

CHAPTER I

INTRODUCTION

This chapter presents the general description of this study. This chapter has seven points, those are background of the study, problem of the study, objective of the study, significant of the study, the hypothesis of the study, scope and limitation of the study, and definition of key terms.

1.1.1 Background of The Study

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 English instruction in Indonesia emphasizes that skills in reading texts have been considered crucial for the students both in high school and higher education. Therefore, the students in high school have to be able to comprehend the text well. Comprehension is in line to the reading skill. Reading skill is more emphasized to be taught to the students in Indonesia as the dominant questions of the national examination. In this case, the prominence of teaching reading in English in Indonesia is to improve comprehension skills.

Reading comprehension includes the complex cognitive processes that need to be used in conjunction with reading activity to provide readers the opportunity to understand the meaning from a reading material. As texts in schools becomes an essential source of knowledge, reading comprehension becomes increasingly important when students graduate from one grade to another. Reading practices are traditionally based on teacher based lecture, reading the texts in textbooks and answering teacher-directed questions (Smagorinsky, 2001; Toste, Fuchs & Fuchs, 2013).

According to Oxford (1990), Cognitive Strategy such as summarizing or reasoning deductively, enables learners to understand and produce new language by many different means. Cognitive Strategy is essential in learning a new language. It is unified by common function; manipulation or transformation of the target language of the learners. This is to say that Cognitive strategy is an instructional approach which emphasized the development of thinking skills and processes as a means to enhance learning. The aims of Cognitive strategies are to enable the students to become more strategic, self-reliant, flexible, and productive in their endeavors.

When writing explanations text we establish that the phenomenon exists and then explain why or how this came about. The writer should acquire a great deal of content knowledge before beginning the explanation. There are different types of explanation; one type explains an occurrence or how something works. It may be mechanical explaining how a lawn motor works, technological describing how a computer works or natural when describing how avalanches occur. A

second type explains why things happen, for example why objects expand and contract and why bathroom mirrors mist up when we shower. Yet another type may explain the similarities and differences between objects and a final type would explain how to approach a problem that has to be resolved (Blake, 2000;50).

This study focuses on the significant difference between students who had taught by using cognitive strategy on reading comprehension or students who had not taught by using cognitive strategy. Many studies have been conducted by several researchers. The first study is a research conducted by Sahrul, he concluded that cognitive strategies are applied in order to achieve students' improvement on the reading comprehension test. The relationship between facts on text is arranged into tables (Syahrul, 2014). The second study was conducted by Sahan. In their study, the researchers found that by using cognitive strategy in learning or problem solving descriptive texts which require direct analysis, transformation, or synthesis of learning materials, the students had better reading comprehension than those who were taught by using conventional strategy. He concluded that cognitive strategy has a significant result towards students' reading comprehension than the conventional one (Sahan, 2012:4).

Accordingly, this research investigates the use cognitive strategy on students' reading comprehension refer to the steps or operations used in learning explanation texts which require direct analysis, transformation, or synthesis of learning materials.

1.1.2 Research Problem

Based on the background above, it is necessary to do a study on the effectiveness of cognitive strategy on students reading comprehension of explanation text. Research problem in this study: “is there any significant difference between student who had taught by using cognitive strategy and small group discussion method on reading comprehension?”

1.1.3 The Objective of The Study

Based on the problem stated above, the general purpose of this study is to know the effectiveness on the use of cognitive strategy on the students reading comprehension of explanation text.

1.1.4 Hypothesis

For this study, the researcher builds the hypothesis to make the purpose of this study clear. The hypothesis are:

(H₀) : There is no significant difference between using cognitive strategy and small group discussion on students reading comprehension of explanation text.

(H₁) : There is significant difference between using cognitive strategy and small group discussion on students reading comprehension of explanation text.

1.1.5 The Significance of the Study

The result of this study is expected to give positive contribution for teacher, students, and the reader. So they can use it as guidance for better learning process.

To the teachers expected to use results of this study which provide information about the students' ability in reading skill.

To the students may help students to use an appropriate method in their learning process especially in reading comprehension. The researcher hopes that students will be interested and more enthusiastic in their learning English.

To the readers expected to develop their knowledge about the students' ability in reading comprehension skill.

1.1 The Limitation of the Study

To avoid misunderstanding and to make the research more clearly, accurate, effective and understandable. The technique used in this research is Cognitive Strategy. This technique is applied in teaching reading to the eleventh-grade students' of SMAN 5 Taruna Brawijaya Jawa Timur students. The researcher limits the explanation text that would be taught in teaching reading. Furthermore, the ability in reading comprehension is measured in a test by objective test, multiple choices.

1.2 The Definition of Key Terms

There are some key terms of this study, as follows:

1.3.1 Reading

Reading is one of the English language skills that have to be mastered by all of students. 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. Reading skill is also very important in learning English as a foreign language.

1.3.2 Cognitive Strategy

Cognitive Strategy such as summarizing or reasoning deductively, enables learners to understand and produce new language by many different means. Cognitive Strategy is essential in learning a new language. It is unified by common function; manipulation or transformation of the target language of the learners. This is to say that cognitive strategy is an instructional approach which emphasized the development of thinking skills and processes as a means to enhance learning.