

**THE APPLICATION OF COGNITIVE STRATEGY INSTRUCTION IN
IMPROVING STUDENTS' READING SKILL AT THE THIRD GRADE
OF MAN 1 ACEH TAMIANG**

SKRIPSI

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IAIN LANGSA
2020 M / 1441 H**

ACKNOWLEDGEMENT

praise and great gratitude to ALLAH SWT are submitted by the author for blessing and helping me to complete this thesis on time.

This thesis is arranged to fulfill the requirements for obtaining bachelor's degree in English Department of Tarbiyah Faculty, IAIN Zawiyah Cot Kala Langsa. On this occasion with great humility, I would like to thank to all of those who have given me help and guidance so that thesis can be finished completely:

1. Dr. Basri Ibrahim, MA as the rector of IAIN Langsa
2. Dr. Iqbal, S.Ag, M.PD as the Dean of Tarbiyah and Teacher Training Faculty
3. Nina Afrida M.A as the head of English Department.
4. My best gratitude to DessyKurniasy, M.Hum and ShafridaWati, MA as my supervisor in completing this thesis through the guidance and direction as well as the encouragement that are very useful and helpful for the preparation and writing of this thesis.
5. The biggest thanks to my lovely mom and my dad who have been given a smile and happiness in my life. They can survive and face everything until today just because of their love.
6. Thanks to my brothers and sisters that always support me
7. Thank to my beloved Muhmmad Sufi that always support and help me and always beside me until now.
8. Thanks to my greatest close friends Yuliza, Nuraini, Muharrami and Zuraida who always accompany me in any condition.. And the wonderful thanks also for all my greatest friends in unit 2 of year 2015 that I cannot mention one by one. Love you all and I hope the best for you.

The writer,

Rahmi Wardani

ABSTRACT

Wardani,Rahmi. 2019. The Application of Cognitive Strategy Instruction (CSI) In Improving Students' Reading Skill At The Third Grade of Man 1 Aceh Tamiang. *Skripsi* English Department, Tarbiyah And Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa

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This experimental research investigated whether Cognitive Strategy Instruction improve students' reading skill at third grade at MAN 1 ACEH TAMIANG or not. The researcher chose two classes consist of experimental and control class. The experimental group received the Cognitive Strategy Instructions. The sample was selected by using simple random sampling consisting of 22 students in each class. The research provided both pre-test and post-test to both classes. Test was used to collect the data. The data collection was preceded in different phases of research execution; pre-test, treatment, and post-test. The finding showed that Cognitive Strategy Instruction has significant influence on students' comprehension in reading narrative text. It meant that Cognitive Strategy Instruction improve their ability in reading comprehension. It is proven by the result of pre-test and post-test in both experimental and control classes where post-test of experimental class was higher than control class. The result of T-score (hypothesis testing) in pre-test and post-post-test of experimental is 2112 higher than the score of pre-test and post-test in control class 1049. Therefore, the alternative hypothesis H_a was accepted and the null hypothesis H_0 was rejected.

Key Words: Teaching Reading, Cognitive Strategy Instruction, Reading Comprehension

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STATEMENT OF APPROVAL

**THE APPLICATION OF COGNITIVE STRATEGY INSTRUCTION (CSI)
IN IMPROVING STUDENTS' READING SKILL AT THE THIRD GRADE
OF MAN 1 ACEH TAMIANG**

Submitted to the Tarbiyah and Teacher Training State Institute for Islamic Studies
Langsa as Fulfillment (*S.Pd*) of
English Education

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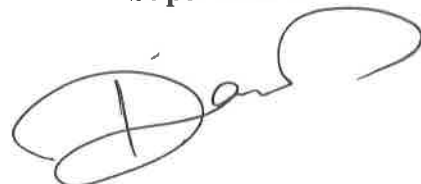
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STATEMENT OF CERTIFICATION
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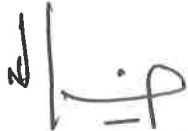
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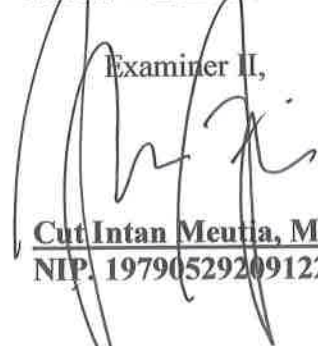
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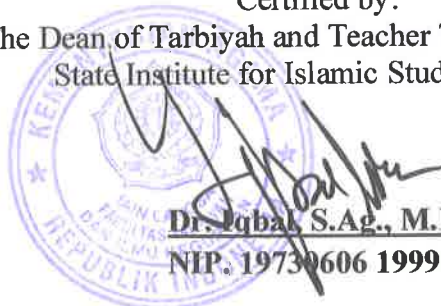
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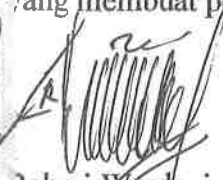
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **“The Application of Cognitive Strategy Instruction (CSI) in Improving Students’ Reading Skill At The Third Grade Of MAN 1 Aceh Tamiang”** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri. Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, Desember 2019
yang membuat pernyataan




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CHAPTER I

INTRODUCTION

A. Background Of Study

Education is a process of facilitating learning, or the acquisition of knowledge, skill, values, beliefs, and habits. Education frequently take place under guidance of educators, but learners may also educate themselves. Education can takes place in formal or informal. There are going to school, take a private school or learning by self. There are many ways in which children and youth are educated like go to school. School need to be places where students and teachers feel safe, places that provide hope and that instill confidence in the prospect for a happier and better future for all. Each student has a different cognitive ability on learning. Some students are understand the lesson easily and some are very difficult. Each student also has different characteristic. They are differed even in their cognitive abilities and language learning aptitude. In order word, each students has a different ways to perceive or acquire information from teaching and learning process.¹

At school students learn many subjects, one the subject is English. English is the most important subject that students must master. In this modern era, English as a second language is very important to increase student success. There are four skills in English like reading, writing, speaking and listening. Reading is a form of communication, using written language or text. Reading is a process.

¹ Mitchell Rosamond and Myles Florence, *Education*, (Brigham: Annual Editor,2008), 16

Reading is interpretation and understanding, and reading is thinking. Reading is an active process that depends to on both an author's ability to convey meaning using words and your ability to create meaning from them.²According to the Anderson and friends, reading comprehension is the process of constructing meaning by coordinating a number of complex process. Process that including reading word, word and world knowledge, and fluency.³ Reading is an important verbal skill that needs to be accomplished by students so that they can explore knowledge thoroughly. In the process of reading a text, a reader has to understand to content, information, explanation, or facts intended to be delivered by the author. In another words, the reading process can complex because readers would have to involve the quality of thought for the purpose of understanding the text. However some students find difficulties in comprehending reading text.

Based on the researcher experience when conducting PPL at MAN 1 Aceh Tamiang many students less enthusiastic in reading. They do not understanding the meaning of the text, have lack of vocabulary, and they also think that reading is difficult and boring. When the students are asked to read, they just read but do not understand the content of the text. Understanding the meaning of words in reading is unavoidable. Many students lack of strategies that can be used in effective reading. Obviously comprehension of paragraph requires an understanding of the relation between sentences in that paragraph. The student frequently does not understand what the paragraph is saying as a whole, even

² Anter Nancy and Daiek Deborah, *Critical Reading For College And Beyond*, (Cambridge: library of congress cataloging in publication data, 2004),5

³Willian grabe and Stoller Fredicka, *Teaching and Researching great*, (Britain: longman, 2002), 17

though he understands all sentences in it. This indicates that he does not know the organization of the paragraph, which contains topic sentence, main idea and supporting idea. Without understanding the text that has been read, the reader will not be considered to have mastered the reading skill. This is because reading and understanding are constructive process that support one other. For an effective reader, the capacity of understanding a text is seen as important.

Therefore, various learning strategies are important to be implemented to solve the problem that can be used is Cognitive Strategy Instruction. Cognitive Strategy Instruction is an instructional approach which emphasize the development of thinking skill and processes as a to enable all students to become more strategic, flexible, and productive in their learning endeavors. CSI is based on the assumption that there are identifiable cognitive strategies, previously believed to be utilized by only the best and the brightest students, which can be taught to most students. Olsen and Kagan state, Cognitive strategy instruction (CSI) is an instructional approach which emphasizes the development of thinking skill and processes as a means to enable all students to become more strategic, self-reliant, flexible, and productive in their learning endeavors.⁴ Thus, the researcher is interested in carrying out the research under the title “**The Application of Cognitive Strategy Instruction (CSI) in Improving Students’ Reading Skill At The Third Grade Of MAN 1 Aceh Tamiang**”

⁴ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: university press,2001), 192

B. Research Question

Research question is question which was formulated in a sentence.

“Does Cognitive Strategy Instruction improve students’ reading skill at the third grade of MAN 1 Aceh Tamiang?”

C. The Purpose Of Study

To find out whether Cognitive Strategy Instruction improve students’ reading skill at the third grade of MAN 1 Aceh Tamiang or not.

D. Hypothesis

Based on the description above, the hypothesis can be formulated as followed:

Ha: Cognitive Strategy Instruction improve students’ reading skill at MAN 1 Aceh Tamiang

H0: Cognitive Strategy Instruction does not improve students’ reading skill at MAN 1 Aceh Tamiang

E. The Significant Of Study

According to this research, there are some significance of this study. Hopefully, the result of this research can contribute some advantages that are not only to the researcher to fulfill one of the requirements to achieve undergraduate degree, but also for the teacher, the students and the readers.

1. For the teachers
 - a. To help teachers in developing teaching orientation in cognitive way.
 - b. As a reference and help the teacher to improve students' reading skill
2. For the students,
 - a. To optimize students' critical thinking and solve their difficulties in learning English.
 - b. As a motivation for students to improve students' reading skill in learning
3. For the readers
 - a. As reference material of research for everyone who need.
 - b. To add the knowledge about method of teaching

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading.

English as an international language has four language skills. Students should be able to master all of them. One of the is reading. Reading is a complex activity to understand written text that involves both perception and thought and it also consists of word recognition and comprehension process.⁵Birchand Rumelhart cited in Lems states that reading is an interactive process taking place between the text and the reader's processing strategies and background knowledge as well. To read, students need to learn bottom up skills which refer to a set of word level skills⁶

However, Grabe proposes that "Reading is understood as a complex combination of processes".⁷These word recognition refers to the process of realizing how a text or written symbols correspond to one's spoken language. Comparison is the process of making sense of words, sentence, and connected text. Reading is a way in which something interpreted or understood. Reading does not mean only to understand the words or grammar, but also to translate. Reading is thinking, in order to read well in English, students must think in

⁵ Pang S, E. and Anderson. *Teaching Reading*. (Boston: International Academy Of Education,2003) 113

⁶Lems.*Teaching reading to English Language Learners*. (New York : the Guilford Press, 2010) 33

⁷ W Grabe.(2002)*Reading In a Second Language*.(Cambridge: Cambridge university press, 1992) 14

English. The National Council of Teacher of English (NCTE) commission on reading remarks:

‘‘Reading is complex, purposeful, social and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers’ competence continues to grow through engagement with various type of text and wide reading for various purpose over a lifetime.’’⁸

Based on the definition above, it can be concluded that reading is an important skill in teaching and learning English. Reading is also a process of communication between a writer and a reader. A writer has messages in her mind, such as feeling, fact, ideas, and argument that she wants to share. The writer puts the message into words or printed verbal symbol.

In reading, the reader should use their background knowledge. This means the readers bring their knowledge, emotion, experience, and culture to what they read. When learners begin to read the text, they decode letters to understand words. However, when there is a meaningful context they tend to bring their own interpretation to the word. That is how to make a connection with a text, and how learners understand the meaning of the text.

Furthermore, Nunan divides reading into two types; strategic reading and fluent reading. Strategic reading is an ability of the reader to use a wide variety of reading strategies to accomplish a purpose of reading.⁹ Fluent reading is an ability to read at an appropriate rate with adequate comprehension. Both of those reading

⁸Lousia C. Moat, *Teaching Reading Is Rocket Science* ;The National Council of Teacher of English (NCTE) Commission on Reading (Washington DC: NICHD,2004). 23

⁹ David Nunan. *Practical English Language Teaching*. (England: McGrawhill Publishing, 2203) 56

are important and related to each other. Students should be able to master reading comprehension of texts.

Harmer formulated some kinds of reading that are needed to be mastered.¹⁰ They are faster reading, skimming, scanning, making prediction (predicting), reading for detailed information, reading between the lines, deducting meaning from context, reference. Infact, students cannot read fast because they often read a text word by word. They use their index finger to point the word in every line. This habit prevents them for being good readers. Skimming is reading through a text quickly to find the gist or the main idea of the text. The gist is easily found in the first or the last sentence, which is called the topic sentence. Certain text can be skimmed by reading a text. Before the students are familiar with skimming, the teacher has to explain how to skim and give some exercise afterwards. There are two important things to do in developing skimming skill. The time must be strictly controlled and prevented from reading the whole text. The purpose of skimming is to know whether the text meets the reader's needs. When the reader does skimming, the reader may go on reading, but when they do not skim, they may leave the text.

On the other hand, scanning is reading through a text quickly to find specific information needed. For example, names, numbers, years, and words. Being interested in one text (the result of scanning), one will be eager to find further information quickly. Strictly controlled time, prevention from reading intensively, and limited number of questions must be put into consideration.

¹⁰ Jeremy Harmer. *The Practice of English Language Teaching*. (San Fransico: Pearson Longman, 2007) 121

Predicting is very useful because it makes reading easier. Using the limited data a skilled reader will be able to predict what he has not known or read and his attention will be more closely focused on the context.

Moreover, reading for detail information is used when somebody wants to get the information supplied by text in the details. Most of the questions are given by the teacher when teaching reading belong to the skill. The teacher tends to ask anything about the text. To get the meaning of a new word in the text one might stop reading and look up his dictionary. This is not always necessary. By reading the text they might be able to get the meaning. This ability to find the meaning of new word by making use of the clues found in the text is called deducting meaning from context. This skill is very important because one has to look up his dictionary whenever he meets a new word in the text.

2. Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning that give a chance for the learner to learn, and sets the condition for learning.¹¹ Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as task. By giving the task, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence the way she/he manages the class.

¹¹Brown, D. H. Teaching by Principles: An Interactive Approach to Language Pedagogy, (San Francisco: Third Edition, 2007) 306

Teaching reading comprehension is a guidance that is done by the teacher to make learner reach their reading comprehension on the text by using a certain technique. The teacher can lead the learner to understand a text by using some strategies on reading comprehension.¹²

Teaching reading is a part of an activity in teaching English that must be done by the teacher. Some teachers find problems in teaching reading comprehension. The first problem is that the teacher do not know exactly the students' prior knowledge.¹³ Although the teacher has taught some materials which are related to the topic that will be discussed, teacher cannot make sure that all the students can understand the material well. It becomes a serious problem in teaching reading comprehension as prior knowledge is very important to the students' reading comprehension.

Teachers find the fact that deciding suitable takes of reading are complicated.¹⁴It is reasonable enough as task will influence the students in comprehending a text. When the teacher can give good and suitable tasks of reading, the students will engage in reading and comprehension can e easily achieved. Indeed, appropriate tasks and texts help students in understanding texts.

Another problem that might be faced by the teacher is that teachers feel to finding the best methods and strategies to teach the students is difficult. It is because the face students with different characteristics and levels of intelligence.

¹² Pang, S. E and Anderson. *Teaching Reading*. (Brussels: International Academy of Education(IAE),2003) 14

¹³Lousia C. Moat.*Teaching Reading Is Rocket Science* Research Council. *Engaging Schools: (Fostering High School Students' Motivation to Learn*.Washington DC: The National Academies Press,2004). 62

¹⁴Lousia C., Moat *Teaching Reading Is Rocket Science*National Research Council. *Engaging Schools*....63

In fact, the method and strategies chosen by the teacher may affect the students in achieving their reading comprehension. That is why suitable method and strategies are needed to conduct by teachers in teaching reading comprehension.

3. Principle of Teaching Reading

In teaching reading there are several principles in order to achieve the purpose of reading according to Jeremy Harmer there are;¹⁵

- a. Reading is not a passive skill.

Reading is an active occupation. involves any skill as guessing, predicting, checking, and asking on oneself question to do it successfully, students have to understand what the words mean, see the pictures the words are painting, and understand the arguments.

- b. Students need to be engaged with they are reading.

Students who are not engaged with the reading text not actively interested in what they are doing are less likely to benefit from it.

- c. Students should be encouraged to respond to the context of reading text, not just to the language.

- d. Prediction is a major of factor in reading

Teacher should give students 'hints' so that they can predict what is coming to. Students will make them better and more effective readers.

- e. Match the task to the topic.

The most interesting text can be determined by asking boring and imaginative and challenging task.

¹⁵Jeremy Harmer, *How to Teach English: An Introduction to The Practice Of English Language*, (England: longman,2006), 70.

f. Good teacher exploit reading texts to the full.

Good teachers integrate the reading text into interesting class sequence, using the topic for discussion and further tasks.

4. Micro and macro skill for reading comprehension

Brown (2004: 187-188) divides reading comprehension skill into micro and macro skills as stated below :

a. Micro skill

Discriminate among the distinctive graphemes and orthographic patterns of English. Retain chunks of language of different lengths in short-term memory process writing at an efficient rate of speed to suit the purpose. Recognize a core of word, and interpret word order patterns and their significant. Recognize grammatically word classes (noun, verb, etc.), system (e.g, tense, agreement, and pluralization), patterns, rules, and elliptical form. Recognize that a particular meaning may be expressed in different grammatical form.

b. Macro skill

Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. Recognize the rhetorical form of written discourse and their significance for interpretation. Recognize the communicative functions of written text, according to form and purpose infer context that is not explicit by using background knowledge. Infer links and connections between events, idea, etc, deduce cause and effects; information, generalization, and

exemplification. Distinguish between literal and implied meaning. Detect culturally specific reference and interpret them in a context of the appropriate cultural schemata. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse marker, guessing the meaning of words from context, and activating schemata for the interpretation of text.¹⁶

5. Strategies for Reading

There are some strategies for reading comprehension as stated below;

a. Identifying the purpose in reading

Efficient in reading consist of clearly identifying the purpose in reading something. What readers are looking for and they can need out potential distracting information between spoken and writer English.

b. Applying spelling rules and convention for bottom up decoding.

Encounter learning to read is making the correspondences between spoken and written English. Bottom-up processing, readers must first recognize a multiplicity of linguistic signal(letter, morphemes, syllables, words, phrases, grammatical cues, discourse maker) and use their linguistic data processing mechanism to impose some sort of order on these signal.¹⁷ In many cases some set or order on this signal. In many cases, readers have become acquainted with oral

¹⁶H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (San Fransisco Pearson Education: 2007), 367

¹⁷H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco:Third Education 2007), 36

language and have some difficulties in learning English spelling conventions. Then, readers have become acquainted with oral language and have some English difficult learning spelling convention. They may need hints and explanation about certain English orthographic rules. While the reader can often assume that one-to-one grapheme correspondence will be acquired with ease, other relationships might prove difficult.

c. Using efficient silent reading techniques for improving fluency.

Paralleling the research on other language skills, fluency or reading rate has drawn the attention of some research. In beginning levels students, this particular strategy will not apply because they will the control of limited vocabulary and grammatical pattern. The intermediate to advance levels students need not be speed reader, but the reader can help them increase reading rate and comprehension efficiency by teaching a few silent reading rules

d. Skimming the text for main ideas

Skimming is move lightly over a surface, barely touching it through reading something quickly.¹⁸ Skimming consist of quickly running ones eye across a whole text (such an essay, article, chapter) for its gist. Skimming give reader the advantage of being able predicts the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas. The strategies involved

¹⁸Katherine , *Oxford Learner's Pocket Grammar*,(Oxford: Oxford University Press 2008).

deciding what to read, ways of checking understanding of meaning against context probability.

e. Scanning the text for specific information

The second most valuable category is scanning, or quickly researching for some particular piece or piece of information of the text. Scanning meant the ability of the reader to locate information rapidly by glancing the word as fast as possible through a text to research the cores over all. ¹⁹Scanning exercises includes to look for names or dates, to find definition of key concept, and to list certain number of supporting details. The purpose of them are to extract specific information without reading thought the whole text. For academic English, scanning is absolutely essential. In general English, scanning is important in dealing with genres like schedule, manual, form, etc.

f. Using semantic mapping or clustering

Reader can be easily be overwhelmed by along sting of ideas or events. The strategy of semantic mapping or grouping ideas into meaningful clusters help the reader to provide some order to chaos. Making such semantic map can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to passage. It can be uses to take notes, to plan a project, to solve a problem, to summarize a book, to improve recall,

¹⁹Christine Nuttal, *Teaching Reading Skill in Foreign Language*,(London: 1993), 87

to organize a presentation and much more. Their only limitation for using mind maps is imaginations.²⁰

g. Guessing are not certain

This is an extremely broad category. It can help students to become accurate guessing by encouraging to use effective compensation strategy in they fill gaps in their competence by intelligent attempts to use whatever clues are available of them. Students can use guessing to their advantages to do such as guess the meaning word, guess a grammatical relationship, guess a discourse relationship, infer implied meaning, guess about culture, and guess the content of message.

h. Analyzing vocabulary

One way for students to make guessing pay off when they do not immediately recognize a word is to analyze it in term of what they know about it. Several techniques to useful here.²¹ Looking for prefix that may give clues, look for suffix that may indicate what part of speech, look for roots that are familiar, look for grammatical context that may signal information, look at the semantic context, distinguish between literal and implied meaning.

This requires application of sops is coated top down processing skill. The fact not all language can be interpreted appropriately by attending to its literal

²⁰Wilkison, *Teaching Techniques an Sequencing Exercise*, (New York: International Reading Association, 2013), 130

²¹ Charles Peter Wagner, *Vocabulary Acquisition: Implication for Reading Comprehension*, (New York :The Guilford Press,2006), 231

syntactic surface stricter make special demand on reader. Implied meaning usually has to derive from processing pragmatic information.

Many discourse maker in English signal relationship among ideas rough phrase, clauses, and sentence. Y using it, the reader can know the meaning served in writing text. According to H. Douglas Brown, there are some types of discourse maker, such as bellow: ²²

1. Enumerative. It introduces in order in which points are to be made or the time sequence in which action or process took place. For instance: first(ly), second(ly), third(ly), one, two, three/for another thing, to begin with, subsequently, eventually, in the end, to conclude.
2. Addictive
 - a. Reinforcing, introduce reinforcement or confirmation of what has precede. For example: again, then again, also, moreover, furthermore, in addition, above all, what is more.
 - b. Similarity, introduce a statement of similarity with what has preceded. For example: equally, likewise, similarly, correspondingly, in the same way.
 - c. Transition, introduce a new stage in the sequence of presentation of information. For example: now, well, incidentally, by the way, ok, fine.

²² H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco: Third Edition,2007), 421

3. Logical sequence
 - a. Summative, introduce a summary of what has preceded, such us: so, so far, altogether, overall, then thus, therefore, in short, to sum up, to conclude, to summarize.
 - b. Regulative, introduce an expression of the result or consequence of what preceded(and includes inductive and deductive acts). For example: so, as a result, consequently, hence, now, therefore, thus as a consequence, in consequence.
4. Explicative. It introduces an explanation of what preceded, such us: namely, in other words, that is to say, better, rather.
5. Illustrative. It introduces an illustration or example of what preceded, such us: for example, for instance.²³
6. Contrastive
 - a. Replace, introduce as an alternative to what preceded, such as: alternatively, (or) rather, (but) then, on the other hand.
 - b. Antithetic, introduce information in opposition to what preceded, such as: conversely, instead, then, on contrary, by contrast, on the other hand.
 - c. Concessive. It introduces information which is unexpected in view of what preceded. For instances : anyway, anyhow, however, nevertheless, still, yet, nonetheless, notwithstanding, though, for all that, in spite of (that), at the same time, all the same.

²³H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco: Third Edition,2007), 421

6. Testing reading comprehension.

Several types of reading performance are typically identified, and these will serve as organizer of various assessment tasks.

1. Perceptive. Perceptive reading task involves attending to the component of larger stretches or discourse: letter, words, punctuation, and other graphemes symbols. Bottom-up processing is implied. In bottom-up processing, readers must first recognize a multiplicity of linguistic signal (letters, morphemes, syllables, words, phrases, grammatical cues, discourse maker) and use their linguistic data processing mechanisms to impose some sort of these signal.
2. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features or language within a very short stretch of language, certain typically are used: picture-cued task, matching, true/false, multiple choices, etc. Brief response are intended as well. A combination of bottom up and top down processing may be used.
3. Interactive. It includes interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdote, short narrative and description, expert from longer the text, questioners, memos. The focus of an interactive task is to identify relevant features, within text moderately short length with the objective of retaining the information

that is processed top down processing is typical such task, although some instance of bottom up performance may be necessary.

Extensive applies to texts of more than a page, up to and including professional articles, essays, technical report, short stories, and books.

On the other hand, extensive reading is a key to student against in reading ability, linguistic competence, vocabulary, spelling, and writing. ²⁴It suggested that instructional programs in reading should give consideration to the teaching of extensive reading.

From the statement above it can be concluded that reading is an important skill for many people especially students. Reading develop their knowledge to get many information.

7. The Benefits of Reading

Reading gives people more knowledge. It means by reading they will know every thing in the world. In this context, Artati explains that the benefit of reading, that are;²⁵

a. Stimulus brain cells

Reading is a process of positive thinking because it absorbs ideas and experiences of other. This activity stimulates brain cells.

b. Foster creativity

The reading adds gain insights, view, discoveries and experiences of others. Someone who read will get much knowledge.

²⁴H. Douglas Brown, *Teaching by Priciples An Interactive Approach to Language Pedagogy*,(San Francisco: Third Edition, 2007), 361

²⁵Artati, Y. Budi, *Gemar Membaca dan Menulis*, (Yogyakarta: Kompetensi Terapan Sinergi Pustaka,2007), 6

c. Improving vocabulary

The number of words that a person affects the smoothness absorbed oral and written communication. Reading as an attempt absorption vocabulary, to support the grammar knowledge language and the introduction of expression is one way to improve vocabulary.

d. Person would be easier to talk than to write in expressing thoughts.

Reading text provide opportunities to study language: vocabulary, grammar, punctuation and the way we construct sentence, paragraph and texts, lastly, good reading text can introduce interest topic, stimulate discussion, excite imaginative responses and be the spring board for well rounded, fascinating lesson.²⁶

B. Cognitive Strategy Instruction(CSI)

Cognitive strategies. What is a strategy? At its simplest level, a strategy is a routine or procedure for accomplishing a goal. A cognitive strategy is a mental routine or procedure for accomplishing a cognitive goal. Van Dijk and Kintsch in Kanfer in 1983 provided an excellent description of cognitive strategies: Thinking and problem solving are well-known. People have an explicit goal to be reached, the solution of a problem, and there may be specific operations, mental steps, to be performed to reach that goal. These steps are under our conscious control and

²⁶Artati, Y. Budi, *Gemar membaca dan menulis*, (Yogyakarta: Kompetensi Terapan Sinergi Pustaka, 2007), 7.

we may be at least partly able to verbalize them, so that we can analyze the strategies followed in solving the problem.²⁷

Cognitive strategies, then, are mental routines or procedures for accomplishing cognitive goals like solving a problem, studying for a test, or understanding what is being read. While this definition may seem mundane, complications arise in the literature on cognitive strategies as different researchers have focused on different aspects of cognitive strategies over the last several decades. The earliest work using the term strategies focused on general strategies for solving problems Newell & Simon, in 1972. Some of these strategies include trial and error in which an individual randomly tries various ways of solving a problem, means-end analysis in which an individual examines the end and looks at the sequential steps to get to that end, and working backward to solve a problem. One of the hallmarks of these strategies is that they are transferable across many types of problems. Van Dijk and Kintsch in Kanfer in 1983 identified many types of strategies used for different cognitive tasks. These strategies include language strategies, grammatical strategies, discourse strategies, cultural strategies, social strategies, interactional strategies, pragmatic strategies, semantic strategies, schematic strategies, and stylistic and rhetorical strategies. They further delineated specific strategies involved in comprehension, including sociocultural strategies, communicative strategies, general reading strategies, local

²⁷ Kanfer, R. and Ackerman, P. L. Motivation and Cognitive Abilities: An Integrative/Aptitude-treatment Interaction Approach to Skill Acquisition, *In Journal Of Applied Psychology*, (Vol 4, no 74, 1989) 657-670

comprehension strategies, local coherence strategies, schematic strategies and knowledge use strategies.

Weinstein and Mayer in 1986, in their review of research on the teaching of learning strategies, conceptualized two main categories of strategies, 1) teaching strategies, such as the teacher presenting material in a certain way, and 2) learning strategies, such as the learner summarizing material in a certain way. They further differentiated eight categories of learning strategies, including basic and complex rehearsal strategies, basic and complex elaboration strategies, basic and complex organizational strategies, comprehension monitoring strategies and affective and motivational strategies. As they reviewed the research, Pressley and Woloshyn in 1995 identified a number of cognitive strategies for various tasks in different domains of knowledge. For example, they identified strategies for analyzing and solving problems (general strategies), memorizing a series of events or a timeline for a test (study strategies), planning, 6 drafting, reviewing and revising a critical essay (writing strategies), and self-questioning, constructing mental representational images, activating prior knowledge, rereading difficult-to-understand sections of texts, predicting or summarizing a text (reading strategies). What the strategies have in common is that they are cognitive procedures that aid in performance of specific cognitive tasks.

Cognitive Strategy Instruction (CSI) is an explicit instructional approach that teaches students specific and general cognitive strategy to improve to learning

and performance by facilitating information processing.²⁸ CSI embeds metacognitive or self-regulation strategies in structured cognitive routines that help students monitor and evaluate their comprehension. The ability to identify and utilize effective strategies is a necessary skill for academic success. Many students, especially students with learning disabilities (LD), are ineffective and inefficient strategies learners. CSI enable student to become strategic and self-regulated learner. Using proven procedure associated with explicit instruction including process modeling, verbal rehearsal, scaffolded instruction, guided and distributed practice, and self-monitoring, students learn, apply, and internalize a cognitive routine and develop the ability to use it automatically and flexibly. The metacognitive component of CSI helps students focus on the task and regulate and monitor their performance. Instruction in self-regulation strategies promotes strategy maintenance and generalization.

Furthermore, understanding and controlling cognitive processes may be one of the most prerequisite skills that teachers can help second/foreign language learners to develop. Most of the early research on cognitive was descriptive in nature in that it strived describe general developmental patterns of children's knowledge about memory processes. It was mainly interested in processes concerned with conscious and deliberate storage and retrieval of information.²⁹

Although CSI has been applied to a variety of academic task, this *Current Practice Alert* will highlight its applications in comprehension expository text,

²⁸ wilkison, Cognitive Strategy Instruction, *Journal of Education* (Issue 19 no 2 spring 2012) 3-19

²⁹Kanfer, R. and Ackerman, P. L. Motivation and Cognitive Abilities: An Integrative/Aptitude treatment Interaction Approach to Skill Acquisition, *In Journal Of Applied Psychology*,(Vol 4, no 74,1989) 657-670

writing opinion essays, and solving math word problem. Regardless of the domain in which CSI is used, the approach follows as a consistent format: teachers (a) develop and activate background knowledge of students, (b) describe and discuss the strategy, (c) model application of the strategy, (d) have students memorize the strategy, (e) support students' use of the strategy, and (f) move student toward independent use of the strategy. The theoretical underpinnings of CSI are rooted in both cognitive and behavioral theories of learning. Cognitive behavior modification, as described by meichenbaum in 1997, influence the stages utilized in the CSI approach and the use of self-talk to change behavior, social development theory supported purposeful teacher-student interactions and the use of modeling that demonstrates how individuals think and behave as they engage in academic tasks.³⁰

many research on CSI has focused on students with LD, but studies also have demonstrated its effectiveness for students with other disabilities such as spinabrifda and ASperger's Syndrome. Additionally, research has determined that CSI can benefit many students without disabilities who struggle academically. CSI can facilitate both simple and complex tasks for learners. As noted, an important component of CSI instruction is teaching students self-regulation strategies. Although these strategies begin developing when children are young, they typically mature something during adolescence and early adulthood. Consequently, various applications of CSI have been implemented effectively with students in elementary, secondary, and postsecondary setting. CSI also seems

³⁰wikison, Cognitive Strategy Instruction, *journal of education* (Issue 19, number 2, spring 2012). 3-9

to have an impact on students' self-efficacy, motivation, and attitude toward learning.

For more than three decades, CSI has been used across academic domains and tasks with students of varying age and ability groups and has consistently shown its positive effects on students learning. A meta-analysis reviewing 30 years of intervention research with students with LD identified CSI and direct instruction as the two most effective instructional approaches for students with LD. These two approaches have many common instructional procedures such as modeling, cueing and prompting, corrective, and positive feedback, controlling task difficulty, sequencing instruction, and directed questioning. School-based research repeatedly has established the effectiveness of CSI.

The teaching method for CSI is explicit instruction, which incorporates validated instructional practice and utilize a highly interactive, sequence approach consisting of guided instruction and practice leading to internalization of the strategic routine and independent performance of the task over time. CSI also explicitly incorporates components addressing students' motivation, self-efficacy, and attitudes. The content of the strategic routine varies according to the academic domain or task. To illustrate application of CSI with students with LD, can be three tasks: (a) comprehending expository text, (b) writing an opinion essay, and (c) solving math word problem. For research reviews of the CSI interventions across these three academic domains and tasks. It is important to remember that students differ considerably in ability, achievement, motivation, interest, and other

characteristic that may facilitate or impede learning. Therefore, it is important to tailor CSI to meet the strengths and needs of individual children.

C. Comprehending Expository Text

Collaborative strategic reading (CSR) is a research based procedure for improving understanding of expository text by upper elementary and middle school students in inclusive classrooms. The foundational CSR strategies are summarizing, questioning, and comprehension monitoring. CSR uses a CSI interactive format to facilitate strategy application before, during, and after reading text. Students work in cooperative groups as leader, clunk expert, gist expert, and question expert to guide the group in meaningful discussions during the following comprehension activities. The following explanation shows the basic steps of the procedure.

1. Collaborative strategic reading steps

Before reading:

Preview

- a. Guiding students in activating background knowledge, making prediction, and identifying the purpose (i.e, discuss the title, section and paragraph headings, illustration, maps, tables, and so forth).
- b. Identifying key vocabulary and proper nouns.

During reading :

- a. Reread the sentence for context clues.

- b. Reread the sentence before and after the “clunk”.
- c. Look at the word structure for root words and affixes.

Get the gist (paraphrase main idea)

1. Restate main idea
2. Provide supporting details.

After reading :

1. Formulated questions about the passage.
2. Review main ideas.
3. Write one or two of the most important ideas.

Self-Regulated Strategy development (SRSD) in writing is a framework that combines the CSI model with evidence-based recommendations for writing instruction to improve students’ planning, production, and revision of text Harris & Graham, in 2009. Instruction using SRSD follows the six steps of CSI (i.e, develop and activate background knowledge, discuss the strategy, model it, memorize it, support it, and perform it independently), but the specific strategy to be taught depends on the genre of interest.

Students learn to develop background knowledge and set a purpose through a teacher-guided discussion on opinion writing. The teachers models use of the strategy for students by thinking out loud while employing the self-regulation steps (i.e, self-instruction, self-questioning, and self-monitoring). Graphic organizers, cue card, and pictures support instruction. The teacher provides guided practice until the students are able to use POW-TREE independently.

The POW-TREE Strategy:

P: Pick an idea

O: Organize notes

W: Write and say more

T: Topic sentence

R: Reasons-at least three

E: Explain each reason

E: Ending

The effect of using cognitive technique was developed by Mehmet Tasdemir.³¹ He used cognitive technique in reading comprehension. Cognitive technique develops independent reading skills by encouraging the reader to put the main idea of the passage into their own words, both orally and in written form.³² It can be employed as a study technique, thereby assisting long term memory. It is particularly beneficial for students with learning problems because it encompasses analysis and synthesis.

CSI can be used with individual students, small group, or in the context of inclusive classroom by embedding it into the school or district curriculum. However, CSI requires a commitment from the teacher well as the student, who must see the value of the strategy in order for them to fully embrace it and invest the time and energy needed to apply it successfully across various academic domain and task. They need to perceive not only the link between effective

³¹ Mehmet Tasdemir, The Effect Of Cognitive Reading Comprehension Technique On Students' Success. [Online] Available : Social Behavior & Personality, *an International Journal*: (Issue 4Vol 38, 2010). 549-553

³² Bromley, J. D. *precise Writing And Outline Enhance Content Learning, Reading Teacher*, (Cambridge: Cambridge University Press,1985), 411

strategy use and subsequent successful learning outcomes but also their own agency in forging the link” Wong et al., in 383. Finally teachers must select strategies with care, considering their overall usefulness to student. It is most effective when students have few strategies that they utilize with ease as opposed to an array of strategies that are less well understood. For students to become independent in using the strategies they have learned across situation and setting (for them to generalize), it is important that multiple teachers across multiple setting encourage strategy use, model how to use and adapt strategies in various situation, and reinforce student when they use strategies appropriately. When implemented correctly, CSI has been shown to substantially improve academic performance. Its emphasis on strategic learning and self-regulation promotes generalization across settings, situations, and academic domains. One major advantage of using CSI is its flexibility. Teachers can modify the strategic routine to address particular strengths and deficits of students. It may CSI effective for all types of learners.

D. Previous Study

The relevant research was conducted by Indah Vigrianti Ramli and Ardianain 2008entitled *The Effectiveness of Cognitive Strategy Instruction In Wring (CSIW) to Improve Students’ Writing Skill*. The researcher conducted action classroom researchin two cycles. However, before the implementation, the researcher conducted the preliminary study to ensure the problems. Process of learning writing is often considered very difficult by many students. The students

were lack of knowledge on how to develop content and organize the text properly. The aim of this research was to investigate the effectiveness of Cognitive Strategy Instruction to improve the students' writing skill. A pre-experimental design was employed. The findings showed that the students' mean score in the pre-test was 4.12 and it was improved 6.61 in post test. Therefore, the statistical computation described that Cognitive Strategy Instruction was effective to improve students' writing skill. Moreover, other similar research was conducted by Martini Jamaris in 2019 entitled *Implementing Cognitive Strategy Instruction to Improve The Actual Intellectual Abilities of The Undergraduate Students with Cognitive Expression Difficulties*. This research aimed to find out the effectiveness of Cognitive Strategy Instruction for improving intellectual abilities of undergraduate students with cognitive expression difficulties, especially in actualizing their thinking abilities starting from lower under up to higher order thinking. This research used mixed method approach entailing the implementation of two research method. There were 20 undergraduate students took part in this research who were selected by using purposive sampling technique. The result revealed that Cognitive Strategy Instruction effectively improved the actual intellectual abilities of students with cognitive expression difficulties. Qualitatively, the students felt very satisfied with their actual intellectual abilities.

It can seen that the first research looked at the use of Cognitive Strategy Instruction in the aspect of writing skill. The second research looked at implementing Cognitive Strategy Instruction implementation to improve the actual intellectual abilities of the undergraduate students with cognitive expression

difficulties. However, the current research tried to find out whether Cognitive Strategy Instruction improved students reading skill or not. In teaching narrative text, the students are rushed to understand material given by the teacher. Therefore, it is not easy for students to understand about English lesson especially in the topic of narrative text. This research is expected to be a useful input for the teacher to be aware of their students' problems especially in reading narrative text.

BAB III
RESEARCH METHOD

A. Research Design

This study used quantitative research approach. It was because the analysis of the study stressed on the numerical data that processed with statistically. The researcher used the quasi experimental research as the design of this research which may not hold control or manipulate all relevant variable.³³ Experiment were carried out in order to explore the strength of the relationship between variable. A variable, as the term itself suggests, is anything which does no remain constant.³⁴ There are two classes in this model, experimental and control class. In this research, experimental class received a treatment that was learning reading by using Cognitive Strategy Instruction and control class using Contextual Learning Style. This research used the pre-test and post-test non equivalent control class design with pattern as follows :

Group	Pre-test	Treatment	Post-test
E	O1	XE	O1
C	O2	XK	O2

Where :

E : Experimental class

³³ Moh. Kasiran, *Metodelogi Penelitian: Refleksi Pembangunan Pemahaman Dan Penguasaan Metode Penelian*, (Malang: UIN Malang Press, 2008), 165

³⁴ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press,1992), 25

C : Control class

O1 : Achievement experimental class

O2 : Achievement control class

XE : Treatment with CSI

XK : Treatment without CSI

B. Setting and time of the research

The place of the study was at Man 1 Aceh Tamiang Jln. Banda Aceh-Medan, Kec. Manyak Payed, Kab. Aceh Tamiang. This research was conducted on 2-24 October 2019. The schedule of the research is mentioned as the table below :

No	Time	Activity
1.	2 October 2019	Observation
2.	3 October 2019	Pre-test to both classes
3.	9, 10, 16 and 17 October 2019	Treatment
4.	24 October 2019	Post-test to both classes

C. Population and Sample

1. Population

The population of this research was students of MAN 1 ACEH TAMING at the third grade. There were four classes in the academic year 2019/2020. Each class consist of 22-33 students. The total students at the third grade 116 students. There are XII mia 1 consist 22 students, XII mia 2

consist 22 students, XII iis1 consist 33 student and XII iis2 consist 30 students.

2. Sample

Sample is a partial part of total population, which is taken from population, in such away to represented the whole total of population itself. ³⁵ To derived the particular representative sample, the sample technique that was used is the Random Sampling, in which the sample was taken from a populations that has already been categorized with a stable result or proportional. This technique used the population has already been categorized into some classes with the same exact amount. ³⁶The amount of the sample in this research was some particular amount of students.

No.	Class	Male	Female	Total sample
1.	XIIimia1	14	8	22
2.	XIIimia2	12	10	22
3.	Total	26	18	44

D. Research Variable

Variable is something which is chosen by the writer to be studied, to get information about it and to take conclusion. In this research the writer divides two variable, they are independent variable (X) and dependent variable (Y). Independent variable is a variable that is presumed to influence another variable.

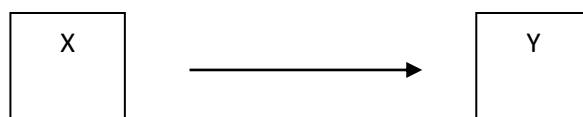
³⁵Yusus Soewadji, *Pengantar Metode Penelitian*, (Jakarta: Mitra Wacana Media 2012).,

³⁶Arikunto, *Prosedu Penelitian*.,58

Dependent variable is a category that is influence by another category. In this research, the researcher divides two variables as follow :

- a. X variable = (independent variable). X variable was students' improve cognitive strategy instruction.
- b. Y variable = (dependent variable). Y variable of this research was students' reading comprehension

Design of research



E. Research Procedure

Before doing the research, the researcher plans the steps of the study.

There are some steps of study, namely;

- a. Designing the instruments

In this case, the researcher designed the instruments which is used to collect the data.

- b. Doing pre-test

Pre test is the first test which conducted to measure students' ability in comprehending narrative text. The pre test is done for both experimental and control classes before giving any treatment.

c. Implementing treatment

The treatment is the application of teaching reading narrative text by using Cognitive Strategy Instruction. The application of treatment is only done for experimental class.

1. First meeting

In this meeting, the researcher gave a motivation to consider students' interest in reading activity. Then researcher explain about narrative text.

2. Second meeting

In this meeting, researcher focused on Cognitive Strategy Instruction to teach narrative text in learning.

3. Third meeting

In this meeting, the researcher gave treatment focused on Cognitive Strategy Instruction and gave the difference of narrative text. It purposed that considered students' comprehension in reading descriptive text.

4. Fourth meeting

In this meeting, the researcher make a review from first until third meeting, and the researcher gave some question related to narrative text.

d. Post-test

Post test is the test which is conducted after doing treatment. the post test is done to measure the development of treatment. The post test

activity is done for both controlled and experimental class. In this test, the researcher compared the post test score between experimental and controlled class.

F. Technique of Collecting Data

i. Test

Test was used to measure reading comprehension of subject being researched. Instrument in form of the test can be used to find out the basic competence and achievement.³⁷ Test was a set of questions and exercise used to measure the achievement or capacity of the individual or group in order to discover how student reading comprehension. Test was use to measure the person's competence and to achieve the objective. This method was used to get subjects' score in reading comprehension. There are pre test in fist meeting and post test in the last meeting was use in this research.

G. Data Analysis Technique

The researcher used a quantitative data was related to numerals and it was analyzed by statistic. The researcher used "t-test" formula to calculated the data by comparing students' pre-test and post-test. The formula is as following:

$$T = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

T: value of the observed

X1: mean of experiment

³⁷ Nana Sudjana and Ibrahim, *Penelitian dan Pendekatan*.,223

S: standard deviation

n1: number of experimental group

n2: number of control group

1. Validity

Validity is the test has assessment result are appropriate, meaningful, and useful in terms of purpose of the assessment. ³⁸

Validity and reliability is important aspect in the research. Validity is using of a measurement tool to measure a thing that should be measured. The writer uses the following formula to have validity and reliability of measurement toll that uses in this research. The formula are :

Correlation product moment :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - \sum X^2)(N\sum Y^2 - \sum Y^2)}}$$

Where :

r_{xy} = Correlation Coefficient

X = Amount of item score

Y = Amount of total score

N = Amount of participant

Distribution (r_{table}) for $\alpha = 0,5$ and (dk = n-2)

Criterion :

If $r_{calculation} \geq r_{table}$ its mean valid

³⁸ 4H. Douglas Brown, Language Assessment : Principles and Classroom Practices, San Francisco : State University of San Fransisco, 2007, 22

If $r_{\text{calculation}} \leq r_{\text{table}}$ its mean invalid

2. Reliability

Usually reliability more be understood, with attentive three aspects there are : constant, stabilize, and homogeneities. An instrument is called constant if in measure frequently/many times, and the conditions when do measures unchanged, the instrument gives same of result. The examination reliabilities with internal consistency are use with to try the instrument only once, than data is got and analyze with a technique. The result of analysis can be used to predict reliability of instrument. According to Brown, a reliable test is consistent and dependable.³⁹ It means that if the same test is given to the same students or two different groups, the test should find the same result. The writer using Cronbach alpha formula as follow :

$$r_{11} = \frac{n}{(n-1)} \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Where :

r_{11} = reliability is sought

n = number of items

$\sum \sigma_i^2$ = Total variance score for each item

σ_t^2 = variance total

3. Normality

Test of normality data can be obtained with the following steps :

- a. Searching smallest and biggest score.

³⁹ . Douglas Brown, Language Assessment : Principles and Classroom Practices, San Francisco : State University of San Fransisco, 2007, 20

b. Searching value span (R)

$$R = \text{Biggest score} - \text{Smallest score}$$

c. Searching to the number of class (BK)

$$BK = 1 + 3.3 \log n$$

d. Searching long value in class

$$i = \frac{R}{K}$$

e. Searching mean

$$K = 1 + 3.3 \log n$$

f. Searching the standard deviation

$$x = \frac{\sum fx}{\sum f}$$

g. Listing expected frequency (Chi Square)

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

h. Comparing $X_{\text{Calculated}}$ with X_{table}

4. Homogeneity

Homogeneity was conducted to test whether the second data in a research is homogeneous, by comparing the variance. Looking for the biggest variance values and the smallest variance values with the formula:

$$F = \frac{\text{biggest values}}{\text{smallest values}} = \frac{s_1^2}{s_2^2}$$

If $F_{\text{calculated}} \geq F_{\text{table}}$, means is homogenous

If $F_{\text{calculated}} \leq F_{\text{table}}$, means is not homogenous

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

To consider research finding, the researcher collected data obtained through test. The researcher gave pre-test in the first meeting. In the second and the third meeting the researcher gave treatment, the researcher focus on applying the Cognitive Strategy Instruction in learning reading comprehension.

Table 1.1.the raw scores of experimental class

No	Students	Score	Score
		Pre-test	Post-test
1.	Student 1	60	90
2.	Student 2	60	90
3.	Student 3	60	85
4.	Student 4	60	85
5.	Student 5	55	80
6.	Student 6	55	80
7.	Student 7	55	80
8.	Student 8	55	80
9.	Student 9	55	80
10.	Student 10	55	80
11.	Student 11	55	80
12.	Student 12	55	80
13.	Student 13	55	80
14.	Student 14	50	75
15.	Student 15	50	75
16.	Student 16	50	75
17.	Student 17	50	70
18.	Student 18	50	70
19.	Student 19	50	70

20.	Student 20	40	65
21.	Student 21	40	65
22.	Student 22	40	65

Based on the table above, there were twenty two students in the experimental class considered both test about reading comprehension through Cognitive Strategy Instruction. The data from the test revealed that students' score in the pre-test were between 40 and 60 with the lowest score of 40 by three students. The students got 50 there were six students. The students got 55 there were nine students. Four students got score 60 (the highest score) in the pre test in experimental class.

In the post-test after Cognitive Strategy Instruction applied in teaching reading comprehension, the score were between 65 and 90. The lowest score obtained by three students. There were three students got 70, three students got 75, nine students got 80, two students got 85 and two students got 90 (the highest score) in the post-test.

Table 1.2.the raw scores of control class

No	Students	Score	Score
		Pre-test	Post-test
1.	Student 1	60	70
2.	Student 2	60	70
3.	Student 3	55	65
4.	Student 4	55	65
5.	Student 5	55	65
6.	Student 6	55	65
7.	Student 7	55	65
8.	Student 8	55	65
9.	Student 9	50	60
10.	Student 10	50	60
11.	Student 11	50	60
12.	Student 12	50	60

13.	Student 13	50	60
14.	Student 14	50	60
15.	Student 15	50	60
16.	Student 16	50	60
17.	Student 17	40	55
18.	Student 18	40	55
19.	Student 19	40	55
20.	Student 20	40	55
21.	Student 21	40	50
22.	Student 22	40	50

Base on the table above, the control class was also consisted of twenty two students and given the same topic by applying problem based learning method. The data from the test revealed that the students' score in the pre-test were between 40 and 60 with the lowest score of 40 scored by six students. The students got 50 there were eight students and six students got 55. The highest score is 60 there were two students.

In control class, the researcher test with the same material. The score were between 50 and 70. The lowest score obtained by two students. There were four students who got score 55, eight students got 60, six students got 65 and the highest score is 70 there were two students.

1. Data Analysis

The raw score above for both classes arranged in frequency distribution. In order to arrange the scores in the frequency distribution tables, it was necessary to find out the range of data (R), interval class (I), and class of data (K). Hasan states that the range of data obtained by applying the following formula.⁴⁰

$$R = H_S - L_S$$

Where :

R : refers to the range of scores of data

⁴⁰Iqbal hasan, *Pokok-Pokok Materi Statistik 1 (Statistik Deskriptif): Edisi ke-2*, (Jakarta: Bumi Askara, 2008). 43

Hs : refers to the highest scores

Ls : refers to the lowest scores

To determine the group frequency distribution of a test result, it was needed to count an interval class firstly by utilizing the formula:

$$i = \frac{R}{K}$$

K was the amount of the interval class which was determined as $K = 1 + 3.3 \log n$

- a. The mean and standard deviation of the pre-test on experimental class

To determine the mean and standard deviation of the pre-test on experimental class. The highest score of the pre-test on experimental class was 60 and the lowest score was 40. The class of data was :

$$k = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 22$$

$$= 1 + 3.3(1.34)$$

$$= 5.42$$

$$k = 4$$

Based on the result that the class of data was 4 by using formula

$$k = 1 + 3.3 \log n$$

so, interval (I):

$$i = \frac{R}{K}$$

$$i = \frac{20}{K^4}$$

$$i = 5$$

to determine interval class, the researcher used $i = \frac{R}{K}$ as the formula.

Therefore, based on the result that interval class was 5 by using the formula above

table 1.3. Group frequency distribution of the score of pre-test on the experimental class

Scores	F	X	X^2	Fx	Fx^2
56-60	4	60	3600	240	57600
51-55	9	55	3025	495	245025

46-50	6	50	2500	300	90000
40-45	3	45	2025	135	18225
	22	210	11150	1170	410850

Where :

f : Frequency

x : Mid point

$$x = \frac{\sum fx}{\sum f}$$

$$x = \frac{1170}{22}$$

$$x = 5318$$

Based on the result above, the frequency distribution of the score of pre-test on experimental group was 5318.

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{410850}{22} - \left(\frac{1170}{22}\right)^2}$$

$$S = \sqrt{18675 - 2828}$$

$$S = \sqrt{15847}$$

$$S = 1259$$

Based on the result the standard deviation is 1259 in experimental class

1. The mean and the standard deviation of the post-test on experimental group.

Using the same procedure, the statistic for the post-test of experimental class were :

R = 60-40=20, and k was 4. So, interval (I)

$$i = \frac{R}{K}$$

$$i = \frac{20}{4}$$

$$i = 5$$

Based on the result by using the same procedure, the statistic for the post-test of experimental class was 5.

Table 1.4 Group frequency distribution of the scores of post-test on experimental class

Scores	F	X	X^2	Fx	Fx^2
86-90	2	90	8100	180	32400
81-85	2	85	7225	170	28900
76-80	9	80	6400	720	518400
71-75	3	75	5625	225	50625
66-70	3	70	4900	210	44100
61-65	3	65	4225	195	38025
	22	465	36475	1700	712450

$$x = \frac{\sum fx}{\sum f}$$

$$x = \frac{1700}{22}$$

$$x = 77.27$$

Based on the frequency distribution scores of post-test on experimental class was 77.27. It was higher than pre-test on experimental class.

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{712450}{22} - \left(\frac{1700}{22}\right)^2}$$

$$S = \sqrt{32384.0 - 5970.6}$$

$$S = \sqrt{2641.3}$$

$$S = 51.39$$

Based on the result that standard deviation of post-test by using the formula was 51.39 at the experimental class.

2. The mean and the standard deviation on control group

The procedure above were also used in the following computations.

The statistic result of the control class was $60 - 40 = 20$. Therefore, class of data (k) was 4. So interval (I):

$$i = \frac{r}{k}$$

$$i = \frac{20}{4}$$

$$i = 5$$

Based on the result that interval class of the pre-test of control group was 5

Table 1.5. group frequency distribution of scores of pre-test on the control class

Scores	F	X	X^2	Fx	Fx^2
56-60	2	60	3600	120	14400
51-55	6	55	3025	330	108900
46-50	8	50	2500	400	16000
40-45	6	45	2025	324	104976
	22	210	11150	1174	388276

$$x = \frac{\sum fx}{\sum f}$$

$$x = \frac{1174}{22}$$

$$x = 5336$$

Based on the frequency distribution of the scores of pre-test on control class was 5336. It was higher than pre-test on control class.

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{388276}{22} - \left(\frac{1174}{22}\right)^2}$$

$$S = \sqrt{17648.9 - 2847.2}$$

$$S = \sqrt{1480.1}$$

$$S = 1216$$

Based on the result that standard deviation the pre-test on control class was 1216.

3. The mean and standard deviation of the post-test of control class

The highest score of the post-test at control class was 70 and the lowest was 50. Thus, the range was $70 - 50 = 20$, and $k = 4$. So, interval (I):

$$i = \frac{r}{k}$$

$$i = \frac{20}{4}$$

$$i = 5$$

Based on the result the interval class of the post-test of control class was 5

Table 1.6. Group frequency distribution of the scores of post-test on the control class.

Scores	F	X	X^2	Fx	Fx^2
66-70	2	70	4900	140	19600
61-65	6	65	4225	390	152100
56-60	8	60	3600	480	230400
50-55	6	55	3025	330	108900
	22	250	15750	1340	511000

$$x = \frac{\sum fx}{\sum f}$$

$$x = \frac{1340}{22}$$

$$x = 6090$$

Based on the frequency distribution of the scores of post-test on control class was 6090. It was higher than post-test on control class.

$$S = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$S = \sqrt{\frac{511000}{22} - \left(\frac{1340}{22}\right)^2}$$

$$S = \sqrt{23227.2 - 3708.8}$$

$$S = \sqrt{1951.8}$$

$$S = 4417$$

Based on the result that standard deviation the post-test on control class was 4417. T-score (hypothesis testing) In the following section, the researcher presented the test of significance between the different result of two class; experimental and control class, as following :

a. Pre-test of experimental class and control class

The pre-test of two group aimed to measure the students' achievement before administering the experiment. The comparison of them was meant to see the level of achievement of the student on both class.

$$S^2 = \frac{(n_1)n_1^2 + (n_2)n_2^2}{n_1 + n_2 - 2} = \frac{(22-1)5139^2 + (22-1)1259^2}{22+22-2} = \frac{88743}{42} = 2112$$

$$S = \sqrt{2112}$$

$$S = 1453$$

$$T = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{7727 - 5318}{1453 \sqrt{\frac{1}{22} + \frac{1}{22}}}$$

$$= \frac{2409}{1453 \sqrt{0.090}}$$

$$= \frac{2409}{(1453)(0.3)}$$

$$= \frac{2409}{4.3}$$

$$= 5.5$$

Based on the result, the compared pre-test of experimental class and control class was 5.5. It was indicated that post-test of experimental was higher than control class.

b. Pre-test and post-test of experiment class

The comparison proposed to see the result of the teaching narrative text to the students on experimental class.

$$S^2 = \frac{(n_1-1)n_1^2 + (n_2-1)n_2^2}{n_1 + n_2 - 2} = \frac{(22-1)1259^2 + (22-1)5139^2}{22+22-2} = \frac{88743}{42} = 2112$$

$$= \sqrt{2112}$$

$$= 1453$$

$$\begin{aligned}
T &= \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{1259 - 5139}{1453 \sqrt{\frac{1}{22} + \frac{1}{22}}} \\
&= \frac{-3880}{1453 \sqrt{0.090}} \\
&= \frac{-3880}{(1453)(03)} \\
&= \frac{-3880}{435} \\
&= -8.9
\end{aligned}$$

Based on the result, the comparison of pre-test and post-test on experimental class was -8.9 it was indicated that students' achievement increased of post-test on experiment class. Based on the result above, the researcher considered further to see the significant difference between the pre-test and post-test. Since, the t-test value was out of limitation given (-1.96 and 1.96). if $Z > 1.96$ or $Z < -1.96$ at the level of significance 5%. Thus the calculation of t-test (-8.9) was out of accepted area. So that, the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. This indicated that there were significant differences between two means of pre-test and post-test of experimental class. The mean score was 5139 and pre-test was 1259. The mean score of post-test was higher that pre-test. It was said that the higher outcome of the test on experimental was due to the effect of the experiment treatment.

c. Pre-test and post-test of control class

The comparison of pre-test and post-test of control class was due to see how far the result obtained by control class on the test while the students on the class were taught by applying the problem based learning method.

$$\begin{aligned}
S^2 &= \frac{(n_1 - 1)n_1^2 + (n_2 - 1)n_2^2}{n_1 + n_2 - 2} = \frac{(22 - 1)1216^2 + (22 - 1)4417^2}{22 + 22 - 2} = \frac{44075}{42} = 1049 \\
&= \sqrt{1049}
\end{aligned}$$

$$\begin{aligned}
&= 3238 \\
T &= \frac{x_1 + x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{5336 - 6090}{3338 \sqrt{\frac{1}{22} + \frac{1}{22}}} \\
&= \frac{-754}{3338 \sqrt{0.090}} \\
&= \frac{-754}{(3338)(03)} \\
&= \frac{-754}{100} \\
&= -7.5
\end{aligned}$$

Based on the result, the comparison of pre-test and post-test on control class is -7.5 by problem based learning method.

The t-test value between pre-test and post-test was -7.5. It was out of accepted area of the limit given (-1.96 and 1.96). therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. The mean score of the pre-test was 4417 and the post-test was 1216, this indicated that there was difference between the mean of pre-test and post-test of the control class but it was not significant. Since the result of pre-test and post-test was not satisfactory.

d. Post-test of experimental class and control class

The mean score of the post-test on the experimental class was higher than the control class. To find out whether the difference was significant, the researcher computed the two test result under the same procedure as the previous one.

$$\begin{aligned}
S^2 &= \frac{(n_1 - 1)n_1^2 + (n_2 - 1)n_2^2}{n_1 + n_2 - 2} = \frac{(22 - 1)5139^2 + (22 - 1)1216^2}{22 + 22 - 2} = \frac{62965}{42} = 1499 \\
&= \sqrt{14499} \\
&= 3871 \\
T &= \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
&= \frac{7727 - 5336}{3871 \sqrt{\frac{1}{22} + \frac{1}{22}}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{2391}{3871\sqrt{0.090}} \\
&= \frac{2391}{(3871)(03)} \\
&= \frac{2391}{116} \\
&= 2.0
\end{aligned}$$

Based on the result, the comparison of post-test of experimental class and post-test of control class was 2.0. It was indicated that post-test of experimental class was higher than control class.

The obtained t-test value (2.0) was bigger than the accepted limit given (1.96). It was meant that the difference between two group was significant. Therefore, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. The result was indicated that the experimental class achievement was better than of the control class. After calculating the data, the study discussed about the result of the tests; pre-test and post-test that had been given to both class. Based on the statistical analysis above, it was found that the mean score of the post-test of experimental class was higher than the pre-test. The mean score of the post-test was 1259 whereas the mean score of the pre-test is 5139

This indicated that there were different score between two means of pre-test and post-test of experimental class. The outcome of the test on the experimental class was due to the impact of the treatment. It was the cognitive strategy instruction learning style application that influenced the positive effect of the students' achievement in reading descriptive text. Meanwhile, the standard deviation of the pre-test of experimental class was 1259, while the standard deviation of pos-test was 5139. There was indicated that the scores of post-test were homogeneous. Furthermore, the obtained t-test value -75 and it was not within the limit given (-1.96 and 1.96). It was indicated that there were different scores between the two tests. Thus, the alternative hypothesis was accepted and the null hypothesis was rejected. In relation to the

previous theory and research finding, this result of research was proven that cognitive strategy instruction was working.

Meanwhile, the pre-test of control class was 1216 and the post-test was 4417. It can be seen from the score of post-test of experimental class was higher than control class. The difference was $4417 - 1216 = 3201$. This difference indicated that the effect of treatment given was positive. The difference of the mean score of post-test was significant because the calculation of t-test score was very much higher than the coefficient of t-test as provided in limit (-1.96 and 1.96) at level significance 5% ($\alpha = 0.05$). If the calculation t-test value was higher or lower than at (-1.96 and 1.96) at 5% ($\alpha = 0.05$) level of significance, the null hypothesis (H_0) was generally rejected and accepted the alternative hypothesis. Meanwhile, the statistical t-test value of 5.5 and level of significance at 5% ($\alpha = 0.05$). It was meant that the two class were significantly different.

The result showed that the cognitive strategy instruction implementation had a lot of influenced of students' comprehension in reading narrative text. It was meant that cognitive strategy instruction supported and improve their ability in reading comprehension. Students also motivated to read narrative test. To support the fact above, the additional information was clearly shown in the following percentage form.

e. The percentage of the scores between pre-test and post-test

This process of calculation was aimed to see how far the students improve the scores in pre-test and post-test for both experimental class and control class. Through this calculation process, the researcher was eventually compared both percentage result which was also supported the result of the calculation above.

a. Score percentage in experimental class

1. The percentage result of pre-test:

$$= \frac{12.59}{100} \times 100\%$$

$$=0.12 \times 100$$

$$=12\%$$

2. The percentage result of post-test:

$$=\frac{51.39}{100} \times 100\%$$

$$=0.51 \times 100$$

$$=51\%$$

b. Scores percentage in control class

1. The percentage result of pre-test:

$$=\frac{5336}{100} \times 100\%$$

$$=0.53 \times 100$$

$$=53\%$$

2. The percentage result of post-test:

$$=\frac{6090}{100} \times 100\%$$

$$=0.60 \times 100$$

$$=60\%$$

B. Discussion

Cognitive Strategy Instruction is a mental routine or procedure for accomplishing a cognitive goal. Van Dijk and Kintsch in 1983 provided an excellent description of cognitive strategies: Thinking and problem solving are well-known. Teaching reading comprehension through cognitive strategy instruction was one of the efforts made to improve students' reading comprehension. In teaching reading narrative text, cognitive strategy instruction was used by the researcher in the classroom. The result from the teaching process found that after the students were given the treatment by the researcher, students were found to more focused on the material taught. For example; students mention the topic about the "fox and a cat" students said that cat was main actor of the text. Moreover, students also described cat's characters in teaching and learning process. They explained cat's characters confidently and they were active to give a commentation about cat, such as cat was a claver animal, cat know get away

from mutual enemies and other. Furthermore, by using cognitive strategy instruction students were interested in learning

This finding was also showed that teaching reading comprehension by using Cognitive Strategy Instruction built confidence students'. In other words, the strategy improved the students' reading comprehension especially in reading narrative text. This indicated that there were different scores between two means of pre-test and post-test on experimental class. The outcome of the test on experimental class was due to the impact of the treatment. It was cognitive strategy instruction application that gave the positive effect on the students' achievement in reading comprehension especially in narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result in the previous chapter, the experimental research which was conducted at MAN Negeri 1 Aceh Tamiang at the third grade about the application of Cognitive Strategy Instruction teaching reading has influenced the students' comprehension especially in reading narrative text. Based on the research question, the researcher concluded that using Cognitive Strategy Instruction improve students' comprehension in reading skill. It means that Cognitive Strategy Instruction can support and improve their ability in reading comprehension.

B. Suggestion

Based on the research findings, the researcher would like to proposesome suggestions that need to be considered to support reading activity especially in narrative text, they are :

1. Teachers have to apply Cognitive Strategy Instruction in teaching reading.
2. Students must participate actively in learning process especially in reading class.
3. Students should learn to improve their reads skill and use this strategy in learning. In order to read well

ABSTRACT

Wardani,Rahmi. 2019. The Application of Cognitive Strategy Instruction (CSI) In Improving Students' Reading Skill At The Third Grade of Man 1 Aceh Tamiang. *Skripsi* English Department, Tarbiyah And Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa

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This experimental research investigated whether Cognitive Strategy Instruction improve students' reading skill at third grade at MAN 1 ACEH TAMIANG or not. The researcher chose two classes consist of experimental and control class. The experimental group received the Cognitive Strategy Instructions. The sample was selected by using simple random sampling consisting of 22 students in each class. The research provided both pre-test and post-test to both classes. Test was used to collect the data. The data collection was preceded in different phases of research execution; pre-test, treatment, and post-test. The finding showed that Cognitive Strategy Instruction has significant influence on students' comprehension in reading narrative text. It meant that Cognitive Strategy Instruction improve their ability in reading comprehension. It is proven by the result of pre-test and post-test in both experimental and control classes where post-test of experimental class was higher than control class. The result of T-score (hypothesis testing) in pre-test and post-post-test of experimental is 2112 higher than the score of pre-test and post-test in control class 1049. Therefore, the alternative hypothesis H_a was accepted and the null hypothesis H_0 was rejected.

Key Words: Teaching Reading, Cognitive Strategy Instruction, Reading Comprehension

ACKNOWLEDGEMENT

praise and great gratitude to ALLAH SWT are submitted by the author for blessing and helping me to complete this thesis on time.

This thesis is arranged to fulfill the requirements for obtaining bachelor's degree in English Department of Tarbiyah Faculty, IAIN Zawiyah Cot Kala Langsa. On this occasion with great humility, I would like to thank to all of those who have given me help and guidance so that thesis can be finished completely:

1. Dr. Basri Ibrahim, MA as the rector of IAIN Langsa
2. Dr. Iqbal, S.Ag, M.PD as the Dean of Tarbiyah and Teacher Training Faculty
3. Nina Afrida M.A as the head of English Department.
4. My best gratitude to DessyKurniasy, M.Hum and ShafridaWati, MA as my supervisor in completing this thesis through the guidance and direction as well as the encouragement that are very useful and helpful for the preparation and writing of this thesis.
5. The biggest thanks to my lovely mom and my dad who have been given a smile and happiness in my life. They can survive and face everything until today just because of their love.
6. Thanks to my brothers and sisters that always support me
7. Thank to my beloved Muhammad Sufi that always support and help me and always beside me until now.
8. Thanks to my greatest close friends Yuliza, Nuraini, Muharrami and Zuraidawho always accompany me in any condition.. And the wonderful thanks also for all my greatest friends in unit 2 of year 2015 that I cannot mention one by one. Love you all and I hope the best for you.

The writer,

RahmiWardani