

**The Effectiveness of Cognitive Strategy on Students Reading Comprehension
of Explanation Text at Eleventh-grade Students of SMAN 5 Taruna
Brawijaya Jawa Timur**

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as result of my own original research. It does not incorporate any materials previously written or publish by another person except those indicated in quotations and references. No portion on this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis of there is any subjection or claim from others.

This thesis is to fulfill requirement for the degree of Sarjana (S1) in English Study Program, State Institute for Islamic Studies (IAIN) Kediri.

Kediri, 13 July 2020

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MOTTO

“...and maybe I made a mistake yesterday. but yesterday’s me is still me. Today, I am who I am with all of my faults and my mistakes. Tomorrow, I might be a tiny bit wiser and that’d be me too. These faults and mistakes are what I am, making up the brightest stars in the constellation of my life. I have come to love myself for who I am, for who I was, and for who I hope to become.” –**Kim Namjoon (RM) as the Leader of BTS K-Pop group, at the *UN Speech General Assembly, New York 2018.***

DEDICATION

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ABSTRACT

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Reading skill is important in learning English as a foreign language. Having good reading English skill is very important for the students. It can help the students to enlarge their knowledge because they can get a lot of information through reading. The aim of teaching reading is to make students able to read English text effectively and efficiently. They do not only have to understand the structure of the text explicitly but more important they must comprehend the meaning implicitly.

The population of this research is the Eleventh-grade students of SMAN 5 Taruna Brawijaya Jawa Timur academic year 2019/2020. This research was a quasi-experimental research. The 34 students of experimental group were taught by using cognitive strategy, meanwhile 34 students of control group were taught by using small group discussion. There are instrument tests, pre-test and post-test. The score was calculated by using ANCOVA.

The assumption shows that the data of this research were normally distributed. It was proved by Test of Normality ($0.200 > 0.05$) for pre-test and ($0.157 > 0.05$) for post-test in experimental group. The Levene's test also shows that the variance of the data is homogeneity ($0.356 > 0.05$) for pre-test and post-test got ($0.397 > 0.05$). So, there is linear relationship between covariate and dependent variable ($0.000 < 0.05$). Finally, the result of statistical computation using ANCOVA shows that the result of p value $0.000 < \text{significant } \alpha = 0.05$. The significant value is lower than 0.05. Therefore, there is no enough evidence to reject the null hypothesis (H_0) and the alternative hypothesis (H_1) is accepted. So, there is significant difference between students who had taught by using cognitive strategy and small group discussion. It means that Cognitive Strategy is effective to teach students reading comprehension on explanation text.

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