DEVELOPING THE STUDENTS' READING COMPREHENSION THROUGH COGNITIVE READING STRATEGIES OF THE FIRST YEAR STUDENTS OF SMAN 16 MAKASSAR

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ABSTRACT

The research was intended to find out whether cognitive reading strategy can develop the students reading skill of the first years students of SMAN 16 Makassar. This research used pre-experimental method. The population of the research was the first year students of SMAN 16 Makassar in academic 2011/2012. The sample was 30 students and used total sampling technique. The result of data analysis indicates' achievement in reading comprehension. It was provided by the students of data analysis the level of significant 0,05 can be developed with degree of freedom (df) = N-1 = 29 indicated that t-test value was 4,05 and t-table value was 2,045. In other above 4,05 ≥ 2,045. Based on the fact above, it can be concluded that cognitive reading strategies was effective to develop the student reading comprehension.

Key word: achievement, effective, cognitive.

Introduction

Reading is one of the basic communicative skills, but it has very complex process. It can be said that reading is a process in which reader, finds information given by the writer in the written from. In this case, reading can be said as an interactive process. Because while reading, a reader guesses, predicts, checks, and asks questions about what the text about.

Reading is a complex process, which involves not only the reader ability to read the text but also their ability to comprehend it because of this reason, many teachers of English at junior high and senior high school find difficulties in teaching reading. Most of the Indonesians students’ can’t understand what they have read, even though they have been learning.

Reading is an active cognitive process of interactive with painting and monitory comprehension to establish meaning. Kustaryo (1988: 4) states that reading is the instantaneous written symbol with knowledge and comprehension of information and ideas communicated. Then they comprehend what they have read, Clark and Silberstein in Simanjuntak (1988:15) design reading as “an active cognitive process of interacting with printing and monitoring comprehension to establish meaning.” Reading is the instantaneous recognition of various written symbol, simultaneous
association of these symbol with existing knowledge, and comprehension of the information and idea communicated.

A teacher who teaches cognitive strategies well will connect learner and task, especially for comprehending the reading passage. This strategy choose because it is one of the best strategy for both, the learner's characteristic and the task and or content that needs to be mastered, by using necessary approaches, the teacher's attention turns to the knowledge of the students, so the learner's characteristics known and considered such as intellectual ability and interest in the subject and their general motivation to learn.

Cognitive reading strategies emphasize on the importance of the reader background knowledge in the reading process, so the readers make use of both the text and their background knowledge. Reader use pre — reading information to make some predictions of a text and this strategy while reading is meant to be a process of decoding and repetition, identifying letter, word, phrases, and then sentence in order to get the meaning then post reading. Readers check to see how this information employed by this strategy such as paraphrasing, inference, getting the gist of a text, therefore, interaction of background knowledge, making prediction and the others strategy with the text are essential for efficient reading. William and Burden (1997: 148) state that cognitive strategies are seen as mental processes directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information. Based on the above reason the Problem Statement of this research, 'To what extent cognitive reading strategies can develop the students' reading comprehension. The purpose of the research is to find out whether cognitive reading strategy can develop the students' reading skill. The results of the research are expected to be useful information and as a reference for the English in general, particularly the teacher, also it will be expected to give a new insight in developing English reading skill. The study focuses in developing the students' reading comprehension though cognitive reading strategies in reading English texts. A cognitive reading strategy consists of using background knowledge, prediction, and repetition to get the meaning of the word, repetition of the word, paraphrase, inference, translation, watchers, using a dictionary, decoding, word identification based in phonological similarity, grammatical analysis and imagery. However, in this research, the writer restrict in four strategies. They are prediction strategy, decoding strategy, paraphrasing strategy and inference strategy. The researchers choose the four
strategies above because it is relevant with the students materials at their school that generally just use short reading passage. Besides that, the four strategies can be as representation from the whole strategies of cognitive reading strategies. Hasnawati (2002) conducted research on the difficulties encountered by the second year student of SLTP Negeri 2 Takalar in reading comprehension. She then concluded that some factors cause students' difficulties in reading comprehension.

1. The text type or reading material is difficult for the students
2. The low frequency in teacher in giving reading comprehension homework and structure materials to the students.
3. The students have low frequency in memorizing English word

Asma (1997) conducted research on the ability of the first years students of SMU Muhammadiyah 06 Ujung Pandang to comprehend the main idea of paragraph in reading. She stated that by having ability to comprehend the author’s massage in this writing. She also stated that the first and the most essential reading comprehension are finding the main idea of paragraph.

Based on the above research studies, it can be inferred the students’ reading styles and techniques in reading class. The research applies another way to improve students’ reading comprehension, namely interpretative reading in order to enable the students to give interpretation to the reading materials.

Level of Reading

According to cook in Alwi (2003), there are three levels of reading: the independent level, the instructional level and the frustration level.

1) The independent level

   This is the highest level at which a chills can read easily and fluently, without assistance, with few word recognition and with good comprehension and recall.

2) The Instruction level

   In this level, a reader can do satisfactory reading provided she or he receives preparation and superior from a teacher, word recognition error are not frequent and comprehension aid recall are satisfactory.

3) The Frustration level

   The level at which a reader’s reading skill bread down, fluency disappears, word view errors are numerous, comprehension is faulty, recall is sketchy and sign of emotion tension and discomfort become evident.
Reading Comprehension

1. Definition of reading comprehension

Some people have formulated about reading comprehension, below are various definitions of reading comprehension.

According to Kustaryo (1988) reading comprehension is an active thinking process which not only depends on comprehension skills the states:

"Reading comprehension means understand what has been read. It is an active thinking process that depends not only on comprehension skill but also the students' experience and prior knowledge comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing ideas, recognizing author's making judgment, and evaluating". From this point of view, it can be said that reading comprehension is important because they students do not understand what they have read, they cannot catch the idea of the writer though reading. Thinker (1975: 5) states that reading comprehension is not just reading aloud but also established and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. It means, if a student just reads loudly, but cannot understand the content of the passage.

Anderson and Pearson in Alexander (1988: 160) state that comprehension is a special thinking process. The readers comprehend by actively constructing meaning internally from interacting with the material that is read.

2. Level of comprehension

Akil (1994: 87) stated that many linguists have done theories about the level of comprehension, he divided the comprehension as three levels;

- Literal level, where the ideas and information are stated directly in the text.
- Interpretive level, it is the process of deriving ideas that are implied rather than directly stated.
- Applied level

It is the same as what Anderson (1969: 106) done, he stated that, “there are three levels of comprehension and the good reader reads at all three.” (1) Reading the lines, (2) Reading between the lines, (3) Reading beyond the lines. The first level is called literal meaning (what did the author say?), the second is interpretation (what did the author mean?), and the last is called inference and generalization (what generalization would be made?).
This research is concern with the explanation about level of comprehension that comprehension is divided into three levels, (1) literal or reading in the lines, (2) interpretive or reading between the lines, and (3) extrapolative or reading beyond the lines.

1) Literal comprehension (reading in the line)

Literal comprehension refers to the idea and fact that are directly stated at the printed pages. The literal level of comprehension is fundamental to all reading skills at any level because a reader must first understand what the writer said before he can draw inference or make evaluation.

2) Interpretive (reading between the lines)

This category demands a higher level of thinking ability because the questions of interpretation are concern with answer that is not directly stated in the text but they are suggested or implied. To answer question in the interpretative level, reader must have ability and able to work at various level of abstraction.

3) Extrapolative (reading beyond the lines)

Reading beyond the lines involves deriving implications, speculating about consequences, and drawing generalization that are not stated by the author. The process of analysis also leads to a new synthesis by the reader, whose initiative and originally leads to new insights and reflections on the significance of the ideas. Smith (1985: 233) classifies extrapolative reading into two kinds:

a) Critical reading (reading beyond the lines)

Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness and timelines. Critical reading compares previous experiences to elements in the new material such as content, style, expression, information, and idea or values of the author. In this level reader must be an active reader questioning, searching for fact and suspending judgment until he or she has considered all of the materials.

b) Creative reading

Creative reading uses different thinking skills to go beyond the literal comprehension, interpretation and critical reading level. In creative reading, the readers try to come up with new or alternate solutions to this presented by the writer.
Harris and Smith (1980) offered six steps that we can apply to improve reading comprehension. These are describing below:

The requirements are probably the most important in comprehension, they are:

1) Building background

Building background experience demonstrated how important for a student to have some familiarity with the topic before reading about it.

2) Setting purpose for reading

If the adequate background has been built, the students should come to have some purpose for reading. Naturally, the purpose of reading must be keyed to the contents of a story or text.

3) Independent reading

The teacher should be available to help when the students read a selection independently, but the emphasis should be on students conquering difficulties themselves whenever possible.

4) Follow up discussion

We believe, where the teacher has their greatest opportunity actually to teach comprehension particularly through the kinds of questions they ask; the teacher directs the application of thinking operations.

5) Skill development

In this stage, the teacher instruction have important role in helping the students to overcome the difficulty that caused by the passage.

6) Extending and applying ideas from story

The diagnostic teacher should attempts to detect how each students reacts to story. The students who enjoys out activities can easily capitalize on his/her strength in extending a story through drawings or illustration.

Developing reading comprehension

There are some methods for improving reading comprehension. According to the language expert, Smith (1980: 138-166) point out that there are eight comprehension skill, that the students need to learn to became good readers. These are:

a. Most of the students learn to read sentence with appropriate intonation pattern.
   Oral reading is probably the only way to teach students to read with appropriate
intonation patterns but it is also should always be followed by silent reading for specific purpose.

b. Most of the students learn form mental pictures of situations or conditions that are described in a sentence or a larger passage. Forming mental images as one reads is important because many written materials requires visualization in order comprehended.

c. Most of the students learn answer question about the facts or details presented in a sentence or a larger passage. students are hopped pin not only a general impression from the material they read and for some material and for certain reading process, but also factual information and many details are important for good understanding of the subject matter.

d. Most of the students learn to recall with a minimum of prompting the facts and details in a sentence or a longer passage. Post reading discussion in which the students are asked to recount the selection in as detail as they can remember are helpful in developing the students recall power.

e. Most of the students learn to paraphrase the central though or main ideas in a passage. The beat manifestation of true understanding of the main ideas in the passage is the ability to put the passage aside and express the essence of the massage, using one's personal vocabulary and personal manner of expression.

Cognitive Reading Strategies

Thinker and McCullough (1975:9) state that reading is the identification or written symbol, which serves as stimulator for the recall of meaning built through past experience.

Some new strategies were identified and some strategies were not exactly the same as those defined by O'Malley and Chamot, it was tried to define a new set of reading strategies. Some of these cognitive reading strategies which are accompanied by an asterisk below have also been identified by Ghonsooly (1997) as follows:

1. Using background knowledge: This strategy refers to using knowledge about the world and the contents of the text that contributes to understanding and processing the text. This strategy corresponds to what O'Malley and Chamot call elaboration.
2. Prediction: This strategy refers to predicting the content of the text based on the information presented in part of the text.

3. Repetition to get the meaning of a word: This strategy occurs when the reader repeats a word or a phrase in order to remember or retrieve the meaning from the long term memory.

4. Paraphrase: This strategy refers to the reader's attempt to either provide synonyms and antonyms for a word or restating the contents of a sentence in his own words.

5. Inference: This strategy refers to using the context or the knowledge of suffixes and prefixes to guess the meaning of an unknown word.

6. Inference (Reprocessing to get the meaning of a word): This strategy refers to the act of rereading a phrase, a clause or a sentence in order to infer or guess the meaning of an unknown word.

7. Translation: This strategy refers to using L I to provide equivalents for a word or stating the contents of a sentence.

8. Watchers: This strategy refers to reader's attempt to keep an unfamiliar item or vocabulary in mind to be tackled later on by getting help from incoming information.

9. Using a dictionary: This strategy refers to the simple act of referring to a dictionary to look up the meaning of an unknown word or item. This strategy corresponds to what O'Malley and Chamot call resourcing.

10. Decoding: This strategy refers to breaking a word into syllables in order to easily the pronunciation or processing its meaning. This strategy is often followed by a repetition of the word.

11. Word identification based on phonological similarity: This strategy refers to the reader's attempt to get the meaning of an unknown lexical item by comparing it to its closest possible neighbor, which bears some phonological similarity.
12. Grammatical analysis: This strategy refers to using the knowledge of grammar to interpret and understand a word, a phrase or a sentence. This strategy corresponds to what O'Malley and Chamot call deduction.

13. Imagery: This strategy refers to using visual images and visualizing the content of a text in order to understand.

A note, which should keep in mind, is that as Brown (1994) maintains strategies are "contextualized battle plans" which, vary intra individually so that each person may use different learning strategies in different times and situations and for different purposes. Thus, the strategies used by the subjects should be interpreted as those employed in an academic setting for the purpose of main idea construction of a reading text.

The Relevance of Reading Comprehension Development and Cognitive Reading Strategies

O'malley and Chamot (1990: 211) assume that a number of cognitive, social and affective strategies are taught to develop reading comprehension in social studies. These include advance organization to skim passage, selective attention to scan for specific information, evaluation of one's own comprehension, elaboration of prior knowledge, making inferences about meanings of new words, taking notes, decoding, prediction, imagery, self monitoring, repetition, paraphrase, while reading the text.

Researchers use the word "Comprehension" to label what takes place when the reader connects the new information with prior knowledge. Information alone, no matter how well written, does not create comprehension. Comprehension depends on the reader's prior knowledge and reading strategies. Furthermore O'malley and Chamot (1990: 216) state that, students who have had prior experience in using learning strategies in their first language may learn to apply them with second language tasks through extension of the principle guiding their use and not require extensive cued repetitions with the new task.

This research used pre-experimental research method with one group pre-test and post-test design (Gay, 1981: 225). The group was given pre-test before given treatment. Variable of the Research There were two variables, namely independent variable and dependent variable. The independent variable was the use of cognitive reading strategies was reading comprehension, while the independent variables were the students' reading comprehension achievement. The population of the research was the first year students of SMAN 16 Makassar Makassar in academic year 2011/2012.
The researcher used total sampling, the number of sample was 30 students. In collecting data, the researcher used one kind of instrument, namely reading test. It used both as the pre-test and post-test. The purpose was to get data about the students' development in reading English texts.

**Technique of Data Analysis**

The data collected through test quantitatively which include descriptive statistic. These steps have taken the quantitative analysis as follows:

Calculating the values of t-test to indicate the significance of the difference.

The data were collected through essay test in which asking the students to answer the questions of the reading passages. The pretest was given before treatment and the posttest was given after the treatment.

The students reading achievement before taught cognitive reading strategies as a reading method. In this part, the writer described the students' pretest scores using cognitive reading strategies as a reading method they were classified into seven levels of classification. They were excellent, very poor, good, fairly good, fair, poor, and very poor.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classification</th>
<th>Score</th>
<th>Pretest</th>
<th>Pretest</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
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<tr>
<td>1</td>
<td>Excellent</td>
<td>9.6 - 10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Very good</td>
<td>8.6 - 9.5</td>
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<tr>
<td>3</td>
<td>Good</td>
<td>7.6 - 8.5</td>
<td></td>
<td>2</td>
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<tr>
<td>4</td>
<td>Fairly good</td>
<td>6.6 - 7</td>
<td>2</td>
<td>6.6%</td>
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<tr>
<td>5</td>
<td>Fair</td>
<td>5.6 - 40</td>
<td>10</td>
<td>33.3%</td>
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<td>6</td>
<td>Poor</td>
<td>3.6 - 5</td>
<td>13</td>
<td>43.3%</td>
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<tr>
<td>7</td>
<td>Very poor</td>
<td>0 - 3.5</td>
<td>3</td>
<td>10%</td>
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<td></td>
<td>Total</td>
<td>30</td>
<td>100%</td>
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Based on the table above it is shown that before giving treatment out of 30 students. There was 2 students (6.6%) got good score 2 students (6.6%) got fairly good score, 10 students (33.3%) got fair score, 13 students (43.3%) got poor score and 3 students (10%) got very poor score.

The following tables describe the students' achievement before taught cognitive reading strategies as a reading method. Students' score are classified into some criteria.
They are the students in prediction strategy, decoding strategy, paraphrasing strategy and inference strategy. The criteria and percentage of the students’ score are as follows:

### The students’ reading achievement before using prediction strategy in teaching method

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<tr>
<th>No.</th>
<th>Classification</th>
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<td></td>
<td></td>
<td>Frequency</td>
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<td>1</td>
<td>Excellent</td>
<td>9.6 – 10</td>
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<td>-</td>
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<tr>
<td>2</td>
<td>Very good</td>
<td>8.6 – 9.5</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>3</td>
<td>Good</td>
<td>7.6 – 8.5</td>
<td>1</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fairly good</td>
<td>6.6 – 7.5</td>
<td>2</td>
<td>6.6%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fair</td>
<td>5.6 – 6.5</td>
<td>6</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Poor</td>
<td>3.6 – 5.5</td>
<td>12</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Very poor</td>
<td>0 – 3.5</td>
<td>9</td>
<td>30%</td>
<td></td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td>30</td>
<td>100%</td>
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</table>

### The students’ reading achievement using Cognitive reading strategies in teaching method

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<td></td>
<td>Frequency</td>
<td>Percentage</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>Excellent</td>
<td>9.6 – 10</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Very good</td>
<td>8.6 – 9.5</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>3</td>
<td>Good</td>
<td>7.6 – 8.5</td>
<td>4</td>
<td>13.3%</td>
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</tr>
<tr>
<td>4</td>
<td>Fairly good</td>
<td>6.6 – 7.5</td>
<td>12</td>
<td>40%</td>
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<tr>
<td>5</td>
<td>Fair</td>
<td>5.6 – 6.5</td>
<td>8</td>
<td>26.6%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Poor</td>
<td>3.6 – 5.5</td>
<td>5</td>
<td>16.6%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Very poor</td>
<td>0 – 3.5</td>
<td>1</td>
<td>3.3%</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>30</td>
<td>100%</td>
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</table>

Based on the table above, the research found that after giving treatment the achievement of students in their reading comprehension through cognitive reading strategies as a reading method; out of 30 students. There was 4 students (13.3%) got good score, 12 students (40%) got fairly good, 8 students (26.6%) got fair score, 5 students (16.6%) got poor score and 1 student (3.3%) got very poor score.

The following tables describe the students achievement after taught cognitive reading strategies as a reading method. Students’ score are classified into some criteria. They are students score in prediction strategy, decoding strategy, paraphrasing strategy and inference strategy. The criteria and percentage of the students’ score are as follows:
The students’ reading achievement after using decoding strategy in teaching method

<table>
<thead>
<tr>
<th>No.</th>
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<td></td>
<td></td>
<td>Frequency</td>
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<td>Percentage</td>
</tr>
<tr>
<td>1</td>
<td>Excellent</td>
<td>9,6 – 10</td>
<td>24</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>Very good</td>
<td>8,6 – 9,5</td>
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<td></td>
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<tr>
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<td>Good</td>
<td>7,6 – 8,5</td>
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<tr>
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<tr>
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<td>5,6 – 6,5</td>
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<tr>
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<td>Poor</td>
<td>3,6 – 5,5</td>
<td>4</td>
<td></td>
<td>13,3%</td>
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<tr>
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<td>Very poor</td>
<td>0 – 3,5</td>
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<tr>
<td></td>
<td>Total</td>
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<td>30</td>
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Discussion

In this part, the researcher presents experiment account of the students’ reading comprehension development by using cognitive reading strategies.

The test used on this research is expected to the students to develop their reading comprehension through cognitive reading strategies, especially for prediction strategy, decoding strategy, paraphrasing strategy and inference strategy. The findings show that there is a significant difference between the students’ result in pretest and posttest.

The classification of the students in pretest shows that the good classification is lower than poor classification. In posttest classification, the students are classified into fairly good and good classification with nearly the same percentage but still there are a few poor classifications.

The strategies (prediction, decoding, paraphrasing, inference) that have been taught of the text, to get the meaning of the difficult words, to draw an inference, get factual information and many details of information. The most important, that after teaching reading comprehension through this strategies, they can get the gist of the text.

The whole students’ progressed as the researcher hoped. In this chapter the writer presents the data description of findings of the students’ reading comprehension development using cognitive reading strategies. As stated in chapter II (research methodology), the instruments of the research used essay test. They are pretest and posttest. The result of research based on the table of the students’ score in pages before. In pretest the students looked very hard to answer the question (essay test) of the reading
passage. It is proved that before giving treatment: out 30 students. There was 2 students (6,6%) got good score, 2 students (6,6%) got fairly good score, 10 students (33,3%) got fair score, 13 students (43%) got poor score and 3 students (10%) got very poor score.

It is indicated that there were 16(53%) students had poor ability in comprehending the reading passage. In other words, they were frustratingly reading level in which the students reading skill break down, fluency disappear, word precognitive errors are numerous, comprehension is faulty, recall is sketchy and discomfort become evident.

After the treatment, most of the students progressed from poor level to fair, fairly good and good level. It is proved by the researcher findings that after giving treatment the achievement of students in their reading comprehension through cognitive reading strategies as a reading method: out of 30 students. There was 4 students (13,3%) got good score, 12 students (40%) got fairly good score, 8 students (26,6%) got fair score, 5 students (16,6%) got poor score and 3 students (3,3%) got very poor score. Based on percentage above, the researcher concluded that after getting treatment the students can do satisfactory reading provided her or she receives preparation and supervision from the teacher. In this level, word recognition errors are not preventable, and comprehension and recall are satisfactory. After calculating students’ development in percentage formula the result progress is 22,5%.

Conclusion

Based on the findings above the writer found that each strategy influenced the students reading comprehension development. Generally, these strategies significantly improved the students’ reading comprehension.

In prediction strategy, the students in their pre-reading recommended to guess, predict, check, and ask question about what the text about. So, they will understand the content of the text. The used of this strategy can improve the students’ reading comprehension. It is proved by the percentage of prediction strategy. Decoding strategies emphasized the students to recognize the difficult words, identifying letter, words, phrases, and then sentences in order to help them to get the meaning. In this strategy the students allowed to use a dictionary to find the meaning of the difficult words. To keep the process of comprehension on going the students obligated to break words into their affixes or bases.
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