
A conceptual article: The teachers' role in implementing cognitive reading strategies to enhance students' reading comprehension

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ABSTRACT

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The ability to read well is essential for learning English. Students' reading comprehension can be influenced by the application of efficient reading practices. Cognitive reading strategies are one method that can be used to enhance reading comprehension abilities. By using cognitive reading strategies, students can visualize information, absorb information in a predictable way, make connections between the text and prior knowledge, and evaluate their understanding. This study investigates the teacher's role in implementing cognitive reading strategies to improve students' reading comprehension abilities. This article uses a descriptive qualitative approach with a literature study design. Data was gathered through literature searches on Sinta, Google Scholar, Neliti.com, and ResearchGate. By arranging and summarizing research findings from several chosen articles, a descriptive analysis of the data was conducted. The findings indicate that the role of teachers is essential in helping students apply cognitive reading strategies to improve their reading comprehension skills, such as providing direction and guidance on reading strategies, modeling strategies, providing a supporting learning environment, activating students' prior knowledge, assisting and providing feedback to students, facilitating cooperative practice. However, this article only used secondary data so that the weakness of this article is the limited availability of related literature. Concerning the consequences, it is advised that future researchers might investigate deeper into the specific aspects that determine the successful implementation of cognitive reading strategies.

1. INTRODUCTION

Reading plays a crucial function in English language learning. Reading helps readers learn new words and expand their vocabulary and knowledge (Hidayati, 2015). Having reading skills not only broadens our insights but also contributes to improve our English skills. Teachers hold an important responsibility in guiding students to develop effective cognitive reading strategies. By implementing these strategies, teachers can help students improve their reading comprehension, enabling them to process and understand texts optimally. Reading skills require active communication between the reader and written text, which includes guessing, predicting, examining, and asking questions to extract meaning and ideas from written language (Aristha Shan G, Ngadiso, 2012). By using these skills actively, readers can extract meaning and ideas from the texts they read more effectively. Understanding the text's contents requires comprehension, which is a requirement for reading activities. Reading comprehension involves more than just gathering information from the text; it also entails several skills related to interpreting and synthesizing the information found in the text. The study conducted by

Budianto & Yuniar (2023) mentions that, to fully comprehend a text, students must not only read it but also grasp its content and underlying purpose.

The process of gathering context-based information through the integration of the reader's prior knowledge to analyze and deduce meaning from text is known as reading comprehension (Budiharso, 2014). Thus, reading comprehension can be understood as an intricate cognitive process in which the reader uses what they already know about the text to carefully and deliberately extract its meaning (Munjid, M.F., & Astiyandha, 2017). Based on this statement, reading comprehension is a reading activity that involves complex cognitive processes including understanding the meaning of words, sentences, and ideas as a whole, relating new information to existing knowledge, making inferences, and analysis of the text read. Anggrisia & Bisriyah (2020) point out that it is imperative to cultivate in students an appreciation for reading by demonstrating its engaging and intellectually stimulating nature.

Students frequently struggle with reading because, in reality, they are only taught to read English texts in class for academic purposes. Since they view reading as a tedious activity rather than something enjoyable to do, they are not even interested in it outside of the classroom. Additionally, reading texts that are long and complicated can be problematic for students to understand and interpret since they frequently utilize unusual vocabulary, which makes it difficult for them to retain the information. Poor grammar, trouble understanding lengthy phrases, and ignorance of reading comprehension strategies are the main causes of students' low comprehension (Pahamzah & Viona, 2021). As a research conducted by Rohmana & Amalia (2022), teaching reading looks at how hard it is for students and what they need help with to reach their reading goals. As a result, when teaching reading, teachers have to consider these factors seriously, particularly the application of efficient reading techniques, which can also affect students' comprehension abilities.

Teachers can implement cognitive reading strategies in the classroom to help students become more proficient readers and encourage their reading comprehension skills. Cognitive strategy is related to mental processes that include strategic cognition in learning, memory, and conveying ideas reflexively and analytically (Suyitno, 2017). Students who participate in cognitive strategies develop their ability to critically analyze information, draw correlations between fresh information and previous knowledge, and use critical thinking techniques to deal with problems and effectively communicate ideas. Furthermore, cognitive reading strategies include working directly with tasks, aiding understanding, and modifying data to improve learning (Wahyono, 2019). Thus, cognitive strategies play a crucial role in optimizing learning outcomes by enabling individuals to effectively engage with and process information.

According to Hidayatullah & Angga T.D (2017), reading comprehension is an active activity that demands readers to have a complete understanding of the concepts and information offered in the text; hence the application of cognitive reading strategies is beneficial. As a result, readers must use their prior knowledge to sort and organize information. By employing cognitive reading techniques, students obtain an elevated level of reading comprehension as well as better literal understanding. Meanwhile, according to Etfita (2018), cognitive reading strategies also contribute to new language learning, which emphasizes the development of thinking skills to improve strategic learning, self-reliance, flexibility, and productivity. This helps students not only in understanding the material they read but also in developing the thinking skills they need to learn effectively in a variety of contexts.

Moreover, by combining cognitive reading strategies with reading comprehension, readers can develop a deeper understanding of the texts they read.

Using linguistic rules, translating, summarizing, predicting, applying prior knowledge or experience, and inferring meaning from context are examples of cognitive techniques (Zhang & Guo, 2020). Cognitive strategies involve active engagement with the task and contribute to understanding. This includes activities such as predicting what will come next in the text, associating existing information with existing knowledge, analyzing the structure of the text to understand various detailed information in the text, and reflecting on the understanding that has been gained. By using these cognitive strategies, readers can improve their understanding of the texts they read and can develop more effective reading skills. In line with that, cognitive reading strategies have a positive impact on student's achievement in reading comprehension (Suyitno 2017). To increase students' reading comprehension abilities and learning efficacy, teachers have to identify which cognitive reading strategies they frequently employ with their students.

The efficacy of cognitive reading strategies has been investigated by some researchers previously. These studies focus on several aspects: 1) cognitive reading strategies in improving critical reading (Tunga 2021), 2) cognitive reading strategies in improving students' reading comprehension (Asmara, 2017; Elihami, 2017; Etfita, 2018; Oktavianti, 2019; Wahyono, 2019; Schmitz & Dannecker, 2023), 3) cognitive reading strategies influence on students' English proficiency (Gustanti & Ayu, 2021; Maiwen & Jufri, 2020). The results of several previous studies have shown that cognitive reading strategy can improve critical reading skills, develop reading comprehension effectively, and have a significant influence on students' English achievement. That means cognitive reading strategy not only contributes to improving reading comprehension skills but can also enhance students' critical reading and English skills. EFL students also employ cognitive reading skills to help them develop as proficient readers.

Students' ability to read critically is developed through the use of cognitive reading strategies. Previous research findings indicate that poor achievers utilize resourcing, repeating, and summarizing cognitive techniques, and high achievers use inferencing, summarizing, and resourcing cognitive methods (Tunga 2021). It implies that the application of a cognitive reading strategy for critical reading varies between high and low performers. Besides that, secondary school students' reading comprehension abilities are also greatly impacted by applying cognitive reading strategies (Elihami, 2017; Oktavianti, 2019; Wahyono, 2019). To develop cognitive reading strategies skills, students frequently employ four cognitive reading strategies: recalling text descriptions; reading the title and visualizing the content; inferring a word's meaning from context; and looking to a dictionary for key terms (Asmara, 2017).

On the other hand, the outcome of previous research also mentions several factors that can influence reading comprehension skills through cognitive processes. These factors include students' motivation, the role of the teacher, and unfamiliar instructional materials are factors that affect students' reading comprehension skills through cognitive processes (Etfita, 2018; Schmitz & Dannecker, 2023). These factors interact with each other and can influence students' ability to use cognitive strategies to encourage reading comprehension. Besides that, cognitive reading strategies also have a positive correlation with students' English proficiency (Gustanti & Ayu, 2021; Maiwen & Jufri, 2020). In conclusion, from several studies it can be said that cognitive reading strategies involve several aspects that enable readers to become more efficient, effective, and engaged learners, leading to improved academic performance.

Based on several previous studies, show that cognitive reading strategies have an important role in facilitating students to develop their reading skills. However, the role of teachers in using cognitive reading strategies to improve reading comprehension has not been explained by previous studies. Besides, the gap in previous research lies in the usefulness of

cognitive reading strategies for students' reading skills, but some of these studies do not specifically explain the role of teachers in implementing cognitive reading strategies for reading comprehension. Therefore, to fill the gaps of previous research, this article explores the role of teachers in helping students apply cognitive reading strategy. By investigating the role of teachers in implementing cognitive reading strategies, it is hoped that we can find out how teachers can help students develop reading comprehension skills to encourage student achievement in learning English. However, because in this paper the researcher uses library research and only uses secondary data, the limitations of this study are that some important aspects of this topic may not be covered in depth because of limited access or the quality of the available data can limit the depth of analysis. Therefore, it is hoped that future researchers can use more valid data collection methods.

2. METHOD

This article used a descriptive qualitative approach with a literature study design. This article also utilized secondary data from various literary sources such as scientific journals, books, and other publications. Data was gathered by conducting literature searches over a maximum of ten years utilizing scholarly databases and sources indexed by Sinta, Google Scholar, Neliti.com, and ResearchGate.

The data collection process followed several structured steps. First, the researcher conducted an initial search in Sinta, Google Scholar, Neliti.com, and ResearchGate for studies published between 2014 and 2024. The search process involved the use of specific keywords, including "successful application of cognitive reading strategy," "the role of the teacher in implementing cognitive reading strategy," and "cognitive reading strategy to improve reading comprehension."

Second, a search for relevant previous research was carried out using the reference list from each study to obtain more in-depth information. This step allowed the identification of additional relevant studies that might not have appeared in the initial database searches. Third, a set of predefined inclusion and exclusion criteria was applied to refine the selection of literature. The inclusion criteria for selecting the studies reviewed were: (1) original scientific articles or journals (qualitative research); (2) journal publication year starting in 2024; (3) articles with research related to the implementation of the cognitive reading strategy; (4) scientific articles or journals in Indonesian and English.

Fourth, after the researcher determined that the studies filled the standard criteria, the researcher conducted a critical evaluation to identify the relevance, credibility, and rigor of the methodology that is appropriate and in line with the research objectives. If there are studies that are not relevant to the focus of the research and lacked sufficient methodological clarity, they were removed. Fifth, the selected literature was analyzed descriptively by summarizing the research findings and organizing the data in a structured and systematic way. The synthesis of previous research results was then interpreted to obtain comprehensive and in-depth conclusions regarding the implementation of cognitive reading strategies.

To enhance the credibility and dependability of the data, only verified and reputable sources were used. Finally, the research findings were structured into a clear and systematic report, ensuring coherence and clarity in presenting the results.

3. RESULTS AND DISCUSSION

3.1 Providing Direction and Guidance on Reading Strategies

To give students meaningful learning experiences, teachers who use cognitive strategies not only explain the content to them but also monitor and assist them as they perform several cognitive reading strategy processes. Teachers can introduce and teach students various cognitive strategies to develop their reading skills. Teachers must also explain to students how cognitive reading strategies are used effectively. Resourcing, repetition, grouping, deduction, visualization, grasping the concept fast, elaboration, inferencing, taking notes, and summarizing are some of the forms of strategic cognitive reading that are frequently employed in various studies (Asmara 2017; Ratna 2014; Rusmiati & Kamalina n.d.). Nevertheless, among these techniques, this study reveals that students most commonly employ the cognitive strategies of guessing a word's meaning from context, utilizing a dictionary to determine the meaning of key vocabulary, and using other sentences in the paragraph to support their guess. Teachers can assist students in improving their reading comprehension and gaining a deeper understanding of the subject matter by implementing a variety of methods that can motivate students (Rusmiati & Kamalina 2017). Various methods in cognitive reading strategy learning have a crucial role for students' success in honing their reading skills.

For example, in a study conducted by Rusmiati & Kamalina (2017) when teaching descriptive text, the teacher asked students to read and guess the contents of the text through pictures. However, when teaching narrative text, the teacher can guide students to engage in discussion groups to facilitate idea sharing. Thus, combining diverse learning methods can encourage students to better understand and improve their reading skills. When students feel connected to the material they read, they will be more enthusiastic in understanding the reading and remembering information. On the other hand, according to (Rini 2017) other methods that can be applied by teachers to support reading learning include determining the type of text that suits students' abilities, explaining the text being studied by linking it to relevant experiences, and stimulating students to speak, read and think. These activities allow students to activate their cognitive abilities in reading and thinking critically.

3.2 Modelling Strategies

Teacher knowledge regarding cognitive reading strategies is also significant (Sa'adah et al., 2018). Teachers should be aware that cognitive reading strategies can provide opportunities for students to practice and apply them to understand information such as summarizing, analyzing, and making inferences during the reading process. Teachers can design their use of cognitive strategies to give students an idea of how to apply these strategies in reading activities. Apart from that, Think-aloud and explicit instruction techniques are techniques that can be used by teachers to increase students' understanding. The think-aloud technique allows students to make predictions, ask questions, visualize, and summarize (Asmara, 2017; Rini, 2017). By modelling the use of those strategies teachers can show students how these strategies can be used to improve comprehension.

On the other hand, teachers can also apply explicit instruction by providing step-by-step instructions on how to apply specific strategies such as skimming for main ideas, scanning for details, or making inferences. Explicit teaching focuses on the specific steps involved in using each strategy. In line with case study research conducted by Thur, Anh, and Nam (2019) it was stated that explicit learning instruction is very useful for students to help improve their reading skills by providing more specific and structured ways. For example, when they ask students to

read a text and find a difficult word, students can list the word. Then, they divide the word into parts to guess its meaning or can also relate it to background knowledge to imagine the whole picture of the reading text. Not only that, they can also use a dictionary to translate vocabulary that they don't understand. These methods are useful for students so that they can help them understand the reading as a whole.

3.3 Providing a Supporting Learning Environment

To improve students' reading comprehension, teachers play a crucial role in helping them with cognitive reading skills (Etfita 2018). The teacher's role in implementing cognitive reading strategies can be done by finding useful reading strategies and techniques to support students' cognitive reading strategies. According to research conducted by Etfita (2018), when implementing a cognitive reading strategy, teachers need to provide a supportive learning environment and oriented towards students' understanding. For example, the first step taken by the researcher was to explain the cognitive strategy to students comprehensively. After that, she explained the material about descriptive text to students. She wrote the title of the descriptive text on the board. Then, she tried to motivate students by encouraging them to think and guess based on the title given. Then, she also provided modeling to students on how to do the strategy clearly. After students understand the instructions given by the teacher well, they can practice it themselves or discuss it with their friends.

In a supportive learning environment created by educators, students feel free to express ideas, ask questions, and make errors without fear. It is crucial to have this supportive atmosphere to promote active learning. Teachers establish an environment where students feel comfortable participating, questioning, and making errors. This includes encouraging mutual respect, providing emotional support, and promoting a sense of community in the classroom. By implementing these strategies, teachers can ensure that students not only master cognitive strategies but are also actively engaged and motivated in the learning process. Thus, it not only improves their reading skills but also builds broader critical thinking and problem-solving abilities.

3.4 Activating Students' Prior Knowledge

Activating students' prior knowledge can help them connect their knowledge with what they read to improve their understanding. Before introducing new reading material, teachers can activate students' initial knowledge related to the topic. This can be achieved with pre-reading activities. There are several ways to activate students' prior knowledge using cognitive reading strategies. First, before starting to read, the teacher uses pre-reading techniques to direct students' focus (Deshpande, 2016). In this case, it entails several tasks, including thinking about what the text might be about after reading the title. Predicting how images and graphics relate to the text, skimming to receive the essential information, reading the first line of each paragraph to grasp the subject, and identifying prior knowledge of the text's subject (Gustanti & Ayu, 2021). For example, the method used by them to help students recall their background knowledge was by relating illustrations to the text content and skimming. This method is important for students to get an overview of the text content so that it is easier for them to get a comprehensive understanding. Pre-reading exercises help pupils focus by drawing on prior knowledge and being ready to take in new information.

Second, educators can utilize four cognitive techniques, which include practicing, sending, and receiving signals, organizing input and output, and analyzing and reasoning

(Oxford, 1990 in Adam, 2018). Repetition is a key component of practice, as it requires reading the book more than once to fully comprehend its contents. Getting ideas quickly and employing resources to obtain and convey messages are the two strategies that facilitate receiving and sending communications. Translating techniques to comprehend material in the target language is part of the analysis and reasoning process. On the other hand, note-taking and underlining are two tactics for organizing input. By using this technique, educators encourage their students to actively engage with the material, allowing them to utilize existing knowledge and integrate new information.

3.5 Assisting and Providing Feedback to Students

Teachers need to monitor and assist students during the application of cognitive strategies so that students can be actively involved in the learning process (Etfita, 2018). Teachers must also provide opportunities for students to practice and ask questions about the difficulties they face so that cognitive reading strategies contribute to providing them with a deep understanding. On the other hand, teachers should provide feedback that can help students identify passages to improve reading strategies. By providing feedback, it can be used as a guide to implementing effective reading strategies. Appropriate feedback in implementing cognitive reading strategies allows students to identify more effective learning strategies and supports students to think more critically.

Feedback can be provided in various forms, such as oral or written comments, and should focus on specific aspects of the student's performance, such as the strategies used, the quality of their work, and their ability to apply the strategies correctly (Ligudon, J. P. & Ilodefonso, 2022). Feedback is very important to support the development of students' abilities. Apart from that, feedback must also focus on reading comprehension skills so that it can encourage student performance. Providing focused and constructive feedback can help students develop good reading skills and support them in better application of cognitive strategies. For example, when teachers see that students are having difficulty, they can immediately provide the necessary guidance. This could be in the form of re-explanation, providing additional examples, or a brief discussion to overcome obstacles students face. By actively monitoring and assisting students, teachers ensure that each student gets the support they need to apply cognitive strategies effectively and engage fully in the learning process.

3.6 Facilitating Cooperative Practice

Teachers should facilitate cooperative practices in learning activities where students work together to apply cognitive reading strategies. Teachers provide cooperative learning to their students so that students can gain significant benefits and gain more diverse and deeper reading comprehension experiences (Ligudon, J. P. & Ilodefonso, 2022). Teachers divide students into small discussion groups, peer tutoring, and collaborative projects that require students to use reading strategies to solve problems or analyze text. In cooperative learning, teachers play many roles in preparing students for group activities. They must set clear learning goals, ensure that each student understands their assignment in the group, and provide resources to support the learning process. On the other hand, another way that can be used to support cooperative practice in cognitive reading strategies is reciprocal teaching. According to Khorri and Ahmad (2019) reciprocal teaching involves four comprehension strategies, namely predicting, questioning, summarizing, and clarifying by conducting a dialogue between the teacher and regarding the text being studied. For example, in the application of cognitive reading strategies,

they asked students to take turns acting as teachers, guiding discussions, and applying the four strategies (summarizing, questioning, clarifying, and predicting). By using this method, students can remember information more effectively, and their critical thinking skills improve.

Apart from that, teachers must also monitor and encourage students to work together and participate in understanding reading. Thus, incorporating cooperative learning into cognitive reading methodologies can give students a satisfied and more thorough learning experience, assisting them not only academically but also in acquiring essential interpersonal and social skills. Overall, teachers are essential in assisting students in applying cognitive reading strategies to develop their reading comprehension abilities. By employing several pedagogical approaches, educators can significantly improve student reading comprehension skills (Angrisia&Bisriyah, 2020; Budiarto&Yuniar, 2023; Rohmana&Amalia 2022). Teachers can help students strengthen their critical thinking and reading comprehension skills by incorporating these elements into their cognitive reading comprehension strategies.

4. CONCLUSION

The teacher's role is crucial in implementing cognitive reading strategies, as they are responsible for ensuring these strategies are effectively applied and beneficial for students. The teacher's involvement is crucial to the students' ability to improve their reading comprehension skills. Teachers activate students' prior knowledge by promoting discussions and brainstorming sessions about the reading material. They create a supportive learning environment in the classroom by making it interactive and engaging. Additionally, teachers model cognitive reading strategies through think-aloud exercises and give explicit instruction on them, including summarizing, questioning, predicting, and clarifying. Additionally, they provide students with constructive feedback and providing personal assistance to help them apply the strategies successfully.

This research can contribute to providing valuable guidance for English teachers in teaching cognitive reading strategies through a better understanding of the teacher's role in implementing such strategies. Apart from that, for further research, this research can contribute to providing references regarding the implementation of cognitive reading strategies. But this study's drawback is that secondary data was the only source used for data collection. As a result, it is hoped that future research will examine more creative and successful teaching methods in addition to more thoroughly analyzing the precise factors that affect the successful implementation of cognitive reading strategies.

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