading with selecting, summarizing and writing.<sup>39</sup>

#### 10. Summarizing

Summarizing is a strategy that making a mental, oral, or written summary of new information gained through listening or reading.<sup>40</sup> Summarizing can be a useful strategy. The process of summarizing enables students to grasp the original text better, and the result shows the reader that students understand it as well. In addition to this, the knowledge that students got by summarizing makes it possible for them to analyze and critique the original text.

### **D. Low and Intermediate Learner in Reading**

Language learning strategy used considered to have potential influence on language acquisition and it is generally believed that a strong relationship exists between

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<sup>38</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 120

<sup>39</sup> Fajardo, C. P. (1996). *Note-taking: A useful device*. *English Teaching Forum*, 34(2), 22-28.

<sup>40</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 120



strategy use and language proficiency.<sup>41</sup> Numerous studies have addressed the goal of understanding the range and type of learning strategies used by students and the differences in reading strategy use between more and less effective learners.

Skilled readers know how to use effective strategies to facilitate the functioning of various cognitive processes and construct meaningful understanding of the text, but poor readers simply read the text word by word without using any strategies.<sup>42</sup> In some first language studies, the use of various strategies has been found to be effective in improving students' reading comprehension.<sup>43</sup> Olshavskystated that most strategies were applied when readers were interested in the material, when readers were proficient, and when they faced with abstract material.<sup>44</sup> Although the types of strategies did not change with the situation, the frequency of strategy use did change. Various studies in the area of reading strategies have shown that younger and less proficient students used fewer strategies and used them less effectively in their reading comprehension.<sup>45</sup> The successful readers kept the meaning of the passage in mind while they were reading, read in broad phrases, skipped inconsequential or less important words, and had a positive self-concept as a reader. Good readers know how to use a variety of appropriate strategies to reach their learning goals, while less effective readers not only use strategies less frequently, but often do not choose the appropriate strategies for doing the tasks. According to Botsas and Padelidu stated that poor readers often use “surface” strategies, which are not suitable for their reading

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<sup>42</sup> Lau, K. L., & Chan, D. W. (2003). *Reading strategy use and motivation among Chinese good and poor readers in Hong Kong*. *Journal of Research in Reading*, 26(2), 177-190.

<sup>43</sup> Baker, L. & Brown, A. (1984). Metacognitive skills and reading. In D. Pearson (Ed.), *Handbook of Reading Research*. (pp. 353-394). New York: Longman.

<sup>44</sup> Olshavsky, J. E. (1977). *Reading as problem solving: An investigation of strategies*. *Reading Research Quarterly*, 4, 654-674.

<sup>45</sup> R. Garner, *Metacognition and reading comprehension*. Norwood, NJ: Albex, 1987.

experiences, or they use fewer strategies.<sup>46</sup> On the contrary, good readers use variety of strategies to successfully comprehend texts.

One of tests that designed to measure English proficiency of international students is TOEFL, Test of English as Foreign Language.<sup>47</sup> TOEFL measures your listening, reading, speaking, writing skills to perform academic tasks in English. According to Educational Testing Service/ETS announced TOEFL as the most widely used and internationally recognized test to evaluate non-native English speakers' language proficiency.<sup>48</sup>

TOEFL PBT (Paper Based TOEFL) is focusing on three skill tested: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. Reading comprehension section of TOEFL test is designed to measure students' ability to read and understand passages in English. TOEFL is scored 20-68 in each of three sections, which has different categories level. The Score Description of each section can determine as proficiency level. The Score Description will be explained in the appendix

#### **E. Previous Studies in Reading Strategies**

There are some journal articles dealing with the Reading Strategies and Proficiency Level. The first is a study conducted by Humeyra Genc.<sup>49</sup> He investigated metacognitive reading strategies used by low proficient EFL ( English as a Foreign Language) learners while reading paper-based documents and hypertext documents for general comprehension. The result of his study showed that there were some of metacognitive reading strategies

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<sup>46</sup> Botsas, G., & Padelidiu, S. (2003). *Goal orientation and reading comprehension strategy use among students with and without reading difficulties*. International Journal of Educational Research, 39, 477-495.

<sup>47</sup> TOEFL *Programs and services*, (Educational Testing Service:2000)

<sup>48</sup> Author, *Educational Testing Service Standard Setting Materials for Internet-Based TOEFL Test*. (NJ:Princeton, 2005)

<sup>49</sup> Genc, H. 2011. Paper and Screen: Reading Strategies Used by Low-Proficient EFL Learners.

<http://www.davidpublishing.com/davidpublishing/upfile/12/30/2011/2011123009500782.pdf> (accessed on November 16th 2016)

observed in hypertext reading similar to those used in paper-based reading.

The second is a study conducted by Park. Park conducted a study exploring the relationship between language proficiency and strategy use. A total of 332 (intermediate to advanced levels) university students in Korea participated in the study.<sup>50</sup> A linear relationship between language learning strategies and TOEFL score was found. The results of the study suggested that language proficiency and learning strategies are highly correlated and that teachers could help students become more aware of their strategy use.

The third is a study conducted by Fatemeh Mirzapour & Mohammad Amin Mozaheb.<sup>51</sup> They also conducted their study related to reading strategies. In their research, they investigated the type and frequency of the use of strategies in reading comprehension among Iranian EFL learners with varying proficiency levels, that is, Advanced versus Intermediate learner.

The fourth is a study conducted by Yesim Ozek & Muharrem Civelek.<sup>52</sup> They conducted their study to find out which reading strategies are generally employed by ELT Students while reading a text, and which reading strategies are needed to be developed to understand the text better, and therefore to continue academic successfully. The result of this study 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.

The fifth is a study conducted by Siti Nurhayati. She conducted a study about the implementation of cognitive

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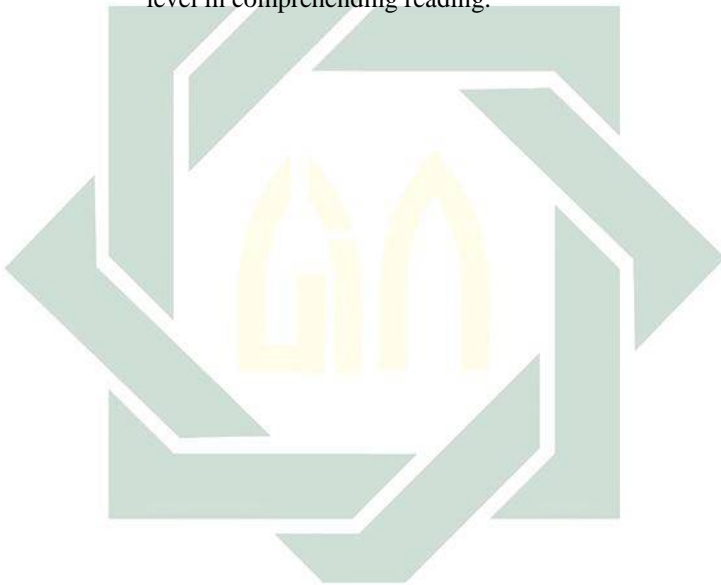
<sup>50</sup> Park, G.P. *Language learning strategies and English Proficiency in Korean University Students*. *Foreign Language Annals*, 30, 211-221.

<sup>51</sup> Mirzapour, F & Mozaheb, M. A. 2009. *Reading strategies use among Iranian EFL Learner Across Different Proficiency Levels*. <http://eujournal.org/index.php/esj/article/download/6804/6531> (accessed on November 16th 2016)

<sup>52</sup> Ozek, Y & Civelek, M. 2006. *A study on the Use of Cognitive Reading Strategies by ELT Students*. <http://www.asian-efl-journal.com> (accessed on November 12th 2016)

strategy in English learning process. In her research, she investigated cognitive strategies included cognitive learning strategies, implementation of cognitive strategies, and cognitive strategies and assessment.<sup>53</sup>

The differences between the recent study and the previous study is that this recent study would be focus on cognitive reading strategies. It means, the researcher will investigate and find out kind of cognitive reading strategies that used by students both low and intermediate proficiency level in comprehending reading.



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<sup>53</sup> Nurhayati, S. *Implementasi strategi kognitif dalam pembelajaran Bahasa Inggris (Pengembangan Mata Diklat Perancangan Model Pembelajaran Pada Diklat Implementasi Kurikulum 2013)*. (<http://bdkbandung.kemenag.go.id/jurnal/248-Implementasi-strategi-kognitif-dalam-pembelajaran-bahasa-inggris> accessed on March 29th, 2017)

## CHAPTER III RESEARCH METHOD

This chapter describes the methodology of the study. It describes the research design, research setting, research subject, and data collection technique, instruments, research procedure and data analysis technique.

### A. Research Design

Research design was a procedure to collect, analyze, interpret and report on data obtained during the research period. This study was categorized as a survey research. Creswell stated that the survey research, the procedure of the data collection was done by questionnaire or structured interview.<sup>1</sup> It was designed to provide a quantitative or numeric description of attitude, trend, or opinion of the population by studying a sample of it.<sup>2</sup>

The descriptive-quantitative method was used to analyze and report the result. In particular, quantitative data was collected through a self-report Cognitive reading strategies based on questionnaire of Yesin Ozek and Muharrem Civalek.<sup>3</sup>

According to the explanation above, the first procedure was determining the object (population and sample). The sample were selected randomly. The simple random sampling was used to determine sample.

In the next procedure, the questionnaire was distributed to the sample of the research. Questionnaire was a document that contains some questions or items used to investigate and collect the data would be analyzed.<sup>4</sup> The results of questionnaire was analyzed using descriptive statistic which is presented in Bar chart in order to know about what

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<sup>1</sup> Creswell, Research Design, 14.

<sup>2</sup> John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Method Approaches, 4th ed. (California: Sage Publications, 2014), 145.

<sup>3</sup> Ozek, Y&Civelek, M. 2006. A study on the Use of Cognitive Reading Strategies by ELT Students. <http://www.asian-efl-journal.com> (accessed on November 12<sup>th</sup> 2016)

<sup>4</sup> Bidhan Acharya, "Questionnaire Design," in A Paper Prepared for a Training Workshop in Research Methodology Organised by Centre for Post Graduate Studies Nepal Engineering College in Collaboration with University Grant Commission Nepal, Pulchok, June, 2010, 2, accessed

cognitive reading strategies used by students in each items. Then, the researcher used also SPSS program, Pearson product-moment formula, to determine the relationship between Reading proficiency level and Cognitive Reading Strategies.

## **B. Research Setting**

The research took place at MBI Amanatul Ummah, Jl. Tirtowening No.2, Kembang Belor, Pacet-Mojokerto. The researcher focused on XII grade.

## **C. Research Subject**

### **1. Population**

All item in any field of inquiry was defined as 'Universe' or 'population'.<sup>5</sup> In this study, the population was twelve grade students of MBI Amanatul Ummah, Pacet-Mojokerto. The total of population was 200 students.

### **2. Sample**

In this research, the sample were 49 twelve grade students of MBI Amanatul Ummah who taking in TOEFL Preparation class and had taken TOEFL ITP Test. The forty-nine students were chosen to participate to fill questionnaire using random sampling. Mc Millan & Schumacher stated that subject are selected from the population so that all members of the population have the same probability of being chosen.<sup>6</sup> So, everybody has the same chance to be the respondents. The total of sample was taken based on the theory of Gay and Diehl, They stated that for the descriptive research, the total of sample should be 10% or more of the population total.<sup>7</sup>

Regarding the reading skill, the sample reported having scored from 31 to 54 on reading section in their latest TOEFL ITP Test results.

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<sup>5</sup> C. R. Kothari, *Research Methodology: Method and Technique*, Second Revised. (New Delhi: New Age International (P) Ltd, 2004), 55.

<sup>6</sup> McMillan, James H and Schumacher, Sally. 2001. *Research in Education: A Conceptual Introduction Fifth Edition*. New York: Addison Wesley Longman.

<sup>7</sup> Gay, L.R. dan Diehl, P.L. (1992), *Research Methods for Business and. Management*, MacMillan Publishing Company, New York

Based on Teacher's perception, the students who had score from 31 to 47 can be rated as "low" proficiency level (25 students), while those gaining from 48 to 58 can be rated as "intermediate" proficiency level (24 Students) (*See Appendix 1*). This classification relied on the official TOEFL ITP Test Score Descriptors. (*See Appendix 2*).

#### **D. Data Collection Technique**

This section discusses the research procedures as outlines systematically below:

##### **1. Documentation**

The research used documentation. The documentation collected from Students' TOEFL Score in reading section. It is needed to determinate the subject of the research, low, intermediate, and high learner. (*See Appendix 3*)

##### **2. Questionnaire**

Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they will respond the questionnaire.<sup>8</sup> Questionnaire can gather data from large number easily and it is also inexpensive.

The questionnaire is taken from adapted questionnaire of Yesin Ozek and Muharrem Civelek in their research entitled, "A Study on the Use of Cognitive Reading Strategies by ELT Students" (*see appendix 4*) which conducted to know what cognitive reading strategies are used and what cognitive reading strategies are the most frequently used by students.<sup>9</sup>

#### **E. Instrument**

In this study, the researcher used questionnaire. The questionnaire was composed closed-ended items and was purposed to investigate the cognitive reading strategies were used by students.

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<sup>8</sup> Dr. Juliansyah.Noor, S.E,M.M. *Metodologi Penelitian Skripsi*, Tesis, Disertasi, danKaryallmiya, 87.

<sup>9</sup> Ozek, Y&Civelek, M. 2006. A study on the Use of Cognitive Reading Strategies by ELT Students. <http://www.asian-efl-journal.com> (accessed on November 12<sup>th</sup> 2016)

## 1. Cognitive Reading Strategies Instrument

In this research, the instrument will use questionnaire. The questionnaire will use as the instruments to collect the data. It was distributed to the respondents in order to collect information about students' cognitive reading strategies use while reading a text. The questionnaire gave to the respondents May 15<sup>th</sup> until May 17<sup>th</sup> 2017.

The questionnaire is used to gain the answer about what cognitive reading strategies are used by students. It is composed of 24 closed-ended items. The close-ended instrument was chosen to make respondents easy to give responses and free from the stress of having to express their opinions. "Closed form items are the best for obtaining demographic information and data that can be categorized easily."<sup>10</sup>

The twenty-four items could be classify in the headings of pre-reading, while reading, and post reading cognitive reading strategies.<sup>11</sup> The cognitive reading strategies can be grouped in under 10 categories based on O'Malley & Chamot: resourcing, repetition, grouping, deduction, imagery, getting the idea quickly, elaboration, inferencing, note-taking, and summarizing.<sup>12</sup> The strategies represent belong to these categories are explained in chapter II in section 3. Furthermore, complete list of items are presented in *Appendix 5*.

The score would describe in the form of simple quantitative description. Therefore, *the Likert Scale* will be used as the criteria in Table 3.1 below.

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<sup>10</sup> McMillan, James H and Schumacher, Sally. 2001. *Research in Education: A Conceptual Introduction Fifth Edition*. New York: Addison Wesley Longman.

<sup>11</sup> Ozek, Y&Civelek, M. 2006. A study on the Use of Cognitive Reading Strategies by ELT Students. <http://www.asian-efl-journal.com> (accessed on November 12<sup>th</sup> 2016)

<sup>12</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 119-120



Table 3.1  
Students' Reading Strategies Score  
for Questionnaire

CATEGORY	SCORE
Never	1
Rarely	2
Sometimes	3
Usually	4
Always	5

The students' responses towards the twenty-four reading strategies were scored, summed and categorized in 10 cognitive reading strategies. The students' total responses score regarded as their scores in the use of cognitive reading strategies were presented in the form of Bar Chart (percentage).

Furthermore, regarding to the most frequently cognitive reading strategies used, the researcher used descriptive statistic involved mean frequencies and standard deviation. The result of students' answer also categorized into based on research subject.

#### **F. Research Procedure**

The procedures for this research are classified into several steps. They are:

1. The first step is analyzed students' documentation. The research analyzed students' documentation which collected from Students' TOEFL Score in reading section. It is needed to determinate the subject of the research, low, intermediate, and high proficiency level
2. The second step is preparation. The research prepared the questionnaire guideline for students before doing

research. The research made an appointment with students who selected as the research subject.

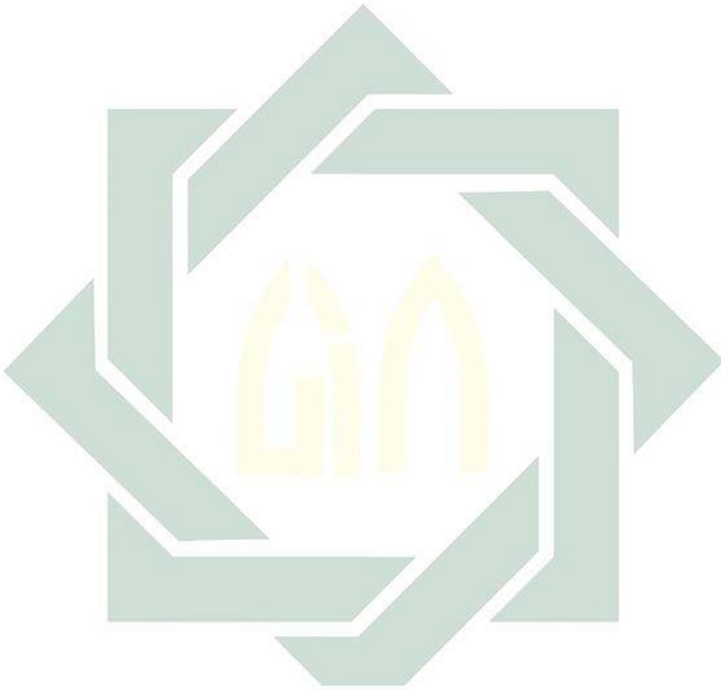
3. Next, the researcher will give the questionnaire for students.
4. After that, the researcher will transcribe the result of questionnaire and classify based on the categories.
5. The last step is analyzing data. Before analyze it, the researcher will check the data of questionnaire. Then the researcher analyzes all data.

### **G. Data Analysis Technique**

The data analysis technique contained about the way of the researcher to process the data had been collected. This section described about the analysis used by researcher. It was first was descriptive statistic. The procedures are follows:

1. For analyzing the cognitive reading strategies used by students, the researcher used the questionnaire. The researcher analyzed the data by using frequency of distribution. The data was put on the table of students' answer based on students' proficiency level. Next, the researcher calculated the descriptive statistics using Microsoft Excel 2013. The result of students' answer presented using bar chart in each question of questionnaire. After that, the average frequencies of using 24 individual reading strategies are summarized, analyzed, and categorized to know students' mean frequency of using each category of cognitive reading strategies.
2. For analyzing the most frequently cognitive reading strategies used by students, the researcher categorized the five highest and lowest ranks of agreement based on students' answer on the questionnaire and students' proficiency level. Next, the researcher would rank category of strategies based on the mean value. To analyze all the data, the researcher used descriptive statistic involved mean and

standard deviation using Microsoft excel 2010.



## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of this research. In findings, this research locates to answer the research problems that have been formulated in chapter I. while in discussion, this research presents the discussion related to findings.

### A. Research Findings

The data had been successfully obtained by one instrument, questionnaire, and then analyzed by appropriate technique. As a result, that instrument drove this research to find out the result dealing with cognitive reading strategies used by twelve grade students in *TOEFL Preparation Class* at MBI Amanatul Ummah Pacet, Mojokerto.

The writer collected the data on May 15<sup>th</sup> until May 17<sup>th</sup> 2017. Based on the research procedure and data collection technique, the data were collected by determining the research subject based on the score of reading section in TOEFL ITP result and giving questionnaire as well. In reporting the findings of the research the research reported the result based on the topic in this research problems. It has specified as follows: The cognitive reading strategies used by students in *TOEFL Preparation Class* and the cognitive reading strategies that used most frequently by students *TOEFL Preparation Class*.

#### 1. The cognitive reading strategies used by students in TOEFL Prepration Class

The questionnaire is consist some questions asked about cognitive reading strategies that used by twelve grade students while reading English material. In the Questionnaire, the twenty-four Likert-type items (Strategies) were used under the heading of pre-reading, while reading, and post-reading and analyzed based on the categorization of 10 categories as stated by O'Malley & Chamot's theory<sup>1</sup>. Below are presented the frequency of twelve grade students in answering questionnaire of the use of cognitive reading strategies with choice 1 = never, choice 2 = rarely, choice 3 = sometimes, choice 4 = usually, choice 5 = always. . The frequency of students' responses can be seen on *Appendix 6* which analyzed using *Likert Scale*.

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<sup>1</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 119-120

Bar chart was then presented to describe the frequency of students' answers with five points of Likert scale and the frequency of each points. The bar chart was presented in two categories subject, low-proficiency level (N=25) and intermediate-proficiency level (N=24) under 10 categories of cognitive reading strategies.

#### a. Resourcing Strategies

In this study, this strategy is represented in items questions number 6 and 7, Reading without looking up every unknown word in the dictionary and Using a dictionary for the important words.

##### 1. Reading without looking up every unknown word in the dictionary (Item number 6)

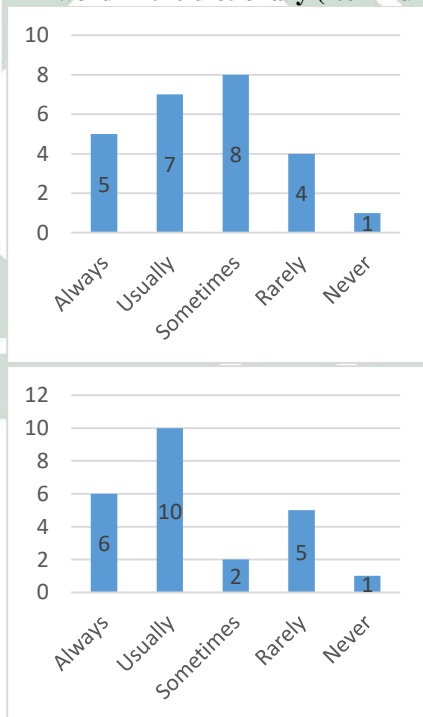


Figure 4.1.1. Chart of 6<sup>th</sup> Question by low-proficiency level

Figure 4.1.2 chart of 6<sup>th</sup> Question by intermediate-proficiency level

Based on the chart, the low-proficiency level show that 8 of 25 students sometimes read without looking up every unknown word in the dictionary and 1 of 25 students did not use that strategies. While the intermediate-proficiency level show that 10 of 24 students usually read without looking up every unknown word in the dictionary and 1 of students did not use that strategies. So, it can be concluded that that students commonly did not use the reference material, such as dictionary if they face unknown word.

## 2. Using a dictionary for the important words (items number 7)

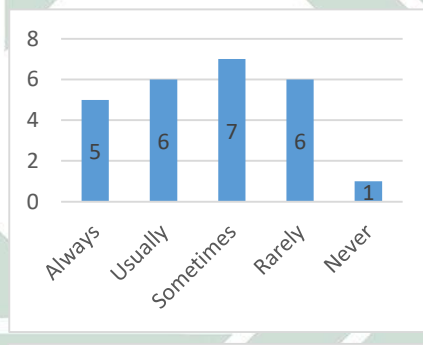


Figure 4.1.3 chart of 7<sup>th</sup> Question by low-proficiency level

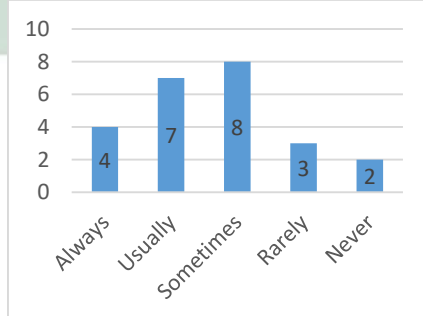


Figure 4.1.4 chart of 7<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 7 of 25 students sometimes use a dictionary for the important word and 1 of students did not use that strategies. While the

intermediate-proficiency level show that 8 of 24 students sometimes use a dictionary for the important word and 2 of students did not use that strategies. Both the low-proficiency level and intermediate-proficiency level shows that students prefer to use the reference material such as dictionary to get better understanding the meaning of important word that they found.

## b. Repetition Strategies

In this study, repetition strategy is represented in items questions number 11, 23, and 24, Rereading a sentence, Rereading the text to remedy comprehension failures, and Rereading the text to remember the important points.

### 1. Rereading a sentence (items number 11)

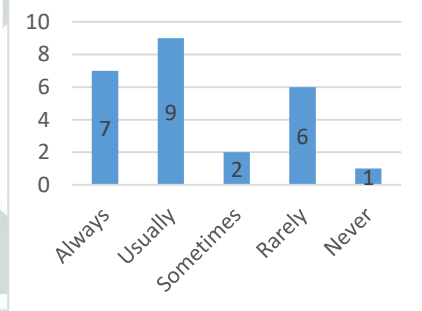


Figure 4.1.5 chart of 11<sup>th</sup> Question by low-proficiency level

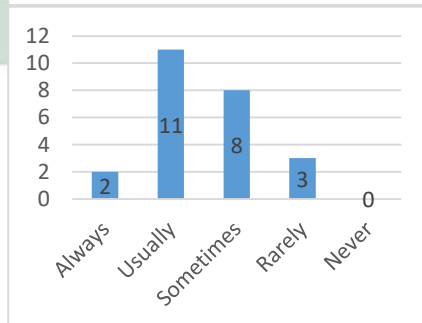


Figure 4.1.6 chart of 11<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 9 of 25 students usually reread a sentence and 1 of students did not

use that strategies. While the intermediate-proficiency level show that 11 of 24 students usually reread a sentence. Both the low-proficiency level and intermediate-proficiency level shows that the students mostly repeat the sentence more than once to understand the text more completely.

## 2. Rereading the text to remedy comprehension failures (items number 23)

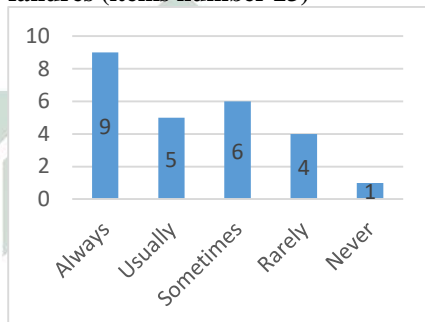


Figure 4.1.7 chart of 23<sup>th</sup> Question by low-proficiency level

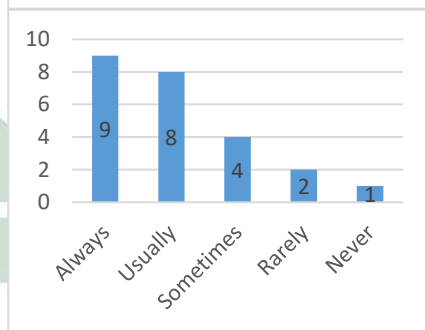


Figure 4.1.8 chart of 23<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 9 of 25 students always rereading the text to remedy comprehension failures and 1 of students did not use that strategies. While the intermediate-proficiency level show that 9 of 24 students always rereading the text to remedy comprehension failures and 1 of students did not use that strategies. Both the low-proficiency level and intermediate-proficiency level show that students always repeat to read a text once or more after reading in order to avoid



comprehension failures and get better understanding compression.

### 3. Rereading the text to remember the important points (items number 24)

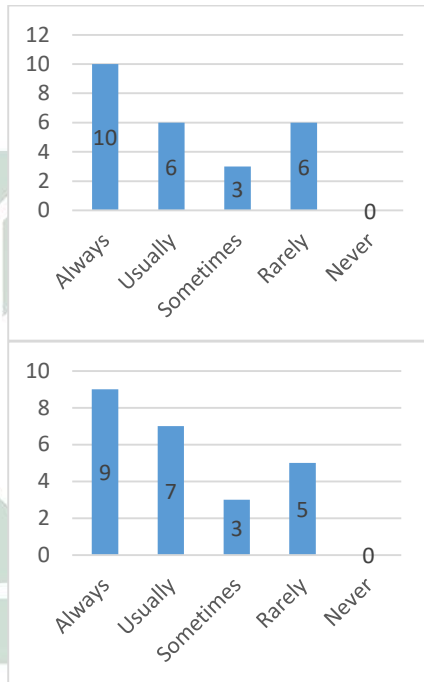


Figure 4.1.9 chart of 24<sup>th</sup> Question by low-proficiency level

Figure 4.1.10 chart of 24<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 10 of 25 students always reread the text to remember the important points. While the intermediate-proficiency level show that 9 of 24 students always rereading the text to remedy comprehension failures and 1 of students did not use that strategies. Both the low-proficiency level and intermediate-proficiency level show that the students repeat reading a passage once or more than once to remember the main point of text which can help them completely understanding.

### c. Grouping Strategies

In this study, this grouping strategy is represented in items questions number 20 and 21, Classifying the words according to their meanings and Classifying the words according to their grammatical categories.

#### 1. Classifying the words according to their meanings (items number 20)

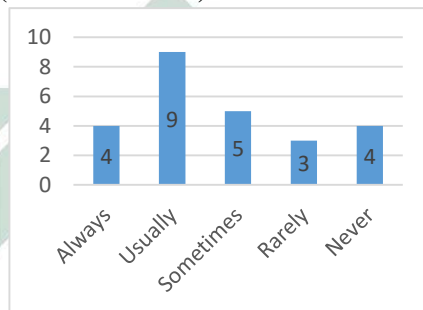


Figure 4.1.11 chart of 20<sup>th</sup> Question by low-proficiency level

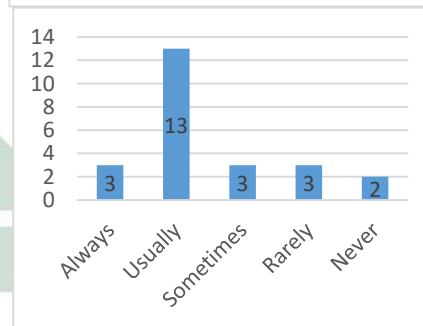


Figure 4.1.12 chart of 20<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 10 of 25 students usually classify the words according to their meaning and 4 of students did not use that strategy. While the intermediate-proficiency level show that 13 of 24 students usually classifying the words according to their meaning and 2 of students did not use that strategy. Both the low-proficiency level and intermediate-proficiency level show that the students likely to grouping the words based on their meaning which easier to do after reading a text.

## 2. Classifying the words according to their grammatical categories (items number 21)

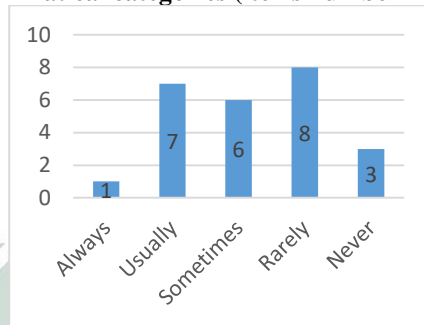


Figure 4.1.13 chart of 21<sup>th</sup> Question by low-proficiency level

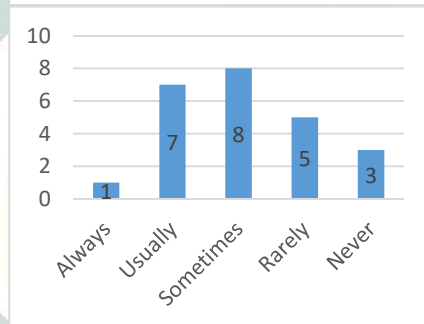


Figure 4.1.14 chart of 21<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 8 of 25 students rarely relate the text to background knowledge about the topic to remember important information and 3 of students did not use that strategy. While the intermediate-proficiency level show that 8 of 24 students sometimes relate the text to background knowledge about the topic to remember important information and 3 of students did not use that strategy. Both the low-proficiency level and intermediate-proficiency level show that students not commonly use their background knowledge to understand the text might be about which had as same as the topic in the text because the students cannot remember important information relate to the topic of text.

#### d. Deduction Strategies

In this study, this strategy is represented in items questions number 4, Reading the first line of every paragraph to understand what the text is about.

##### 1. Reading the first line of every paragraph to understand what the text is about (items number 4)

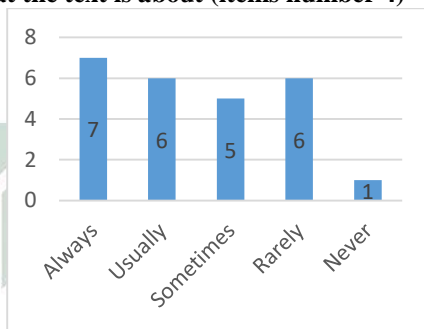


Figure 4.1.15 chart of 4<sup>th</sup> Question by low-proficiency level

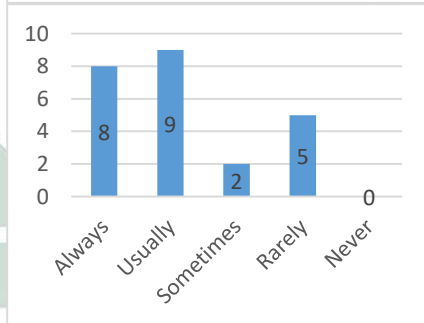


Figure 4.1.16 chart of 4<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 7 of 25 students always read the first line of every paragraph to understand what the text is about and 1 of students did not use that strategy. While the intermediate-proficiency level show that 9 of 24 students usually read the first line of every paragraph to understand what the text is about and 1 of students did not use that strategy. Both the low-proficiency level and intermediate-proficiency level show that students are trying to find out the main idea of paragraph by looking at the first line of every paragraph which leading from general to specific.

### e. Imagery Strategies

In this study, imagery strategy is represented in items questions number 1, 2, 14, and 15, Reading the title and imagining what the text might be about, Looking at illustration/pictures and trying to guess how they are related to the text, Having a picture of the events when reading, and Thinking aloud during the reading.

#### 1. Reading the title and imagining what the text might be about (items number 1)

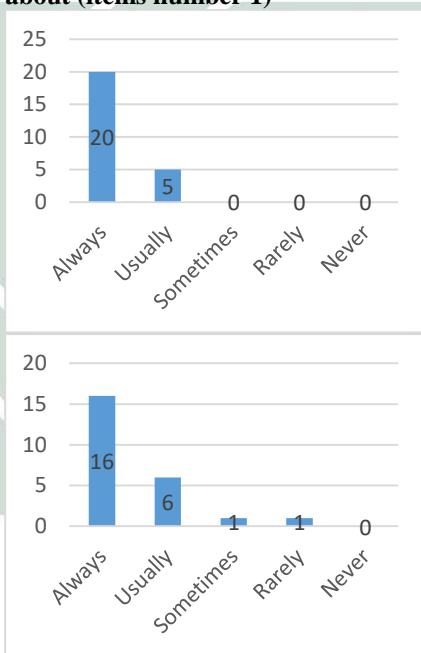


Figure 4.1.17 chart of 1<sup>st</sup> Question by low-proficiency level

Figure 4.1.18 chart of 1<sup>st</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 20 of 25 students always read the title and imagining what the text might be about before reading a text. While the intermediate-proficiency level show that 16 of 24 students always read the title and imagining what the text might be about before reading a text. Both the low-proficiency level and intermediate-proficiency level show

that students are mostly trying to understand the text by looking up the title of the text and imagine it before begin to read a text in order to get the point of the text might be about.

**2. Looking at illustration/pictures and trying to guess how they are related to the text (items number 2)**

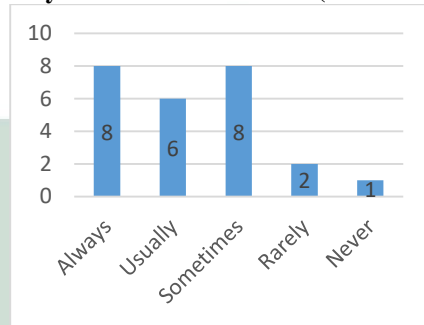


Figure 4.1.19 chart of 2<sup>nd</sup> Question by low-proficiency level

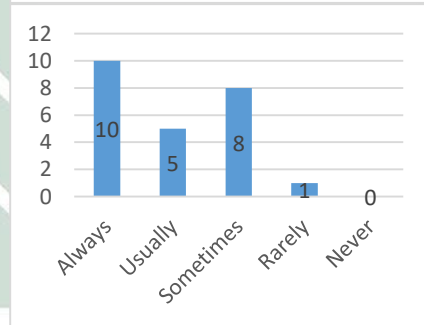


Figure 4.1.20 chart of 2<sup>nd</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 16 of 25 students always and sometimes look at illustration/pictures a trying to guess how they are related to the text and 1 of students did not use that strategy. While the intermediate-proficiency level show that 10 of 24 students always look at illustration/pictures a trying to guess how they are related to the text. Both the low-proficiency level and intermediate-proficiency level show that students are mostly interested in illustration/pictures which can help the students to guess what the text might be about.

### 3. Having a picture of the events when reading (items number 14)

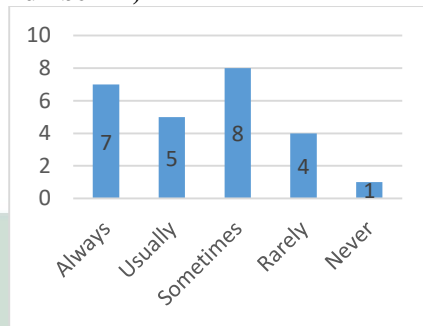


Figure 4.1.21 chart of 14<sup>th</sup> Question by low-proficiency level

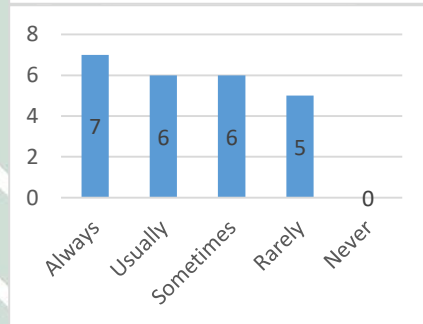


Figure 4.1.22 chart of 14<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 8 of 25 students sometimes have a picture of the events when reading and 1 of 25 students did not use that strategy. While the intermediate-proficiency level show that 7 of 24 students always have a picture of the events when reading. Both the low-proficiency level and intermediate-proficiency level show that students are commonly have their own a picture of event when reading in order to help them in understanding the reading material.

#### 4. Thinking aloud during the reading (items number 15)

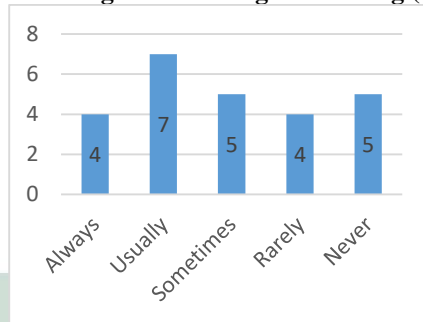


Figure 4.1.23 chart of 15<sup>th</sup> Question by low-proficiency level

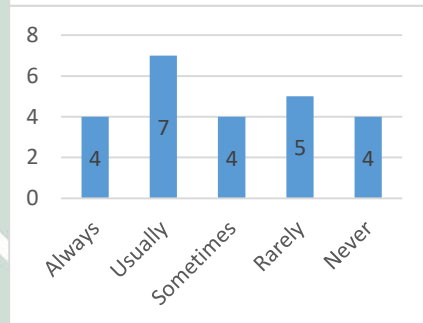


Figure 4.1.24 chart of 15<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 7 of 25 students usually think aloud during the reading and 5 of students did not use that strategy. While the intermediate-proficiency level show that 7 of 24 students usually think aloud during the reading and 4 of students did not use that strategy. Both the low-proficiency level and intermediate-proficiency level show that students are rarely using a mental image to comprehend the reading material.



### f. Getting the Idea Quickly Strategies

In this study, getting the idea quickly strategy is represented in items questions number 3 and 13, Skimming the text quickly to get the gist, and Reading without translating word-for-word.

#### 1. Skimming the text quickly to get the gist (items number 3)

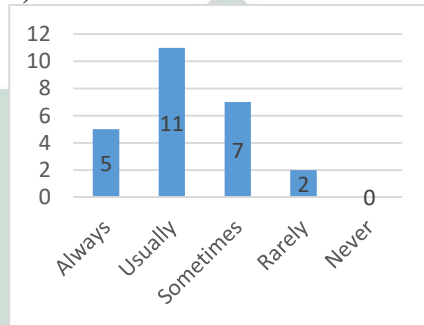


Figure 4.1.25 chart of 3<sup>rd</sup> Question by low-proficiency level

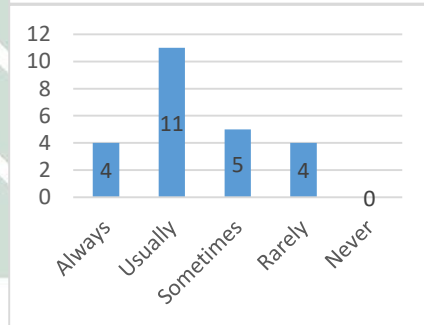


Figure 4.1.26 chart of 3<sup>rd</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 11 of 25 students usually skim the text quickly to get the gist. While the intermediate-proficiency level show that 11 of 24 students usually skim the text quickly to get the gist. Both the low-proficiency level and intermediate-proficiency level showed that students are trying to go through the reading content quickly in order to get the gist of the text.

## 2. Reading without translating word-for-word (items number 13)

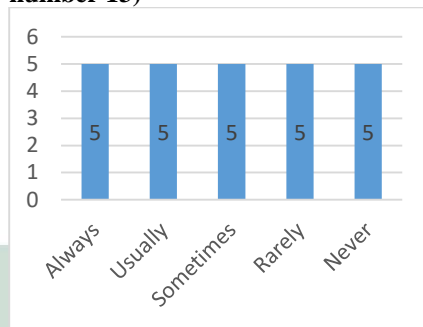


Figure 4.1.27 chart of 13<sup>th</sup> Question by low-proficiency level

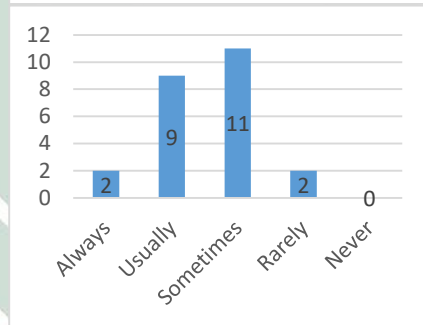


Figure 4.1.28 chart of 13<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 5 of 25 students always read without translating word-for-word but 5 of 25 students did not use that strategy. While the intermediate-proficiency level show that 11 of 24 students sometimes read without translating word-for-word. Both the low-proficiency level and intermediate-proficiency level show that students do not translate every word that they do not understand. They prefer to go through the reading material quickly and skip the unknown word.

### g. Elaboration Strategies

In this study, this strategy is represented in items questions number 5, 19, and 10, Thinking about previous knowledge on the topic of the text, Remembering a new word by thinking of a situation in which the word might be used, and

Relating the text to background knowledge about the topic to remember important information.

**1. Thinking about previous knowledge on the topic of the text (items number 5)**

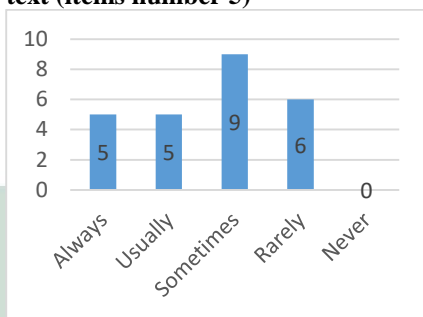


Figure 4.1.29 chart of 5<sup>th</sup> Question by low-proficiency level

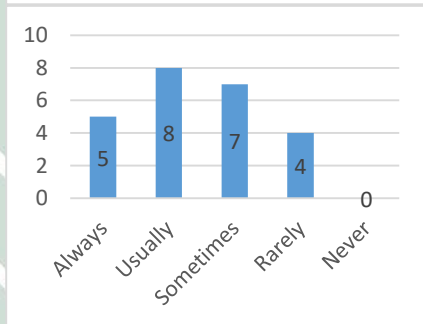


Figure 4.1.30 chart of 5<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 9 of 25 students sometimes thinking about previous knowledge on the topic of the text. While the intermediate-proficiency level show that 8 of 24 students usually thinking about previous knowledge on the topic of the text. Both the low-proficiency level and intermediate-proficiency level show that students commonly related their own knowledge then relating that with the topic of text in order to link text information to what they already knew.

**2. Remembering a new word by thinking of a situation in which the word might be used (items number 10)**

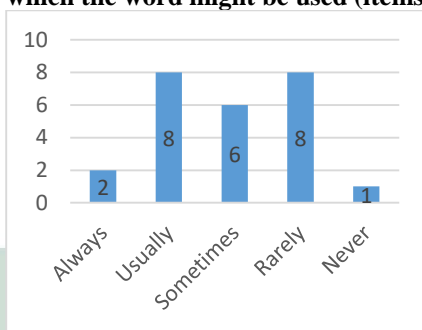


Figure 4.1.31 chart of 10<sup>th</sup> Question by low-proficiency level

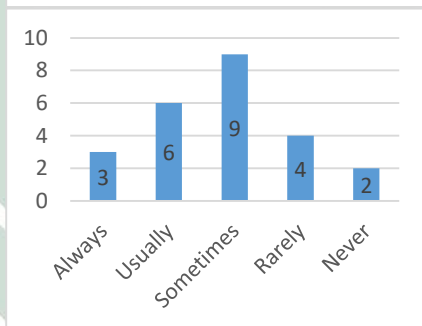


Figure 4.1.32 chart of 10<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 16 of 25 students usually and sometimes remember a new word by thinking of a situation in which the word might be used and 1 of 25 students did not use that strategies. While the intermediate-proficiency level show that 9 of 24 students sometimes remember a new word by thinking of a situation in which the word might be used and 2 of 24 students did not use that strategies. Both the low-proficiency level and intermediate-proficiency level show that students relating different part of new information by linking text information with the background of knowledge.

**3. Relating the text to background knowledge about the topic to remember important information (items number 19)**

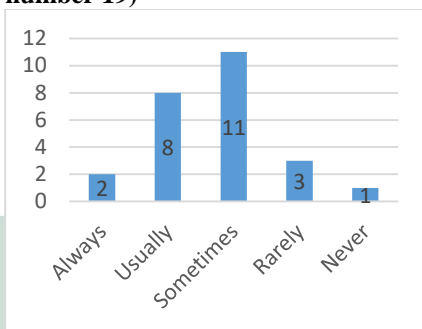


Figure 4.1.33 chart of 19<sup>th</sup> Question by low-proficiency level

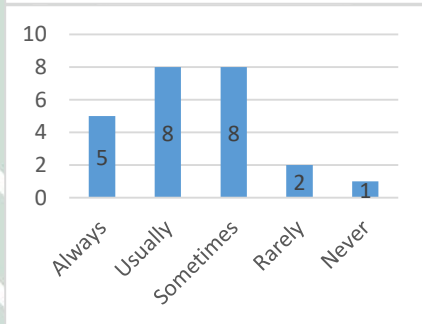


Figure 4.1.34 chart of 19<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 11 of 25 students sometimes relate the text to background knowledge about the topic to remember important information and 1 of students did not use that strategies. While the intermediate-proficiency level show that 16 of 24 students usually and sometimes relate the text to background knowledge about the topic to remember important information. Both the low-proficiency level and intermediate-proficiency level show that students often use their background knowledge to understand the text might be about which had as same as the topic in the text because the students can remember important information relate to the topic of text.

## h. Inferencing Strategies

In this study, inferencing strategy is represented in items questions number 8, 9, 12, 16, and 18, Guessing the meaning of a word from the, Guessing the meaning of a word from the grammatical category, Considering the other sentences in the paragraph to figure out the meaning of a sentence, Paying attention to words or phrases that show how the text is organized, and Making guesses about what will come next based on the information already given in the text.

### 1. Guessing the meaning of a word from the context (items number 8)

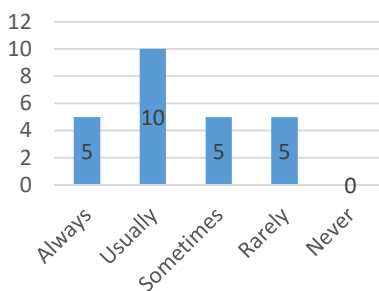


Figure 4.1.35 chart of 8<sup>th</sup> Question by low-proficiency level

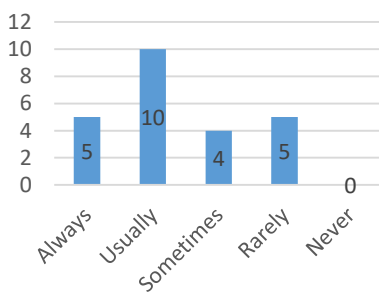


Figure 4.1.36 chart of 8<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 10 of 25 students usually guess the meaning of a word from the context. While the intermediate-proficiency level show that 10 of 24 students usually guess the meaning of a word from the context. Both the low-proficiency level and intermediate-proficiency level show that students are likely

to using available information to guess the meaning of unknown word from the context of its text.

**2. Guessing the meaning of a word from the grammatical category (items number 9 )**

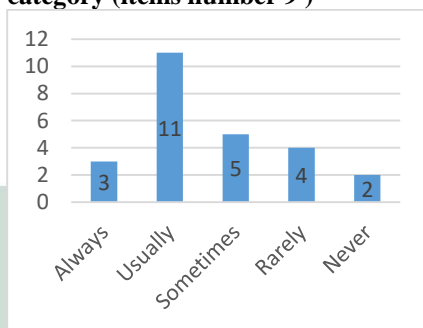


Figure 4.1.37 chart of 9<sup>th</sup> Question by low-proficiency level

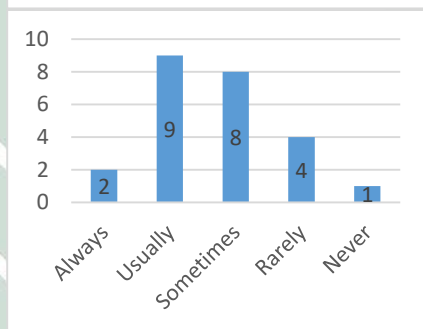


Figure 4.1.38 chart of 9<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 11 of 25 students usually guess the meaning of a word from the grammatical category and 2 of students did not use that strategies. While the intermediate-proficiency level show that 9 of 24 students usually guess the meaning of a word from the grammatical category and 1 of students did not use that strategies. Both the low-proficiency level and intermediate-proficiency level show that students are trying to predict the meaning of a word from the grammatical category of that word in a reading passage.

**3. Considering the other sentences in the paragraph to figure out the meaning of a sentence (items number 12)**

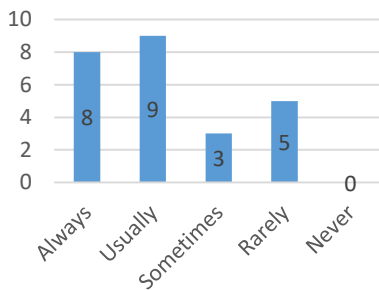


Figure 4.1.39 chart of 12<sup>th</sup> Question by low-proficiency level

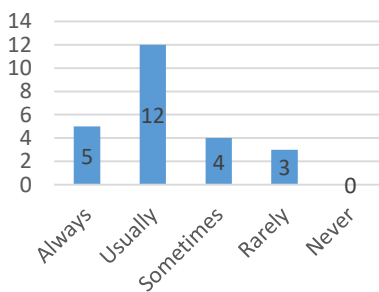


Figure 4.1 .40 chart of 12<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 9 of 25 students usually consider the other sentences in the paragraph to figure out the meaning of a sentence. While the intermediate-proficiency level show that 12 of 24 students usually consider the other sentences in the paragraph to figure out the meaning of a sentence. Both the low-proficiency level and intermediate-proficiency level show that students are trying to figure out the unknown meaning of a sentence by considering the other sentences that they are understand.



#### 4. Paying attention to words or phrases that show how the text is organized (items number 16)

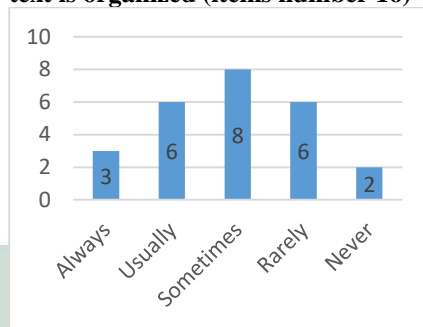


Figure 4.1.41 chart of 16<sup>th</sup> Question by low-proficiency level

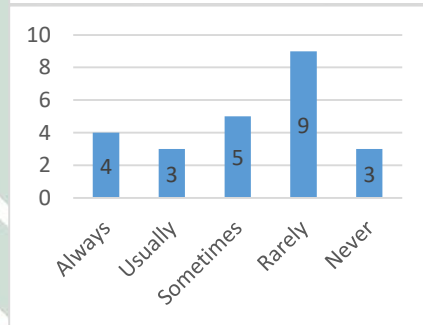


Figure 4.1.42 chart of 16<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 8 of 25 students sometimes pay attention to word or phrases that show how the text is organized and 2 of students did not use that strategies. While the intermediate-proficiency level show that 9 of 24 students rarely pay attention to word or phrases that show how the text is organized and 3 of students did not use that strategies. Both the low-proficiency level and intermediate-proficiency level show that students do not trying to give much attention to word or phrases about how the text is organized.

**5. Making guesses about what will come next based on the information already given in the text (items number 18)**

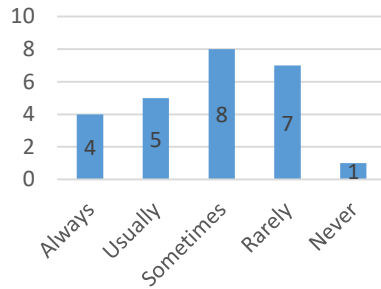


Figure 4.1.43 chart of 18<sup>th</sup> Question by low-proficiency level

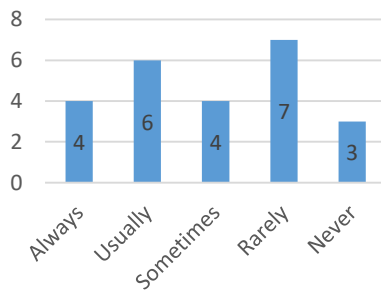


Figure 4.1.44 chart of 18<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 8 of 25 students sometimes make guess about what will come based on the information already given in the text and 1 of 25 students did not use that strategy. While the intermediate-proficiency level show that 7 of 24 students rarely make guess about what will come based on the information already given in the text and 3 of 24 students did not use that strategy. Both the low-proficiency level and intermediate-proficiency level show that students predict what will come next while reading a text although it will relating to the information that already given in the text.

### i. Note-taking Strategies

In this study, this strategy is represented in items questions number 17, Taking notes on the important points of the text.

#### 1. Taking notes on the important points of the text. (items number 17)

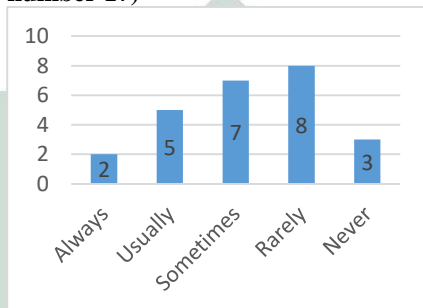


Figure 4.1.45 chart of 17<sup>th</sup> Question by low-proficiency level

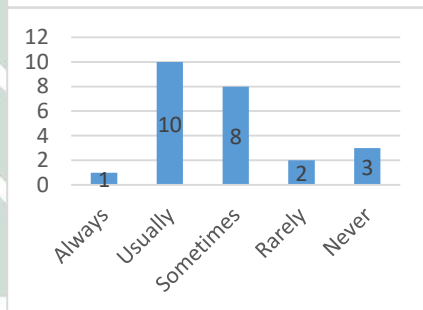


Figure 4.1.46 chart of 17<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 8 of 25 students rarely taking notes on the important point of the text and 3 of 25 students did not use that strategy. While the intermediate-proficiency level show that 10 of 24 students usually taking notes on the important point of the text and 3 of 25 students did not use that strategy. It shows the intermediate-proficiency level often written down key word of the text and it can help them to organize the important information and get completely comprehending reading rather than the low-proficiency level.

## j. Summarizing Strategies

In this study, this strategy is represented in items questions number 22, summarizing the main ideas.

### 1. Summarizing the main ideas.(items number 22)

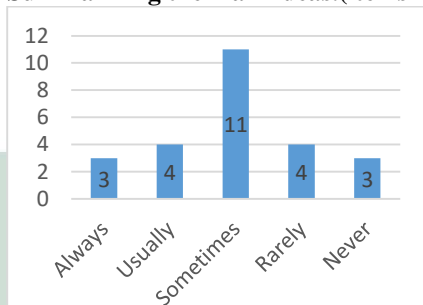


Figure 4.1.47 chart of 22<sup>th</sup> Question by low-proficiency level

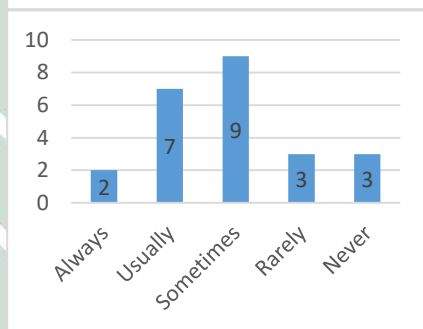


Figure 4.1.48 chart of 22<sup>th</sup> Question by intermediate-proficiency level

Based on the chart above, the low-proficiency level show that 11 of 25 students sometimes summarizing the main ideas and 3 of 25 students were not used that strategy. While the intermediate-proficiency level show that 9 of 24 students sometimes summarizing the main ideas and 3 of 24 students did not use that strategy.

In addition, the use of twenty-four individual reading strategies are summarized under the heading of pre-reading, while reading, and post-reading and analyzed based on the categorization of 10 categories based on low-proficiency level and intermediate-proficiency level **in table 4.1.1 as below:**

**Table 4.1.1 The frequency of 24 individual cognitive reading strategies students' answer based on students' proficiency level.**

No	Strategy	Research Subject		Category
		Low-proficiency level	Intermediate-proficiency level	
	<b>Pre-Reading</b>			
1	Reading the title and imagining what the text might be about	≥	≥	Imagery Strategies
2	Looking at illustration/pictures and trying to guess how they are related to the text	≥	≥	Imagery Strategies
3	Skimming the text quickly to get the gist	≥	≥	Getting the Idea Quickly Strategies
4	Reading the first line of every paragraph to understand what the text is about	≥	≥	Deduction Strategies
5	Thinking about previous knowledge on the topic of the text	≥	≥	Elaboration Strategies
	<b>While-reading</b>			
6	Reading without looking up every	≥	≥	Resourcing Strategies

	unknown word in the dictionary			
7	Using a dictionary for the important words	≥	≥	Resourcing Strategies
8	Guessing the meaning of a word from the context	≥	≥	Inferencing Strategies
9	Guessing the meaning of a word from the grammatical category	≥	≥	Inferencing Strategies
10	Remembering a new word by thinking of a situation in which the word might be used	≥	≥	Elaboration Strategies
11	Rereading a sentence	≥	≥	Repetition Strategies
12	Considering the other sentences in the paragraph to figure out the meaning of a sentence	≥	≥	Inferencing Strategies
13	Reading without translating word-for-word	≤	≥	Getting the Idea Quickly Strategies
14	Having a picture of the events in	≥	≥	Imagery Strategies
15	Thinking aloud during the reading	≥	≥	Imagery Strategies
16	Paying attention to words or phrases that show how the text is organized	≥	≤	Inferencing Strategies
17	Taking notes on the important points of the text	≤	≥	Note-taking Strategies
18	Making guesses about what will come next based on the information already given in the text	≥	≤	Inferencing Strategies

19	Relating the text to background knowledge about the topic to remember important information	≥	≥	Elaboration Strategies
	<b>Post-reading</b>			
20	Classifying the words according to their meanings	≥	≥	Grouping Strategies
21	Classifying the words according to their grammatical categories	≤	≥	Grouping Strategies
22	Summarizing the main ideas	≥	≥	Summarizing Strategies
23	Rereading the text to remedy comprehension failures	≥	≥	Repetition Strategies
24	Rereading the text to remember the important points	≥	≥	Repetition Strategies

Note:

- $\leq$  = Strategy is not used if the total of 'Never' and 'Rarely' students' answers are higher than the total of 'Always' and 'Usually' students' answers.
- $\geq$  = Strategy is used if the total of 'Always' and 'Usually' students' answers are higher than the total of 'Never' and 'Rarely' students' answers

**Based on table 4.1.1 above,** it shows the frequency of 24 individual cognitive reading strategies students' answer, there were 3 of 24 individual cognitive reading strategies indicated that were not used by Low-proficiency level(N=25) in *while reading and post reading*. In *while reading*, the students were not reading without translating word-for-word

(10 students) which refers to Getting the idea quickly strategies and Taking notes on the important points of the text (11 students) which refers to Note-Taking strategies. In addition, in *post reading*, the students were not classifying the words according to their grammatical categories (11 students) which refers to Grouping Strategies.

In the other hand, there were 2 of 24 individual cognitive reading strategies indicated that were not used by Intermediate-proficiency level (N=24) in *while reading*. In *while reading*, the student were not paying attention to words or phrases that show how the text is organized (12 students) which refers to Inferencing Strategies and the students were not making guesses about what will come next based on the information already given in the text (10 students) which refers to Inferencing Strategies.

Meanwhile, the students' mean frequencies of using ten categories were also calculated. It can be seen in **table 4.1.2**

**Table 4.1.2 The students' mean frequencies answers based on cognitive reading strategies categories**

No	Category	Mean frequency	Level of use
1	Imagery Strategies	3.76	High
2	Repetition Strategies	3.7	High
3	Deduction Strategies	3.66	High
4	Getting the Idea Quickly Strategies	3.44	Medium
5	Resourcing Strategies	3.43	Medium
6	Inferencing Strategies	3.35	Medium
7	Elaboration Strategies	3.32	Medium



8	Grouping Strategies	3.12	Medium
9	Summarizing Strategies	3.06	Medium
10	Note-taking Strategies	2.98	Medium

Based on table 4.1.2 above, it shows the rank of overall cognitive reading strategies categorizes. The 'level of use' was rated based on the scale of SILL Oxford<sup>2</sup>, which categorized a score of 1.0- 2.4 as 'low' ; 2.5 – 3.4 as 'medium' and 3.5 – 5.0 as 'high'. There were 3 out of 10 strategies falling into "high use" group (mean of 3.5 or above), and 7 strategies showing "medium use" (mean ranging from 2.50 to 3.49).

## 2.The most frequently cognitive reading strategies used by students

Besides knowing the frequency of students' answer in cognitive reading strategies used, this research also locates the use of descriptive statistic to rank the most frequently cognitive reading strategies. Descriptive statistics used in this research involved mean and standard deviation.

The result of students' answer were categorized based on research subject (low and intermediate proficiency level) which is analyzed based on their score of reading section in TOEFL ITP Test. This research calculated the descriptive statistics using Microsoft excel 2013. The result of descriptive statistics can be show in table 4.2.1

**Table 4.2.1 Descriptive Statistic Result (N=50)**

Question	Low-Proficiency learner (N=25)		Intermediate-Proficiency learner (N=24)	
	Mean	Std. Deviation	Mean	Std. Deviation
1	4.8	0.4082	4.54	0.779
2	3.72	1.1372	4	0.978
3	3.76	0.8794	3.63	0.9696

<sup>2</sup> Oxford, R. (1990) *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House.

4	3.48	1.2623	3.83	1.1293
5	3.36	1.0755	3.58	1.018
6	3.44	1.121	3.63	1.2091
7	3.32	1.1804	3.33	1.1672
8	3.6	1.0408	3.63	1.0555
9	3.36	1.1504	3.29	0.9991
10	3.08	1.077	3.17	1.1293
11	3.6	1.2583	3.5	0.8341
12	3.8	1.118	3.79	0.9315
13	3	1.4434	3.46	0.779
14	3.52	1.1944	3.63	1.1349
15	3.04	1.3988	3.08	1.3805
16	3.08	1.1518	2.83	1.3077
17	2.8	1.1547	3.17	1.0901
18	3.16	1.1431	3.04	1.3345
19	3.28	0.9363	3.58	1.0598
20	3.24	1.3317	3.5	1.1421
21	2.8	1.118	2.92	1.1001
22	3	1.1547	3.08	1.1389
23	3.68	1.249	3.92	1.1389
24	3.8	1.2247	3.83	1.1672

The result of descriptive statistics as seen in table 4.2.1 gave the descriptive about mean value and standard deviation. For further explanation, standard deviation appeared in the result represented the mean qualification.

If the value of standard deviation was less (possibly very small value) than the mean value, the mean value can be representative for population. As noted in the table, in low-proficiency learner and intermediate-proficiency learner, standard deviations of each variable

were less than (possibly very small value) than its mean value. This condition indicated that mean value was representative for population.

On the other hand, the result of mean calculation drove this research to locate the most frequently cognitive reading strategies used under the heading of *pre-reading*, *while reading*, and *post-reading* which can be shown in **table 4.2.2**

**Table 4.2.2** The most frequently cognitive reading strategies used under the heading of *pre-reading*, *while reading*, and *post-reading*

Question	Low-Proficiency learner (N=25)		Category	Question	Intermediate-Proficiency learner (N=24)		Category
	Mean	Std. Deviation			Mean	Std. Deviation	
Pre-reading							
1	4.8	0.4082	Imagery Strategies	1	4.54	0.779	Imagery Strategies
While-reading							
8	3.6	1.0408	Inferencing Strategies	12	3.79	0.9315	Inferencing Strategies
Post-reading							
24	3.8	1.2247	Repetition Strategies	23	3.92	1.1389	Repetition Strategies

## B. Discussion

Learning strategies is the key of good production in comprehending reading material. Chamot states that learning strategy are the conscious thought and actions that learner take in order to achieve the goal of learning. One of the goal of learning is having high score on the test by practicing and using language-learning strategies. The election of reading strategy is important because it can influence in students' score in reading like TOEFL test.

The purpose of this research was to know about what cognitive reading strategies that used by students and to find out about the most frequently cognitive reading strategies used by students in order to help them in reading comprehension. Thus, it hopes that the study would gather helpful information to teacher about kind of cognitive reading strategies used by students in different levels of English proficiency in order to improve students' reading skills and students' reading performance. In addition, the data from the study will also be beneficial for teachers to recognize the role of different levels of English proficiency in using reading strategy especially cognitive reading strategies. In this part, the researcher would describe the discussion. The discussion describes as follows:

### **1. The cognitive reading strategies used by students in TOEFL Preparation Class**

Based on the data findings, 24 items (strategies) mentioned in students' questionnaire are in line with the cognitive reading strategies which is identified by O'Malley & Chamot<sup>3</sup>. Based on O'Malley & Chamot, 24 individual reading strategies are analyzed and classified into 10 categories:

1. Resourcing strategies
  - a) Reading without looking up every unknown word in the dictionary
  - b) Using a dictionary for the important words
2. Repetition Strategies
  - a) Rereading a sentence
  - b) Rereading the text to remedy comprehension failures
  - c) Rereading the text to remember the important points
3. Grouping Strategies
  - a) Classifying the words according to their meanings
  - b) Classifying the words according to their grammatical categories
4. Deduction Strategies
  - a) Reading the first line of every paragraph to understand what the text is about

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<sup>3</sup> O'Malley, J. M., & Chamot, A. U. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. 119-120

5. Imagery Strategies
  - a) Reading the title and imagining what the text might be about
  - b) Looking at illustration/pictures and trying to guess how they are related to the text
  - c) Having a picture of the events when reading
  - d) Thinking aloud during the reading
6. Getting idea quickly Strategies
  - a) Skimming the text quickly to get the gist
  - b) Reading without translating word-for-word
7. Elaboration Strategies
  - a) Thinking about previous knowledge on the topic of the text
  - b) Remembering a new word by thinking of a situation in which the word might be used
  - c) Relating the text to background knowledge about the topic to remember important information
8. Inferencing Strategies
  - a) Guessing the meaning of a word from the context
  - b) Guessing the meaning of a word from the grammatical category
  - c) Considering the other sentences in the paragraph to figure out the meaning of a sentence
  - d) Paying attention to words or phrases that show how the text is organized
  - e) Making guesses about what will come next based on the information already given in the text
9. Note-taking Strategies
  - a) Taking notes on the important points of the text
10. Summarizing strategy
  - a) Summarizing the main ideas

Based on the findings also, 24 individual cognitive reading strategies are all used. It found that students commonly used cognitive reading strategy in order to comprehend the text completely. It is also supported with Rosenshine theory.<sup>4</sup> Rosenshine

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<sup>4</sup> Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research*, 66, 181-221.

stated that a cognitive strategy serves to support the learner to develop internal procedures that enable them to perform tasks completely. Thus, it can be seen that cognitive reading strategy believe that it can increase the efficiency of reading comprehension.

But, only 21 individual cognitive reading strategies are used by low-proficiency level. Because there are 3 of 24 individual cognitive reading strategies found that the total of 'Never' and 'Rarely' students' answers are more than the total of 'Always' and 'Usually' students' answers. Those are 'Reading without translating word-for-word' (10 students) which refers to getting the idea quickly strategy. It is in line Key Reynolds statement, he believes that students' low-proficiency level are having a lack of focus. Thus, the reason might be that students are difficult to mix their own ideas up in an effort to get all into the text information. The Second is 'Taking notes on the important points of the text' (11 students) which refers to Note-taking strategy. It is similar with Fajardo' theory, he stated that note-taking as a complex strategy which combines reading with selecting, summarizing and writing. Thus, the reason might be that students are lazy to use that strategy because it takes a lot of time to apply. The third is 'Classifying the words according to their grammatical categories' (11 students) which refers to grouping strategy.

While Intermediate-proficiency level, there only 22 individual cognitive reading strategies are used by intermediate-proficiency level. Because there are 2 of 24 individual cognitive reading strategies found that the total of 'Never' and 'Rarely' students' answers are more than the total of 'Always' and 'Usually' students' answers. Those are 'Paying attention to words or phrases that show how the text is organized' and 'Making guesses about what will come next based on the information already given in the text'. Those strategies included in inferencing strategies. As Marzano stated that the use of inferencing strategy requires higher order thinking skills<sup>5</sup>. The reason might be that students know or not how to employ it correctly and it is believe that strategies can be challenging for many students especially in intermediate-proficiency level.

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<sup>5</sup> Marzano, R., Frontier, A., & Livingston, D. (2011). *Supervising the Art and Science of Teaching*.

Based on two level above, it can be seen that the group of intermediate-proficiency level are using more individual cognitive reading strategies than group of low-proficiency level. It similar with Rosenshine theory stated that the used of cognitive reading strategy can support the learners to develop their internal procedures that help to achieve their performance task in reading skill.<sup>6</sup> As we know that intermediate-proficiency level is upper level than low-proficiency level, it can be concluded that the more people used cognitive reading strategies, they can perform reading task better.

Meanwhile, the students' mean frequencies of were also calculated. It shows that among 10 kind of cognitive reading strategies, there were at least 3 "high use" strategies: Imagery Strategies (M=3.76), Repetition Strategies (M=3.7), and Deduction Strategies (3.66). They are all considered sophisticated strategies stimulating the active role of readers in achieving the understanding of reading.

## **2. The most frequently cognitive reading strategies used by students**

For the result of the second research question, the research found that the mean calculation drove to locate the most frequently cognitive reading strategies used by under the most heading of *pre-reading*, *while reading*, and *post-reading* based on Davies and Pearse theory.<sup>7</sup> It discusses these following:

1. In *Pre-reading*, the students in low-proficiency level and students in intermediate-proficiency mostly used Imagery Strategies. As Watt, Spittle and Morris stated imagery strategy can lead to learning and developing skills and can facilitate performance of those skill.<sup>8</sup> It can be seen that looking at the title of the text before begin to read are always applied by all proficiency

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<sup>6</sup> Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research*, 66, 181-221.

<sup>7</sup> Davies and Eric Pearese, *Success in English Teaching*. (New York: Oxford University Press, 2000), 92-93.

<sup>8</sup> Watt, A.P., Spittle, M., Jaakkola, T, and Morris, T. (2008) "Adopting Paivio's General Analytic Framework to Examine Imagery Use in Sport," *Journal of Imagery Research in Sport and Physical Activity*: Vol. 3: Iss. 1, Article 4.

learner in order to get successful in reading comprehension.

2. In *While-reading*, the students in low-proficiency level and students in intermediate-proficiency mostly used Inferencing Strategies. But the individual of Inferencing Strategies mostly used by low-proficiency learners are different with intermediate-proficiency learner. Low-proficiency learners prefer to 'guess the meaning of a word from the context' while trying to understand the text completely. While intermediate-proficiency learner prefer to 'consider the other sentences in the paragraph' to figure out the meaning of a sentence.
3. In *Post-reading*, the students in low-proficiency level and students in intermediate-proficiency mostly used Repetition Strategies. Repetition strategies refer to repeating reading a passage once or more than once in order to understand the content of the reading material. But the individual of Repetition Strategies mostly used by low-proficiency level are different with intermediate-proficiency learners. Low-proficiency level prefer to 'reread the text to remember the important points'. While intermediate-proficiency learner prefer to 'read the text to remedy comprehension failures'.

Overall, The most frequently strategy used by the low-proficiency level as same strategy as intermediate-proficiency level, Imagery Strategy, but the total of students who use imagery strategy is that low-proficiency level (with mean 4.8) is more than intermediate-proficiency level (with mean 4.54). It is contrast with Watt, Spittle, and Morris statement, they stated that imagery strategy can be used as a manner that can lead learner to learning and developing performance of reading skill. In fact, by the findings, intermediate level has the more performance reading skill than low-proficiency level. It can be seen by the students' achievement at TOEFL Score. It can be concluded that imagery strategy does not really develop the students' performance skill in this study.



## CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this study. Based on the finding and result of the study on the previous study, in this chapter the researcher wrote down the conclusion of the cognitive reading strategies used by students. Also, the researcher propose suggestion to present for practitioner of this study. They are teacher, students, and the other researchers.

### A. CONCLUSION

This study is mainly intended to know about cognitive reading strategies that used by students and find out the most frequently cognitive reading strategies used by students. It means that the researcher wants to know two things from this study, the first is to know about kind of cognitive reading strategies that used by students while reading in order to help them in understanding and comprehending the content of the text. The second is to find out the most frequently cognitive reading strategies used by students in different proficiency level students (low and intermediate)

1. For the first research question, the findings has shown that there are 10 kind of cognitive reading strategies used by students both low-proficiency level and intermediate proficiency level. Those are Resourcing Strategies (M=3.43), Repetition strategies (M=3.7), Grouping strategies (M=3.12), Deduction strategies (M=3.66), Imagery strategies (M=3.76), Getting the idea quickly strategies (M=3.44), Elaboration strategies (M=3.32), Inferencing strategies (M=3.35), Note-taking strategies (M=2.98), and summarizing strategies (M=3.06).
2. For the second research question, the findings has shown that there was no difference between the most frequently of cognitive reading strategies' categories used by low-proficiency level and intermediate-proficiency level under the heading of *pre-reading*, *while reading*, and *post-reading*. In *pre-reading* is Imagery Strategies, in *while-reading* is Inferencing Strategies, and in *post-reading* is Repetition. In

contrast, the use of individual cognitive reading strategies, there are some differences between students in low-proficiency level and students in intermediate-proficiency. In *while-reading*, the students in low-proficiency level prefer to 'guess the meaning of a word from the context' while trying to understand the text completely while the students in intermediate-proficiency level prefer to 'consider the other sentences in the paragraph to figure out the meaning of a sentence'. In *post-reading*, the students in low-proficiency level prefer to 'reread the text to remember the important points'. While students in intermediate-proficiency level prefer to 'reread the text to remedy comprehension failures'. Overall, the students' mean frequencies calculation of using ten categories were also rated. The most frequently strategy used is Imagery Strategy.

## **B. SUGGESTION**

Based on the conclusion above, there are some suggestions that can be provided:

1. Teacher

By knowing kind of cognitive reading strategies that used by students while reading a text, the teacher should teach the appropriate strategies in order to help students achieving their goal of reading comprehension. Because sometimes the used of appropriate strategies can affect students in understanding reading material. It will be better if the teacher improve the students' skill and performance in reading by explaining deeply and applying about the use of cognitive reading strategies while learning process.

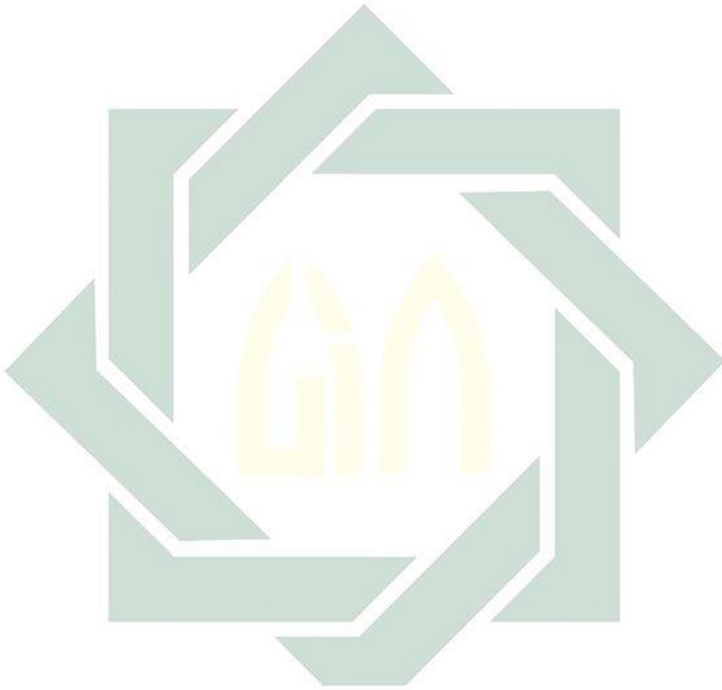
2. The school

This research can be made as the documentation at MBI Amanatul Ummah Pacet, Mojokerto as an example or the foundation for the next research.

3. Next researcher

To make this researcher more complete, the researcher suggest to the next researcher if they

want to conduct such this research, they can use this research as the reference for their research. And the next researcher, this study needs further research on the correlation between the use of cognitive reading strategies and students' level in learning process.



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