Analysis Of Students' Cognitive And Social Reading Strategies In Reading Comprehension At The Third Semester Of The Economic And Business Department Of Upi Yptk Padang

Dwi Megista Putri
Universitas Putra Indonesia YPTK Padang
Email: dwi.megista@yahoo.co.id

ABSTRACT

This study examined students' cognitive and social reading strategies in Economic and Business Department of UPI YPTK Padang. A total of 156 students in three classes were surveyed regarding their reading strategies. The method used in this research was descriptive correlation method. 15 students were taken as samples by using random sampling technique. The results found that there were high statistically significant correlation among the three classes. These findings were discussed in regards to whether correlation in reading strategies could potentially influence learning outcomes and effectiveness of teaching reading

Key words: Cognitive Reading strategies, Social Reading Strategies, Reading Comprehension

I. INTRODUCTION

There are four basic language skills in English; speaking , listening, reading, and writing. An important activity to get the information widely without going anywhere is through reading. Reading process requires two tasks to get done, recognize the printed words and construct meaning from the words or sentences that have been called comprehension.

The major problems of students were,students' interest of reading is still low and have difficulties in processing information,understanding content of text,finding the meaning of the sentences. The students need a lot of time in understanding the text, they do not use chance to read English text either at home or in English class and also have difficulties in doing exercise. Another problem caused was recognizing the words in the text. Besides , the students do not use the good strategies when they are reading texts,it makes the students do not have reading habits. Meanwhile, when they are asked to read they are not able to read with effective reading strategies to comprehend a reading text if they want to master the reading skill in English.

There are several reading strategies that may be used by the students in their reading such as getting idea quickly, analyzing unknown words, reading the first and the last paragraph, and identifying the key concepts. These strategies can be used by the readers when they are reading. Therefore, they can choose appropriate strategies for their reading activities to make them better in reading and comprehending the texts.

All reading strategies may be applied for all kinds of texts,but the readers must have skill to use and choose some kinds of strategies for the appropriate kinds of reading. It is known that reading with good strategies will make the students read more effectively. This research, therefore,would like to look further the reading strategies used by the students and their ability in reading comprehension. Besides, this research wants to see the correlation between students reading strategies and their ability in reading comprehension.

Research Question.

The problem of the research was formulated as follows:
1. Is there any correlation between students' Cognitive reading strategies and reading comprehension ability at the third semester of Economic and business Department of UPI YPTK Padang.
2. Is there any correlation between student's Social reading strategies and reading comprehension ability at the third semester of the Economic and business Department of UPI YPTK Padang?

Purposes of the research

The purposes of the research were to identify :
1. The correlation between cognitive reading strategies and reading comprehension ability at the third semester students of the Economic and Business Department of UPI YPTK Padang
2. The correlation between Social reading strategies and reading comprehension ability at the third semester students of the Economic and Business of UPI YPTK Padang

Significance of the research

Benefits of this research are to both lecturer and learner. This research mat useful as the reference for those who want to conduct a research in English reading strategies. English lectures may use those reading strategies in teaching reading and this finding help them to improve their students' reading skill. To the learners, they may increase their reading skill through having some strategies that have been identified, and also they analyze their reading strategies and they will be able to know whether their reading strategies has correlation with their reading ability.last, it will be useful for the researcher herself to teach those strategies to the students not only in reading subject but also another learning skill.

II. REVIEW OF THE RELATED LITERATURE

According to Giles (1978:91) reading is an extension of thinking, perceiving behavior. Readers use their knowledge of the world and the structures and patterns of language to interact with the print, and with all these cues and frameworks of knowledge and values, the reader construct meaning. Meanwhile, Giles also states reading is not a passive act of receiving meaning, in this sense that meaning is embedded in the print and that if is decoded correctly the correct meaning will arrive in our heads. Reading involves active process off making meaning. Consequently, the readers not expect to make meaning of a particular text in the same way. In these definition the students' wan to make meaning. They are thinkers, select or sample information, make predictions and they test their predictions. If they are confirmed, they go on to sample more information. If their predictions are not confirmed, they re-examine their original sample and predictions; then they may reject and re-predict.

To comprehend what has been read is one of purposes of read. Reading without understanding what has been read is useless. According to Bloomfield taxonomy, there is a level of cognitive domain namely comprehension that is a type of understanding such that the individual knows what is being communicated. Comprehension takes place while the person in reading and it needs a set of skills that let him find information and understand it in terms of what is already known.

This idea is supported by Giles (1987:95) who states that: "Comprehending reading matters involves the correct association of meaning with word, symbols, the evaluating of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas and their use in some present or future activity". Besides, reading comprehension is an essential part of the reading process. It is about much more than answering literal questions at the end of passage, story or chapter. It is an comprehension to occur,combining, its ideas and information with what they already know.

To develop language competence and achieving language learning, lecturers should have appropriate strategies in encouraging English proficiency and greater self confidence. The main idea of learning strategies is to engage between action and skills for understanding, storing, and remembering new information. Weinstein and Mayer(1998) state that there are many definitions of learning strategies such as "behaviors and thoughts that a learner engages in during learning" which are " intended to influence the learner's encoding process" and "behaviors of a learner that are intended to influence how the learner processes information".

 A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill the conditions such as making leaning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" are required of language learners. Several research studies in both first and second language contexts indicate that effective learners use appropriate learning strategies when they deal with academic tasks, whereas less effective learners apply strategies infrequently or inappropriately (O'Malley & Chamot,1990;Wenden & Rubin, 1987).

According to Oxford (1990) cognitive strategies consist of several points, practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. Meanwhile, social strategies involve asking questions, cooperating and empathizing with others. It belongs to indirect strategies.

Review of related findings

Wirotanan (2008) in his research about Reading Rtrategies of EFL Thai Readers in Reading Thai and English expository text. Specifically, he analyzed about differences which appear in the variety of reading strategies. The finding showed that EFL readers had different learning outcome, cognitive monitoring, self esteem, and environment toward reading reading strategies from native language to target language.

Next, Cheuawong (2005) has done research about a survey study of English reading strategies of officer; staff course. Survey was done to more than a hundred participants and the researcher used

questioner as data collection. The finding showed that students used a variety reading strategies with average frequency and didn't reach target in developing their comprehension.

Ozek (2002) did cognitive reading strategies explored by ELT students while reading a text book. The data were analyzed statistically and also using questioner to find out the effective use of cognitive reading strategies with regard to students' age, gender and proficiency in reading duration in learning English.

III. Method of the Research

This research used descriptive cor relational. The data were taken to find out relationship between to two or more variables. Arikunto (2006) states that this research shows the data in the simple analysis. It uses percentage and simple expression. It is also supported by Gay (2000) that says a descriptive study describes the status of the subject of study.

Population of this research was third semester of students of Economic and Business department of UPI YPTK Padang. There were three classes with total number of 156 students. The sample was selected by using random sampling technique.

Table:1 Number of sample at third semester students of Economic and Business department of UPI YPTK Padang

No.	Class	Number of Population	Number of sample 10%(rounded)
1.	M-6	50	5
2.	M-7	52	5
3.	M-12	54	5
Total		**156**	**15**

Technique of Data Analysis
Questionnaire

The result of the questionnaire was studied and identified to find out English reading strategies used by the students. For the identification of students' strategies, the researcher calculated the mean as it is the most common measurement used in classifying students' category. This idea is supported by furchan (2005):

The formula is:

$$M = \frac{\Sigma X}{N}$$

Where:

M = Mean
ΣX = Sum of students' Score in a distribution
N = Number of students'

Then, the percentage was calculated to find out the students who have problems in each indicator specifically and in each factor generally by using the following formula :

$$P = \frac{F}{N}$$

Where :

P = Percentage of students who answer the reading strategies
F = Frequency of students who answer the reading strategies
N = Number of students as samples.

Technique of data analysis for test.

the test was used to get the data about students' skill in reading comprehension. To know the real score of the students', the following formula was used.

$$X = \frac{R}{S} \times 100\%$$

Where :
X : Real score of each students
R : The correct answer (total score the indicator of reading).
S : Number of test item.
To find out the level of students' skill in reading comprehension, the five point scale of Anas Sudijono was used. The classification can be seen in the table follow:

Table 2. Score Students' Reading Comprehension

Score	Categories	Levels
80 - 100	Excellent	High Ability
66 -79	Good	Average Ability
56 - 65	Fair	
46 - 55	Poor	Low Ability
0 - 45	Very poor	

Finding and Discussion

There are 4 indicators and 8 sub indicators of cognitive reading strategies.

Table 3. Result of students' intensity in using cognitive reading strategies

Reading Strategies	Indct	Sub. Indct	% of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
	Practice	1	3	26	5	44	2	11	1	9	-	-
		2	6	52	4	35	6	52	2	11	-	-
	Average		**26**		**39.5**		**31.5**		**3**		**-**	
C O G N I T I V E	Receive & send message	3	4	35	6	52	3	26	1	9	1	9
		4	6	52	3	26	2	11	-	-	-	-
	Average		**44**		**25.8**		**18.5**		**8.5**		**8.5**	
	structure	5	1	9	3	26	4	35	2	11	2	11
		6	-	-	3	26	4	35	2	11	2	11
	Average		**9**		**26**		**35**		**11**		**11**	
	Analyze & reason	7	2	11	2	11	3	26	3	26	3	26
		8	3	26	2	11	3	26	2	11	2	11
	Average		**18.5**		**11**		**26**		**18.5**		**18.5**	
	Total Average		**23.2**		**21.6**		**26.3**		**10.5**		**9.5**	

The total score of using practice was at usually levels. Receive and send message indicated that students usually used these strategies in reading text. Analyze and reason showed the intensity of students using them at medium levels. Structure also indicated students in medium level. The table above shows the value of students using cognitive reading strategies at medium level frequency. So, it may conclude that students of Economic and Business UPI YPTK Padang sometimes used cognitive reading strategies when reading English text.

Oxford (1990) states language is a form of social behavior. There are three sets of social strategies, asking questions, cooperating and emphasizing with others.

Table 4. Result of students' intensity in using Social Reading Strategies

Reading Strategies	Indicator	Sub. Indicator	% of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
S O C	Asking Question	9	3	26	3	26	2	11	4	35	1	8.7
	Average		**26**		**26**		**11**		**35**		**8.7**	
	Cooperating with	10	2	11	4	35	4	35	3	26	1	8.7

I	others	11	3	26	3	26	4	35	3	26	1	8.7
A	**Average**			15.5		30.5		35		26		8.7
L	Emphasizing with others	12	2	11	3	26	3	26	2	11	3	26
	Average			11		26		26		11		26
	Total Average			17.5		27.5		20,6		20,6		14.5

From the data analysis, it was found that there was a correlation between students' reading strategies and their reading comprehension skill at the third semester of the Economic and business department of UPI YPTK Padang. It was found out from two hypotheses testing. The following explanation is the discussion of all hypotheses:

The hypothesis shows that there is a fairly strong positive correlation between students' cognitive reading strategies and their skill in reading comprehension. The correlation score for this hypothesis was 0.587 and the correlation table is 0.381 for the degree of alpha = 0.05. it can be concluded that H0 is rejected and H1 accepted.

The finding shows that the level of correlation both of cognitive reading strategies and reading comprehension was at fair (average level). It means that third semester students' of the Economic and business department of UPI YPTK Padang *sometimes* used this strategies when they are reading English texts.

Cognitive reading strategies are among essential strategies in reading foreign language. They are steps or operations used in reading or problem solving. The students' who know and are able to think about a reading situation and know how to regulate the reading process will likely to succeed in their reading.

Cognitive strategies include the use of previous knowledge to help solving new problems (Feddersholt, 1997:97). Similar to fedderholdt , tierner (1984 :630) depict s that some reading strategies are related to cognitive activity, namely attribute to the background knowledge, the target determination, identification, of required practice, the focused attention, the evaluating content and make predictions.

The result of this research show that, reading strategies have been significantly correlated with reading comprehension individually and collectively. The use of various reading strategies will improve and support the understanding. Of the students in comprehension reading text. Whereas, it's important to give various skill in order to reach students' understanding of reading text. The students' efficiency in comprehending English language text will be more effective when they have skill in choosing the reading strategies, their skill in managing the study and other, so that the English lectures needs to emphasize students' understanding of using reading strategies in reading activities, in order to have good comprehending of reading text.

CONCLUSIONS AND SUGGESTIONS

There is a fairly strong positive correlation between students' cognitive reading strategies and their skill in reading comprehension. The correlation score for this hypothesis is 0.587 and the correlation table is 0.381 for the degree of alpha = 0.055 (α 0.05). it can be concluded that the research hypothesis is statistically accepted, and null hypothesis is rejected.

There is a high strong positive correlation between social reading strategies and reading comprehension ability at the third semester students' of Economic and business department of UPI YPTK Padang. It was indicated by the correlation score of 0.661 with correlation table of 0.381 (r-computed 0564 > r-table 0.381). this can be said that there is high positive correlation between students' social reading strategies and reading comprehension ability.

The research finding gives some important suggestions aimed to the students' lectures an those who have interest in the study of reading strategies and ability in reading comprehension.

In teaching reading, it is better for the English lectures, especially at Economic and business department of UPI YPTK Padang to introduce and teach reading strategies that have been identified in this research in order the students' can understand the use of reading strategies in reading activities perfectly. Although this show research show that reading strategies are very important in reading activities especially in reading comprehension, it is suggested to the lectures and the students do not ignore for others factors, such as understanding of the structure meaning, reference, and understanding sentence structure.

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