

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer would like to describe some theories related to the study. The theories focus on the general concept of the effectiveness of cognitive strategy on students' reading comprehension of explanation texts at eleventh-grade students' in senior high school.

#### **2.1 Reading**

A reading skill is a cognitive ability which a person is able to use when interacting with the written text. In the taxonomies given in the following paragraph some skills seem more inclusive than others.

According to (Bojovic, 2010:1) reading skills involve: identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions. Reading skills can also include: recognizing the script of language; deducing the meaning, use of unfamiliar lexical items; understanding explicitly and non-explicitly stated information, conceptual meaning, communicative value of sentences, relations within the sentences and between parts of text through lexical cohesion devices; recognizing indicators and main point of information in discourse; distinguishing main idea from supporting detail; selective extraction of relevant points from the text; basic reference skills; skimming, scanning, transcoding information from diagrams/charts.

## **2.2 Reading Comprehension**

### **2.2.1 Definition of Reading Comprehension**

There are many definition of reading comprehension. Duke (2000) (in Sabouri, 2016: 230) stated that the comprehension itself is a process of making a meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Comprehension involves prior knowledge, knowledge of text structure, and an active search for information. This means that reading comprehension is the search for meaning, actively using the reader's knowledge of vocabulary including knowledge of collocations and idioms with the text being studied to understand each new thing the reader reads (Verita, 2017: 236).

Reading comprehension is the mental process the reader goes through in an effort to understand the content of a reading text. OECD, as cited by Kendeou (2014), states that “reading comprehension is a process to understand, use, reflect on, and engage written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society”.

The National Assessment of Educational Progress (NCES, 2012) revealed that 24% of eighth graders and 33% of fourth graders tested below basic in reading skills in 2011. Further, on the International Assessment of Adult Competencies Literacy Scale (USDE, 2012), adults in the United States achieved an average literacy proficiency score of 270 on a scale of 0 to 500—3 points below the international average score of 273! These results indicate a need to examine current practices in reading comprehension instruction. Because

comprehension is so complex and requires multiple cognitive skills and stored memory, several barriers to improve comprehension must be solved. First, we must be able to identify weaknesses in specific cognitive skills. Further, we must also have procedures for enhancing those specific skills rather than general interventions that target a limited number of skills without regard for identified strengths or weaknesses.

Finally, we have to recognize that several components of comprehension—such as prior experience and vocabulary—are acquired over time, making them difficult targets for training and intervention. Therefore, the next section highlights research that identifies the cognitive skills and processes required for the development of reading comprehension ability, followed by research supporting effective interventions for reading comprehension development.

### 2.2.2 Types of Reading Comprehension

Based on how readers activate their background knowledge to construct the meaning. Bos & Vaughn divided types of reading comprehension into three. The first type belongs to what textually explicit is. In this type, the writer write the information clearly. Therefore, the reader do not need thinking more use their background knowledge. The second type belongs to what textual implicit is. When read the text like this type, the readers need to use their background knowledge because the information in the text is not enough to help them in comprehending the text. The last type belongs to what scripturally implicit is. The reader need to think more use their background knowledge to uderstand this text's

type. There is no information within the text both derived explicitly and implicitly (Bos & Vaugh, 2009: 314).

In addition, Brown mentions two types of reading comprehension based on the reading performance. First is silent and oral reading category. Readers read aloud when they read in oral reading, whereas they are silent when they read in silent reading. Second, intensive and extensive reading category. Readers read using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read using extensive reading when they are reading for pleasure. Those types of reading comprehension are often practiced by students unconsciously. The teacher should prompt and guide students to practice the reading types(Brown, 2001: 312).

### **2.3 Cognitive Strategy**

Cognitive Strategy Reading ability is a main vehicle for the development of learning experiences and improved learning success. Hazzard(2016) states that reading makes a significant contribution to the success of the learner in completing their studies. Through the reading process, the learner can obtain the information required to fulfill the needs of their study assignments. In fact, the ability to read is crucial, thus the process of learning to read well plays an important role in achieving success in both study and in life.

According to Runi (2017: p.129) cognitive strategy is the strategy that involves mental manipulation or information of materials or tasks and it is intended to enhance comprehension, acquisition, or retention.Cognitive strategy

divides into three categories which are presented as follows: Rehearsal strategies refers to underlining the importance ideas, writing down some important ideas in the dictionary; organization strategies refers to arranging materials into outline order; and elaboration strategies refer to explaining extensively the facts.

Oxford (1990) offered four steps in cognitive strategy, they are:

#### **a. Practicing**

##### 1) Repeating

The strategy of repeating might mean reading a passage more than once to understand it more completely. A profitable technique is to read a passage several times, each time for different purposes.

#### **b. Receiving and sending messages**

##### 1) Getting the idea quickly

This part helps the students in on exactly what they need or want to understand, and it allows them to disregard the rest or use it as background information only. Two techniques constituting this strategy are skimming and scanning.

##### 2) Using resources for receiving and sending message.

This strategy involves using resources to find out the meaning of what is read in the new language, or to produce messages in the new language.

#### **c. Analyzing and reasoning.**

The strategy in this set help learners to use logical thinking

##### 1) Translating

Translating allows learners to use their own language as the basic for understanding what they read in the new language.

#### **d. Creating structure for input and output**

##### 1) Taking notes

The students will write down the main idea or specific points.

##### 2) Highlighting

This strategy emphasize the major points in a dramatic way, through color, underlining, capital letters, initial capitals, big writing, bold writing, boxes, circles and so on.

## **2.4 The Role of Cognitive Skills in Reading Comprehension**

The division or role of cognitive strategies (Elihami, 2017: p.104) organization, and elaboration. The role of cognitive strategies when the learners memorize the important ideas or concept by means of learning, underlie the important ideas, or write some parts of the text. Organization cognitive strategy is when learners arrange materials into frame order, which is a stock of words remembered by learners and ordered into meaningful categories.

Sahrul (2014) has defined that cognitive strategies are practicing, receiving, and sending messages strategies along with analyzing, reasoning, and creating the structure for input and output. These 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. The other ways are to underline the main ideas or concept of each paragraph, then arranging them into

thenew organization. Lastly, elaboration cognitive strategy iswhen students connect anything that is going to be learnedwith other things which are available.

The application of these cognitive strategies seems suitable in teaching reading comprehension. These three categories (Elihami, 2017: p.104) give students the opportunity maximize their capability in reading comprehension process. Rehearsal strategies, for example, may help students to internalize a text by underlining the ideas of it. At the same time, utulizing the organization strategies gives students many ways to understand. This can be done by separating the main idea from the supporting ideas or arranging the relationship between the facts into the table. Other than that, students may also do the elaboration strategies in order to be able to understand the text at their best. This strategy extensively explains the facts or details of the text either by connecting between the text or by integrating the main idea and supporting details, which have been organized using their prior knowledge. This is done on the development of the paragraph. This has the connection with applying the strategies in reading such as making inferences, separating main ideas from the supporting main ideas from the supporting details, and predicting.

## **2.5 Control Group (Small Group Discussion)**

In addition, while the experimental group were taught by using cognitive strategy in reading comprehension the control group were taught by using a small group discussion. According to Djamarah (2006: 73-74) small group discussion is

learning method that gives effect for students to study more active in teaching and learning processes, because they can interact with their friends. It is conducted by making a group to achieve the goals of learning and to improve students final outcome in learning. It also gives a technique of problem solving, communication actively, restore of team work, and increases students participations in taking decision.

Applying small group discussion method gives benefits to overcome students problems in reading comprehension through discussion the implicit information of the text that they have read and solve the difficult meaning of the text, then answer questions together. Besides that, small group discussion can decrease of students anxiety in reading comprehension; they can share the difficulties to their friends in the same group easily. They will be more opened among them and they will help each other to read more comprehensively to get the main information of the text up to the end of task.

## **2.6 Previous Study**

Sahan (2012:4) states that cognitive strategy refer to the steps or operations used in learning or problem solving which require direct analysis, transformation, or synthesis of learning materials. They operate directly on new information and control it to promote learning. They help the students 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.

In addition, Sahrul (2014) has defined that cognitive strategies are practicing, receiving, and sending message strategies along with analyzing, reasoning, and creating the structure for input and output. These 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. The other ways are to underline the main ideas or concept of each paragraph, then arranging them into the new organization. Lastly, elaboration cognitive strategy is when students connect anything that is going to be learned with other things which are available.