

## **IMPROVING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXTS THROUGH COGNITIVE STRATEGY**

**Fauzul Etfita**

*Islamic University of Riau*

email: fauzuletfita@edu.uir.ac.id

### **Abstract**

This research aimed to explain the extent to which cognitive strategy can improve the students' reading comprehension and what factors that influence the changes of the students' reading ability by implementing cognitive strategy. This research was a classroom action research which consists of two cycles and four meetings of each cycle. Three meetings for teaching reading comprehension of descriptive text by using cognitive strategy and another meeting for reading comprehension of descriptive text test. The research was conducted from April, 30 2013 up to May, 30 2013. The instrument used to collect the data were reading comprehension of descriptive text test, observation sheets, field notes, and interview which were helped by a collaborator. The finding revealed that the implementation of cognitive strategy could better improve students' reading comprehension of descriptive text at grade VII-2 of SMPN 1 Indra Praja Tembilahan. The improvement was confirmed by the increasing average students' score, the average score of students in cycle I was 70,72 and in cycle II was 78,10. The factors that influence the students' reading comprehension during the application of cognitive strategy were the materials, the students' reading motivation, and the teacher's role to students. Finally, the classroom action research by using cognitive strategy could improve the students' reading comprehension of descriptive text at grade VII-2 SMPN 1 Indra Praja Tembilahan.

**Keywords:** *Students' reading comprehension of descriptive text, cognitive strategy*

## **MENINGKATKAN PEMAHAMAN MEMBACA SISWA MELALUI COGNITIVE STRATEGY**

### **Abstrak**

Penelitian ini bertujuan untuk menjelaskan seberapa jauh *cognitive strategy* dapat meningkatkan pemahaman siswa dalam membaca dan faktor-faktor apa saja yang mempengaruhi perubahan pemahaman tersebut melalui penerapan *cognitive strategy*. Penelitian ini adalah penelitian tindakan kelas yang terdiri dari dua siklus dan empat pertemuan pada setiap siklusnya; dimana tiga pertemuan untuk proses belajar mengajar pemahaman membaca teks descriptive dan satu pertemuan lagi untuk tes. Penelitian ini dilaksanakan mulai tanggal 30 April 2013 hingga 30 Mei 2013. Instrumen yang digunakan untuk mengumpulkan data adalah tes pemahaman membaca teks deskriptif, lembar pengamatan, catatan lapangan, dan

wawancara yang dibantu oleh seorang teman sejawat. Temuan penelitian ini menunjukkan bahwa penerapan *cognitive strategy* dapat meningkatkan kemampuan pemahaman membaca teks deskriptif siswa kelas VII-2 SMPN 1 Indra Praja Tembilahan. Peningkatan ini dibuktikan dengan meningkatnya nilai rata-rata siswa, nilai rata-rata siswa pada siklus pertama adalah 70,72 dan pada siklus ke dua adalah 78,10. Faktor-faktor yang mempengaruhi perubahan pemahaman membaca siswa selama penerapan *cognitive strategy* yaitu bahan bacaan yang diberikan kepada siswa, motivasi membaca siswa, dan pendekatan guru terhadap siswa. Sebagai kesimpulan, penelitian tindakan kelas dengan menggunakan *cognitive strategy* bisa meningkatkan kemampuan pemahaman membaca teks deskriptif siswa kelas VII-2 SMPN 1 Indra Praja Tembilahan.

**Kata kunci** : *pemahaman siswa pada teks deskriptif, cognitive strategi*

## 1. INTRODUCTION

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. 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.

Reading does not only improve their reading ability but also by having reading activity they can increase their knowledge. Burnes (1991) states that reading is a meaning-getting activity in which reader and writer interacts. The interaction will be facilitated by strategy designed to reduce the gap between written and oral language models. Moreover, Burnes explain that reading is comprehended written

discourse. It means that reading is an interactive process, a process in which the reader engages in an exchange idea with the writer via text. The exchange usually has a purpose and takes place within a specific context or a setting.

Junior high school students are taught reading of various kinds of text. Every semester, students learn reading different text types. School-Based Curriculum (KTSP) for junior high school gives obligation to the students to develop their reading skill and also to comprehend types of texts based on their grades. The purpose of teaching reading at the Junior high school is making the students able to respond the meaning and structural text in the functional text and short essay. However, there are 5 texts which are taught in junior high school; Narrative text, Procedural text, Recount text, Descriptive text, and Report text. Each genre of text is unique based on its characteristics, language feature, and schematic structure.

According to the curriculum, the aim of teaching reading at seventh grade of junior high school is making the students able to respond the meaning and structural text in the functional text and simple short essay in the form of descriptive and procedural text to interact with surrounding. The aim of the teaching reading itself is not always achieved well since there are some problems are appeared in teaching learning process in SMPN 1 Indra Praja Tembilahan. Most of the students have difficulty in constructing meaning as they read from descriptive texts. According to Gerot and Wignell (1994), descriptive text is text type that describes a particular person, place or things. Similarly, Cavanagh (1998) also states that descriptive can occur as 'stand alone' texts. They are often part of a longer text, such as the description of a character or setting in a story or biography. While Mukarto, dkk (2007) use a descriptive text to describe something, someone or a place. In other words, descriptive text is a text which functions to describing particular person, things or place with the aim to give information to the reader. Person, in this text usually describe about shape of body, attitude, habit, age, activity and family. Place, the text usually describe about location, size and content. Things, the text usually describe about shape, location, destiny, contents, size weight, height, width, and so on.

The descriptive text contains identification and description. In detail Gerot and Wignell (1994) also divide descriptive text into two. First is identification, identification identifies phenomenon that to be describe. Second is description, it describes parts, activities and characteristics. And also Cavanagh (1998) states that the generic structure of the descriptive text organized to include an introduction which introduce the subject of the description, characteristic features which are the characteristics features of the subject, e.g. phsycal appearance, qualities, habitual behavior, significant attributes. There may also some optional evaluation interspersed though the text and an optional concluding comment.

The result of the writer pre observation shows that the students at grade VII-2 had some problem in reading descriptive text. These problems probably occurred because the teacher used conventional strategy. It means the teacher only asked the students to read the text and answer the question directly. Consequently, students were not able to get good result in reading. This situation was probably the cause of the students' problem in reading. She then concluded some problems cause students difficulty in reading comprehension. The first problem that influenced the students' ability in comprehending reading texts is because they feel reading was boring and uninteresting activity. The second problem is the teaching and

learning process. Third is they cannot recall the information from the text. Fourth problem is teacher's strategy in teaching reading.

Coping with those problems, the teacher should find a more appropriate reading strategy to increase the students' ability in comprehending descriptive text. The teacher should provide a more helpful technique to help the students to comprehend descriptive texts better and easier. The strategy that the researcher used in this research was cognitive strategy.

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.

While 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.

It is line with Civelek and Ozek's (2006), they state that cognitive strategy is seen as mental processes directly concerned with the processing of information in order to learn that is for obtaining, storage, retrieval or use of information. In general, studies in both L1 and L2 reading research provide a binary division of cognitive strategies as bottom up and top down. In this approach, reading is meant to be a process of decoding; identifying letter, words, phrases, and then sentences in order to get the meaning.

In addition, 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.

Based on discussions above, an action research should be done to solve the students' problem. The research is carried out to find whether cognitive strategy could improve the students' reading comprehension of descriptive texts and what factors influence the

improvement of the students' reading comprehension of descriptive texts through cognitive strategy.

## 2. METHOD

The type of this research is Classroom Action Research. This research conducted in a classroom to improve teaching and learning process. Kemmis and Mc. Taggart (1988) state that classroom action research is a cyclic process where there are some steps to do that the researcher should know. There are four fundamental steps of the action research, they are plan, action, observation, and reflection. Hopkins (2008), classroom Action Research is an act undertaken by teachers, to enhance their own or a colleague's teaching, to test the assumption of educational theory in practice, or as a means of evaluating and implementing whole school priorities. The participants of this research were the researcher, the collaborator and 22 students in class VII-2 of SMPN 1 Indra Praja Tembilahan in 2012/2013 academic year. The data in the research were gathered from: (1) observation sheets for students and teacher, (2) field notes, (3) interviews, and (4) reading comprehension tests.

## 3. FINDING AND DISCUSSION

Findings of the research contain analysis of two different kinds of data; quantitative and qualitative data gathered in the research is aimed to answer whether cognitive strategy could improve the

teaching and learning process in teaching reading of descriptive texts at grade VII-2 of SMPN 1 Indra Praja Tembilahan. While the qualitative data answered the second question about what factors influence the improvement of the students' ability in comprehending descriptive texts at grade VII-2 of SMPN 1 Indra Praja Tembilahan.

**a. The Improvement of the Students' Ability in Comprehending Descriptive Texts.**

After doing the research, the writer found that cognitive strategy could improve the students' ability in comprehending descriptive text. During two cycles in 8 meetings, the result shows that the students could comprehend descriptive texts better than before the research. It was indicated from the improvement of average score of the students' ability in reading descriptive texts at the end of cycle two. Moreover, there were also improvements of students' reading comprehension for aspect of comprehending descriptive texts. Finally, the following are the detail explanation about the teaching and learning process and findings of the research

**1) Cycle One**

At the beginning of the treatment in cycle one, the teacher explained everything about the teaching and learning process in comprehending descriptive text to the students. She explained the process in comprehending descriptive texts through cognitive

strategy. She did the cycle one in four meetings; three meetings for treatments and one meeting for post test.

In the cycle one, the researcher explained in detail by giving some examples about descriptive texts. Then, she introduced and explained about cognitive strategy to the students because she they not know how to use this strategy. She explained the procedures and gave some examples about how to use cognitive strategy. After that, she checked the students' understanding about procedures by asking question. Then, the researcher implemented this technique collaboratively during teaching and learning activities in the classroom.

In addition, reading text is crucial thing in reading class. So, the researcher chose suitable text for the students. They were based on the curriculum and the students' level. The researcher also considered the students' ability based on her observation before and the students' score in pre-test.

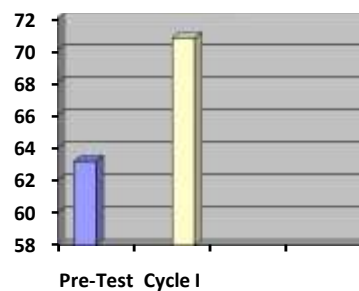
Based on the procedures of the strategy, the researcher introduced a descriptive text to the students by writing the title of the text on the whiteboard. Then, she asked the students to read the text several time until they understand the text. After several minutes, the teacher checked the students work. She asked how many time the students need to comprehend the text. Then, the researcher asked the students to get the idea of the text. In

getting the ideas, the students did scanning and skimming. But, the researcher gave modeling to the students how to do this part first. She showed to the students how to scanning and skimming a text. If the students confused about the text, they did not know the meaning of some words. The teacher allowed them to use other resources for receiving and sending message. Such as a book, dictionary or electronic translator. For the next part, translating. The students were allowed to use their own language as the basic for understanding what they read in the foreign language. The students wrote the translation on the

paper that teacher gave. To organize the information that they got, the students are asked to take notes and highlighting their text. In take notes activity, the students are asked to write down the main idea of specific points. Then, they are asked to highlighting by giving underline or gave a color on the text.

The researcher monitored the students' activity and asked them whether they have any problem or not in this strategy. At the end of the class, the researcher gave task to the students in order to know their comprehension after learning through cognitive strategy.

### **Graph 1. The comparison between Students' Average Score of Reading Comprehension Pretest and Cycle I**



Based on the students' reading comprehension of descriptive text result in cycle I, the researcher pointed out that the students' average score in reading comprehension of descriptive text test cycle I was 70.72, increases 7.57 point comparing with the students' average score in pre-test (63.15). It could be concluded that the students' average score in reading comprehension test in cycle I has increased comparing with the students' average score in

pre-test. There were eight students who could achieve the minimum criteria (KKM) or reach complete score of English subject in reading comprehension descriptive texts test cycle I. Whereas, in the pre-test there were only four students who could achieve the minimum criteria achievement (KKM) or reach complete score.

#### **2) Cycle two**

In the second cycle, the teacher only reviewed her

explanation about cognitive strategy in comprehending descriptive texts. She directly gave another example about the technique. As usual, she gave a topic to be discussed for each meeting in cycle two.

She explained cognitive strategy to the students more slowly and comprehensively. Then after giving explanation about cognitive strategy, the researcher introduced about descriptive text to the students. She wrote the title of the text on the whiteboard. The researcher tried to motivate the students by encourage the students to thinks based on the title she gave. Then, the researcher gave modeling to the students how to do the strategy. Then after they understood the researcher's explanation, she asked the students to practice by themselves.

First she asked them to read the text several time until they understand the text. After several minutes, the teacher checked the students work. She asked how many time the students need to comprehend the text. Then, the researcher asked the students to get the idea of the text. In getting the ideas, the students did scanning and skimming. The researcher gave modeling again to the students how to do this part first. She showed to the students how to scanning and skimming a text. In this strategy the researcher interacted with the students as dialogue and she also helped them during the dialogue. If the students confused about the text,

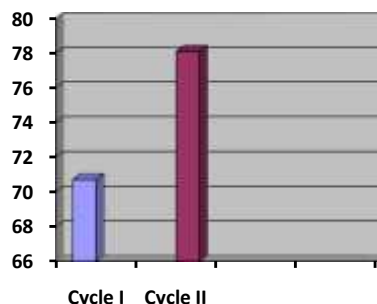
they did not know the meaning of some words. The teacher allowed them to use other resources for receiving and sending message. Such as a book, dictionary or electronic translator. For the next part, translating. The students were allowed to use their own language as the basic for understanding what they read in the foreign language. The students wrote the translation on the paper that teacher gave. To organize the information that they got, the students are asked to take notes and highlighting their text. In take notes activity, the students are asked to write down the main idea of specific points. Then, they are asked to highlighting by giving underline or gave a color on the text.

The researcher monitored the students' activity by walking around them while ask them whether they have any problem or not in this strategy. At the end of the class, the researcher gave task to the students in order to know their comprehension after learning through cognitive strategy.

This is the end of all treatments in the research. In order to make it clear, the students' average score in cycle II comparing with the students' average score in cycle I can be seen in the following graph:



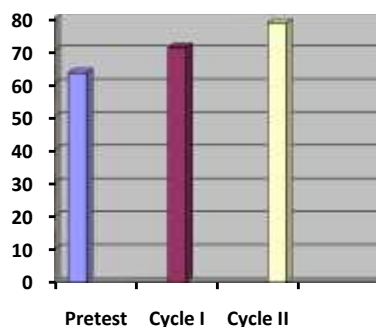
**Graph 2. The comparison between Students' Average Score of Reading Comprehension Test in Cycle I and Cycle I**



After all, the use of cognitive strategy successfully improved the students' ability in comprehending descriptive texts. Based on the data from cycle I and cycle II, the

students' ability in comprehending descriptive text could be better improved through cognitive strategy. In detail, the improvement can be seen in the following graph:

**Graph 3. The Improvement of the Students' Reading Comprehension of Descriptive Texts**



From the graph above, the students' average reading score from the beginning until the end of the research are clearly shown. The result of the students' score began on 63.15. It indicated that the result was still low. Therefore, teacher needed to apply an appropriate strategy to improve the students' reading comprehension of descriptive texts. Then, treatments in first cycle could improve the students' reading comprehension of descriptive texts

up to 70.72. It means that the students' ability in comprehending descriptive texts was improved through cognitive strategy.

However, the students' reading comprehension score in the first cycle could not yet achieve the minimum standard score of English subject in SMPN 1 Indra Praja Tembilahan which is 75. Therefore the research should be continued to the next cycle. Then, the students' reading average score increased in

the second cycle, which was 78.10. it means the score was higher than the minimum standard score of English subject at SMPN 1 Indra Praja Tembilahan. In conclusion, the cognitive strategy could better

#### **b. Factors that Influence the Improvement of Students' Ability in Comprehending Descriptive texts**

Based on the implementation of cognitive strategy in teaching descriptive text and the findings of this research, the researcher found that the effective uses of cognitive strategy that could improve the students' reading comprehension of descriptive text as follows:

1) The materials used was interesting

Teaching material was a crucial thing in teaching and learning activities. So, the researcher should choose the suitable text for the students. They were based on the curriculum and the students' level. In this research, the researcher chose interesting descriptive texts in teaching reading through cognitive strategy in order to increase the students' curiosity so that they have motivation to read the texts. It influenced in the improvement of the students' reading comprehension. Second, the researcher also prepared pictures related to the text in some meetings, so that the students could expand their background knowledge and their imagination in comprehending the text. Finally, it gave better comprehension of a reading text.

improve the students' ability in comprehending descriptive texts at grade VII-2 of SMPN 1 Indra Praja Tembilahan.

Based on the result of observations, field notes, and interview while teaching and learning process of reading comprehension of descriptive text through cognitive strategy in classroom, it was found that teaching material was one of the factors influenced the change of students' reading comprehension ability through cognitive strategy.

2) Students' reading Motivation

Student motivation was one of the factors that influenced the students' reading comprehension improvement. Based on observation checklist and field notes, during the implementation of cognitive strategy the students were active to read the text. The interview result also shows that the students were active during the implementation of cognitive strategy. They were motivated to ask and learn together. Moreover, in discussing class, the student were motivated to answer. It could be seen from the activeness to answer the questions. Interestingly, the teacher's motivation played the important role in this reading activity. The observation checklist and field notes show the teacher motivated their

students alot. They motivated their students to read and answer well.

### 3) Teacher's role

Teacher's roles were the third factor that influenced the changes of students' reading comprehension ability through cognitive strategy. The teacher role's during the application of cognitive strategy did not only teach the students to have good reading comprehension, but she also monitored and guided the students to do all of the procedures of cognitive strategy that gave them different learning experience. In addition, the teacher also help them in solving their problem that they cannot handle with her/his friend. In this case, the information about the third factor also be found in the result of observation, field notes, and interview.

It means that the roles of the teacher in the class were still needed by the students because the teacher did not only have a single role in the class, but she also had to monitor, observe, guide, and help the students during the teaching and learning process through cognitive strategy because some of procedures need the students to participate actively.

Overall, using cognitive strategy in solving the teaching and learning problem in reading has bring significant improvements on students reading comprehension during two cycles. It means, the use of cognitive strategy could better improve students' reading comprehension. The improvement was concluded through the data

gathered from the result of the reading comprehension tests, observation and interview. This improvement can be perceived in reading comprehension test result for each indicator in each cycle of the research. There were three factors that supported the students' improvement in reading comprehension of descriptive texts. The first factor is selection of materials use in teaching. The second factor is students' motivation, while the third factor is teacher's role. These three factors have contributed to the improvement of the students reading comprehension of descriptive texts at grade VII-2 of SMPN 1 Indra Praja Tembilahan.

Finally, this finding is line with theories that cognitive strategy is an effective strategy of teaching. Rosenshine and Meister (1992) states that one solution that researcher have developed is to teach cognitive strategy. Students may be taught to use cognitive strategy such as generating question about their reading. From Rosenshine and Meister's statement, it could be inferred that while generating questions, the students need to search the text and combine the information, which in turn helps them comprehend what they read.

The findings of this research also revealed that after taught reading comprehension of descriptive texts through cognitive strategy, the students can get the gist of the text. It is supported by Syatriana (2012) who state that the

cognitive strategy such as prediction, decoding, paraphrasing and inference that have been taught of the text, to get the meaning of difficult words, to draw an inference, get factual information and many details of information. She also found that cognitive strategy could improve students' reading comprehension. In her classroom, she found that each activity of cognitive strategy influenced the students reading development.

The improvement of reading comprehension by using cognitive strategy was also supported by Khezrlou (2012). It has been found that the training provided by the teacher contributes to the FLL process, and learners' awareness of the accurate use of the cognitive strategy increases. The results suggest that teachers' explicit instruction and assistance of learners' strategy use during a particular activity are linked with the learners' effective use of strategies.

#### 4. CONCLUSION

This research was done to find out to what extent cognitive strategy can improve students' reading comprehension and what factors influence the changes of students' reading comprehension at grade VII-2 of SMP Negeri 1 Tembilahan. Based on the result of the research, it can be concluded that:

- a. The use of Cognitive strategy improves the students' reading comprehension of descriptive texts at grade VII-2 SMPN 1

Indra Praja. There were significant improvement to the students' score of reading comprehension test from pre-test, cycle I and II. The average score of students' score in the pre-test was only 63.15, in cycle I the average of the students' score increased become 70.72, and in cycle II increased become 78.10. It means that the students' average score in cycle II could reach the minimum criteria of achievement of English subject at SMP Negeri Indra Praja Tembilahan that is 75.

- b. The factors that influenced the changes of the students' reading comprehension through cognitive strategy are:

- 1) The unknown teaching materials.

Researcher found that the unknown descriptive texts influenced the students' reading comprehension. An interesting material can increase the students' curiosity, they were motivated to comprehend the texts.

- 2) Students' reading motivation

Based on the data from the research, the students had high motivation and enjoy the reading activities by using the cognitive strategy. It was very helpful for the students in comprehending descriptive texts. In addition, the result of interviews showed that the

students were interested in using Cognitive strategy because it was a new strategy for them.

### 3) Teacher's role

In Cognitive strategy, the teacher gave guidance and explanation to the students. The existence of the teacher really needed because he had a great influence during the teaching and learning process. The guiding activities that the students had to do during teaching and learning process by using Cognitive strategy was the one of the factors that influenced the improvement of students.

## REFERENCES

- Burnes and Page,G. 1991. *Insight Strategies for Teaching Reading*. New York: Harcourt Brace Jovanich Group. Pty Limited.
- Cavanagh, Jane. 1998. Text Types. English K-6 Syllabus. Retrieved at February, 18<sup>th</sup> 2013 from [http://goldfieldsliteracy.wikispaces.com/file/view/Yvonne++Text+Types+\\_A\\_++PDF.pdf](http://goldfieldsliteracy.wikispaces.com/file/view/Yvonne++Text+Types+_A_++PDF.pdf)
- Civelek and Ozek. 2006. A Study on the Use of Cognitive Reading Strategies by ELT Students. *The Asian EFL Journal, Professional Teachers Articles*. Retrieved at march, 18<sup>th</sup> 2013 from <http://www.asian.efl.jpurnal.com/PTA.August.06.Ozec&Civalek.pdf>
- Gerot, L. and Wignell,P. 1994. *Making Sense of Functiona; Grammar*. Australia: Gerd Stabler.
- Hopkins, D. 1985. *A teacher's guide to classroom research*. Philadelphia: Open University Press.
- Kemmis, Stephen and Mc Taggart Robin.1988.*The Action Research Planner*. Victoria: Deakin University.
- Khezrlou,S. 2012. Cognitive Strategy Training: Improving Reading Comprehension in the Language Classroom. *The Journal of Teaching Language Skills*. Retrieved at march, 18<sup>th</sup> 2013 from <http://www.teaching.language.e.skill.journal/JTL53721319920200.pdf>
- Mukarto, dkk. 2007. *English on Sky 1 for Junior High School Students Year VII*. Jakarta: Erlangga.
- Rosenshine, B and Meister,C. 1992. *The Use of Scaffolds for Teaching Higher Level Cognitive Strategies*. Retrieved at november, 12<sup>th</sup> 2013 from [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_19920](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_19920)

4\_rosenshine.pdf

Sahan, Ahmet. 2012. *Cognitive Reading Comprehension Strategies Employed by ELT Students*. Retrieved at november, 12<sup>th</sup> 2013 from [http://sbe.erciyes.edu.tr/dergi/sayi\\_33/1.pdf](http://sbe.erciyes.edu.tr/dergi/sayi_33/1.pdf)

Syatriana, Eny. 2011. *Developing the Students' Reading Comprehension through Cognitive Reading Strategies of the First Year Students of SMAN 16 Makassar*. Retrieved at november, 12<sup>th</sup> 2013 from [http://www.niu.edu/international/\\_images/Eny%20Syatriana.pdf](http://www.niu.edu/international/_images/Eny%20Syatriana.pdf)

Oxford, Rebecca. 1990. *Language Learning Strategies. What Every Teacher Should Know*. Boston: Heinle&Heinle.