

THE CORRELATION BETWEEN COGNITIVE STRATEGIES AND STUDENTS' READING COMPREHENSION OF ELEVENTH GRADE AT SMK NEGERI 2 NGANJUK

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ABSTRACT

The purpose of this study is to know whether or not there is significant correlation between cognitive strategies and students' reading comprehension of the eleventh grade students. This research design is quantitative which is used to investigate the correlation between cognitive strategies and students' reading comprehension of the eleventh grade of SMK Negeri 2 Nganjuk. The sample is class 11 KU 1 consisting of 32 students. Data was collected by using two kinds of instrument, reading test and questionnaire. Based on the result of this research, it is found that the use of cognitive strategies influence the reading comprehension of the eleventh grade students. It is also supported by the result of the data which has been computed by the formula of Pearson Product Moment that the score of r_{xy} (0,1678) is higher than r_{xy} -table in significant 1% (0,449) and 5% (0,349). Finally, the writer concludes that there is significant correlation between students' cognitive strategies and students' reading comprehension. Cognitive strategies give significant influence for students' reading comprehension. Furthermore, It is hoped that this research will be useful for the English teacher in guiding the students about how to use cognitive strategies in reading.

KEYWORDS: *Correlation, Cognitive Strategies and Reading Comprehension*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya hubungan yang signifikan antara strategi kognitif dan pemahaman membaca siswa kelas sebelas. Desain penelitian ini adalah kuantitatif yang digunakan untuk mengetahui hubungan antara strategi kognitif dan pemahaman membaca siswa kelas sebelas SMK Negeri 2 Nganjuk. Sampelnya adalah kelas 11 KU 1 yang berjumlah 32 siswa. Pengumpulan data dilakukan dengan menggunakan dua jenis instrumen, tes membaca dan angket. Berdasarkan hasil penelitian ditemukan bahwa penggunaan strategi kognitif mempengaruhi pemahaman membaca siswa kelas sebelas. Hal ini juga didukung oleh hasil data yang telah dihitung dengan rumus Product Moment dari Pearson bahwa nilai r_{xy} (0,1678) lebih tinggi dari r_{xy} – tabel pada signifikansi 1% (0,449) dan 5% (0,349). . Akhirnya, penulis menyimpulkan bahwa ada hubungan yang signifikan antara strategi kognitif siswa dan pemahaman bacaan siswa. Strategi kognitif memberikan pengaruh yang signifikan terhadap pemahaman bacaan siswa. Lebih lanjut, penelitian ini diharapkan bermanfaat bagi guru bahasa Inggris dalam membimbing siswa tentang bagaimana menggunakan strategi kognitif dalam membaca.

KATA KUNCI: Korelasi, Strategi Kognitif dan Pemahaman Membaca

Reading is one of four language skills that a person has to master. It is undeniable that people cannot be separated from many kinds of text or printed media in daily life. Those texts require the ability of reading especially the way how to interpret the meaning. People try to grasp the message and get information while reading such kinds of text.

That's why the ability of reading is really needed by everyone.

In academic field, reading is also needed by the students since reading is also one of skills taught in all grades of schools. As students' progress through school, they are asked to read complex informational and graphical texts in their

classroom. Some of them are English written texts. The ability to understand and use the information in these texts is the key to a student's success in learning. The students can be stated successful if they have good reading comprehension. As Ngan Phan in Grabe (2009) states that reading is not merely a receptive process of picking up information from the page in a word-by-word manner. It means the students do not only understand the meaning of sentence from word-by-word but the students have to understand the information stating in that text. Besides, their comprehension is also important for them to be successful in some kinds of written tests.

Another example is that reading also becomes one of skills taught in SMK or Vocational High School. Everybody knows that SMK is a bit different from SMA or Senior High School. One of the differences is SMK get students to choose their interests of department since SMK has some departments such as mechanical, building, multimedia, accounting and still many others. The students who enter SMK have to select one of those departments. Because of that, reading is very important to be taught in SMK. As Badan Standard Nasional Pendidikan states that learning language is very important for SMK students because it can foster the student understanding language in form of oral and written way to support their competence. By this way, reading especially reading second language is very useful for SMK students to enhance their competence.

In fact, students of SMK Negeri 2 Nganjuk especially the eleventh grade still find that reading English text is difficult. It can be proved when they are given some English texts, they tend to find the meaning word-by-word to know what is the text about. The students believe that the topic of the text lies within the words. Others problems faced by SMK students in reading English text is getting difficulties in finding main idea, general information, and the specific information in the text. Those examples show that the students don't apply reading strategies when they are reading. It caused them tend to have meaning centered to overcome their problem in reading. The students always depend on dictionary. They don't use the alternative ways to understand the text. It shows that their reading comprehension still remains poor.

On the other hand, reading is a part of tasks in examination. Moreover, written test like national examination is a must for student. Besides, there is also TOEIC or Test of English for International Communication which aims to measure SMK student's proficiency based on their department. The result of this test can be used to apply for a job in several companies which use the result of TOEIC as one of their requirement. In TOEIC also requires their reading comprehension. If they have good reading comprehension of course they will be easy to answer all the questions dealing with the text.

From the explanation above, it can be concluded that the students especially students of SMK Negeri 2 Nganjuk seldom use appropriate

reading strategies. They may use some reading strategies but they don't realize about it. However, using some reading strategies are very useful to get successful on reading. If someone doesn't apply reading strategies, automatically they will be difficult to catch the meaning of the text. Based on Hui-Fang Shang (2010), the term "strategy means the mental operations involved when readers purposefully approach a text to make sense of what they read. It means that reading comprehension requires strategy and skills. Strategies help students to select activities to comprehend the reading text.

Actually, there are two major reading strategies. One of them is cognitive strategies. Based on Hui-Fang Shang (2010), cognitive strategies are learner-centered approaches that take into consideration the environment or situational context in which the learner learns, the learner's knowledge base, intrinsic motivation, in addition to improving the learner's ability to process information via cognitive and metacognitive approaches. These strategies are important to be applied in classroom activities since the material is simple memory task like recalling information, words or list. In line with the statement above, Ozek and Civelek (2006) conducted research about the use of cognitive strategies by ELT students. The result of this study suggests that cognitive strategies help readers to improve their reading ability significantly and therefore, it should not be neglected in the foreign or second language

reading curriculum. Those statements show that how important cognitive strategies are and they are really suggested to be applied by students in reading.

Concerning with the problems faced by students of SMK Negeri 2 Nganjuk above, the most suitable strategy applied in the classroom activity is cognitive strategies. This strategy is identified as important strategy related to academic performance in the classroom because it can be applied to understand a piece of text like finding the topic, main idea, general information and specific information. Besides, this strategy is suitable to be given to grade eleven students of SMK Negeri 2 Nganjuk since they will also face TOEIC test. Another good thing is that cognitive strategies will train the students of the eleventh grade to prepare themselves to face some kinds of written test and to continue in higher academic studies. By focusing this, the writer conducts a study to investigate the relationship between cognitive strategies and reading comprehension of students, entitled "The Correlation between Cognitive Strategies Use And Students' Reading Comprehension of The Eleventh Grade at Smk Negeri 2 Nganjuk".

METODE

In this research, the writer used the quantitative research and the approach of this research was correlation research design. As being stated by Vanderstoep and Johnston (2009) that a correlation is statistical measure of association

between two variables. That is why the writer wanted to find out whether or not there is significant correlation between cognitive strategies and students' reading comprehension.

The research was conducted at SMK Negeri 2 Nganjuk Jln. Lawu Kramat-Nganjuk. It is one of famous state vocational high schools in Nganjuk. SMK Negeri 2 Nganjuk belongs to Management and Business group and has four major departments namely Accounting, Marketing, Secretary and Dressmaking.

In addition, English subject becomes the priority among others since there is a proficiency test for students of SMK Negeri 2 Nganjuk called TOEIC. This school prefer TOEIC because the material is about work world which is in the same line with the orientation of Vocational High Education that is preparing qualified human resources who are ready to enter work place. Besides, SMK Negeri 2 Nganjuk also has ever got some champions dealing with English. Those reasons have encouraged the writer to choose this school as the place to hold the research.

In collecting the data the writer used reading test and questionnaire. First, the writer distributed reading test to class 11 KU 1 and asked them to answer the questions within 60 minutes. The aim of this activity was to seek the score of reading comprehension and to know how far the ability of students in reading. After finishing that, the students were asked to answer the questionnaire about cognitive strategies. In line with reading test,

the purpose of giving questionnaire was to find out whether the students applied some cognitive strategies in reading or not. Finally, the writer asked the students to submit the questionnaire and that was the time for the writer to analyze the correlation between cognitive strategies and students' reading comprehension by using formula Pears Product Moment.

HASIL dan PEMBAHASAN

In this part, the researcher would like to analyze the correlation between students' cognitive strategies and students' reading comprehension which is shown as follows:

Tabel 1. The Comparison between r_{xy} and r_{xy} – Table

r_{xy}	r_{xy} – table significan t 1%	r_{xy} – table significan t 5%	Ha	Ho
0,1678	0,449	0,349	accepte d	Rejecte d

The table above, it can be seen that the score of r_{xy} is higher than r_{xy} – table in the significant 1% and 5%. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, it can be said that there is any significant correlation between cognitive strategies and students' reading comprehension of the eleventh grade at SMK Negeri 2 Nganjuk.

The data analysis above shows that the score of r_{xy} is higher than r_{xy} –table in significant 1% and 5%. In other words, there is any significant correlation between students' cognitive strategy and

students' reading comprehension. It is also supported by Ozek and Civelek (2006) who conducted research about the use of cognitive strategies by ELT students. This is a case study and the aims are to find out which reading strategies are generally employed by ELT students while reading a text, and therefore, to continue academic studies successfully. The population of this study was composed of the 1st and 4th year students in ELT Department at Dicle University. The result of this study suggests that cognitive strategies help readers to improve their reading ability significantly and therefore, it should not be neglected in the foreign or second language reading curriculum. It shows that how important cognitive strategy is and it is really suggested to be applied by student in reading.

Finally, it can be concluded that cognitive strategies have significant correlation on students' reading comprehension. It helps the students to improve their reading ability which then improve their achievement through reading comprehension.

KESIMPULAN dan SARAN

As having been discussed at the previous chapter, it is true that people cannot be separated from reading because it is definitely needed in their daily lives. Furthermore, learning language especially English also requires skill of reading since the success of students through the school is determined by reading. The students are given with some English texts which are followed by some questions. The students are asked to answer the

questions to show that they understand what the text is about. By this way, they need to apply an appropriate learning strategy to help them to overcome some difficulties in learning language especially in reading English text.

After computing and analyzing the data, the writer gets the result that there is a significant correlation between cognitive strategies and students' reading comprehension of the eleventh grade at SMK Negeri 2 Nganjuk. It can be seen from the result of the r_{xy} score is 0,1678 and the r_{xy} -table is 0,349 (in significant 5%) or 0,449 (in significant 1%). In can be said that the r_{xy} score is higher than r_{xy} -table. Thus, the writer concludes that there is a correlation between cognitive strategies and students' reading comprehension.

Being aware of the use of cognitive strategies, the teachers should explain to the students about the important of cognitive strategies in relation with reading comprehension. The teachers have to make sure that the students understand well about learning strategies especially cognitive strategies. the teachers should help the students to use the appropriate cognitive strategies. They have to guide the students in applying this strategy in order to develop the effective learning especially in reading. the teacher should give opportunity for the students to apply cognitive strategies in their learning. By this way, the students' ability in comprehending reading text will be soon developed and the goal of teaching and learning English can be reached.

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