

What a Teacher Do in Using Cognitive Strategy Instruction for Teaching Reading

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ABSTRACT

Teaching reading is such a choir of melody that leads to choir with each part of steps go hand in hand that drop students to process the information. Regarding on this paper the writer tries to apply a good strategy, the cognitive strategy instruction training in teaching reading. This paper investigated the cognitive strategies instruction of English education department students of the fourth semester in academic reading at State Institute for Islamic Studies Salatiga in Indonesia.

Keywords: Cognitive strategies, reading, teaching reading

INTRODUCTION

Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task (O'Malley & Chamot, 1990:137).

Wenden's (1998:19) as written in Okazaki (2011) stated that cognitive strategies are defined as mental steps such as selecting information from obtained data, comprehending it, saving it, and accessing it for use. Not only mental steps operations, but also process that learners applied in both linguistic and sociolinguistic content.

The term cognitive strategy refers to learners' cognitive actions that are completed in order to attain a particular learning aims or to bring about a learning task at hand (Mayer, 1988); Paris et al. (2001); Schneider & Weinert (1990) as cited in Saloovara (2005). Cognitive strategies are intentionally produced by the person and involve activity and control rather than senseless following rule. (Paris et al, 2001); Paris, Lipson & Wixton (1983) and Wade, Trathen & Schraw (1990) as written in Saloovara (2005).

Consequently, in the best possible situation, cognitive learning strategies are deliberately chosen in accordance to the demands of the task at hand, and they followed by cognitive skill and motivational will. Hadwin and Winne (1996) as stated by Saloovara (2005) explained the intentionality issue by making a connection between goals and strategy use. They designated that the term 'strategy use' related to occurrence when learner define their own short-term purpose and general aims for learning, select, and manage their alternative study tricks. They are employed in order to support the learning goals achievement.

Although cognitive strategies can be applied less in less intention, it is necessary for the learners to become prospectively aware of using them (Schneider & Weinert, 1990) in Saloovara (2005). Furthermore, it is expecting that cognitive strategies become the potential to be involuntary and automatically transferred into certain learning situations even though they are applied as a snapshot of identification of the cognitive demands of the learning task at hand. Heeney (2015) strengthen and simplified that cognitive skills can be explained as declarative knowledge of 'what', procedural knowledge of 'how', and conditional knowledge of 'why' and 'when' (Anderson, 1981), Flavell, (1981), Wenden, (1998) as cited by Heeney (2015).

O'Malley and Chamot (1990) said that the cognitive strategies are closely related to specific learning tasks and they are used in the learning process, including repetition, translation, grouping, resourcing, note-taking, deduction, elaboration, imagination and inferencing. They (1990: 44) also define cognitive strategies as "operating directly on incoming information, manipulating it in ways that enhance learning.

Strategies that are applied in reading activities are entailed by including the related new words to a word in memory or writing down the main idea; outlining key points or making a short summary of the text. Those activities are completed in order to gain the comprehension of the texts. This study reveals the implementation of cognitive strategy in teaching reading.

THEORETICAL FRAMEWORK

a. Reading Comprehension

McNamara (2007: 4) asserted that comprehension is not effortless and fast. When novice readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. Cognitive strategies are especially crucial when there is a failure at every level of comprehension. Purposeful, conscious, effortful, time-consuming strategies are applied to reconstruct or elicit a reading component that is not intact will be employed by the successful reader (McNamara, 2007: 4).

RAND Reading Study Group (2002: 11) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and engagement with written language. The words 'extracting' and 'constructing' is asserted to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. There are three elements of comprehension. They are the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is part.

a. Guided Reading as the Ideals of Teaching Reading Comprehension

Guided reading is a crucial approach in literacy education. Applied equivalently by other approaches such as shared reading, reading aloud, and independent reading, guided reading facilitates teachers in terms of the availability of effective support for students' literacy learning (Pacific Learning, 2002).

A teacher supports for learners in guided reading approach are: 1.) to select a text that is appropriate for a particular group of students who have similar reading ability, 2.) to introduce the text being talking to the students which is about the relevant experiences that they may have had, and 3.) to provide sensitive support for the students to "talk, read, and think their way purposefully through" the text (*Reading for Life*, 1997: 80) as cited by Pacific Learning (2002).

b. Stages in Reading Lesson (Pre reading, During Reading and Post Reading)

Reading teachers commonly interpret three well-defined stages in the reading lesson namely the pre-reading, during reading (while reading or guided reading) and post reading (after reading) stages (Hedgcock and Ferris (2009), Laverick (2002) as cited by (Grabe and Stoller, 2013: 247). It is appropriate that the reading stage offers a definite set of instructional purposes which followed by attention to specific strategies used by skilled readers in every stage. (Hedgcock and Ferris (2009), Hudson (2007) as cited by Grabe and Stoller, (2013: 248). How the use of pre-reading supported by many reading methodologists and it is followed by some benefits for students to: a.) foster the activities to students' background knowledge; b.) to provide information that students are not likely to have but need to comprehend the text; c.) to build up student reading desire; d.) to stimulate student interest in the text topic, and e.) to introduce students to pre-reading strategies often used by

skilled readers (Taboada and Guthrie, 2006), Hedgcock and Ferris (2009) and Hudson (2007) as cited by Grabe and Stoller (2013: 249).

The purpose of Pre-reading stage is to activate the student's knowledge of the subject, to provide any language preparation that required in coping with the passage and to motivate the learners in intention read the text (Celce-Murcia, 1991) as quoted by Alemi and Ebadi (2010). Pre-reading activities is named as 'enabling activities' because they give the reader with the required background to manage activity and to comprehend the material. The experience in pre reading activities is included by understanding the purposes for reading and building a knowledge coping with the content and the structure of the material (Tudor, 1989) as cited by Alemi and Ebadi (2010).

The stage called as 'during reading' is reading stage that have to be concerned as well as 'pre reading' and 'post reading' stage.

Last stage particularly post reading question unluckily deprive the teacher from a realistic assessment of students' reading abilities and steal students from developing their reading and critical thinking abilities from reading comprehension and the experience is having to be accountable for learners' reading and responses.

c. Learning Strategy Instruction

McNamara (2007: 4) claimed that people could argue that reading strategies are also important for many adults who want to be considered as skilled readers. There are basically three arguments to shore up the claims why reading strategy is important. First, many readers do not know whether they are adequately comprehending text. Second Baker (1985); Otero & Kintsch, (1992) as stated by McNamara (2007: 4) explained that many readers have a false impression of comprehension when they read text because they insist on low levels of analysis as a criterion for adequate comprehension. McNamara (2007: 5) later added the third argument that nearly all adults have trouble in comprehending technical expository text at deep levels even though they are skilled readers.

Boulware-Gooden, Carreker, Thornhill, and Joshi (2007) as cited by Pressley et al. (1998) found that when students read many kind kinds of paper without strategy their comprehension was not enhanced. Boulware-Gooden, Carreker, Thornhill, and Joshi (2007) cited Pressley et al. (1998) stated that they proved it by conducting how one strategy affects the students reading comprehension.

O'Malley & Chamot (1995: 201) suggested the theoretical model that CALLA is based on the suggestion that language is a complex cognitive skill. It needs extensive practice and feedback in order to operate at an autonomous level.

Furthermore, CALLA concentrates in the acquisition & use of procedural skills that facilitate academic language and content learning also on the learning to understand and communicate in the new language to lead students be more proficient in the language.

The most critical feature in cognitive theory in corporate in the CALLA model is the identification and training of learning strategies.

O'Malley & Chamot (1995: 203) propose three components of CALLA model in instructional design: topics from the major content subjects, development of academic language skills, and direct instructional in learning strategies for both content and language.

They also propose that in CALLA language is used functional as a tool for learning academic subject matter. Students need instruction on how to transfer previously learned language skills to English.

They put more attention in the third development of CALLA system, the instruction in learning strategies. The use of learning strategy instruction in CALLA seem to be as effective for learning a language as they are for learning in other areas. O'Malley and Chamot classify learning strategies into three types (1995: 207); (a) Metacognitive

strategies, (b) Cognitive strategies, (c) Social / affective strategies. In this study, social / affective strategy doesn't include in the research.

d. Cognitive Strategy

The term cognitive strategy refers to learners' cognitive actions that are completed in order to attain a particular learning aims or to bring about a learning task at hand (Mayer, 1988); Paris et al. (2001); Schneider & Weinert (1990) as cited in Saloovara (2005). Cognitive strategies are intentionally produced by the person and involve activity and control rather than senseless following rule. (Paris et al, 2001); Paris, Lipson & Wixton (1983) and Wade, Trathen & Schraw (1990) as written in Saloovara (2005).

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e. Cognitive Strategy Training

Sandberg (2014: 27) proposed that cognitive training stated as interventions which are purposed at boosting specific cognitive processes or knowledge structures with artificial change as the aim. He later strengthened that that a strategy in cognitive training can be defined as one of several methods to actuate the same cognitive task (Salthouse, 1991). Several studies had shown that cognitive training indeed has the possibility to strengthen the cognitive system in a more fundamental way. However, the increasing interest of training approach based on implementing process, in a current education year, a requirement for investigating the long term impacts needed in some approaches.

The researcher in this case tries to adapt the cognitive strategy training as adapted by Ozek and Civelek (2006). Their classification is regarded by Grabe and Stoller (2013) (pre reading, while reading, during reading and post reading).

According to Cook (1993, cited in Thanasoulas, 2000), learners may use the following cognitive strategies: Use of repetition for imitation of speech, Practice resourcing such as dictionaries for information, Using one's mother tongue for translating so as to be able to understand and produce L2, Note – taking of lectures delivered in L2, Deduction, that is to know how to apply L2 rules, Using contextualization to insert a word or a phrase in a meaningful sequence, Transfer, that is to remember facts and sequences in L2 by utilizing information acquired in L1, Use of inference to match an unfamiliar word with a familiar word.

RESEARCH METHODOLOGY

a. Participant

The participants in this sixteen weeks training were 27 of fourth semester students of the English Education Department of the Teacher Training and Education Faculty of the State Institute for Islamic Studies (IAIN) Salatiga. Simple random selection of participants was taken from the third semester of the 2015 academic year. The participants were classified into high and low level of learning autonomy based the score of the questionnaire.

The participants of the cognitive strategy instruction consist of 27 students which is classified into 13 students in high level of learning autonomy and 14 students in low level of learning autonomy.

Cognitive Strategy	Strategies
Pre Reading	Relating the title to the text content
	Relating the pictures or illustrations to the next content
	Reading over the text
	Reading first line of each paragraph
	Considering background knowledge
During Reading	Not using dictionary for every unknown word
	Consulting the dictionary for the important word
	Guessing meaning of a word from the content
	Thinking of situation to remember word
	Skipping some unknown word
	Re reading sentence
	Considering other sentences to understand the meaning of a sentence
	Reading without translating word for word
	Visualizing events
	Thinking aloud during reading
	Recognizing organization

	Taking notes
	Assimilating text with the passage events
	Assimilating text with background knowledge
Post Reading	Classifying words according to their meaning
	Classifying words according to their grammatical categories
	Summarizing the main ideas
	Rereading text to remedy comprehension failures
	Rereading the text to remember important information

DISCUSSIONS

a. Pre-Reading

The teacher checks the students' attendance, then he greets the students. The teacher starts the learning session by implementing game. Reading text and comprehending text is not an easy task. The teacher uses the strategy well and implements the cognitive strategy in order.

1. Relating the title to the text content
2. Relating the pictures or illustrations to the next content
In this stage, the teacher started the class by giving an interesting game to stimulate the students; the game was making four right lines from nine dots without lifting the pens.
3. Reading over the text
In this stages, the teacher gave a text to the students and asked some of them to read the passages and they are not allowed to read the questions because it will be answered after they got fully understand with the text, then continued with pronounce practice session.
4. Reading first line of each paragraph
5. Considering background knowledge
In this stage, the teacher acquires the background knowledge to the students. He read the first sentence of the first paragraph and asked what the sentence means.

b. During Reading

After pronunciation practice on the vocabulary based on the second paragraph, the teacher stimulates the students to think of the text.

1. Thinking aloud during reading.
2. Not using dictionary for every unknown word
3. Consulting the dictionary for the important word
4. Guessing meaning of a word from the content
5. Thinking of situation to remember word
6. Skipping some unknown word
7. Re reading sentence
8. Considering other sentences to understand the meaning of a sentence

9. Reading without translating word for word
10. Visualizing events

In this stage, the teacher asks to the students about some information of the text. Teacher and students practice to pronounce four vocabularies. They are 'discovered', 'valuable', 'attempted' and 'established'. Teacher and students practice to pronounce four vocabularies for the last time. They are 'policies', 'remove', 'culture', and 'ambivalent'.

1. Thinking aloud during reading
2. Recognizing organization
3. Taking notes
4. Assimilating text with the passage events
5. Assimilating text with background knowledge

In this stages, the teacher asked the students the points of the texts, after he had done in teaching the points, he commanded the students to do the task in ten minutes. In the discussion of number three on the reading question, there are four students who gives wrong answers.

c. Post-Reading

1. Classifying words according to their meaning
2. Classifying words according to their grammatical categories
3. Summarizing the main ideas
4. Rereading text to remedy comprehension failures
5. Rereading the text to remember important information

In this stage, the teacher checks students' comprehension after the evaluation session is ended, then the teacher ended by reciting hamdalah.

PEDAGOGICAL IMPLICATIONS

Firstly, it is recommended that EFL Indonesian students must be trained using the learning strategy instruction to improve their reading comprehension. In this way, they could develop their reading comprehension skills.

The success of the strategy instruction training is depended on initiatives of students learning autonomy level. For high learning autonomy level students, teachers should challenge their ability by encouraging them to read articles and create an active learning environment to motivate them to read more. Meanwhile, the low learning autonomy level students, ones need more support from their teachers in terms of reading strategies and motivation.

Secondly, students should be permitted to take responsibility for their own learning in order that they could learn independently and, ultimately, become autonomous learners. Therefore, proper training was the key. The students should learn how to apply cognitive strategies in selecting suitable reading materials and developing good reading habits. Hence, the teacher was a key factor in the success or failure of students' learner autonomy development.

CONCLUSION

This study investigated teacher's uses of cognitive strategy instruction on Reading Comprehension. The findings are it is useful to improve students' reading comprehension skills for both high and level of learning autonomy. The students had to select their own books, read silently by themselves, and took the responsibility for their own learning. The students had better understanding of learning strategy instruction, could draw what steps they should take to achieve their reading goals or to evaluate their reading performance. Once students could be responsible for their own learning, they were ready to become autonomous learner sooner or later.

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