

**THE EFFECT OF COGNITIVE READING STRATEGIES ON
STUDENTS' READING COMPREHENSION AT EIGHTH
GRADE OF MTS AR-RAHMAN PALEMBANG**

THESIS

BY

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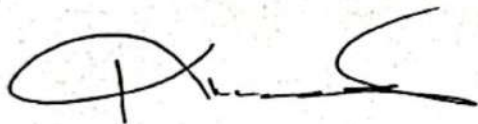
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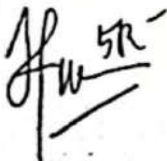
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Beserta seluruh isinya adalah benar merupakan hasil karya yang saya buat sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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MOTTO

“Other people won’t be able to understand our *struggles* and hard time, they just want to know the *success stories*. Fight for yourself even if no one applauds. In the future, our future selves will be really proud of what we’re fighting for today”.

This Dedication Thanks to:

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ABSTRACT

Amanda, 2026. *The Effect of Cognitive Reading Strategies on Students' Reading Comprehension at Eighth Grade of MTs Ar-Rahman Palembang.* This Thesis was completed in the English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisors: (I) Hj. Asti Gumartifa, S.Pd., M.Pd (II) Indah Windra Dwie Agustiani, S.Pd., M.Pd

The title of this research is The Effect of Cognitive Reading Strategies on Students' Reading Comprehension at the Eighth Grade of MTs Ar-Rahman Palembang. The problem of this study was whether the use of Cognitive Reading Strategies was effective in improving students' reading comprehension. The objective of this study was to find out whether or not the use of Cognitive Reading Strategies had a significant effect on students' reading comprehension. This study applied a quantitative method with a quasi-experimental design. The population of this study consisted of eighth-grade students at MTs Ar-Rahman Palembang. The sample consisted of two classes, namely an experimental class and a control class. The experimental group was taught using Cognitive Reading Strategies, while the control group was taught using conventional reading instruction. The data were collected through a reading comprehension test consisting of 25 multiple-choice questions administered as a pre-test and post-test. The data were analyzed using SPSS through normality, homogeneity, and independent samples t-test. The result showed that the mean score of the experimental group increased from 44.77 in the pre-test to 80.92 in the post-test, while the control group increased from 42.78 to 54.96. The result of the independent samples t-test showed that the significance value (Sig. 2-tailed) was 0.000, which was lower than 0.05, meaning that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The mean score of the experimental group was higher than that of the control group, which

indicates that the use of Cognitive Reading Strategies had a significant effect on students' reading comprehension. In conclusion, the use of Cognitive Reading Strategies was effective in improving students' reading comprehension and can be used as an alternative strategy in English reading instruction.

Key Words: Cognitive Reading Strategies, Reading Comprehension, Eighth Grade Students'

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Palembang, September 2026

The Researcher

Amanda

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of the problem, objective of the study, and significance of the study.

A. Background of the Study

Reading is one of the most important skills in learning English as a Foreign Language (EFL) because it enables students to obtain information, expand their vocabulary, improve language proficiency, and support academic achievement. Reading comprehension is not merely the ability to recognize words but also to understand, interpret, analyze, and evaluate the meaning of a text. Therefore, students need good reading comprehension skills to succeed in English learning and meet the demands of 21st-century education (OECD, 2019; Grabe & Stoller, 2020).

However, many EFL students still experience difficulties in understanding English texts. Based on preliminary observation and informal interviews with the English teacher at MTs Ar-Rahman Palembang, eighth-grade students have difficulty identifying the main ideas, finding specific information, understanding unfamiliar vocabulary, and making inferences from reading texts. Many students tend to read word by word and rely on translation, resulting in low comprehension and limited participation during reading activities.

These problems are influenced by several factors. Students have limited vocabulary and background knowledge, and they rarely use effective reading strategies while reading. In addition, classroom instruction often emphasizes answering comprehension questions rather than teaching students how to understand texts strategically. Consequently, students become passive readers and depend heavily

on the teacher instead of developing independent reading skills (Teng, 2020; Anwar & Sari, 2022).

One instructional approach that can address these problems is the use of Cognitive Reading Strategies. These strategies involve mental processes such as predicting, summarizing, questioning, clarifying, identifying main ideas, and making inferences to help students actively construct meaning from texts. By applying these strategies, students are expected to become more active, independent, and strategic readers, thereby improving their reading comprehension (Alharbi, 2019; Grabe & Stoller, 2020).

Previous studies have consistently reported that cognitive reading strategies have a positive effect on students' reading comprehension (Putri et al., 2022; Wahyuni & Sulistyo, 2021; Alharbi, 2019). Nevertheless, most of these studies were conducted in different educational contexts and schools. Research investigating the effectiveness of cognitive reading strategies among eighth-grade students at MTs Ar-Rahman Palembang is still limited. This gap provides an opportunity to examine whether these strategies are effective in improving students' reading comprehension in this specific context.

Based on the explanation above, the researcher is interested in conducting a study entitled "The Effect of Cognitive Reading Strategies on Students' Reading Comprehension at the Eighth Grade of MTs Ar-Rahman Palembang." The objective of this study is to determine whether the use of Cognitive Reading Strategies has a significant effect on the reading comprehension of eighth-grade students at MTs Ar-Rahman Palembang.

B. Formulation of the Problem

Based on the background of the study above, the problem of this study are formulated as follows:

Is there a significant effect of cognitive reading strategies on the reading comprehension of eighth grade students at MTs Ar-Rahman Palembang?

C. Objective of the Study

In line with the formulation of the problem, the objectives of this study:

To determine whether or not cognitive reading strategies have a significant effect on the reading comprehension of eighth grade students at MTS Ar-Rahman Palembang.

D. Significance of the Study

The results of this study are expected to provide both theoretical and practical contributions:

1. For Students

This study is expected to help students improve their reading comprehension through the use of cognitive reading strategies. By applying strategies such as predicting, summarizing, questioning, and clarifying, students can become more active and independent readers. In addition, these strategies may help students understand texts more effectively and increase their motivation in learning English.

2. For Teachers

The results of this study are expected to provide useful insights for English teachers, particularly at MTs Ar-Rahman Palembang, in applying cognitive reading strategies in the classroom. Teachers can use these strategies as an alternative teaching approach to improve students' reading comprehension. Furthermore, this study may help teachers design more effective and engaging reading activities that focus not only on the outcome but also on the reading process.

3. For Future Researchers

This study can be used as a reference or additional source for other researchers who want to conduct further research on reading comprehension and cognitive strategies, especially in different contexts or with different research designs.

E. Research Hypothesis

Based on the research problem, research objective, and theoretical framework, the hypotheses of this study are formulated as follows:

H_0 : There is no significant effect of Cognitive Reading Strategies on students' reading comprehension at the eighth grade of MTs Ar-Rahman Palembang.

H_a : There is a significant effect of Cognitive Reading Strategies on students' reading comprehension at the eighth grade of MTs Ar-Rahman Palembang.

The alternative hypothesis is based on the assumption that the implementation of Cognitive Reading Strategies can help students actively process information, identify main ideas, understand vocabulary in context, find specific information, make inferences, and comprehend the overall meaning of texts. Therefore, students who receive Cognitive Reading Strategies are expected to achieve better reading comprehension results than students who receive conventional reading instruction.

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