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A Quantitative Analysis of Reading Comprehension in University Students

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Abstract

This study was to investigate the correlation between students' cognitive reading strategies and students' reading comprehension. The population in this study were overall second-semester students of UMKT from all undergraduate faculty. The total population in the study was 2,362 students. The sampling that was chosen in this study was simple random sampling by selecting representative respondents from each study program. By using a table of sampling size with a confidence level of 95% (margin of error 0.05%), it was found that from N= 2362 total population, the total sample was 428 students. The conducting data found that there was a significant relationship (sign. 0.01) between cognitive strategy and reading comprehension among students at UMKT. It was proved from the result that the significant value was under the p-value (0.05). However, the level of correlation was small, it was because some respondents stated that they didn't use their mother tongue or read aloud when they got a difficult text, and they used translator apps to get an instant way of understanding the texts. The suggestion for the next researchers and practitioners such as teachers is to use a cognitive strategy to understand English rather than using an instant way likewise using the application or asking someone else to get the answer or comprehension. In other words, cognitive strategies involve active engagement with the activity, which aids in comprehension meanwhile Reading comprehension is a cognitive ability that provides the ability to synchronize text information with background knowledge.

Keywords: Cognitive strategy, Reading comprehension, Students in University

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1. Introduction

Reading is a skill that has an essential role for EFL (English Foreign Language) learners to achieve successful learning in educational contexts (Nasri & Biria, 2016). Because reading can encourage students to reflect on and react to what they read, reading has a crucial role in assisting students in finishing their studies (Suyitno, 2017). Students can obtain any knowledge and information necessary to complete their assignments through the reading process. Reading is a helpful ability for learning a second language, and the more one reads, the more proficient one becomes in the language. This implies that kids who read a lot will learn anything from what they have read. Based onSari (2016), students who are proficient in reading comprehension would also benefit from learning a language. Because it affects a student's ability to succeed academically, reading comprehension can be quite important. They felt that reading helped students understand the text's context in addition to its literal meaning, which is why reading was expected of them to improve their competence, adaptability, and understanding. Thus, using reading methods is one way to help students have a high reading comprehension of English literature (Arbain & Nur, 2018; Nur, 2016, 2020; Rachman, 2018; Rachman & Khatimah, 2018; Rachman & Setiawan, 2016).

Understanding the traits, methods, and approaches of proficient language learners helps students in their language acquisition and improves their learning effectiveness. One of the learning strategies is supported by strategy in reading both directly and indirectly. Learning strategies that can be implemented in reading are direct and indirect (Oxford, 1990). It is explained that direct strategies involve cognitive, memory, and compensation strategies. Then, indirect strategies are divided into metacognitive, affective, and social strategies. From this variety of strategies, the learning strategies can be sorted into cognitive, metacognitive, and socio-affective strategies (O'Malley & Chamot, 1990). Metacognitive, Cognitive, and socio-affective reading strategies have different roles in students 'reading process. Metacognition is a section of cognitive knowledge that deals with the regulation and aspect of

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cognitive measures (Flavell, 2000). The idea of metacognition is an important and useful strategy for improving reading comprehension.

Socio-affective tactics are non-academic methods that focus on fostering empathy between the instructor and student to enhance learning. They involve taking into account elements like emotions and attitudes (Oxford, 1990). Socio-affective techniques take into account the student's relationship with society, from the family to the global community. Learners who have enhanced their socio-affective methods are more likely to succeed in language learning (Hauck, 2005).

1.1. Cognitive Strategy

Cognitive strategies involve active engagement with the activity, which aids in comprehension. They also involve responding directly to incoming information and modifying it in ways that enhance learning. The components of cognitive strategies are as follows: Acknowledging and utilizing subjects, speculating based on the context, consulting a dictionary, jotting down, visualizing, bringing up prior knowledge, analyzing, employing linguistic cues, utilizing text markers, omitting the challenging sections, and repeating vocabulary. As stated by (Pressley, Michael & Afflerbach, 1995), metacognitive reading strategies are higher-order performance techniques that deal with organizing, overseeing, and assessing the results of a learning activity.

Many types of strategies are used for different cognitive tasks (Van Dijk & Kintsch, 1983) they are language strategies, grammatical strategies, discourse strategies, cultural strategies, social strategies, interactional strategies, pragmatic strategies, semantic strategies, schematic strategies, style, and rhetoric techniques are some of these tactics. The components of cognitive strategies are as follows: talking, using topics, speculating, writing, visualizing, activating background knowledge, summarizing, utilizing linguistic cues, utilizing text markers, connecting challenging sections, and repeating words or phrases. Recent research studies have indicated that students applied reading strategies to improve their reading comprehension (Thang & Anh, 2019) conducted research to find the effects of cognitive

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reading strategies instruction (CRSI) on students' reading comprehension. The participants of this research are English major students of the university in a language school. The data collection used by researchers is a test and questionnaire adapted from (Phakiti, 2003). The research finding result found that students' reading comprehension can be improved by using cognitive strategies.

It is anticipated that this research will play a part in English instruction, particularly in the area of reading comprehension. Therefore, students must understand how to use reading strategies, particularly cognitive reading strategies. By doing so, they can put these strategies into practice and make the most of their learning process, which will improve their comprehension of the texts they read. Related to the background above the importance of reading comprehension as well as cognitive strategy are two important variables in the educational field, especially in learning English as a foreign language. According to this background, this study has interesting parts to be investigated. It is an interesting area due to this related study is still relevant at any level of education now it can be proved that several studies were conducted at several levels of school and higher education.

1.2.   Reading Comprehension

Reading comprehension is a sophisticated cognitive skill that combines the reader's prior knowledge with text information to produce an explanation of a mental image (Meneghetti et al., 2006). Many abilities are needed for reading comprehension, including background information, grammatical understanding, syntactic understanding, metacognitive awareness, vocabulary knowledge, and reading techniques (Koda (2007), (Grabe, 2009)). According to (Grabe, 2009), reading comprehension also requires the capacity to engage a variety of strategic processes and underlying cognitive skills, build and apply a very large recognition vocabulary, process sentences to increase comprehension, and recognize words quickly and efficiently. Reading comprehension, according to (Klinger et al., 2007), is a multifaceted, extremely complex process that incorporates several interactions between

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readers and the elements they bring to the text (prior knowledge, use of strategies), as well as elements specific to the text (interest in the text, comprehension of text types).

Cognitive techniques involve actively engaging with the task at hand and aiding in comprehension, as well as immediately acting upon and altering information to enhance learning. The components of cognitive strategies include the following: identifying, using themes, inferring from the context, consulting a dictionary, taking notes, visualizing, triggering prior knowledge, summarizing, employing linguistic cues, utilizing text markers, omitting challenging passages, and repeating words or phrases. Stated differently, higher-order performance approaches such as planning, observing, and assessing the effectiveness of a learning activity are referred to as metacognitive reading strategies (Pressley, Michael & Afflerbach, 1995). Numerous techniques were recognized by (Van Dijk & Kintsch, 1983) as being employed for various cognitive tasks. Language, grammar, discourse, cultural, social, interactional, and pragmatic methods are some of these tactics. strategies, including stylistic and rhetorical techniques, schematic strategies, and semantic strategies. The authors additionally outlined distinct approaches to comprehension, encompassing sociocultural, communicative, general reading, local comprehension, local coherence, schematic, and knowledge use strategies(Arbain, Taufik, & Nur, 2017; Arbain, Taufik, Ngoc, et al., 2017; Rachman et al., 2019).

Reading comprehension is a cognitive skill that enables one to synchronize textual information with prior knowledge to generate explanations in the mind (Meneghetti et al., 2006) Many abilities, including vocabulary, background information, grammar, syntactic understanding, metacognitive awareness, and reading techniques, are also necessary for reading comprehension (Grabe, 2009;Koda, 2007)). Furthermore, according to (Grabe, 2009), reading comprehension requires taking into account the underlying cognitive skills, the process of preparing sentences to develop understanding, the uses of language, and the speed and efficiency with which words may be understood. The process of reading comprehension

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is highly intricate and requires the reader to engage with their existing knowledge and employ various techniques (Klinger et al., 2007).

According to Van Dijk & Kintsch (1983), there are numerous kinds of techniques that are employed for various cognitive tasks.   Language strategies, grammatical strategies, discourse strategies, cultural strategies, social strategies, interactional strategies, pragmatic strategies, semantic strategies, schematic strategies, style, and rhetoric techniques are some of these tactics. The following elements make up cognitive strategies: talking, using topics, assuming from context, using dictionaries, writing, visualizing, activating background knowledge, summarizing, using linguistic cues, using text markers, connecting challenging sections, and repeating words or phrases.

Cognitive strategies involve active engagement with the activity, which aids in comprehension. They also involved taking immediate action on incoming information and modifying it in ways that enhance learning. The components of cognitive strategies are as follows: identification, use of themes, inference from context, use of a dictionary, note-taking, visualization, activation of background knowledge, summarization, use of linguistic cues, use of text markers, skipping the challenging portions, and repetition of words or phrases. To put it another way, the planning, observing, and assessing of a learning task are considered higher-order performance methods associated with metacognitive reading strategies (Pressley et al, 1995).

Investigating the correlation between cognitive strategies and reading comprehension in level higher education such as in university students is a very crucial part. It needs to be conducted to find out the pattern of students' learning language although they may not get into learning a foreign language, especially English. By this condition, the present study wanted to find whether is there any correlation between students' cognitive strategy and their reading comprehension among students in Universitas Muhammadiyah Kalimantan Timur as regards English language learning?" and secondly, what is the correlation between students'

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cognitive strategy and their reading comprehension among student in Universitas Muhammadiyah Kalimantan Timur as regards to English language learning?"

2. Method

This study is a quantitative design because it is intended to investigate the kinds of cognitive reading strategies that the students use and the correlation between students' cognitive reading strategies and students' reading comprehension. The population in this study will be all second-semester students of Universitas Muhammadiyah Kalimantan Timur (UMKT) from 16 study programs in the academic year 2023/2024, total population in the study was 2,362. The sampling chosen in this study was simple random sampling. By using a table of sampling size, it is found that from N= 2362 total population, the total sample should be around 333 however to prevent outlier data therefore the researcher decided to collect 428 students as the respondents. It was representative of each undergraduate faculty. The name of the undergraduate is Nursing, Community Health, Pharmacy, Psychology, Law, Science and Technology, Business Economy and Politics, and Education. Each faculty has been given a representative respondent in collecting the data.

This study used a Survey of Reading Strategy (SORS) and a reading comprehension test, the following tests were used to determine students' cognitive strategies measurement and measure students' reading comprehension.

2.1. Survey of Reading Strategy (SORS)

The questionnaire used a Survey of Reading Strategy (SORS) that was adopted from (Mokhtari, K & Sheorey, 2002). This test was used in their research for analyzing the students' strategy in reading among English Second Language students in 2022. It was validated and has been reliable therefore the present research didn't need to count those parts. Moreover, the first instrument, SORS, consists of 30 Likert-type items combination of metacognitive and cognitive reading strategies. Thus, the present study only takes 18 items of the cognitive reading strategy from SORS. To analyze the SORS questionnaire, descriptive

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statistics from SPSS were applied. The results of the Likert scale questionnaire were determined in the form of the mean score (M) and standard deviation (σ).

2.2. Reading Comprehension Test

The reading comprehension test is a test taken from reading comprehension exercises collected from various sources. The number of questions that will be used in this study is 25 items. This reading comprehension test has been used in previous research by Ratnawati, (2006) therefore, the validity and reliability didn't need to be processed. For the reading comprehension test, the researcher used a simple formula as below:

Score reading comprehension test: $\frac{N\ Correct\ Answer}{N\ Questions} \times 100$

To determine the test score for the reading comprehension test the following is the score table Then, the reading test scores will be classified into the intervals which have been categorized by (Hartina et al., 2018) as table 1:

Table 1. Interval Score for Reading Comprehension by (Hartina et al., 2018)

Grade interval	Classification
86-100	Very good
71-85	Good
56-70	Moderate
41-55	Low
0-40	Fail

To determine whether there is a correlation between two variables specifically, cognitive strategy and reading comprehension statistics will be used to examine the results of the Reading Comprehension test. Person Product-Momen Correlation using SPSS Statistics is the method of correlation analysis employed. (Sugiyono, 2016) submitted the research, which classified the correlation using categories. Based on the correlation coefficient interpretation table, the degree of correlation strength is determined as follows.

Table 2. Level of Correlation

Interval	Category
0.00 – 0.199	Very Low

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0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.7999	Strong
0.80 – 1.000	Very Strong

3. Findings and Discussion

In this chapter there are research results that have been collected from the results of the study, this chapter contains discussions and conclusions from the researcher.

3.1. Research Findings

In a correlational study, the data analysis process involves multiple steps. Validity and reliability tests come first, and then normality test. The instrument was previously stated to be valid and reliable, to ensure the current study a validity and reliability test was conducted to determine the validity and the test reliability. Meanwhile, normality data is needed to satisfy this inferential statistics requirement. The data must therefore have a normal distribution. The final phase was to turn the correlational test become the study's central focus.

The test validity was used to obtain the data for this investigation. 428 second-semester students participated in the study as respondents. For n-(df=2), the r-table indicates that 428-2=427. The r-table value is 0.098 with a 5% margin of error. Every item on the reading comprehension and vocabulary mastery tests was valid, according to the results of the SPSS output. For the reliability test, a comparable outcome was obtained. For the cognitive strategy test was 0.860 while for the reading comprehension test, it was 0.866. The coefficient table indicates that there was a high degree of reliability in the data.

3.1.1. Descriptive Data

In this study there are two variables, namely cognitive strategies and reading comprehension, according to the results of data collection there are 18 statements regarding cognitive strategy variables and there were 25 statements regarding reading comprehension.

The first statement students make notes to understand the reading and there were 74.2% of students usually do and do it if there is an opportunity. The second statement when

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the text is difficult the students read aloud to understand what they read in this statement there were 34.1% who usually do and there were 15.9% students who do if there was an opportunity. Students read slowly to ensure understanding of the reading, in this statement, there were 44.2% of students always do and there were 3.7% of students who rarely or rarely do.

The fourth statement of students getting back on track when they lose concentration is this statement there were 43.5% of students do if there is an opportunity. In the fifth statement, the students underlined to help them remember it, there were 40.7% of students usually do it. The sixth statement the students adjust the speed of reading to what they read, 53.5% of students usually do it. Statement seven students use dictionaries to understand what they read, there were 36.9% of students who usually do it. Statement eight students pay more attention when the text becomes difficult and here there were 50.5% of students who usually do.

Statement Nine students stop from time to time and think about what they read, here there are 45.3% of students usually do. Statement ten Students paraphrase to better understand what they read, here there are 43.9% of students usually do. Statement Eleven students try to imagine to help remember, there are 48.8% of students usually do. Statement 12 Students critically analyze the information contained in the text, there are 42.5% of students usually do this. Statement 13 Students go back and forth reading to find ideas in the reading, there are 43% of students usually do this.

Statement 14 Students check their understanding when there is new information, there are 52.3% of students usually do. Statement 15 students re-improve understanding when the text is difficult, there are 43.5% of students who always do. Statement 16 Students guess the meaning of words when they do not know, there are 48.1% of students usually do. Statement 17 When reading the students translate English into the language they understand, there are 39.7% of students usually do. The last statement when reading students think about information in English and everyday language, there are 36.9% of students usually do it.

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Meanwhile, for the reading comprehension test, there were 101 out of 428 students who scored 70 on the test, it was about 23.6% of the total respondents.

The data must be examined for normality for these two variables cognitive strategy and reading comprehension to obtain the normal distribution. SPSS was used to count the normalcy data. Following the application of Liliefor's significance adjustment (also known as Kolmogorov Smirnov testing), each item's significant value was found to be above 0.05 (>0.05), indicating that the data was deemed normal. Hypothesis Testing

To address the research topic, the researcher measured two variables cognitive strategy and reading comprehension. The Pearson Product Moment Correlation was used to calculate the correlation after the normalcy data was processed. The result of the link between reading comprehension and cognitive strategy is displayed in the table below. According to the results, there was a positive correlation coefficient between those two variables because the sig. value was greater than the p-value (0.05> 0.000). The strength of their linear relationship is indicated by this number. The correlation value is shown in the table 3.

Table 3. Correlation of Cognitive Strategy and Reading Comprehension

		Total	Score Reading Comprehension
Total	Pearson Correlation	1	.158**
	Sig. (2-tailed)		,001
	N	428	428
Score Reading Cognitive	Pearson Correlation	.158**	1
	Sig. (2-tailed)	,001	
	N	428	428

From the results of the correlation table, there is a positive correlation between cognitive strategies and reading comprehension in second-semester Universitas Muhammadiyah Kalimantan Timur students. The correlation can be proven by the correlation

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score contained in the table above which is 0.158. This means that the results of the correlation between cognitive strategies and reading comprehension affect the second-semester students of Universitas Muhammadiyah Kalimantan Timur.

The results of this study showed a correlation between students' cognitive strategies and students' reading comprehension. In this study, the sampling process went smoothly and this study also used a large enough sample. Then the correlation coefficient in this study was found (r = 0.158). Therefore, this study can conclude that cognitive reading strategies in college students and students' reading comprehension are positively correlated. It was because reading comprehension is the foundation of all subject content-area learning, it is essential to academic success (Smith et al., 2021). However, the level of the correlation was too small it was due to several reasons. The respondents didn't do several treatments which were written in the reading strategies questionnaire such as they don't read even, they never read aloud when they have to understand the difficult text. Otherwise, according to the previous researcher when the students don't understand the meaning of the difficult text, simply they use online translator apps to get instant answers (Smith et al., 2021). Further, some of the respondents revealed that they seldom compare the meaning of the sentences to their mother tongue. Moreover, the majority of the respondents didn't reread the text if they didn't understand the meaning of the text. In other words, some respondents did the text without any further effort.

Reading comprehension is a crucial skill that affects students' success in both their academic and personal lives (Suyitno, 2017). The findings of this study are in line with (Wahyono Edi, 2019) which examined the relationship between cognitive reading techniques and reading comprehension in fourth-semester students. It found a positive correlation with a correlation coefficient of 0.61. What distinguishes this study from previous research is that the number of samples in this study is quite large, because this study covers all second-semester students from various majors, which means that this research is not only from English education students. While the previous study only took samples from English

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Education Students. In the previous study, the majority of EFL students, or 31 respondents skimmed the text to understand the point, while in this study the majority of students took notes to understand the reading.

In addition, this is consistent with the findings of (Suyitno, 2017) who found that there is a positive relationship between student achievement and their cognitive reading methods. It is also in line with the findings of (Marzuki et al., 2018) and (Thang & Anh, 2019), who found that the application of cognitive reading methods by EFL students can improve their reading comprehension.

Based on the discussion above, it can be concluded that cognitive strategies and reading comprehension are two variables that involve each other. These two variables are still relevant today as can be seen from the fact that these two variables are still used.

4. Conclusion

The conclusion of this study is to see if there is a correlation between two variables, namely cognitive strategies and reading comprehension. Judging from the statistical results, the significant value that is higher than alpha (0.05) in the results is 0.158 indicating from these results there is a correlation between cognitive strategies and student reading comprehension. the application of cognitive strategies is something that must be done because cognitive strategies can contribute to student reading comprehension.

Cognitive strategies are also an important factor in knowing students' reading comprehension, because by knowing cognitive strategies students can more easily understand their reading. This research also intends to see the most cognitive strategies used by students, it turns out that the majority of samples use the strategy of making notes to understand the reading, there are 74.2% of students use the strategy.

Overall, the questionnaires and tests given in this study can provide insight for students about the relationship between cognitive strategies and reading comprehension, the results of this study are also in line with previous research which is important cognitive strategies for reading comprehension.

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Based on the results of the conclusions of this study, suggestions are given for lecturers and further researchers, and suggestions for teachers to be able to apply cognitive strategies so that students can know cognitive strategies to better understand what they read. and for further researchers can research cognitive strategies but focus more on other abilities such as writing, speaking, and listening.

Acknowledgments

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