

ABSTRACT

The Relationship between Cognitive Reading Strategies and Students' Reading Achievement at the Eleventh Grade of SMA Muhammadiyah 2 Bandarlampung

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This research aims to identify what cognitive reading strategies the students use most often in each cognitive reading strategies phase, as well as to find out the correlation between cognitive reading strategies and students' reading achievement. The researcher used quantitative method with reading test which was used to get the students' reading achievement and questionnaires to get responses about cognitive reading strategies as a research instrument which was distributed to eleventh grade of IPS 2 of SMA Muhammadiyah 2 Bandarlampung which consists of 32 students and the data were analyzed quantitatively using Product Moment Correlation.

The results of this study indicated that there were a non-significant positive correlation between cognitive reading strategies and students' reading achievement which was indicated by the Product Moment Correlation with value 0.345 at significant level of 0.053. In cognitive reading strategies at the pre-reading phase, students most often used strategy by looking at illustration/pictures and trying to guess how they are related to the text strategy. At the second phase which was while-reading, students most often used rereading a sentence strategy. After that, in the last phase which was post-reading, students most often used rereading the text to remedy comprehension failures strategy.

Keyword: cognitive reading strategies, language learning strategies, reading comprehension