

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English is a universal language because it is used by most countries in the world as the main language. In addition, English is one of the important international languages to be mastered or learned. Some countries, especially former British colonies, place English as a second language that must be mastered after their native language. Although in Indonesia English is a foreign language, it occupies an important position in the daily life of our society. This can be seen clearly in the world of education in Indonesia. English is one of the subjects taught to students from elementary to college level. They are obliged to learn it because it exists in the education curriculum in Indonesia.

When talking about English, there are four main skills, including listening, speaking, reading and writing. Grammar, vocabulary, and pronunciation are into three additional skills. Reading is considered to be the most important of the four skills, especially in English as a second or a foreign language (Anderson, 2003), and it is the most important skill and has a major impact on the EFL students' language development, especially for the young learners among four language skills (Al-Issa, 2006). Moreover, reading is the most important skill to master to ensure success in learning, and it has been considered as an interactive process with multiple levels so that readers can construct meaningful text representations using their background knowledge (Mart, 2012; Tran & Duong, 2018). Also, reading skill is a mandatory skill that must be mastered by students because their textbook already contains a variety of readings, both short and long texts. Without the ability to read students will have difficulty

understanding the contents of the book or doing practice questions which affect teaching and learning activities and student achievement.

In order to master reading and get a good reading achievement the students need language learning strategies. Learning strategies are specific thoughts or behaviors that individuals use to help them understand, learn, or retain new information (O'Malley and Chamot, 1990). According to Scarcella & Oxford (1992) Learning strategies are defined as specific actions, behaviors, steps, or techniques, such as finding a conversation partner, or pushing oneself to tackle a difficult language task that students use to enhance their own learning.

Similarly, Embi (2000) defines language learning strategy as a plan and/or action taken by learners to improve their language learning process. Three strategies were formulated, namely: a) learning strategy, b) communication strategy, c) production strategy. In other words, when learners consciously choose learning strategies that suit their learning styles, those strategies become useful tools for active, conscious, and purposeful independent learning.

Meanwhile, Oxford (1990) provides a more comprehensive, systematic, and detailed system of language learning strategies which are divided into six different categories. First, memory strategies, these strategies help learners learn and retrieve new information. Second, cognitive strategies, these strategies involve manipulation or transformation of learning material/input. Examples of such strategies are repetition, summarization, use of pictures, etc. (Dornyei 2005). Third, compensatory strategies, these strategies permit learners to use the language in spite of significant knowledge limitations, like grammatical and lexical deficiencies. Further, meta-cognitive strategies, these strategies are created to analyze, monitor, evaluate, plan and

organize the learning process (Dornyei, 2005). Affective strategies, these strategies involve a person's involvement in controlling emotional conditions and experiences (Dornyei, 2005). The last but not least is social strategies; these strategies carry interpersonal behavior to increase the volume of second language communication (Dornyei, 2005).

In reading, cognitive strategies are straightforwardly connected with the target language and world of knowledge of the learners, which permit them to develop meaning from text and to perform the given task. Cognitive strategies incorporate making predictions, translating, summarizing, and linking with prior knowledge or experience, and applying grammar rules and guessing meaning from contexts (Zhang &Guo, 2020).

As we all know that all school exams, such as quizzes, midterm tests and final tests are text based, including SMA Muhammadiyah 2 Bandarlampung which use text-based in its exams. Therefore, it is important for students to have good reading skills. Considering the importance of reading skills in learning English, using learning strategies in learning, one of which is in learning reading comprehension and also the fact that cognitive reading strategies are used by high achieving students and it's the independent learning activities that students use to understand language input and acquire knowledge.

According to Ayuningtyas and Fauzati (2020) cognitive strategies are a learning process that uses thinking skills. So, it means that students are subconsciously using the strategies and they can use these strategies without being taught first. For this reason, the researcher wants to conduct an study entitled "The Relationship between cognitive reading strategies and students reading achievement at the Eleventh grade of SMA Muhammadiyah 2 Bandarlampung" with the aim find out whether there is a correlation between cognitive reading strategies and

students' reading achievement, and what cognitive reading strategies that students mostly use when reading a text.

1.2 Research Questions

In this study, the researcher identified problems that can be formulated are:

1. Is there any relationship between cognitive reading strategies and students' reading achievement?
2. Which cognitive reading strategies do students use most often in each reading phase?

1.3 Research Objectives

After formulating the research problems above, the objectives of this study are:

1. To find out if there is a relationship between cognitive reading strategies and students' reading achievement.
2. To identify what cognitive reading strategies the students use most often in each cognitive reading strategies phase.

1.4 Uses of the Study

1. Theoretically

Theoretically, the benefits obtained from this research include the development of knowledge in the field of teaching and learning English, especially in reading comprehension and as literature and references for teachers or researchers who conduct research on the same topic.

2. Practically

- a. For Teachers

This research is expected to help in teaching and learning English, especially reading comprehension. Therefore, teachers must be aware of the use of reading strategies, especially cognitive reading strategies, teachers can implicitly apply or expand cognitive strategies to students in the learning process, maximize students' potential, and make students better understand the contents of the text they read.

b. For Students

The results of this study have a positive effect on students in reading classes where teachers can apply cognitive reading strategies to have effective reading strategies so that can help students a lot in improving their reading skills so that they can read more effectively for their academic studies regardless of the type of text they read.

c. For Researchers

The results of this study are also useful for further researchers, among others, can be used as additional information to conduct further research or as a source of reference in assessing similar topics.

1.5 Scope of the Study

This research was focus on the correlation between cognitive reading strategies and students' reading achievement and what cognitive reading strategies that students mostly use when reading a text. Data were collected through reading test and questionnaire from 32 students in the eleventh grade in the second semester of the 2021/2022 academic year at SMA Muhammadiyah 2 Bandar Lampung.