

READING SKILL IMPROVEMENT THROUGH COGNITIVE LEARNING

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ABSTRACT

This Classroom Action Research (PTK) was implementing a model of Cognitive Learning, centered on students first semester which enhanced the language skills. It made the exercises to read some simple functional texts. Data showed that the reading skill of the first semester students increased by applying the Cognitive Learning Model in all cycles; Cycle I: 32%, Cycle II : 56%; Cycle II : 66%; The model of Cognitive Learning improved reading activity of first semester students in English lesson with the changes 36 %.

Keywords:. Cognitive Learning, improvement, reading skill, cycles.

INTRODUCTION

Studying functional texts in English class plays an important role. Indonesians from junior high school to university level have been introduced the types of English genres. Thus, “the genre study, as International product in the textual forms, need the anthropological foundation” (Matondang, 2014) in designing the Teaching English as a Foreign Language (TEFL) in Indonesia. Teaching and learning activities are often confronted with foreign language texts and culture that must be proficient in reading comprehension. Further Artu (2016: 106) stated that reading skill is a vital thing in a society, through reading the various information, and knowledge will be acquired more extensive. Moreover, Martika & Hermayawati (2016: 118) stated that for all students from elementary to university level, reading skill which is something obligatory, but it is needed to support their learning process. Learners have to read their text books or other materials that are related to their lesson. Better read competence is the main capital in the life of every individual, both at school and within the community.

In university, the first semester students often experience learning difficulties because those do not have an adequate reading skill in junior high schools. In the English Education Department of Institut Keguruan Tapanuli Selatan of North Sumatra, according to observation of researchers, many students were lack of reading skill. Most of the first semester students were included in the less skilled reading; so that they lose the points of reasoning when lecturers asked the questions of reading texts. The low students' reading skill in the first semester needed the supporting background to obtain the expected level of ability. Not to mention the first semester students reading skill, the intensive reading level of students in the first semester of English Education Department of Institut Keguruan Tapanuli Selatan required a new teaching method.

The low reading skill concerned with the learning strategy factors. The first semester students found the difficulties to read.

In contrast, the culture of watching on television has decreased the reading culture in Indonesia. To overcome the low intensive reading skill, the Cognitive Teaching Method was proposed in finding the solution (Bahri & Corebima, 2015; by using the new model of

learning on the Cognitive Approach Model. With the implementation of the model is expected to appear the desire of first semester students to read. This desire must arise out of necessity. Therefore it is necessary to apply the learning model that touches the needs of first semester students. To design a contextual genres, additionally, anthropology provides a set of socio-cultural analysis about folklore such as fairy tales, legends, myths, and speeches in rituals and symbolic performances (Matondang, 2014). It is a wise to provide some narrative texts in English class.

The reality is in the class that in general the learning model does not touch the needs of the first semester students. The first semester students participation was low in the teaching and learning process, the lecturers had been more dominant in learning process. It indicated that the first semester students had been less motivated in learning, not paying attention to what was being explained, sometimes students who have the potential knowledge failed to share their own ideas. Or teaching technique failed to get channeled learning achievement due to the monotonous teaching attitude in teaching

One of the learning models that touches the needs of the first semester students and in accordance with the effort to achieve the reading skill is the Cognitive Learning model. Thus, Pimple (2015:7) argued that the cognitive learning in humans is a powerful mechanism that provides the means of knowledge, and goes well beyond simple imitation. It is defined as the acquisition of knowledge and skill by mental or cognitive processes - the procedures we have for manipulating information 'in our heads'. Cognitive mechanisms include creating mental representations of physical objects and events. In Cognitive Learning, an agreement between the first semester students about the rules in collaboration that is the first semester students with one another agreed to run the role of each of the first semester students who act as readers obtained along with the procedure and the first semester students who became the listener listening and hearing readings and readers, correcting the reader if there are errors. All activities develop language skills, especially reading skills. With the collaboration of the formulation of action improvement efforts were more directed learning. In addition, the skills of researchers as lecturers in applying learning model were expected to be better. Furthermore, Matondang (2014) argued that the ethnography of communication studies various genres as mental activities and social actions helped language teaching in English.

Referring to the problem of reading skill and the advantages of Cognitive Teaching Technique, learning model in improving reading skill, the Model of teaching English in first semester students of Department of English Education in South Tapanuli was carried out in accordance with Cognitive Teaching Technique.

Formulation of the Problem

Formulation of problems in English learning study in English Education Department of Institut Keguruan Tapanuli Selatan Academic Year 2016/2017 as follows:

- 1) Had the application of Cognitive Learning Model in the reading skill for the first semester made better the students achievement ?
- 2) Did the first-semester students learning activities increase when the Cognitive Learning Model was applied throughly?

THEORETICAL DESCRIPTION

Language has a central role in the intellectual, social, and emotional development of learners and is a supportive success in studying field semester of study. MacIntyre & Gardner in

Tuncer & Dogan (2015: 14) elaborated that students do not start language learning with anxiety, but anxiety appears a learned emotional reaction, and it comes up after students' attitudes towards language learning develop. After a few experiences within the foreign language context, the learner develops attitudes and feelings toward this learning a new language situation. If these experiences are negative, foreign language anxiety may begin to develop; and as these negative experiences continue, foreign language anxiety turn out to be something that happens constantly, and the learner begins to be anxious and perform badly. Poor performance and negative emotional reactions intensify anxiety and failure expectations; and subsequent anxiety is a reaction against this perceived threat.

Language learning is expected to help learners to recognize themselves, their culture, and the culture of others. In addition, language learning also helps learners be able to express ideas and feelings, participate in society, and even discover and use their own analytical and imaginative abilities.

English is a tool for communicating orally and in writing. Communicating is understanding and disclosing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in the full sense is the ability to discourse, it is the ability to understand or produce oral and written texts that might be realized in four language skills, namely; listening, speaking, reading and writing. These four skills are used to respond or create discourse in social life.

Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level. Levels of literacy include performative, functional, informational, and epistemic. In the performative level path, people are able to read, write, listen, and talk with the symbols used. At the functional level, people are able to use language to meet the needs of everyday life such as reading newspapers, manuals or hints. At the informational level, people are able to access knowledge with language skills.

COGNITIVE LEARNING THEORY

Humans have different potential degrees, historical backgrounds, and expectations of the future. Due to the differences, humans may have mutual education model. Learning cognitive learning consciously create the interaction; learning resources for first semester students not only lectures and textbooks but also fellow in the first semester. Thus, humans are individual beings, different from each other; as a logical consequence humans must be social beings, beings who interact with each other. Each other needs mutual relation ; love each other or love each other. Teaching technique in the cognitive learning is to have consciously and deliberately system which created the mutual interaction among the fellow students of the first semester.

The learning model of Cognitive Learning in its development experienced many adaptations so that it gave birth to some sense and a slightly different form between the one with the other. Thus, Self-regulated learning is defined as a strategy used by students to manage their own learning (Bahri & Corebima , 2015: 495). According to Cai W et. al (2016: 2140) cognitive control processes play a critical role in orienting attention, detecting conflict, inhibiting pre-potent responses, and switching between tasks in response to changing goals. The learning model of Cognitive Learning is concerned with a cognitive learning scenario. In this model, every student of the first semester has a role in the discussion session. Cognitive Learning describes the interaction such as illustrations of students' social life with their environment as individuals, in families, community groups and the wider community.

Cognitive Learning model is indirectly a learning contract between lecturers with first semester students; to collaborate in learning is influential factor.

RESEARCH DESIGN: CLASSROOM ACTION RESEARCH

This study applied a Class Room Action Research (CAR) (Kemmis & McTaggart (1988: 5; Hill & Kerber, 1967, cited by Cohen & Manion, 1985, in Burns, 1999: 31). Some important points about the CAR.: (1) true action research is by the learning groups through cooperation and collective work, (2) Tasks of groups may be carried out through the actions of individual group members critically examined through democratic and dialogic reflection; (3) group members may get the ideas and expectations of everyone participated in the related situation; (4) a lecturer and students may have benefits from CAR technique in groups. Thus, Burns (2015) stated that collaboration (managers, colleagues, learners, parents) means that collective knowledge of the lecturers classroom and potentially influencing other lecturers' practices more broadly. Nelson (2015: 285) argues that collaborative action research support lecturers to engage with their students as decision-making partners in the classroom and to learn from them about effective pedagogy at the same time.

FINDINGS

After collecting data from Reading Class in Institut Keguruan Tapanuli Selatan, it revealed that the Cognitive Learning has some advantages: 1). Improvement of the effectiveness of learning implementation, in this case that the material which is too wide scope was distributed to the first semester students to study it through discussion activities, made summaries, analyze the material both in the form of the concept and its application, (2) extended the scope of learning achievement, as students grasped knowledge of materials which were not in their study in the classroom; (3) train the thinking skills through activities designed on Cognitive Learning, required to be able to complete all of activities with effective efforts in order to complete all activities with time already provided. Thus the students designed their activities systematically. The planning, implementation, and evaluation all had been based on the creativity of students in acquiring reading skills in English through various ways of communicating. Learning model during teaching and learning activities on functional texts in English Education Departement, Institut Keguruan Tapanuli Selatan, Indonesia, reported as follows:

1. First semester student reading scores were increased in Cognitive Teaching model in all cycles; Cycle I: 32%, Cycle II: 56%; Cycle II: 66%; from the data showed the mastery learning which indicated the experienced 34% improvement in classical.
2. Average first-semester student activity data observation basis reading (36%), discussion with fellow (54%), and feed back (10%); the average first-semester student activity data according to the observations in Cycle II, reading (42%), discussion with fellow (46%), and feed back (12%)
3. Made groups to get collaborated and to develop communication skills in learning in interactive ways, as well in the social life motivated learners. In Cognitive Learning an agreement between students about the rules in collaboration with one another agreed to run the role of each who played a role as readers obtained along with the procedure. All activities were developed to acquire the language skills. While the agreement between lecturers and students are the role of faculty as a facilitator who lead them to achieve learning goals.

4. In addition, the lecturers controled the activities during the lesson and the lecturers directed the students if they find it difficult. The student interaction based on the agreement, discussion, conveyed the opinion and the main ideas of material, reminded each other and observed concepts and practices and conclusions; make them together. The interaction of learning is really the dominant one. Activity of cognitive Learning really empowered the potential of students to actualize their knowledge and skills. Cognitive model fitted perfectly with the constructivist approach.

CONCLUSION

Application of The cognitive learning model in Isntitut Keguruan Tapanuli Selatan made some conclusions:

1. Cognitive Learning has improveed the reading skill of first semester students. It is very helpful first semester students in reading skills in English. Cognitive Learning as one form or model which expended the student's knowledge and reading skill.
2. This study concluded that the Cognitive Learning model increased the reading scores in each cycles; Cycle I: 32%, Cycle II : 56%; Cycle II : 66%; from the data showed the mastery learning which indicated the experienced 34% improvement in classical.

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