

**THE CORRELATION BETWEEN COGNITIVE STRATEGIES
AND READING NARRATIVE TEXT ABILITY
AT THE GRADE VIII STUDENTS OF SMP N 5
PADANGSIDIMPUAN**



Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fullfilment of the Requirement
of Graudate Degree of Education (S.Pd) in English*

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PADANGSIDIMPUAN
2025**

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2025**

**THE CORRELATION BETWEEN COGNITIVE STRATEGIES
AND READING NARRATIVE TEXT AT THE VIII GRADE
STUDENTS OF SMP N 5 PADANGSIDIMPUAN**



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*Submitted to the English Educational Department of State Islamic
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LETTER OF AGREEMENT

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Padangsidempuan, October 2025

To:
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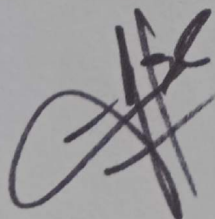
Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to Yuni Sarah Btr, entitled "The Correlation Between Cognitive Strategies and Reading Narrative Text Ability at The VIII Grade Students of SMP N 5 Padangsidempuan. We approved that the thesis us been acceptable to complete the requirement to fulfil for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan
Thank you.

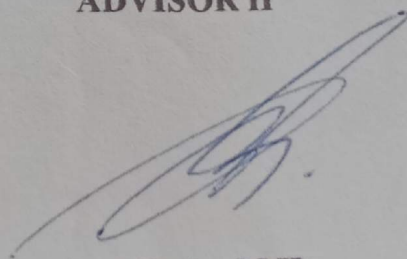
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ABSTRACT

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This study was conducted due to the problem in narrative text reading of eighth-grade students at SMP N 5 Padangsidimpuan. This problem is indicated by students' difficulties in understanding text content, identifying the structure of narrative texts, determining the main idea, and applying effective reading strategies. This study aims to describe students' of cognitive strategies, describe students' reading narrative text ability, and determine whether there is a significant the correlation between cognitive strategies and students' reading narrative text ability. This research employed a quantitative method with a correlational design. The population of this study consisted of all eighth-grade students at SMP N 5 Padangsidimpuan, while the sample was selected using a random sampling technique. The research instruments used were questionnaires and tests. The data were analyzed using the Pearson product-moment correlation. The results of the study show that there is a significant the correlation between cognitive strategies and students' reading narrative text ability. The t-test results indicate that the calculated t-value is higher than the t-table value; therefore, the alternative hypothesis was accepted. Thus, it can be concluded that there is a significant the correlation between cognitive strategies and student' reading narrative text ability of eighth-grade students at SMP N 5 Padangsidimpuan.

Keywords: The correlation, cognitive strategies, reading narrative text ability.

ABSTRAK

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Judul Skripsi : Hubungan Antara Strategi Kognitif dan Kemampuan Membaca Teks Naratif pada Siswa Kelas VIII SMP N 5 Padangsidempuan

Penelitian ini dilakukan berdasarkan masalah dalam membaca teks naratif siswa kelas VIII SMP N 5 Padangsidempuan. Permasalahan tersebut ditandai dengan kesulitan siswa dalam memahami isi teks, mengenali struktur teks naratif, menentukan gagasan utama, serta kurangnya penerapan strategi membaca yang efektif. Strategi kognitif dipilih karena mampu membantu siswa melakukan aktivitas yang membutuhkan pemikiran, seperti memahami bacaan selama kegiatan membaca teks naratif. Penelitian ini bertujuan untuk mendeskripsikan penggunaan strategi kognitif siswa, mendeskripsikan kemampuan membaca teks naratif siswa, serta mengetahui ada tidaknya hubungan yang signifikan antara penggunaan strategi kognitif dan kemampuan membaca teks naratif siswa. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional. Populasi penelitian adalah seluruh siswa kelas VIII SMP N 5 Padangsidempuan, sedangkan sampel penelitian ditentukan menggunakan teknik sampel acak. Instrumen penelitian yang digunakan meliputi angket dan tes. Data penelitian dianalisis menggunakan korelasi product moment person. Landasan teori dalam penelitian ini membahas konsep strategi kognitif dan kemampuan membaca teks naratif. Hasil penelitian menunjukkan bahwa terdapat hubungan signifikan antara penggunaan strategi kognitif dan kemampuan membaca teks naratif siswa. Hasil uji-t menunjukkan bahwa nilai t hitung lebih besar daripada t tabel, sehingga hipotesis alternatif diterima. Dengan demikian, dapat disimpulkan bahwa terdapat hubungan yang signifikan antara penggunaan strategi kognitif dan kemampuan membaca teks naratif siswa kelas VIII SMP N 5 Padangsidempuan.

Kata kunci: hubungan, strategi kognitif, kemampuan membaca teks naratif

ملخص البحث

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عنوان البحث : العلاقة بين الاستراتيجيات المعرفية وقدرة قراءة النصوص السردية لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية 5 بادانغسيديمبوان

تمت الدراسة بناءً على انخفاض قدرة قراءة النصوص السردية لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية 5 بادانغسيديمبوان. تم تحديد المشكلة من خلال صعوبة الطلاب في فهم محتوى النصوص، والتعرف على هيكل النص السردى، وتحديد الأفكار الرئيسية، بالإضافة إلى نقص تطبيق استراتيجيات القراءة الفعالة. تم اختيار الاستراتيجيات المعرفية لأنها قادرة على مساعدة الطلاب في القيام بأنشطة تتطلب التفكير، مثل فهم القراءة أثناء نشاط قراءة النصوص السردية. تهدف هذه الدراسة إلى وصف استخدام الاستراتيجيات المعرفية لدى الطلاب، ووصف قدرة قراءة النصوص السردية لدى الطلاب، بالإضافة إلى معرفة ما إذا كانت هناك علاقة ذات دلالة بين استخدام الاستراتيجيات المعرفية وقدرة قراءة النصوص السردية لدى الطلاب. تستخدم هذه الدراسة المنهج الكمي مع تصميم ارتباطي. تتكون عينة الدراسة من جميع الطلاب في الصف الثامن في المدرسة المتوسطة الحكومية 5 بادانغسيديمبوان، بينما تم تحديد عينة البحث باستخدام تقنية العينة العشوائية. تشمل أدوات البحث المستخدمة الاستبيانات والاختبارات. تم تحليل بيانات البحث باستخدام ارتباط لحظة المنتج لشخص. تناقش الأسس النظرية في هذه الدراسة مفهوم الاستراتيجيات المعرفية وقدرة قراءة النصوص السردية. تظهر نتائج البحث أن هناك علاقة ذات دلالة بين استخدام الاستراتيجيات المعرفية وقدرة قراءة النصوص السردية لدى الطلاب. تشير نتائج اختبار t إلى أن قيمة t المحسوبة أكبر من t الجدول، وبالتالي يتم قبول الفرضية البديلة. وبذلك، يمكن استنتاج أنه توجد علاقة ذات دلالة بين استخدام الاستراتيجيات المعرفية وقدرة قراءة النصوص السردية لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية 5 بادانغسيديمبوان.

الكلمات الرئيسية: العلاقة، الاستراتيجيات المعرفية، قدرة قراءة النصوص السردية.



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Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the basic skills in language learning that plays an important role in the process of acquiring knowledge and information. Through reading activities, students can broaden their horizons, enhance critical thinking skills, and understand various language contexts used in daily life. Reading is not only about recognizing words, but also understanding the meaning contained in the written material. It means reading is a thought process that includes understanding, telling, interpreting the meaning of written symbols by involving vision, eye movements, inner talk, and memory. Reading is a skill because almost everyone can read, except for those who have not learned to read, but not everyone who can read fluently does so with comprehension.¹ A person will have good reading skills if they have a strong desire and feel confident that they will gain something from reading. By reading, the readers can increase their understanding about the text or what they have read, enrich their vocabularies and knowledge.

Reading is an interactive process between the reader and text. An interactive process happens when the readers try to understand the text. While

¹ Slamet Widodo and Vit Ardhyantama, Reading and writing concepts and practices in the 21st century, (Yogyakarta:Pustaka referensi, 2019),hlm. 4
<https://shorturl.asia/NcGe8>

understanding the text, the readers want to communicate with ideas proposed by the writers.² In this modern era, this is skill mastery, reading is a must, especially for students as school and campus people because in this era of information technology, there is a lot of scientific information that can be accessed easily both through print and non print media. Almost the majority of knowledge information requires obtaining it through print media such as : television, internet, books and a number of other scientific journals.

One type of text that is often used for reading is narrative text. Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers statets that “narrative is one of the most powerful ways of communicating with others”.³ Narrative text contains story by presenting the sequence of events and actors which have each characters. However, besides narrative text is an interesting text. There are several things considered in comprehending narrative text, such as the elements of text, the text comprehension, the words analysis, etc.

Based on the Independent curriculum implemented in junior high schools in Indonesia, english learning materials are fully presented in English. Therefore, students are expected to develop their reading

²Eka Sustri Harida, “Basic Reading For EFL University Students”, (Medan : Merdeka Kreasi, 2021) <https://books.google.co.id/books?id=wtRgEAAAQBAJ>

³ Meyers, "Gateways, To Academic Writing: Effective Sentences, Paragraphs, And Essays"(Longman,2005)https://Books.Google.Co.Id/Books/About/Gateways_To_Academic_Writing.Html?Id=Dkipaaaacaj&Redir_Esc=Y

comprehension skills to understand and interpret the texts effectively.⁴ However, after making initial observations in SMP N 5 Padangsidempuan there are some problems, first many students who have difficulties on understanding narrative texts, secondly students cannot identify the structure in narrative text well, the last students are not yet accustomed to using the right learning strategies when reading. So, students' reading in narrative text is still lacking. It is the problem that was the researcher found in this school. In addition, teachers should apply an approach to learning to know the problem of the students in reading narrative text especially .

One factor that is believed to influence students' understanding of narrative texts is the learning strategies used, especially cognitive strategies. Cognitive strategies are a series of mental processes employed by students to help them organize, process, and store the information they read. These strategies include activities such as summarizing, highlighting important information, making inferences, relating readings to prior knowledge, and critically analyzing the content of the text. In learning practice, not all students consciously apply these strategies, which leads to varying levels of reading comprehension. Some students demonstrate good understanding because they are able to manage information in the text with appropriate

⁴ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *English for Nusantara SMP/MTs Kelas VIII*, Jakarta: Kemdikbudristek, 2022. Available at: <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>

strategies, while others struggle because they are not accustomed to or do not know effective learning methods.

Theory emphasize that cognitive strategies involve the active engagement of readers in various cognitive activities, including reading comprehension, learning processes, recalling information, and critical thinking in problem-solving.⁵ In the research, it was found that the use of cognitive strategies can improve reading ability in controlling their attention during reading, student learning styles that match the way they carry out learning activities will have a positive impact, such as being able to increase their learning achievement. Therefore, teachers in teaching must pay attention to student learning styles. By recognizing student learning styles, teachers can design learning activities with a variety of appropriate models, strategies and methods.⁶ Therefore, this research aims to determine whether there is a significant relationship between the use of cognitive strategies and the reading ability of eighth-grade students at SMP Negeri 5 Padangsidempuan. This research is correlational, not intended to see direct effects, but to observe the extent of the relationship between the two variables. It is hoped that the results of this research can provide insights for

⁵Robert Mills Gagne, "*The Conditions of Learning* ",(University of Minnesota, Holt, Rinehart and Winston) [The Conditions of Learning - Robert Mills Gagné - Google Buku](#)

⁶ Sri Minda, "Learning Styles and Vocabulary Achivement" (Padangsidempuan, 2023), <https://doi.org/DOI> : <https://doi.org/10.34005/lingua.v19i1.2773>.

teachers and students about the importance of using cognitive strategies in improving the ability to understand English reading materials.

B. The Identifications of the Problem

Based on the background explanationed several problems, the researcher can be identified in this research namely:

1. Many students have difficulty understanding narrative texts.
2. The students have not been able to identify the structure of narrative text well.
3. The students are not yet accustomed to using the right learning strategies when reading.

C. The Limitation of the Problem

This research does not discuss all factors that may affect students' reading comprehension, and this research only foccused the correlation between the use of cognitive strategies and reading Narrative ability of eighth-grade students at SMP Negeri 5 Padangsidimpuan.

D. The Formulations of the Problem

Based on the background and limitations of the problems that have been explanationed, the formulation of the problems in this research are:

1. How is students' cognitive strategies at the Grade VIII students of SMP Negeri 5 Padangsidimpuan ?

2. How is students' reading narrative text ability at Grade VIII students of SMP Negeri 5 Padangsidempuan ?
3. Is there any a significant correlation between the use of students' cognitive strategies and the narrative reading ability of Grade VIII students at SMP Negeri 5 Padangsidempuan ?

E. The Objectives of the Research

The primary objectives of this research are:

1. To describe how student use of cognitive strategies at grade VIII of SMP N 5 Padangsidempuan is
2. To measure the reading narrative texts ability at grade VIII at SMP N 5 Padangsidempuan.
3. To find out whether there is a correlation between the use of cognitive strategies and reading narrative texts ability among at grade VIII of SMP N 5 Padangsidempuan or not.

F. The Significances of the Problems

Researcher hopes that this research can be benefit for teacher, the students and researcher himself significances of this research are:

1. For teachers ,this research can help teachers understand the importance of cognitive strategies in improving students' reading comprehension, particularly in narrative texts. By applying appropriate cognitive strategies,

teachers can support students to become more engaged, independent, and critical in processing reading material.

2. Other researcher, this research can serve as a useful reference for other researchers who are interested in the area of reading comprehension, cognitive strategies, or English language learning. It may provide a foundation for further investigation on how learning strategies relate to reading performance.

G. The Defenition of Operational Variables

This Research consists of two variables, the definitions of the two variables are as follows:

1. Cognitive Strategy

Cognitive strategy is a way students think and act to understand, remember, and process information while learning or reading, such as by summarizing, predicting, organizing ideas, and making connections to improve comprehension.

2. Students' reading narrative text ability

Narrative text ability refers to a student's skill in understanding and interpreting narrative texts, including recognizing the structure (orientation, complication, resolution), identifying main ideas and details, making inferences, and understanding language features such as past tense and action verbs.

H. The Outline of the Thesis

The First chapter is introduction, this chapter talk about describes the background of the study, which explanations the reasons and importance of conducting the research, followed by the identification and limitation of the problem to keep the study focused. It also presents the formulation of the problems, the objectives of the research, the significance for teachers, students, and future researchers, and the operational definitions of the variables cognitive strategies and reading narrative text ability.

The second chapter discusses the theoretical basis related to the research topic, including the definition, types, and functions of cognitive strategies, as well as theories about reading and narrative text. This chapter also presents previous research findings relevant to the study, the conceptual framework illustrating the correlation between the two variables, and the hypothesis that states there is a significant relationship between cognitive strategies and students' reading narrative text ability.

The third chapter is the method of the research, on this chapter the researcher would like to discuss the method of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis.

The fourth chapter is the research findings and discussion, presents the data analysis results, including the description of students' cognitive strategy scores and reading comprehension test results. This chapter also discusses the hypothesis testing that shows a positive and significant correlation between the two variables, meaning that students who apply cognitive strategies effectively tend to have higher reading comprehension in narrative texts.

The last chapter is conclusion and suggestion, summarizes the research findings, explanations the implications for English language teaching, and provides suggestions for teachers to implement cognitive strategies in reading classes, for students to actively use such strategies to improve comprehension, and for future researchers to develop similar studies with broader samples and different contexts.

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Cognitive strategy

a. The Definitions of cognitive

Gagne and Briggs in Suyitno state that cognitive strategies are internal processes utilized for various activities requiring cognitive engagement, including reading comprehension.⁷ It means cognitive strategies work internally in students' minds to help them carry out activities that require thinking, such as reading comprehension. According to Susanto, cognitive is a thinking process, which is an individual's ability to connect, evaluate, and consider an event or occurrence.⁸ Cognitive ability is the foundation for a child's ability to think. Therefore, cognitive processes are related to the level of intelligence that characterizes a person with various interests, particularly aimed at learning ideas.

⁷ Imam Suyitno, "Cognitive Strategies Use in Reading Comprehension and Its Contributions to Students' Achievement," *Iafor* 5, no. 3 (n.d.): 107, <https://shorturl.at/Lb5Sr>.

⁸ Ahmad Susanto, *Early childhood development, an introduction to various aspects of it*, Kencana, (PrenadamediaGroup, 2011) [https://books.google.co.id/books/about/Early childhood development.html?id=0qRPDwAAQBAJ&redir_esc=y](https://books.google.co.id/books/about/Early%20childhood%20development.html?id=0qRPDwAAQBAJ&redir_esc=y)

According to Oxford , translation falls into the category of direct cognitive strategies, specifically in the subcategory of analyzing and reasoning.⁹ He explanations that translation helps students understand and convey meaning by converting the target language into a language they are more familiar with.

Based on the explanation above cognitive strategies are mental processes that help students think, process, and connect ideas to understand texts better, making them essential for improving reading comprehension and learning effectiveness.

b. The Types of Cognitive Strategies

Chamot et.al classify cognitive strategies into several types, particularly in the domain of second language acquisition.¹⁰ These strategies can be adapted to reading narrative texts in the classroom context. The strategies are repetition, resourcing, translation, note-taking, summarization, elaboration, inferencing, imagery, deduction, and recombination.

⁹ Oxford, Rebecca L, *Language learning strategies : what every teacher should know*,(Boston : Heinle & Heinle,1990),hlm. 43 <https://shorturl.at/D1MIw>

¹⁰ O'Malley J.Michael & Anna Uhl Chamot, *The Role of Learning Strategies Second Language Acquisition, Learner Contributions to Language Learning: New Directions in Research* (new york: press syndicate of the university of cambridge). [Learning strategies in second language acquisition - Google Books](#)

1) Repetition

Repetition is a cognitive strategy that involves the repetition of information to strengthen memory and help students remember what they have learned.¹¹ Repetition is one of the strategies often used in the learning process to improve students' memory and understanding of the material presented. This strategy is especially useful in language learning, where repeated exposure to vocabulary and sentence structures enhances retention and fluency.

According to Rasinski, repetition, particularly through the technique of repeated reading, functions to improve reading fluency and comprehension.¹² He states that by reading the same text multiple times, students can increase their reading speed, reduce reading errors, and gradually enhance their understanding of the text.

¹¹Chamot et al., "The learning strategies handbook" (White Plains, NY : Longman) hlm.34 <https://shorturl.asia/vSPBW>

¹²Timothy V Rasinski, "The Effects of Cued Phrase Boundaries on Reading Performance: A Review" Permission To Reproduce This Material Has Been Granted By, 2024, 147.

<https://shorturl.at/D1MIwhttps://eric.ed.gov/?q=%22Rasinski+Timothy+V.%22&ff1=pubInformation+Analyses&id=ED313689>

Samuels introduced the repeated reading method, which involves repeated reading of the same text until fluency is achieved. The steps include:¹³

- a) Choosing a text that matches the students' skill level.
- b) The teacher reads as a model. Students read the text repeatedly.
- c) The teacher notes the students' speed and errors. Students demonstrate improvement in fluency and comprehension.

Based on the explanation above repetition is a cognitive strategy that helps strengthen memory and improve reading fluency. It allows students to read the same text multiple times, increasing their speed, accuracy, and understanding. Through guided steps such as modeling and repeated practice, repetition builds confidence and supports comprehension.

2) Resourcing

Resourcing is a cognitive strategy in which learners use external reference materials to support their understanding and completion of a learning task. It does not involve modifying the information itself, but rather accessing additional sources such as dictionaries, textbooks, grammar guides, internet resources, or class notes to facilitate comprehension. This

¹³ S. Jay Samuels, "The Method of Repeated Readings" (International Literacy Association, 1979), <https://www.jstor.org/stable/20194790?origin=JSTOR-pdf>.

strategy is particularly useful when students encounter unfamiliar vocabulary, grammar structures, or concepts during reading or other language tasks.

In language learning, students often employ various strategies to enhance their understanding and communication skills. According to Oxford, resourcing is categorized under direct cognitive strategies, specifically in the sub-group of “using resources for receiving and sending messages.”¹⁴ She emphasizes that learners rely on external materials to aid comprehension and expression in the target language. This strategy allows students to become more independent and confident in accessing information or clarifying meaning when encountering difficulties in learning a new language.

There are several functions of resourcing according to Chamot et.al including¹⁵:

- a) Support understanding of vocabulary, sentence structure, or difficult concepts.

¹⁴Oxford, Rebecca L, *Language learning strategies : what every teacher should know*,(Boston : Heinle & Heinle), p. 26

<https://archive.org/details/languagelearning0000oxfo/page/n369/mode/2up>

¹⁵ O'Malley, J. Michael & Anna Uhl Chamot, *The Role of Learning Strategies Second Language Acquisition, Learner Contributions to Language Learning: New Directions in Research* (New York: Press Syndicate of the University of Cambridge).

- b) Provide opportunities for students to learn actively and solve problems.
- c) Help students overcome barriers in reading or writing texts.

Based on explanation above resourcing serves as an effective cognitive strategy that enhances students' ability to understand complex aspects of language learning. It supports comprehension of vocabulary, sentence structures, and difficult concepts by allowing access to external references.

Chamot et.al explanation a systematic approach to the application of learning strategies, including resourcing. The adaptation of its steps:¹⁶

- 1) Preparation the teacher introduces relevant strategies and resources.
- 2) Presentation the teacher demonstrates how to use the resources (for example: using a dictionary efficiently).
- 3) Practice students use the resources in the context of real reading activities.
- 4) Evaluation students assess the effectiveness of the strategies in aiding their understanding.
- 5) Expansion students apply these strategies in other tasks or topics.

¹⁶ Chamot et al, "The learning strategies handbook" (White Plains, NY : Longman, 2021) hlm.34 <https://shorturl.asia/vSPBW>

Based on the explanation above the implementation of resourcing as a cognitive strategy involves five clear steps: preparing students by introducing useful resources, presenting how to use them effectively, allowing students to practice during reading activities, evaluating the usefulness of the strategy, and expanding its application to other learning contexts.

3) Translation

Translation is one of the cognitive strategies used by students in the language learning process, especially when facing difficulties in understanding the meaning of words, phrases, or sentences in the target language. This strategy is carried out by translating information from the target language (for example, English) into the mother tongue (for example, Indonesian), either verbally, in writing, or mentally. The goal is to clarify understanding of the content of the reading or the information being studied. According to Rebecca L et.al , translation falls into the category of direct cognitive strategies, specifically in the subcategory of analyzing and reasoning.¹⁷ He explanations that translation helps students

¹⁷ Oxford, Rebecca L, *Language learning strategies : what every teacher should know*,(Boston : Heinle & Heinle,2021),hlm. 35
https://books.google.co.id/books/about/Language_Learning_Strategies.html?id=s7VoAAAAIAAJ&redir_esc=y

understand and convey meaning by converting the target language into a language they are more familiar with.

Hall and Cook states that these strategies help readers actively process text information, rather than just reading passively. When reading narrative texts, such as short stories or fables, readers use elaboration to connect events in the story with personal experiences, or they use inference to guess the intentions of the characters or the ending of the story.¹⁸ This is a real form of cognitive strategy use in reading, serving as a cognitive bridge between two languages. Enhancing retention and understanding of new concepts. Becoming a reflective strategy in language mastery.

According to Hall and Cook, the implementation of translation strategies in language learning can be carried out through several steps,¹⁹ namely: (1) determining the objectives of the translation learning, such as understanding meaning or comparing language structures; (2) selecting texts appropriate to the students' level (3) asking students to translate the text into their mother tongue individually or in groups; (4) discussing the

¹⁸ Graham Hall and Guy Cook, "Own-Language Use in Language Teaching and Learning," *Language Teaching* 45, no. 3 (2012): 271–308, <https://doi.org/10.1017/S0261444812000067>.

¹⁹ Graham Hall and Guy Cook, "Own-Language Use in Language Teaching and Learning," *Language Teaching* 45, no. 3 (2012): 271–308, <https://doi.org/10.1017/S0261444812000067>

translation results to evaluate word choices and structures; and (5) reapplying the translation results through other tasks such as back-translation or paraphrasing. This strategy helps students develop a deep understanding of the meaning and structure of the target language and enhances linguistic awareness.

Based on the explanation above translation is a cognitive strategy that helps students understand the target language by converting it into their native language, enabling better comprehension, retention, and awareness in reading activities.

4) Note-taking

Note-taking is one form of direct cognitive strategy used to help students record and remember important information during the learning process.²⁰ This strategy includes activities such as noting down main ideas, keywords, or important points from the material being studied, either in written form or in visual forms like diagrams.

According to Piolat et.al several functions when using note-taking while studying²¹:

²⁰ Oxford, Rebecca L, *Language learning strategies : what every teacher should know*,(Boston : Heinle & Heinle,2021)

²¹ Annie Piolat, et.al, “Cognitive Effort during Note Taking,” *Applied Cognitive Psychology* 19, no. 3 (2005): 291–312, <https://doi.org/10.1002/acp.1086>.

- a) Enable deep information processing
- b) Enhance retention (memory) and understanding of the material.
- c) Train mental organization of complex information.

Note-taking process begins with understanding the input actively, then selecting important information from the text. This information is summarized using abbreviations or paraphrasing, and then recorded in verbal, graphic, or numeric form. Next, students organize their notes using formats such as bullet points, tables, or mind maps. Finally, students review their notes to reinforce understanding and store it in long-term memory.

5) **Summarization**

Summarizing is a reading comprehension strategy that involves taking important parts of a long text and condensing them into a brief form that contains the core of the main information.²² The goal of summarizing is to filter the main ideas, eliminate irrelevant details, and present the content of the text in a simpler yet meaningful way. This strategy helps students develop critical thinking skills and a deeper understanding of the

²² Iraj Khoshnevis and Sorour Parvinnejad, "The Effect of Text Summarization as a Cognitive Strategy on the Achievement of Male and Female Language Learners' Reading Comprehension," *International Journal of Learning and Development* 5, no. 3 (2015), <https://doi.org/10.5296/ijld.v5i3.8271>.

text, as they must identify, organize, and re-express the main information in their own words.

McNamara et.al states that summarizing helps students understand texts deeply by processing information in their own words.²³ He explains that 'summarizing promotes deeper understanding by requiring readers to mentally transform and organize information.' This strategy serves to develop critical understanding and supports reflection and evaluation of readings. Thus, summarizing becomes an important strategy that not only supports comprehension but also trains higher-order thinking skills in the reading process.

According to Chamot et.al, the steps to implement the summarizing strategy start with reading the text thoroughly to understand the main ideas and structure of the reading.²⁴ After that, students identify important information such as the main ideas and supporting details. The selected information is then reorganized into a brief summary using their own words, either verbally or in writing. Finally, students review the summary

²³ Danielle S. McNamara et al., "The 4-Pronged Comprehension Strategy Framework," *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, no. November 2019 (2007): 465–96, <https://doi.org/10.4324/9780203810033-24>.

²⁴ J. Michael O'Malley & Anna Uhl Chamot, *The Role of Learning Strategies Second Language Acquisition, Learner Contributions to Language Learning: New Directions in Research* (New York: Press Syndicate of the University of Cambridge). [Learning strategies in second language acquisition - Google Books](#)

they have created to ensure clarity, completeness, and conciseness of the content.

Based on the explanation above summarizing helps students understand texts by identifying key ideas and restating them briefly in their own words. This strategy deepens comprehension by requiring students to process and organize information, while the steps involve reading carefully, selecting important points, rewriting them concisely, and reviewing the summary. Overall, summarizing strengthens both comprehension and critical thinking skills.

6) Elaboration

In the process of comprehension, readers use several mental activities to construct meaning from a text. According to Anderson, summarizing is part of the cognitive process in understanding reading, where the reader reorganizes information into a more concise form by identifying main ideas and eliminating irrelevant details.²⁵ Anderson explains that when someone engages in summarizing, they are organizing information into a

²⁵ John R. Anderson, *Cognitive psychology and its implications* (New York : Worth Publishers, 2019) Hlm. 27

simpler mental representation, referred to as a propositional network a mental structure that stores the core meaning of a text.

According to Weinstein and Mayer, elaboration is the process of expanding information by adding details, explanations, examples, or mental images to new material.²⁶ This strategy serves to help students understand information more thoroughly and meaningfully, as information is not only passively received but also processed and connected with previously held knowledge. By using elaboration, students can make connections between new concepts and their own experiences, making the material easier to understand and remember.

According to Weinstein and Mayer, the application of the elaboration strategy in learning begins by clearly introducing new information to students.²⁷ After that, students are directed to connect this information with the knowledge or experiences they already have. This process can be strengthened through the addition of relevant examples, explanations, or analogies to deepen understanding. Subsequently, students

²⁶ Claire E. Weinstein and Richard E. Mayer, *The Teaching of Learning Strategies*, (California: Santa Barbara, 2024) hlm. 8

<https://id.scribd.com/document/79036011/Weinstein-and-Mayer>

²⁷ Claire E. Weinstein and Richard E. Mayer, *The Teaching of Learning Strategies*, (California: Santa Barbara, 2024) hlm. 17

<https://id.scribd.com/document/79036011/Weinstein-and-Mayer>

engage in elaborative activities such as re-explaining the material in their own words, making reflective notes, or drawing concept maps. The teacher then facilitates discussions and provides feedback to reinforce students' understanding. As a final step, students are asked to apply the elaborated knowledge in new contexts or tasks, such as summarizing readings or presenting the material back to peers.

Based on the explanation above elaboration is a cognitive strategy that helps students link new information with what they already know. It encourages deeper thinking and better understanding of the material. Through this process, students can remember and apply knowledge more effectively.

7) **Inferencing**

According to Goodman, inferencing is an important part of the reading process that is active and predictive in nature.²⁸ He views reading as a 'psycholinguistic guessing game,' where the reader does not passively receive information but actively predicts meaning based on limited contextual information. In this process, the reader makes inferences to guess the meanings of words, anticipate the continuation of the text, or

²⁸ Kenneth S. Goodman, "Reading: A Psycholinguistic Guessing Game," *Journal of the Reading Specialist* 6, no. 4 (2018): 126–35, <https://doi.org/10.1080/19388076709556976>.

conclude the author's intent. Inference is made using clues from the text and the knowledge or experience that the reader already possesses.

According to Hall et al. inferencing plays an important role in improving students' reading comprehension.²⁹ Its main function is to assist readers in interpreting meanings that are not explicitly stated in the text, by combining clues from the reading and the background knowledge they possess. This strategy also allows students to fill in missing information, maintain connections between ideas, and create a more complete understanding of the text's content.

The application of inferencing strategies can be carried out through five systematic steps to help students improve reading comprehension. First, the teacher selects appropriate texts, usually narrative or informative texts that are rich in contextual clues. Second, the teacher models how to identify and answer inferential questions for example, "How is this sentence related to the previous one?" Third, students are encouraged to make two types of inferences: text-connecting (connecting parts of the text) and knowledge-based (using background knowledge), both in writing and discussion. Fourth, the teacher ensures that students evaluate their

²⁹ Colby Hall et al., "The Effects of Inference Instruction on the Reading Comprehension of English Learners With Reading Comprehension Difficulties," *Remedial and Special Education* 41, no. 5 (2020): 259–70, <https://doi.org/10.1177/0741932518824983>.

inferences by asking, "Why do I think this?" or "What evidence from the text supports this inference?" Finally, through repeated practice and feedback, students are given opportunities to make various inferences, discuss them with peers, and receive corrections from the teacher.

Based on the explanation above inferencing is an essential cognitive strategy in reading that helps students actively predict and interpret meaning beyond what is explicitly stated. By combining contextual clues with prior knowledge, students can fill in missing information, connect ideas, and better understand the text. Through guided steps such as analyzing inferential questions, making connections, evaluating reasoning, and practicing with feedback inferencing supports deeper reading comprehension and critical thinking.

8) Imagery

According to Clark and Paivio, imagery is a cognitive strategy that involves the formation of mental images from verbal information.³⁰ Based on the Dual Coding theory, information is easier to remember if processed

³⁰ James M Clark and Allan Paivio, "Dual Coding Theory and Education Both the Science and Practice of Education Depend on a Firm Understanding of Many Psychological Phenomena, Including Such Cognitive Topics," *Educational Psychology Review* 3, no. 3 (2022): 149–210.
https://www.researchgate.net/publication/225249172_Dual_Coding_Theory_and_Education

through two memory pathways, namely visual and verbal. By imagining what they are learning, students can enhance their understanding and retention of information more effectively.

Imagery functions as a cognitive aid to enhance understanding and memory by activating two systems of representation in the brain: verbal and non verbal (visual). It explains that when information is presented verbally (for example, through words or text) and visually (through mental imagery or visualization), the chances of that information being stored and retrieved from memory become greater. Imagery allows learners to form visual representations of abstract concepts, thus making difficult to understand information relatable to real forms or images in their minds.

The first step in implementing an imagery strategy is to select a text that is rich in description, such as a narrative or descriptive text. Then, students are directed to mentally imagine the characters, places, or events in the text. After that, they can draw or explain that visualization to reinforce understanding. The next step is to relate the mental images to personal experiences or prior knowledge. Finally, students are asked to retell the content of the text based on the images they created, in order to strengthen understanding and memory.

Based on the explanation above Imagery is a cognitive strategy that enhances students' understanding and memory by forming mental images from verbal information. By engaging both visual and verbal processing, it helps learners retain abstract concepts more effectively. Through steps like visualizing descriptive texts, connecting images to prior knowledge, and retelling the content, students deepen comprehension and make learning more meaningful.

9) Deduction

According to Ellis, the deduction strategy is a learning approach that begins with the presentation of grammatical rules or patterns first, before students are asked to use them in real contexts.³¹ In this strategy, students receive explicit explanations about language rules, such as sentence structure, tense patterns, or word functions, and then analyze and logically apply them to the exercises or texts they read.

The deduction strategy functions to help students understand the language through a systematic and logical approach. In this approach, learning starts with the explicit presentation of grammar rules, which is

³¹ Rod Ellis, "Task-Supported Language Teaching," *Tasked-Based Language Learning and Teaching*, 2003, 27–33, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://alad.enallt.unam.mx/modulo7/unidad1/documentos/CLT_EllisTBLT.pdf.

then followed by examples and application exercises. This strategy allows students to build conceptual understanding first, before they use the language practically. In this way, students can analyze language patterns and understand grammatical structures more deeply.

The deduction strategy is applied through the explicit presentation of grammar rules, followed by providing examples of their use in sentences. After that, students analyze the examples and apply them in structured exercises. The final step is for students to use the rules independently in speaking or writing activities. With this process, students learn to understand and use the language logically and systematically.

Based on the explanation above education is a cognitive strategy that helps students understand language through a logical and structured approach. By starting with explicit grammar rules and progressing to guided practice and independent use, students can analyze patterns and apply them accurately in reading, writing, or speaking tasks. This strategy strengthens conceptual understanding and supports systematic language learning.

10) Recombination

According to Rubin, recombination is a cognitive strategy that reflects students' ability to manipulate and rearrange elements of language such as words, phrases, or sentence structures that they have previously learned, in order to create new messages or sentences.³² This strategy shows that students not only memorize information but are also capable of actively and creatively using their linguistic knowledge.

The recombination strategy serves to help students develop their language skills actively and flexibly. With this strategy, students combine or rearrange the language elements they have learned—such as words, phrases, or sentence structures to create new forms or meanings. The main function of this strategy is to encourage students to produce more complex and contextually appropriate language, rather than merely imitating or repeating sentences that have been taught.

The recombination strategy is applied by directing students to combine language elements that have been learned, such as words, phrases, or sentence structures, into new meaningful forms. The first step is to

³²Joan Rubin, *study of cognitive proces in second language learning*, National center for Bilingual Research,(Los angles,1979). <https://id.scribd.com/document/865147713/rubin1981>

ensure that students understand the basic elements of the language. Next, students rearrange these elements to form new sentences or paragraphs. This activity can be conducted both orally and in writing and aims to train active and creative language skills. Finally, the teacher provides feedback on the results of the students' recombination so that the structure and meaning remain contextually appropriate.

Based on explanation above recombination is a cognitive strategy that encourages students to actively and creatively use their language knowledge by rearranging learned words, phrases, or structures into new, meaningful expressions. This strategy supports the development of flexible language use and helps learners produce more complex and contextually appropriate sentences in both spoken and written forms.

c. The Advantages & Disadvantages of Cognitive Strategy

There are several advantages and disadvantages of cognitive strategies. The advantages are:

- 1) Making students more creative and independent.
- 2) In the cognitive learning method, the teacher only needs to provide the basics of the teaching materials for further development, and the continuation is left to the students, while the teacher only needs to monitor and express the progress of the material provided

- 3) Teachers can maximize their power, don't forget the abilities students have to remember all the material given, because cognitive learning emphasizes the student's memory to always recall the material provided
- 4) Practically used and also widely utilized in education in Indonesia at all levels.³³

Based on the explanation above Cognitive strategies offer several valuable advantages in the learning process. They encourage students to become more creative and independent in constructing their own understanding. Teachers, in turn, can focus on providing foundational knowledge while allowing students to develop it further, which fosters student autonomy. These strategies also help enhance students' memory and recall abilities, making learning more meaningful.

Further, although cognitive strategy has advantages, there are some disadvantages. They are:

- 1) Not always effective without guidance, cognitive strategies require explicit instruction and practice. Without proper guidance, students may not know when or how to apply the strategies effectively.

³³ Bakhrudin All Habsy et al., "Memahami Teori Pembelajaran Kognitif Dan Konstruktivisme Serta Penerapannya," *Tsaqofah* 4, no. 1 (2023): 308–25, <https://doi.org/10.58578/tsaqofah.v4i1.2177>.

- 2) Time-consuming and effortful strategies such as summarizing, grouping, or making inferences often take more time and mental effort, which may discourage some students from using them regularly.
- 3) May cause cognitive overload applying multiple strategies at once can overwhelm students' working memory, potentially hindering rather than helping comprehension.³⁴

Based on the explanation above the disadvantages of cognitive strategies are mainly related to their practical limitations. They are not always effective without explicit guidance and practice, as students may struggle to know when or how to apply them properly. In addition, some strategies are time-consuming and mentally demanding, which can discourage consistent use. Finally, applying too many strategies at once may cause cognitive overload, overwhelming students' working memory and reducing comprehension instead of enhancing it.

³⁴ O'Malley J. Michael & Anna Uhl Chamot, *The Role of Learning Strategies Second Language Acquisition, Learner Contributions to Language Learning: New Directions in Research* (new york: press syndicate of the university of cambridge, 2020) hlm 137. [Learning strategies in second language acquisition - Google Books](#)

2. Reading Narrative Text

a. The Defenitions of Reading

Reading is a process of acquiring facts, ideas, and both implied and explicit messages from a text. that the goals of reading are as follows: to understand the content of the book in detail and comprehensively, to accurately capture the main ideas or key concepts, and to gain information about something. In line with this, Tarigan states that " Reading is to seek and obtain information, including its content, and to understand the meaning of the text."³⁵ This statement emphasizes that the activity of reading is not merely about pronouncing words, but demands a deep understanding of the text's content. Adler also state that reading for information and reading for understanding.³⁶ From the opinions of these experts, reading is to obtain information, expand knowledge, acquire facts, ideas, entertainment, as well as to know the content and meaning of a reading, to evaluate and compare it, and to understand a reading.

³⁵ Henry Guntur Tarigan, *Membaca sebagai suatu keterampilan berbahasa*, (Bandung, :Angkasa 1979), hlm. 9.
https://id.scribd.com/document/https://books.google.co.id/books/about/Membaca_sebagai_sua_tu_keterampilan_berba.html?id=p9_WAAAACAAJ&redir_esc=y/865147713/rubin1981

³⁶ Mortimer J. Adler, *How to Read a Book* (Kuala Lumpur, 1989).hlm.7https://ia601503.us.archive.org/6/items/BagaimanaMembacaBuku/Bagaiman_a%20Membaca%20Buku_text.pdfhttps://books.google.co.id/books/about/How_To_Read_A_Book.html?id=NWfvDwAAQBAJ&redir_esc=y

Based on the explanation above, it can be concluded that reading is a process of obtaining facts, ideas, and both explicit and implicit messages from a text. Its main goals are to understand the content thoroughly, identify key ideas accurately, and gain useful information. Reading is not merely recognizing words but requires deep comprehension of meaning. Overall, reading serves to acquire information, broaden knowledge, understand ideas, evaluate and compare content, and gain insight from what is read.

b. The Defenition of Narrative Text

Simpson argues that a narrative is a story consisting of several events or incidents intertwined chronologically, marked by one main sentence accompanied by at least two subordinate clauses.³⁷ Then Herman and Vervaeck explanation that a narrative is a semiotic representation and a series of events that are meaningfully connected in a temporal and causal way.³⁸ In other words, a narrative not only conveys a sequence of events but also indicates the cause-and-effect relationships that shape the meaning of the story. Narrative text is written to entertain the readers and to engage them in an imaginative

³⁷ Paul Simpson, *Routledge English Language Introduction, Sustainability (Switzerland)*, vol. 11 (london: routlage, 2019), <https://shorturl.asia/VYIeo>.

³⁸ Luc Herman and Bart Vervameck, *Handbook of Narative Analysis*, second (Library of Congress Cataloging-, 2019).

experience. The readers are taken to another world and share the experiences of the characters. This type of text often deals with problematic events which lead to a climax and finally to a resolution.

From several opinions about narrative, it can be concluded that narrative is a work of fiction that tells a story in the form of text by presenting events or sequences of related actions with temporal and causal connections, inspired by information shaped by the author's life experiences within a certain timeframe.

c. The Types of Narrative Text

Narrative text is a story that describe and imagines each reader, narrative text has several types of stories, including :³⁹

- a. Adventure stories an adventure story is a narrative that revolves around exciting and daring experiences
- b. Fables, narrative stories that use animals as characters, but with behavior that is human-like, for example speaking, calculating, thinking, and so on.
- c. Fairy-tale. Narrative stories that usually have a fantasy nature or are full of magic.

³⁹ Eni Puji Astuti, “*Narrative Text*”, Solok, Sumatera Barat, Sagusatal Indonesia, 10 march 2022, hlm. 40 <https://shorturl.asia/kU8fX>

- d. Historical narratives a historical narrative is a story that interprets and presents past events, often focusing on human experiences
- e. Horror stories a horror story is a fictional tale that aims to create a feeling of fear, shock, or suspense in the reader
- f. Legends. stories written or created based on facts, but these stories do not really have characters.
- g. Myth, a narrative story that aims to explanation the world and how to react to it.
- h. Mysteries a mystery story is a fictional narrative that involves a chain of events that are related and that are not explanationed until the end
- i. Science fiction a science fiction story is a fictional story that incorporates real or imagined science and technology into its plot, setting, or theme.
- j. Slice of life a slice of life narrative text is a realistic depiction of everyday life in a story or other media. It can be found in literature, film, and journalism.

So, there are several types of narrative text. They are fairy tales, fables, legends, myths, folktales, short stories, science fiction, adventure stories, fantasy, and historical narratives but in this research the researcher only used one type of narrative text namely : Fable

3. The Structures Narrative Text

There are 3 narrative text structures, namely orientation, complication, and resolution which are optional.⁴⁰ However, many authors claim to use several methods or options when creating narrative texts, and the students also need to know the structure of narrative text to support their knowledge. It will be discussed in the explanation below.

Anderson explanation five steps in constructing a narrative text.⁴¹

They are orientation, complication, sequence of events, resolution and coda.

1) Orientation

The narrator tells the audience who is in the story, when it is happening, where it is happening, and what is happening.

2) Complication

The narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

3) Sequence of events

⁴⁰ Eni Puji Astuti, “*Narrative Text*”, Solok, Sumatera Barat, Sagusatal Indonesia, 10 march 2022, hlm. 40 <https://shorturl.asia/kU8fX>

⁴¹ Mark Anderson and Kathryn Anderson, *Texts Type in English*, (Macmillan:Education Australia)

The narrator tells how the characters react to the complication. The feeling of the character and what they do are included. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.

4) Resolution

Resolution is the final part of a narrative that shows how the problem is solved. It provides closure to the story and reveals the outcome for the characters. This stage helps readers understand the message or lesson of the story.

5) Coda

Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.

Based on the explanation above the construction of a narrative text consists of five steps: orientation, complication, sequence of events, resolution, and coda. Orientation introduces characters, time, and place; complication presents the problem; sequence of events shows characters' reactions; resolution provides the solution; and coda, if included, delivers the moral or message.

d. The Material of Narrative Text

A fable is a type of narrative text that is a short that teaches a moral lesson.

Figure II.1 :⁴²

Material of Narrative Text (Fable)

⁴² Ika Lestari Damayanti, et.al *English for Nusantara Untuk SMP/MTs Kelas VIII*, ed. Capa Manreal Ann Kristine, Pertama (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Dikeluarkan, 2022), <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>.

One day an elephant wandered into a forest in search of friends.

He saw a monkey on a tree.

“Will you be my friend?” asked the elephant.

“You are too big. You cannot swing from trees like me,” replied the arrogant monkey,

Next, the elephant met a rabbit. He asked him to be his friend.

But the shy rabbit said, “You are too big to play in my burrow!”

Then the elephant met a frog.

“Will you be my friend? He asked.

“How can I?” asked the disgruntled frog.

“You are too big to leap about like me.”

He met a fox next.

“Will you be my friend?” he asked the fox.

The sly fox said, “Sorry, sir, you are too big. You can’t run as fast as I can.”

The elephant was upset and felt heartbroken.



Picture 2.9. An elephant and his friends



The next day, the elephant saw all the animals in the forest running for their lives.

The elephant asked them what the matter was.

The great bear replied, "There is a tiger in the forest. He's trying to gobble us all up!"

The animals all ran away to hide.

The elephant wondered what he could do to save everyone in the forest.

Meanwhile, the tiger kept eating up whoever he could find.

The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals."

"Mind your own business!" growled the ferocious tiger.

The elephant had no choice but to give the tiger a hefty kick.

The frightened tiger ran for his life.

The elephant went back into the forest to announce the good news to everyone.

All the animals thanked the elephant.

They said, "You are very brave and just the right size to be our friend."

Source: Elephant and Friends : Animals Stories : Short Stories (english-for-students.com)



⁴³ Ika Lestari Damayanti, et.al *English for Nusantara Untuk SMP/MTs Kelas VIII*, ed. Capa Manreal Ann Kristine, Pertama (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Dikeluarkan, 2022), <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>.


Section 5 - Your Turn: Writing

Unit 3: Kindness and Friendship

- a. Read the story of Elephant and Friends again. Identify the elements of the story. Underline or highlight the story's Orientation, Complication and Resolution.

Elements	Function	Example	Detail
Orientation	Introducing the time, location and characters in the story.	(Write the sentences that tell you about the complication from the story here) _____ _____	Time: ... Place: ... Characters: ...
Complication	Showing the conflict(s) or problem(s) in the story.	(Write the sentences that tell you about the complication from the story here) _____ _____	Problem: ...
Resolution	Giving the Solution(s) for the conflict(s)/ problem(s).	(Write the sentences that tell you about the complication from the story here) _____ _____	Resolution: ...

Worksheet 2.16

⁴⁴ Ika Lestari Damayanti, et.al *English for Nusantara Untuk SMP/MTs Kelas VIII*, ed. Capa Manreal Ann Kristine, Pertama (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Dikeluarkan, 2022), <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>.

- b. In a group, you are going to write a story similar to *The Elephant and Friends*. Change the orientation and the complications and write on Worksheet 2.17.

Orientation

- Decide the setting and characters.
- What problems does the character have?

Setting	Character(s) Decide the character(s)	Problem What problem does the character have?
---------	---	--

Complication and Resolution

- Think of the complication of the story. How many events will you write about? What conflict(s) and resolution(s) will you involve in the story?
- Plan who is going to speak in direct speech.

Event 1 Conflict and resolution	Event 2 Conflict and resolution	Event 3 Conflict and resolution
------------------------------------	------------------------------------	------------------------------------

Worksheet 2.17

B. The Review of related Findings

In the research, the research summarizes the relevant previous researcher. Firstly, Nabilah, shows that there is a positive and significant relationship between the use of cognitive strategies and students' reading comprehension abilities.⁴⁶ Based on the related research findings, it can be concluded that the use of cognitive strategies has a significant impact on students' reading

⁴⁵ Ika Lestari Damayanti, et.al *English for Nusantara Untuk SMP/MTs Kelas VIII*, ed. Capa Manreal Ann Kristine, Pertama (Jakarta Selatan: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Dikeluarkan, 2022), <https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>.

⁴⁶ Aurynnatasya Nurfidzah Nabilah, "The Correlation Between Students' Cognitive Reading Strategies And Their Reading Comprehension" 09, no. 02 (2021): 93–101.

comprehension. As shown in the research there is a clear positive and significant relationship between the use of cognitive strategies and students' ability to understand reading texts. This supports the idea that cognitive strategies play an important role in improving students' comprehension, especially in reading narrative texts.

The second from Wahyono, found that there is a positive and significant correlation between the use of cognitive reading strategies and students' reading comprehension.⁴⁷ This research was conducted on fourth-semester students of the English Language Education program. The analysis results show that strategies such as skimming, guessing from context, note-taking, and activating background knowledge are actively used by students and significantly contribute to their reading comprehension scores. The conclusion of this research emphasizes that cognitive strategies greatly assist students in enhancing their ability to understand written texts more effectively and systematically.

The last from Salasti found that there is a significant relationship between the use of metacognitive reading strategies and students' reading comprehension achievement.⁴⁸ This research was conducted on sixth-semester students of the

⁴⁷ Edi Wahyono, "Correlation between Students' Cognitive Reading Strategies and Reading Comprehension," no. November (2019), <https://doi.org/10.30605/jsjgp.2.3.2019.61>.

⁴⁸ Risma Salasti, "Correlation Between Metacognitive Reading Strategies and English Education Study Program of Sriwijaya University," 2020.

english education study program at sriwijaya university. The strategies studied include: global strategies, problem-solving strategies, and support strategies. The results of the correlation analysis show that students who actively use these strategies, such as planning, monitoring, and evaluating their reading process, tend to achieve higher reading comprehension scores.

This research reinforces the important role of thinking strategies in reading, which can also be applied in the context of junior high school students in understanding narrative texts.

C. The Conceptual of Framework

Cognitive strategies are internal mental processes used by students to facilitate understanding, retention, and application of knowledge during learning. In the context of reading narrative texts, these strategies—such as summarizing, note-taking, translation, repetition, and inferencing—can help students process information actively and meaningfully. Students who apply appropriate cognitive strategies are more likely to comprehend the structure, vocabulary, and moral messages in narrative texts. On the other hand, students who lack such strategies may struggle with identifying key ideas or understanding text flow.

Therefore, the conceptual framework of this research is based on the assumption that the use of cognitive strategies has a positive correlation with students' reading comprehension of narrative texts. By investigating this relationship, the research aims to determine whether students who consistently apply cognitive strategies perform better in reading tasks than those who do not.

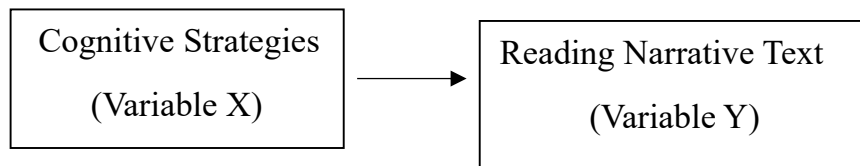


Figure II.2. The Correlation Between Cognitive Strategies and Reading Narrative text

D. Hypotesis

Based on the frame of theory and frame of thinking above, the hypothesis has been formulated as follows:

“There is a significant correlation between cognitive strategies and students’ reading narrative text ability at grade VIII of SMP N 5 Padangsidimpun.”

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and the Location of the Research

This research has been conducted SMP N 5 Padangsidimpuan. This is located at Jln. Perintis kemerdekaan 2271 No.61, Padang Matinggi, kec. Padangsidimpuan. This research has been conducted from June 2025 until November 2025, the data have been taken at October – November 2025.

B. The Research Design

This research employed a quantitative approach with a correlational research design, aiming to determine whether there is a significant Correlation between students cognitive strategies and their reading narrative texts ability . The correlational design was chosen because this research does not intend to manipulate variables, but rather to examine the extent of the relationship between two variables: the independent variable (X), which is cognitive strategy, and the dependent variable (Y), which is students' reading narrative text ability.

C. The Population and sample

1. Population

The population of this research all students at grade VIII of SMP N 2 Padangsidimpuan, which consist of eleven classes of the students at grade

VIII of SMP N 5 Padangsidimpuan they are 242 students. The population of this research in SMP N 5 Padangsidimpuan can be seen below:

Tabel III.1
Population Of The Research

No.	Class	Total Students
1.	VIII-1	31
2.	VIII-2	32
3.	VIII-3	31
4.	VIII -4	29
5.	VIII-5	31
6.	VIII-6	29
7.	VIII-7	29
8.	VIII-8	30
Total		242

2. Sample

A sample is a portion of data that is an object of the population taken.⁴⁹

The sampling technique used in this study is simple random sampling. This technique was chosen because all members of the population have an equal chance of being selected as research samples. The population in this study consists of all eighth-grade students at SMPN 5 Padangsidimpuan, totaling 242 students. From this population, the researcher took a sample of 30 students. The sample was determined randomly by assigning numbers to all

⁴⁹ Dameria Sinaga, *Buku Ajar Statistik Dasar*, ed. Aliwar, *Sustainability (Switzerland)*, vol. 11, 2014. <https://shorturl.asia/3HrI1>.

members of the population, then selecting 30 numbers randomly as the research sample. With this technique, it is expected that the obtained sample can represent the overall characteristics of the population.

After determining the number of students every class, the sample was selected randomly through a lottery system in each class. The names of all students in each class were written on small pieces of paper, placed in a container, then shuffled and drawn based on the sample quota for that class. This method ensured that the sample was randomly selected while maintaining proportional representation across the entire population.

Table III.2
Sample of The Research

No.	Class	Number of students	Total students taken
1.	VIII-1	31	4
2.	VIII-2	32	4
3.	VIII-3	31	4
4.	VIII -4	29	4
5.	VIII-5	31	4
6.	VIII-6	29	4
7.	VIII-7	29	3
8.	VIII-8	30	3
Total		242	30

From the explanation above, it can be said that the total number of samples is 30 students.

D. The Instrument of Collecting Data

In this research, the researcher used two main types of instruments to collect data, namely tests and questionnaires. The selection of these two instruments is tailored to the type of data that is intended to be obtained from each research variable. The questionnaire instrument is used to measure students' use of cognitive strategies in reading narrative texts. This questionnaire is structured in the form of a four-point Likert scale, consisting of 10 closed statements based on cognitive strategy indicators. Through this questionnaire, the researcher can obtain quantitative data regarding how often and how students apply cognitive strategies while reading.

Meanwhile, the test instrument is used to measure students' ability to read narrative texts, this test consists of multiple-choice questions developed based on reading comprehension indicators, such as finding the main idea, understanding detailed information, interpreting the meaning of vocabulary in context, and drawing conclusions from the text. This test provides an overview of how well students understand the content of the narrative text they read. Both instruments have undergone a preliminary testing phase to measure their validity and reliability, to ensure that the instruments are suitable for use in the process of collecting accurate and reliable data.

Table III.3
Indicator of Cognitive strategies⁵⁰

No	Indicators	Items
1.	The student repeats words or sentences in the text to help them understand or remember the content.	1
2.	The students use dictionaries, books, or the internet to understand difficult parts of the text	1
3.	The students translating the text into Indonesian to make it easier to understand.	1
4.	The students writing down important points or new words while reading.	1
5.	The students making a summary of the text using one's own words.	1
6.	The students connecting the content of the text to prior knowledge or personal experiences.	1
7.	The students making conclusions about the meaning of words or text based on context.	1
8.	The students creating mental images of scenes or characters to support understanding	1
9.	The students understanding the meaning of the text by analyzing grammar or sentence structure.	1
10.	The students rearranging or combining ideas from the text to form new sentences or meanings.	1
Total		10

The questionnaire consisted of 10 items representing indicators of cognitive strategies in reading narrative texts. It was designed to measure how often

⁵⁰ O'Malley J. Michael & Anna Uhl Chamot, *The Role of Learning Strategies Second Language Acquisition, Learner Contributions to Language Learning: New Directions in Research* (new york: press syndicate of the university of cambridge, 2020) hlm 137. [Learning strategies in second language acquisition - Google Books](#)

students applied strategies such as repeating, translating, summarizing, and inferring meaning from context. The responses, collected through a rating scale, were analyzed to determine the level of students' use of cognitive strategies and their relation to reading ability.

Table III.4⁵¹
Indicator of Reading Narrative Text

No	Indicators	Sub Indicators	Score	Number of Items	Total Score
1.	Students are able to identify the orientation (characters, setting, time) of narrative text	1. Identify the main character in the story. 2. Identify supporting characters. 3. Identify the setting/place of the story. 4. Identify the time of the story. 5. Explanation the background or situation at the beginning of the story	5	1,2,3,4,5	25
2.	Students' are able to identify the complication or problem in the story	6. Identify the main problem faced by the character. 7. Explanation the cause of the problem. 8. Identify who is involved in the conflict. 9. Identify the effect of the conflict on the character. 10. Explanation how the atmosphere changes during the conflict.	5	6,7,8,9,10	25

⁵¹ Imrohatin et al., "Unit Pembelajaran 10: Narrative Text," 2020, 35.

No	Indicators	Sub Indicators	Score	Number of Items	Total Score
3.	Students' are able to identify the resolution or solution in the narrative text	11.Explanation how the problem is solved. 12.Identify the character who solves the problem. 13.Identify the ending of the story. 14. Identify the character's reaction after the problem is solved. 15. Explanation the character's change or development after the resolution.	5	11,12,13, 14,15	25
4.	Students' are able to understand moral value or message of the story	16.Identify the moral message stated directly in the story. 17. Infer the moral value implied in the story. 18.Connect the moral value to real-life situations. 19.Explanation good or bad behavior of the character. 20.Identify a positive value learned from the story.	5	17,18,19, 20	25
	Total		20		100

The reading comprehension test consisted of 20 items based on four main indicators: orientation, complication, resolution, and moral value. Each part contained five questions measuring students' understanding of story elements

such as characters, setting, problems, solutions, and messages. The test aimed to assess students' comprehension of narrative text structure and meaning accurately.

E. The Validity and Reliability

1. Validity

Validity is defined as the extent to which an instrument measures what it purpose to measure and does so cleanly without accidentally including other factors.⁵² The instruments being validated included the cognitive strategy questionnaire and the reading narrative text test. Validity testing is conducted to determine the extent to which the statement items in a questionnaire can measure the intended variables. The validity testing of this research instrument was carried out using SPSS version 26, by comparing the calculated r-value (Person Correlation) with the r-table value. If the calculated r-value is greater than the r-table value at a 5% significance level, the statement item is considered valid. Conversely, if the calculated r-value is smaller than the r-table value, the statement item is considered invalid.

⁵² Vian Ahmed et al., *Validity and Reliability in Built Environment Research, Validity and Reliability in Built Environment Research*, 2022, <https://doi.org/10.1201/9780429243226>.

After being tested for validity, both instruments were declared appropriate to be used since each item showed a significant correlation value and met the established criteria. The result of the questionnaire instrument validity test can be seen in Appendix 2, and the result of the narrative text ability instrument validity test can be seen in Appendix 5. Then, both instruments were tested for reliability to ensure the consistency and accuracy of the measurement results.

2. Reliability

Reliability is commonly assessed in three forms test-retest, alternate-form, and internal consistency. Intraobserver and interobserver reliability are also addressed.⁵³ Before conducting the reliability test, a validity test was first carried out on all instrument items. After obtaining the results, some items were found to be invalid, and therefore, those invalid items were removed. Only the valid items were included in the reliability test.

The reliability test was then conducted using SPSS version 26 to determine the consistency of the instrument in measuring the variable under study. The result of the reliability test is presented in the following table:

⁵³ Litwin S. Mark, How to Measure Survey Reliability and Validity

1) Questionnaire Reliability Test

Table III.5
Results of Questionnaire Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,958	10

Based on the result above, the Cronbach's Alpha value of 0.958 indicates that the instrument has a very high level of reliability. This means that the ten items used in this study are consistent and dependable for measuring the variable being studied.

2) Reliability Test Of The Questions

Table III.6
Result of Question Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
1,000	23

Based on the reliability test, the result shows a Cronbach's Alpha value of 1.000 with a total of 23 items. This indicates that the instrument has a very high level of reliability, meaning that all items are consistent and dependable.

F. The Procedures of Collecting Data

In this research, the researcher used two main types of instruments to collect data, namely questionnaires and tests. These two instruments were chosen because each has a different function yet complements each other. The questionnaire is used to measure the extent to which students use cognitive strategies in reading narrative texts, while the test is used to measure the level of students' ability to understand English narrative texts.

1. Questionnaire

a. Distributing the Questionnaire

The researcher gives the questionnaire to the selected sample (24 students) in the classroom.

b. Giving Instructions

The researcher explains how to answer: students must read each statement carefully and put a check mark (✓) on one of the Likert scale options (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

c. Filling in the Questionnaire

The students answer all 10 statements honestly according to their own learning habits.

d. Collecting the Questionnaire

After the students finish, the researcher collects all the completed questionnaire sheets.

e. Tabulating the Data

The researcher scores the students' answers based on the Likert scale and tabulates them into a data sheet for analysis.

2. Test

a. Distributing the Test

The researcher distributes the test sheets to the research sample consisting of 24 students.

b. Giving Instructions

The researcher explains how to answer: students are asked to read the narrative texts carefully and choose the correct answer for each question.

c. Doing the Test

The students complete the test within the allotted time seriously and independently.

d. Collecting the Test Sheets

After the time is over, the researcher collects all the students' answer sheets.

e. Scoring the Test

a. The researcher checks the students' answers; each correct answer is scored 5, while the wrong answer is scored 0.

b. The maximum score is 100 (20×5).

f. Organizing the Test Data

The students' scores are tabulated and prepared for analysis to measure their reading comprehension of narrative texts.

G. The Technique of Analysing Data

The data were analyzed using the Pearson Product Moment correlation to determine the relationship between students' cognitive strategies (X) and their reading narrative text comprehension (Y). The total scores of the questionnaire and test were calculated and correlated. The result was compared to the r table at a 5% significance level. If the r-value is greater than the table value, it indicates a significant relationship between the two variables.

1) Normality Test

A normality test was conducted to determine whether the data were normally distributed before applying the Pearson Product Moment correlation. The Shapiro-Wilk test was used with the help of SPSS. If the significance value (Sig.) is greater than 0.05, the data are considered normally distributed. Otherwise, if $\text{Sig.} \leq 0.05$, the data are not normally distributed.

After getting the resume score of variable X and variable Y, the normality of the data was analyzed using the Shapiro-Wilk Test through

SPSS, because the number of samples was 24 students. The significance level of the test was 5% or 0.05. It means that data X and Y were normally distributed if the significance value is greater than 0.05.

Table III.7
Normality and Homogeneity of Data X and Y

No	Class	Normality Test		Homogeneity Test	
		Sig 5%	Sig. Shapiro-Wilk	Homogeneity of Variances	Sig 5%
1	Data X	0.05	0.375	.088 > 0.05	0.05
2	Data Y	0.05	0.324		

Based on the table above, the significance value of Shapiro-Wilk for data X is 0.375 and for data Y is 0.324, both of which are higher than 0.05. It means that the data are normally distributed. Furthermore, the result of the homogeneity test shows a significance value of 0.088, which is also higher than 0.05. Therefore, it can be concluded that the data are homogeneous. In conclusion, since both data X and data Y are normally distributed and homogeneous, the data meet the requirements for using the Pearson Product Moment correlation test.

The result of the homogeneity test using SPSS showed that the homogeneity of variances was 0.088. Since the significance value was greater

than 0.05 ($0.0324 > 0.05$), it can be concluded that the data of Variable X were homogeneous.

2) Descriptive statistics

Table III.8
Level of Score cognitive strategy⁵⁴

No	Interval Score	Predicate
1	31 – 40	Very High
2	21 – 30	High
3	11 – 20	Low
4	≤ 10	Very Low

The table above shows the level of students' cognitive strategy use based on the total questionnaire score. Students who score 31–40 are categorized as having a Very High level of cognitive strategy use, scores of 21–30 fall into the High category, scores of 11–20 are classified as Low, while scores of ≤ 10 are categorized as Very Low. This classification provides a clear standard for researchers in interpreting the extent to which students apply cognitive strategies in reading activities.

Table III.9
Level of Score Narrative text⁵⁵

No	Interval Score	Predicate
1	80-100	Very Good

⁵⁴ Mahmud, *Measurement Scale of Variables in Islamic Education Research* (mojokerto: Yayasan pendidikan uluwiyah, 2016).

⁵⁵ Nana Sudjana and Ibrahim, *PenelitiandanPenilaianPendidikan* (Jakarta: SinarbaruAlgesindo, 2002), p. 153.

2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	fail

The table above shows the categories of student understanding levels towards narrative texts. Understanding is classified into five levels: very good, good, Enough, Less , and Fail. This classification helps researchers interpret the results of students' reading tests and to see the extent of their ability to understand the content, structure, and linguistic features of narrative texts.

3) Hypothesis Test

The hypothesis test in this research aims to determine whether there is a significant relationship between students' cognitive strategies and their reading comprehension of narrative texts. Firstly the analysis technique used is Pearson Product Moment correlation, with the following formula:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

rx_y : Correlation between variable X and Y

X : Score of variable X

Y : Score of variable Y

X₂ : The squared score distribution X

Y₂ : The squared score distribution Y

After obtaining the correlation, the result is interpreted as follows:

The correlation value (r) obtained from the calculation shows the degree of relationship between Variable X (Cognitive Strategies) and Variable Y (Students' Reading Narrative Text Ability). To determine the strength of the correlation, the following interpretation table is used:

Table III.10
Criteria of Score Interpretation

Percentage	Criteria
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

To know the contribution of coefficient correlation between variable X and Y it can be definite the formula determinant correlation:

$$K_p = r \times 100\%$$

Where: K_p = determine correlation

r = coefficient correlation

After obtaining and interpreting the correlation coefficient, the researcher conducted a significance test to determine whether the correlation between

students' cognitive strategies (X) and their reading narrative text ability (Y) is statistically significant. The t-test formula was applied to determine whether the correlation coefficient obtained from the Pearson Product Moment was significant or not. The formula is:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

If the t-count is higher than the t-table, it means that there is a significant correlation between students' cognitive strategies and their reading narrative texts ability at the eighth grade of SMPN 5 Padangsidimpun.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the researcher discusses the results of research on the relationship between cognitive strategies and reading narrative text ability. For quantitative analysis, the researcher used the “r” product-moment formula. The researcher describes the data as follows:

A. The Description of Data

To understand this research easily, it was described based on variables. There are two variables in this research, they are the students’ cognitive strategy (X) and students’ reading narrative text ability (Y).

1. The Students’ Cognitive Strategies

Students’ cognitive strategy was beengot from 10 questionares that given to the students. The description of their score can be seen on the following table:

Table IV.1
The Result of Students Cognitive Strategy

No	Initial of Sample	Students' Score	Interpretation
1.	PDR	30	High
2.	TL	22	High
3.	ANN	24	high
4.	RF	23	High
5.	ZF	22	High
6.	RAS	30	High
7.	JA	27	High

No	Initial of Sample	Students' Score	Interpretation
8.	SAJ	28	High
9.	HHH	25	High
11.	RA	26	High
12.	RS	28	High
13.	MFS	28	High
14.	MAS	25	High
15.	WM	23	High
16.	AN	26	High
17.	SS	24	High
18.	KZ	29	High
19.	AS	27	High
20.	RAS	24	High
21.	JAP	29	High
22.	RMH	26	High
23.	AF	23	High
24.	S	27	High
25.	AAB	27	High
26.	SA	27	High
27.	NAM	28	High
28.	MS	25	High
29.	NE	24	High
30.	NL	21	High

Based on the data in the table above, it can be interpreted that all research samples are in the High category. The students' scores range from 22 to 30, indicating a high level of achievement in the variable being studied. There are no students classified in the moderate or low categories. This shows that the students' abilities are relatively uniform and at a good level. The dominance of the High category indicates that students are able to apply the measured abilities

or strategies effectively. Therefore, it can be concluded that overall, the students' level of ability in the research variable is high and shows positive results.

In order to get the resume of the variable score students' cognitive strategy completely, the researcher presents them in below table

Table IV.2
The Resume Score of Students' Cognitive Strategies

No	Statistic	Variable X
1	The highest score	30
2	The lowest score	21
3	Range	9
4	Mean score	25.93
5	Median score	26.00
6	Mode	27

Based on the results of the calculation, the mean score of the cognitive strategy is 25.93. Referring to the category table of cognitive strategy levels presented in Chapter III, Table III.8, this score falls within the interval of 21–30, which belongs to the “High” category. This indicates that the students' use of cognitive strategies is considered high. In other words, most students frequently apply cognitive strategies in their learning process, such as remembering, understanding, organizing, and applying the information they learn.

Table IV.3
The Frequency Distribution of Cognitive Strategies

No	Interval	MidPoint	Frequency	Percentages
1	21-22	21.5	3	10%
2	23-24	23.5	7	23%
3	25-26	24.5	7	23%
4	27-28	27.5	9	30%
5	29-30	29.5	4	13%
<i>i</i> =230			100%	

Based on the frequency distribution table, the students' cognitive strategy scores are distributed into five intervals with a class width of two. The interval 21–22 has the lowest frequency, while the interval 27–28 has the highest frequency. The other intervals show a relatively even distribution. Overall, most students are in the middle to high score categories, indicating that the students cognitive strategies is considered good.

In order to get description of the data clearly and completely, the researcher present them on histogram in the following figure:

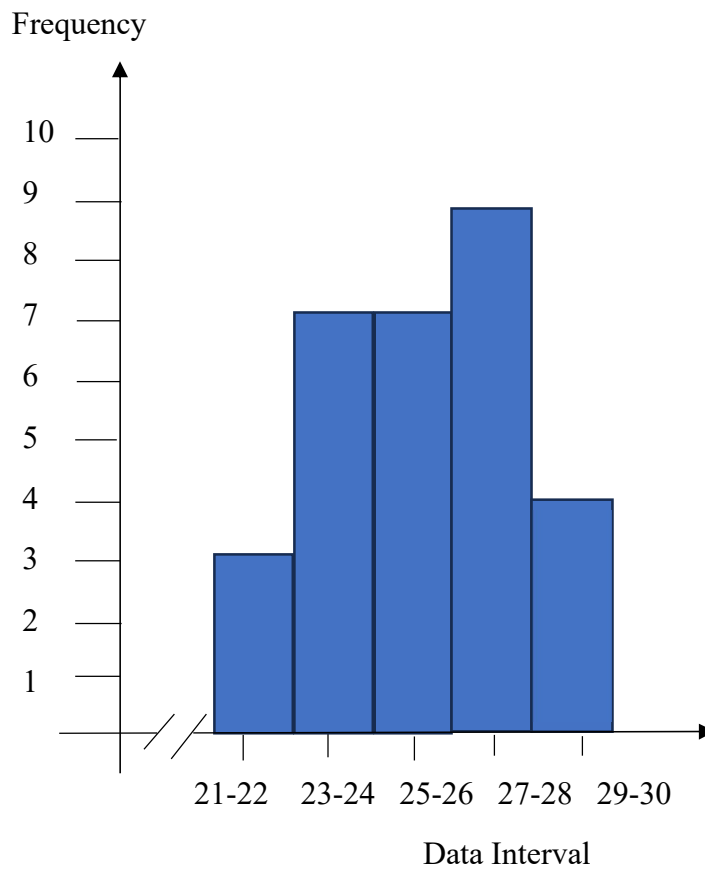


Figure IV. 1: Data Description of Students' Cognitive Strategies

The histogram of cognitive strategies shows, the students' scores are distributed across the intervals 21–22, 23–24, 25–26, 27–28, and 29–30. The highest frequency occurs in the 27–28 interval, while the lowest frequency is found in the 21–22 interval. This indicates that most students demonstrate a moderate to high level of cognitive strategy use, suggesting that their cognitive strategies are generally high. Based on the value of the mean score

of Cognitive Strategy is 25.93 (see table IV.2), the value can be categorized to high. ((see table III.8).

2. The Students' Narrative Text Ability

Students' reading comprehension got from 20 test given to the students. The description of their score can be seen on the following table:

Table IV.4
The Result of Students Narrative Text Ability

No	Initial of Sample	Students' Score	Interpretation
1.	PDR	45	Fail
2.	TL	40	Fail
3.	ANN	90	Very Good
4.	RF	80	Good
5.	ZF	85	Very Good
6.	RAS	80	Good
7.	JA	50	Less
8.	SAJ	50	Less
9.	HHH	40	Fail
10.	R	85	Very Good
11.	RA	55	Less
12.	RS	60	Enough
13.	MFS	60	Enough
14.	MAS	50	Less
15.	WM	55	Less
16.	AN	80	Very Good
17.	SS	85	Very Good
18.	KZ	65	Enough
19.	AS	70	Good
20.	RAS	75	Good
21.	JAP	75	Good
22.	RMH	55	Less
23.	AF	60	Enough

No	Initial of Sample	Students' Score	Interpretation
24.	S	90	Very Good
25.	AAB	45	Fail
26.	SA	45	Fail
27.	NAM	40	Fail
28.	MS	50	Less
29.	NE	40	Fail
30.	NL	45	Fail

Based on the results of students' narrative text ability, the scores show varied levels of achievement among the students. Several students achieved scores in the Very Good category, with scores ranging from 85 to 90, indicating strong ability in understanding narrative texts. A number of students also fall into the Good category, with scores between 65 and 80, suggesting that they have a satisfactory level of narrative text comprehension. Meanwhile, the majority of students are classified in the Less category, with scores ranging from 50 to 60, which indicates an average level of ability that still requires improvement. However, a few students obtained scores in the Fail category, with scores of 40, showing limited narrative text ability. Overall, the results indicate that while some students demonstrate high proficiency in narrative text comprehension, most students remain at a moderate level, and a small number still experience difficulties.

The resume score of variable Y that students' narrative text ability at the eighth-grade students of SMP N 5 Padangsidimpuan has been gotten as table below:

Table IV.5
The Resume Score of Students' Reading
Narrative Text Ability

No	Statistic	Variable Y
1	The highest score	90
2	The lowest score	40
3	Range	50
4	Interval	9
5	Mean score	61.50
6	Median score	57.50
7	Mode	40

Based on the calculation, the mean score is 61.50. Referring to the level of score table presented in Chapter III in the tabel III.9, this score falls within the interval of 61–80, which is categorized as “Enough.” This means that the students have a good understanding of narrative text with only a few minor mistakes. In other words, most students are able to comprehend the content, structure, and language features of narrative texts quite well, although some minor mistakes still occur. This finding indicates that the students have achieved a solid level of reading comprehension and can interpret narrative texts effectively

To know the distribution of the data in variable Y, the score of reading narrative text ability with a total sample of 30 and the interval of 9, the computed frequency of the students' scores is applied to the frequency distribution table as follows:

Table IV.6
The Frequency Distribution of Reading
Narrative Text Ability

No	Interval	Mid Point	Frequency	Percentages
1	40-48	44	8	27%
2	49-57	53	7	23%
3	58-66	62	4	13%
4	67-75	71	3	10%
5	76-84	80	3	10%
6	85-93	89	5	17%
<i>i=9</i>			30	100%

Based on the table above, the students' reading narrative text scores are distributed into six intervals with a class width of 9. The highest frequency is found in the interval 40–48 with 8 respondents (27%), followed by the interval 49–57 with 7 respondents (23%). Meanwhile, the lowest frequency appears in the intervals 67–75 and 76–84, each with 3 respondents (10%). The remaining intervals show moderate frequencies, indicating that the distribution of students' scores is concentrated in the lower to middle intervals, although several students have achieved higher scores.

In order to get a clearer and more complete description of the data, the researcher presents them in histogram form in the following figure.

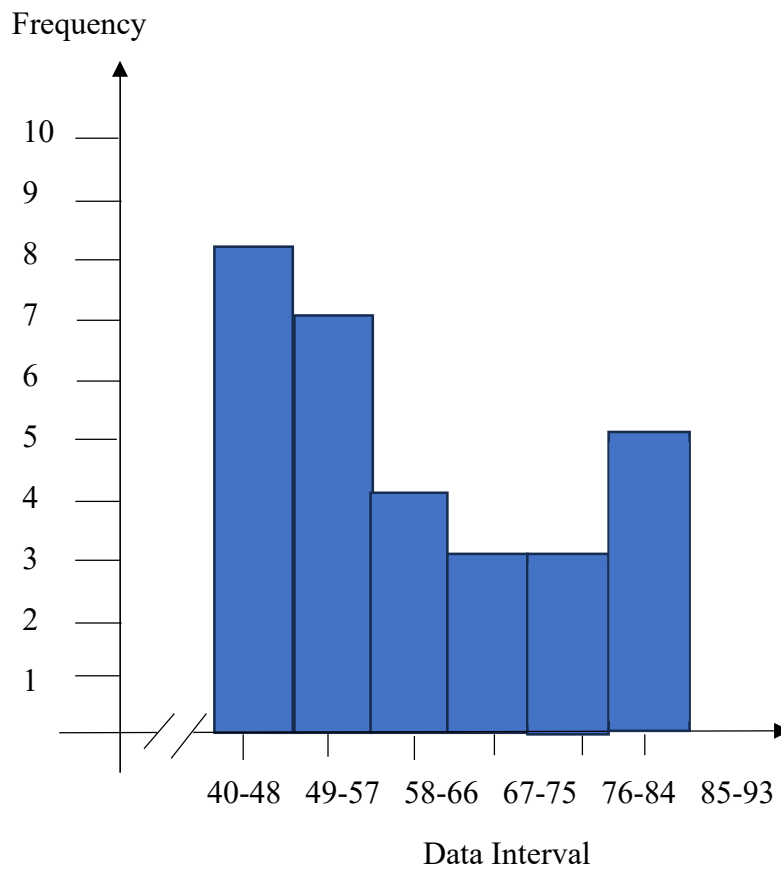


Figure IV. 2: Data Description of Students' Reading Narrative Text Ability

The histogram above showed that the students' reading narrative text scores are distributed into six intervals. The highest frequency appears in the interval 40–48, followed by 49–57, while the lowest frequency is found in the

intervals 67–75 and 76–84. This indicates that the distribution of students' scores tends to be concentrated in the lower to middle intervals. However, the presence of students in the highest interval (85–93) shows that some students have achieved good to very good reading narrative text ability.. Based on the value of the mean score of narrative text is 65.83 (see table IV.5), the value can be categorized to good. (see table III.9)

B. Tes Hypothesis

This research was done in collecting data and got the result of the correlation. To answer the research problem, the researcher had to measure whether the hypothesis was accepted or rejected. To find the hypothesis, the researcher used Pearson Product Moment formula. Then using t-test the correlation is show as in the table below:

Table IV.7
The Correlation – Calculation by Pearson Product Moment

Correlations			
No	Class	Sig. (2tailed)	Pearson Correlation
1	Data X	.000	.097
2	Data Y	.000	.097

Based on the table above, it showed that the correlation coefficient (r_{xy}) = .097, which indicated a significant correlation. This result suggests that the

better the students apply cognitive learning strategies, the higher their reading comprehension ability will be. In other words, an increase in students' cognitive learning strategy corresponds with an increase in their reading comprehension performance. The result showed that there is a strong correlation between students' cognitive strategies and reading narrative text ability. It is supported by the following interpretation criteria:

Table IV.8
Criteria of Score Interpretation

Percentage	Criteria
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

After conducting the research, it was found that the correlation between students' cognitive strategies and their reading narrative text ability among the eighth-grade students of SMPN 5 Padangsidimpuan was in the strong correlation category. The result showed that the correlation coefficient (r_{xy}) = .097 which indicates that the correlation in this research is positive and strong, because the significance value (Sig. 2-tailed) = 0.000 is less than 0.05. Therefore, the alternative hypothesis (H_1) is accepted,

To find the contribution of the correlation coefficient between Variable X and Variable Y:

$$K_p = r^2 \times 100\%$$

$$K_p = 0.097^2 \times 100\%$$

$$K_p = 0.009409 \times 100\%$$

$$K_p = 94.09\%$$

So, the contribution of Variable X (students' cognitive strategies) to Variable Y (students' reading narrative text ability) was 94.09%.

Further, to test the hypothesis, whether the correlation of both variables significant or not. The research used t-test. The result can be seen in the table below:

Table IV.9
Hypothesis Test

Class	t-test	t-table	Df
X-Y	11.521	1.699	29

Based on the data above, the obtained *tcount* value is 11.521, while the *ttable* value at the 5% significance level with $df = 29$ is 1.699. Since the *tcount* (11,521) is higher than the *ttable* (1.699), it indicates that there is a significant Correlation between students' cognitive strategies and their reading narrative text ability. This result shows that students' used of cognitive learning

strategies has a meaningful and strong effect on their reading comprehension performance. By the result of t-test, it is known that the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected. Thus, it can be concluded that there is a significant correlation between cognitive strategies and reading narrative text ability.

C. The Discussion

This study aims to determine the correlation between students' cognitive strategies and Reading narrative texts ability at Grade VIII of SMPN 5 Padangsidempuan. Based on the research results, it was found that the use of students' cognitive strategies generally falls into the moderate to high category. Meanwhile, students' reading narrative texts ability tends to be in the low to moderate category, although some students achieved high scores. These findings indicate that cognitive strategies play an important role in supporting students' ability to read narrative texts.

Research results indicate that students who use cognitive strategies more frequently tend to achieve better reading skills. Cognitive strategies such as repetition, inferencing, summarization, and note-taking help students understand the content of the text, identify main ideas, and remember important information in narrative texts. However, despite the relatively high

level of cognitive strategy use, most students have not reached optimal reading ability. This suggests that the application of cognitive strategies by students has not been carried out effectively and consistently in the reading process.

The findings of this study are in line with the theory proposed by O'Malley and Chamot, which states that cognitive strategies are the main strategies used by learners to manipulate and transform information directly in the language learning process, including reading.⁵⁶ The results of this study are also supported by several previous studies the research conducted by Nabilah shows that there is a positive and significant relationship between the use of cognitive strategies and students' reading comprehension abilities.⁵⁷ Nevertheless, this study also shows that cognitive strategies are not the only factor influencing students' ability to read narrative texts. Some students with a high level of cognitive strategy use still achieve low reading scores. The results of this study have theoretical and practical implications.

⁵⁶O'Malley J. Michael & Anna Uhl Chamot, *The Role of Learning Strategies Second Language Acquisition, Learner Contributions to Language Learning: New Directions in Research* (New York: Press Syndicate of the University of Cambridge, 2020) 137. [Learning strategies in second language acquisition - Google Books](#)

⁵⁷Aurynnatasya Nurfidzah Nabilah, "The Correlation Between Students' Cognitive Reading Strategies And Their Reading Comprehension" 09, no. 02 (2021): 93–101.

Theoretically, this study reinforces theories and previous research findings regarding the importance of cognitive strategies in reading instruction. Practically, this study suggests that English teachers need to teach cognitive strategies explicitly and guide students in applying them when reading narrative texts. Strategy based reading instruction is expected to help students improve their reading comprehension.

However, this study has several limitations. It only involved at grade VIII of SMPN 5 Padangsidempuan, so the results cannot yet be generalized to a wider population. In addition, the use of questionnaires as the main instrument to measure cognitive strategies relies on students' self reports, so it may not fully reflect the actual use of the strategies. This study also only focused on cognitive strategies without examining other learning strategies such as metacognitive and social strategies.

Based on the findings and limitations of this study, several suggestions can be made. Teachers are advised to implement strategy-based reading instruction continuously and provide sufficient practice so that students can use cognitive strategies effectively. Future researchers are advised to involve a larger sample size, use more diverse research instruments such as interviews or observations, and examine other variables related to reading ability. Further

research can also explore the effect of specific cognitive strategies on improving students' narrative text reading skills.

D.The Threats of the Research

In conducting this research, the researcher encountered several potential threats that could affect the validity and reliability of the results. The threats are described as follows:

1. Honesty in Responding

There was a possibility that some students did not answer the test or writing task honestly, especially if they were unsure of their answers. For instance, they might have relied on help from their peers or referred to unauthorized materials during the writing process, which could influence the results.

2. Peer Influence

In a classroom setting, students are often influenced by their peers. Some may feel pressured to imitate, follow, or collaborate with more dominant classmates. Such influences can obscure individual performance and reduce the accuracy of data analysis.

3. Lack of Student Concentration

The researcher did not know whether students concentrated or not in answering the questionnaire and time was limited. Despite these limitations, the researcher has tried to minimize their impact by maintaining consistency in the administration of tests, giving clear instructions, and ensuring that all students received the same treatment during the research process. However, it is important to acknowledge these threats when interpreting the findings of this research.

CHAPTER V

CONCLUSION

A. The Conclusions

After analyzing the data and finding the result of the research, the conclusions are described as follows:

1. Students' cognitive strategies at the eighth grade of SMP Negeri 5 Padangsidimpuan were categorized as "High" by getting the mean score of 25.93. It means that students were able to use several cognitive strategies such as predicting, summarizing, translating, and identifying main ideas during the reading process.
2. Students' reading narrative text ability at the eighth grade of SMP Negeri 5 Padangsidimpuan was categorized as "Enough" by getting the mean score of 61.50. It shows that students could understand the content, structure, and moral values of the narrative text, although some of them still had minor difficulties in interpreting detailed information.
3. The result of the research showed that the value of the correlation coefficient (r) between cognitive strategies and reading narrative text ability was .097 with a significance level of $0.000 < 0.05$. Indicates a

positive and strong correlation between students' cognitive strategies and their reading narrative text ability. This The result of t-test was 11.521, and if it is compared with ttable (1.699) at the significance level of 0.05, it is seen that tcount was higher than ttable ($11.521 > 1.699$). Therefore, the alternative hypothesis is accepted It means that there is a significant correlation between cognitive strategies and students' reading narrative text ability at the eighth grade of SMP Negeri 5 Padangsidimpuan.

B. The Implications

Implication is something that is suggested or happens indirectly as a result of a scientific study. The result of this research shows the correlation between cognitive strategies and reading narrative text ability at the eighth-grade students of SMPN 5 Padangsidimpuan. Based on the findings of this research, it is known that cognitive strategies are one of the key factors that help students comprehend narrative texts effectively. A study that has been conducted in an educational environment provides valuable insights for the field of education as well as future research.

The implications of this research are as follows:

1. **Headmaster's Role:** The headmaster can use these findings to evaluate and improve the quality of English language learning at the school. By recognizing the importance of cognitive strategies in reading comprehension, the headmaster can support the implementation of effective language programs, allocate resources appropriately, encourage professional development for English teachers, and promote the integration of cognitive strategy training into reading instruction.
2. **Teachers' Role:** Teachers should focus more on improving students' understanding and application of cognitive strategies in reading activities, particularly in narrative texts. Providing structured exercises, engaging activities, and contextual reading tasks will help students strengthen their use of cognitive strategies and improve their reading ability.
3. **Future Researchers:** Future researchers who are interested in the same topic can use this research as a reference. They may expand this research by exploring other factors that contribute to students' reading performance, such as vocabulary mastery, background knowledge, motivation, or metacognitive strategies.

C. The Suggestions

After finishing the research, the researcher obtained a lot of useful information. Therefore, based on this experience, the researcher would like to present several suggestions that may be beneficial for teachers, students, and future researchers. These suggestions are as follows:

1. Based on the result of this research, the headmaster is expected to support English teachers by providing appropriate teaching facilities and resources, especially for reading instruction. Mastery and practice of cognitive strategies are important in developing students' ability to comprehend narrative texts.
2. English teachers should motivate students to actively learn and practise English, particularly in applying cognitive strategies in various reading contexts. The result showed that students who used cognitive strategies tended to perform better in reading narrative texts. Therefore, more exercises, feedback, and contextual reading practices should be integrated into the learning process.

The researcher hopes that future researchers who want to conduct related studies will explore other variables that influence students' reading achievement. Since cognitive strategies contributed 98.60% to reading narrative

text ability, further studies are needed to identify other contributing factors such as vocabulary mastery, reading motivation, or text structure knowledge.

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APPENDIX 1

Instrument Before Validation (Questionnaire)

Name:

Class:

No	Statetment	Never	Ever	Often	Always	Score
		1	2	3	4	
1.	I underline or highlight important words/sentences in the text					
2.	I reread parts of the text to understand it better.					
3.	I try to guess the meaning of difficult words by looking at the context of the sentences					
4.	I create my own questions about the content of the reading to test my understanding					
5.	I use a dictionary, the internet, or other references when I face difficult words.					
6.	I translate the text into Indonesian to help me understand it.					
7.	I take notes while reading to remember important points.					
8.	I summarize the text using my own words.					

9.	I connect the content of the text to my personal experiences.					
10.	I draw concept maps or simple charts to help understand the content of the text.					
11.	I make inferences or draw conclusions from what I have read.					
12.	I visualize or imagine the story in my mind while reading.					
13.	I pay attention to grammar or sentence structure to help me understand the meaning.					
14.	I reread difficult sentences or paragraphs until I understand them					
15.	I retell or rewrite the content of the text in my own words.					
Total						

X9	Pearson Correlation	-.258	,596**	,000	,269	,596**	,592**	,596**	,731**	1	,258	,775**	,596**	,567**	,731**	,894**	,781**
	Sig. (2-tailed)	,223	,002	1,000	,203	,002	,002	,002	,000		,223	,000	,002	,004	,000	,000	,000
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
X10	Pearson Correlation	-1,000**	,000	,204	,745**	,000	-.104	,000	,405*	,258	1	,000	,000	-.169	,405*	,289	,187
	Sig. (2-tailed)	,000	1,000	,339	,000	1,000	,628	1,000	,050	,223		1,000	1,000	,430	,050	,171	,380
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
X11	Pearson Correlation	,000	,289	-.102	,149	,289	,834**	,289	,405*	,775**	,000	1	,289	,845**	,405*	,577**	,552**
	Sig. (2-tailed)	1,000	,171	,635	,487	,171	,000	,171	,050	,000	1,000		,171	,000	,050	,003	,005
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
X12	Pearson Correlation	,000	1,000**	,236	,172	1,000**	,421*	1,000**	,778**	,596**	,000	,289	1	,098	,778**	,833**	,890**
	Sig. (2-tailed)	1,000	,000	,268	,421	,000	,040	,000	,000	,002	1,000	,171		,650	,000	,000	,000
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
X13	Pearson Correlation	,169	,098	-.207	,076	,098	,881**	,098	,251	,567**	-.169	,845**	,098	1	,251	,390	,401
	Sig. (2-tailed)	,430	,650	,332	,726	,650	,000	,650	,237	,004	,430	,000	,650		,237	,059	,052
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
X14	Pearson Correlation	-.405*	,778**	,275	,583**	,778**	,534**	,778**	1,000**	,731**	,405*	,405*	,778**	,251	1	,934**	,929**
	Sig. (2-tailed)	,050	,000	,193	,003	,000	,007	,000	,000	,000	,050	,050	,000	,237		,000	,000
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
X15	Pearson Correlation	-.289	,833**	,177	,430*	,833**	,602**	,833**	,934**	,894**	,289	,577**	,833**	,390	,934**	1	,958**
	Sig. (2-tailed)	,171	,000	,409	,036	,000	,002	,000	,000	,000	,171	,003	,000	,059	,000		,000
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
TOTAL	Pearson Correlation	-.187	,890**	,289	,414*	,890**	,684**	,890**	,929**	,781**	,187	,552**	,890**	,401	,929**	,958**	1
	Sig. (2-tailed)	,380	,000	,171	,044	,000	,000	,000	,000	,000	,380	,005	,000	,052	,000	,000	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 3

Instrumen After Validation

Name:

Class :

No	Statement	Never	Ever	Often	Always	Score
		1	2	3	4	
1.	I reread parts of the text to understand it better.					
2.	I use a dictionary, the internet, or other references when I face difficult words.					
3.	I translate the text into Indonesian to help me understand it.					
4.	I take notes while reading to remember important points.					
5.	I summarize the text using my own words.					
6.	I connect the content of the text to my personal experiences.					
7.	I make inferences or draw conclusions from what I have read.					
8.	I visualize or imagine the story in my mind while reading.					
9.	I pay attention to grammar or sentence structure to help me understand the meaning.					
10.	I retell or rewrite the content of the text in my own words.					
Total						

APPENDIX 4

Instrument Before Validation(Tes)

1. Where did the elephant go in search of friends?
 - a. To the zoo
 - b. To the jungle
 - c. To the city
 - d. To the river
2. Who did the elephant meet first?
 - a. Rabbit
 - b. Frog
 - c. Monkey
 - d. Fox
3. What did the monkey say to the elephant?
 - a. You are too big to swing
 - b. You cannot run fast
 - c. You are too small
 - d. You are very kind
4. Why did the rabbit refuse to play with the elephant?
 - a. The elephant was scary
 - b. The elephant was too big
 - c. The rabbit was busy
 - d. The rabbit was afraid of the monkey
5. Who did the elephant meet first?
 - a. Rabbit
 - b. Frog
 - c. Monkey
 - d. Fox
6. Why did the monkey reject the elephant's friendship?
 - a. The elephant was lazy
 - b. The elephant was too noisy
 - c. The elephant was too big
 - d. The elephant was scary
7. Why did the frog refuse to be the elephant's friend?
 - a. Because the elephant was too big to leap
 - b. Because the frog was afraid
 - c. Because the frog already had friends
 - d. Because the frog lived in the water
8. What did the rabbit say to the elephant?
 - a. "You can be my friend."
 - b. "You are too heavy for my burrow."
 - c. "You run too fast."
 - d. "You are very brave."
9. What is the setting of the story?
 - a. In a school
 - b. In a cave
 - c. In a forest
 - d. In a village

10. How did the elephant feel after being rejected?
- Excited
 - Angry
 - Happy
 - Heartbroken
11. What made the animals run for their lives?
- A storm
 - A fire
 - A tiger in the forest
 - An elephant's stampede
12. What did the bear say to the elephant?
- "Help us catch the tiger!"
 - "There is a tiger trying to eat us!"
 - "Let's hide together!"
 - "We don't need you."
13. How did the tiger respond to the elephant's request?
- The tiger listened calmly
 - The tiger thanked him
 - The tiger ignored him
 - The tiger growled angrily
14. What action did the elephant take when the tiger ignored him?
- He cried
 - He ran away
 - He kicked the tiger
 - He hid with the others
15. What happened to the tiger after being kicked?
- He became angrier
 - He ran away
 - He ate the elephant
 - He stayed and roared
16. What did the elephant do after driving the tiger away?
- Left the forest
 - Took a rest
 - Announced the good news
 - Went home
17. Why did the animals run away in fear?
- Because there was a lion
 - Because there was a tiger
 - Because the elephant was angry
 - Because of a flood
18. What did the elephant ask the tiger?
- Please do not eat the animals
 - Please leave the forest
 - Please be my friend
 - Please help me play
19. How did the other animals react to the elephant's bravery?
- They laughed
 - They ignored him
 - They thanked him
 - They were afraid
20. What did the animals say to the elephant at the end?
- "You are still too big."
 - "We don't need you."
 - "You are scary."
 - "You are brave and just the right size to be our friend."
21. What did the elephant prove through his actions?
- That he is smart
 - That size doesn't matter to be a good friend
 - That animals should live alone
 - That bravery is useless
22. How did the tiger reply to the elephant?
- Thank you
 - Mind your own business
 - I am afraid of you
 - I will be kind

23. What moral lesson can we learn from the story?
- Don't talk to strangers
 - Be selfish to survive
 - Physical size doesn't define one's value
 - Only the strong should lead
24. What did the animals say after the elephant helped them?
- You are very brave
 - You are too big
 - You are scary
 - You cannot play with us
25. What trait did the elephant show in the story?
- Anger
 - Bravery
 - Cowardice
 - Arrogance
26. Which character showed kindness in the story?
- The tiger
 - The frog
 - The elephant
 - The fox
27. What does the story teach us about judging others?
- Judge them by size
 - Never trust big animals
 - Everyone has their own strength
 - Only similar friends are good
28. What lesson can we learn from the story?
- True friends help each other
 - Always play alone
29. What would have happened if the elephant had not helped?
- The animals would be eaten
 - The animals would be safe
 - The tiger would go away
 - The forest would be happy
30. Why is the story categorized as a fable?
- It includes humans
 - It's based on true events
 - It uses animals to teach a moral
 - It explains science

Instrumen After Validation

Name :

Class :

Elephant and His Friends

One day an elephant wandered into a forest in search of friends. He saw a monkey on a tree. "Will you be my friend?" asked the elephant. "You are too big. You cannot swing from trees like me," replied the arrogant monkey. Next, the elephant met a rabbit. He asked him to be his friend. But the shy rabbit said, "You are too big to play in my burrow!"

Then the elephant met a frog. "Will you be my friend?" he asked. "How can I?" asked the disgruntled frog. "You are too big to leap about like me." He met a fox next. "Will you be my friend?" he asked the fox. The sly fox said, "Sorry, sir, you are too big. You can't run as fast as I can." The elephant was upset and felt heartbroken.

The next day, the elephant saw all the animals in the forest running for their lives. The elephant asked them what the matter was. The great bear replied, "There is a tiger in the forest. He's trying to gobble us all up!" The animals all ran away to hide. The elephant wondered what he could do to save everyone in the forest.

Meanwhile, the tiger kept eating up whoever he could find. The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals." "Mind your own business!" growled the ferocious tiger. The elephant had no choice but to give the tiger a hefty kick. The frightened tiger ran for his life.

The elephant went back into the forest to announce the good news to everyone. All the animals thanked the elephant. They said, "You are very brave and just the right size to be our friend."

Direction:

Read the text, then answer questions

1–5 by choosing the correct option (a, b, c, or d) about the orientation (characters, setting, situation).

2. Where did the elephant go in search of friends?
 - a. To the zoo
 - b. To the jungle
 - c. To the city
 - d. To the river
3. Who did the elephant meet first?
 - a. Rabbit
 - b. Frog
 - c. Monkey
 - d. Fox
4. Why did the monkey reject the elephant's friendship?
 - a. The elephant was lazy
 - b. The elephant was too noisy
 - c. The elephant was too big
 - d. The elephant was scary
5. What did the rabbit say to the elephant?
 - a. "You can be my friend."
 - b. "You are too heavy for my burrow."
 - c. "You run too fast."
 - d. "You are very brave."

6. What is the setting of the story?

- a. In a school
- b. In a cave
- c. In a forest
- d. In a village

Direction:

Answer questions 6–10 about the complication (problems/conflicts). Choose the best option (a, b, c, or d).

6. How did the elephant feel after being rejected?
- a. Excited
 - b. Angry
 - c. Happy
 - d. Heartbroken
7. What made the animals run for their lives?
- a. A storm
 - b. A fire
 - c. A tiger in the forest
 - d. An elephant's stampede
8. What did the bear say to the elephant?
- a. "Help us catch the tiger!"
 - b. "There is a tiger trying to eat us!"
 - c. "Let's hide together!"
 - d. "We don't need you."
9. How did the tiger respond to the elephant's request?
- a. The tiger listened calmly
 - b. The tiger thanked him
 - c. The tiger ignored him
 - d. The tiger growled angrily
10. What action did the elephant take when the tiger ignored him?
- a. He cried
 - b. He ran away
 - c. He kicked the tiger
 - d. He hid with the others

Direction:

Questions 11 to 15 ask about how the conflict in the story was solved. Read each question carefully and choose the correct answer based on the resolution of the story.

11. What happened to the tiger after being kicked?
- a. He became angrier
 - b. He ran away

c. He ate the elephant

d. He stayed and roared

12. What did the elephant do after driving the tiger away?
- a. Left the forest
 - b. Took a rest
 - c. Announced the good news
 - d. Went home

13. How did the other animals react to the elephant's bravery?

- a. They laughed
- b. They ignored him
- c. They thanked him
- d. They were afraid

14. What did the animals say to the elephant at the end?

- a. "You are still too big."
- b. "We don't need you."
- c. "You are scary."
- d. "You are brave and just the right size to be our friend."

15. What did the elephant prove through his actions?

- a. That he is smart
- b. That size doesn't matter to be a good friend
- c. That animals should live alone
- d. That bravery is useless

Direction:

Answer questions 16 to 20 based on the moral lesson or message you can learn from the story. Select the best option (A, B, C, or D) that reflects the values or lessons taught in the narrative.

16. What moral lesson can we learn from the story?

- a. Don't talk to strangers
- b. Be selfish to survive

- c. Physical size doesn't define one's value
 - d. Only the strong should lead
17. What trait did the elephant show in the story?
- a. Anger
 - b. Bravery
 - c. Cowardice
 - d. Arrogance
18. Which character showed kindness in the story?
- a. The tiger
 - b. The frog
 - c. The elephant
 - d. The fox
19. What does the story teach us about judging others?
- a. Judge them by size
 - b. Never trust big animals
 - c. Everyone has their own strength
 - d. Only similar friends are good
20. Why is the story categorized as a fable?
- a. It includes humans
 - b. It's based on true events
 - c. It uses animals to teach a moral
 - d. It explains science

APPENDIX 7

Keywords

1. B

2. C

3. C

4. B

5. C

6. D

7. C

8. B

9. D

10. C

11. B

12. C

13. C

14. D

15. B

16. C

17. B

18. C

19. C

20. C

APPENDIX 8

Students' Cognitive Strategies

No	Initial of Sample	Students' Score
1.	PDR	30
2.	TL	22
3.	ANN	24
4.	RF	23
5.	ZF	22
6.	RAS	30
7.	JA	27
8.	SAJ	28
9.	HHH	25
10.	R	25
11.	RA	26
12.	RS	28
13.	MFS	28
14.	MAS	25
15.	WM	23
16.	AN	26
17.	SS	24
18.	KZ	29
19.	AS	27
20.	RAS	24
21.	JAP	29
22.	RMH	26
23.	AF	23
24.	S	27
25.	AAB	27
26.	SA	27
27.	NAM	28
28.	MS	25
29.	NE	24
30.	NL	21

APPENDIX 9

Students' Narrative Text Ability

No	Initial of Sample	Students' Score
1.	PDR	45
2.	TL	40
3.	ANN	90
4.	RF	80
5.	ZF	85
6.	RAS	80
7.	JA	50
8.	SAJ	50
9.	HHH	40
10.	R	85
11.	RA	55
12.	RS	60
13.	MFS	60
14.	MAS	50
15.	WM	55
16.	AN	80
17.	SS	85
18.	KZ	65
19.	AS	70
20.	RAS	75
21.	JAP	75
22.	RMH	55
23.	AF	60
24.	S	90
25.	AAB	45
26.	SA	45
27.	NAM	40
28.	MS	50
29.	NE	40
30.	NL	45

APPENDIX 10

Result of Descriptive Statistics Using SPSS v.26

Variabel X

		Statistics
		CognitiveScore
N	Valid	30
Mean		25.93
Median		26.00
Mode		27
Std. Deviation		2.273
Variance		5.168
Range		9
Minimum		21
Maximum		30
Total Score		777

Variabel Y

		Statistics
		Narrativescore
N		30
Mean		61.50
Median		57.50
Mode		40 ^a
Std. Deviation		16.976
Variance		288.190
Range		50
Minimum		40
Maximum		90
Total Score		1845

APPENDIX DATA ANALYSIS

Correlations

		CognitiveScore	Narrativescore
CognitiveScore	Pearson Correlation	1	.097
	Sig. (2-tailed)		.612
	N	30	30
Narrativescore	Pearson Correlation	.097	1
	Sig. (2-tailed)	.612	
	N	30	30

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
CognitiveScore	Based on Mean	3.128	1	28	.088
	Based on Median	2.166	1	28	.152
	Based on Median and with adjusted df	2.166	1	24.197	.154
	Based on trimmed mean	3.096	1	28	.089
Narrativescore	Based on Mean	.763	1	28	.390
	Based on Median	.027	1	28	.871
	Based on Median and with adjusted df	.027	1	22.082	.871
	Based on trimmed mean	.462	1	28	.502

Tests of Normality

VAR00001	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CognitiveScore	.114	30	.200*	.963	30	.375
Narrativescore	.151	30	.079	.902	30	.324

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Paired Samples Test

Pair	CognitiveScore - Narrativescore	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
1		-35.567	16.909	3.087	-41.881	-29.253	11.521	29	.000

T-TABLE

df	t _{0.10}	t _{0.05}	t _{0.025}	t _{0.01}	t _{0.005}	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33

34	1,307	1,691	2,032	2,441	2,726	34
35	1,306	1,690	2,030	2,438	2,724	35
36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37
38	1,304	1,686	2,024	2,429	2,712	38

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5 %	1 %		5 %	1 %
3	0,997	0,999	38	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,708	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	0,413	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
25	0,396	0,505	100	0,195	0,256
26	0,388	0,496	125	0,176	0,230
27	0,381	0,487	150	0,159	0,210
28	0,374	0,478	175	0,148	0,194
29	0,367	0,470	200	0,138	0,181
30	0,361	0,463	300	0,113	0,148
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,086
37	0,325	0,418	1000	0,062	0,081

APPENDIX 11





CURRICULUM VITAE



I. PERSONAL IDENTITY

1. Name : Yuni Sarah Btr
2. Reg. Num : 21 203 00044
3. Gender : Female
4. Place and Date of Birth : Sipolu-polu, 26 June 2003
5. Child : The Third child
6. Nationality : Indonesia
7. Status : Single
8. Religion : Muslim
9. Address : Sipolu-polu
10. Phone Number : +62 857-6732-8265
11. E-mail : yunisarahbatubara03@gmail.com

II. PARENTS IDENTITY

1. Father
 - a. Name : Ali Nafiah Batubara
 - b. Job : Wiraswasta
 - c. Address : Sipolu-Polu, kec. Panyabungan Selatan
 - d. Phone Number : +62 812-6021-8502
2. Mother
 - a. Name : Mariah Nasution
 - b. Job : Trader
 - c. Address : Sipolu-Polu, kec. Panyabungan Selatan
 - d. Phone Number : +62 838-6927-5422

III. EDUCATION

1. Elementary School : SD N 088 Panyabungan (2015)
2. Junior High School : Madrasah Mardiyah Islamiyah Panyabungan (2018)
3. Senior High School : Ponpes Al Mandily, Mandailing Natal (2021)
4. College PadangSidimpuan : UIN SYAHADA Padangsidimpuan (2021)



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Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

28 April 2025

Yth:
1. Dr. Eka Sustri Harida M.pd (Pembimbing I)
2. Sri Minda M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama : Yuni Sarah Btr
NIM : 2120300044
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Correlation Between Cognitive Strategies And Reading Narrative Text at the VIII Grade Students of SMP N 5 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan

Ketua Program Studi
Tadris Bahasa Inggris

Dr. Lis Yulianti Syafrida Siregar, S.Psi.,M.A
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Nomor : 3992/Un.28/E.1/TL.00.9/08/2025

25 Agustus 2025

Lampiran : -

Hal : Izin Riset

Penyelesaian Skripsi

Yth. Kepala SMP Negeri 5 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Yuni Sarah Batubara
NIM : 2120300044
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Mandailing Natal

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Of Cognitive Strategies And Reading Narrative text VIII Grade Students' SMP Negeri 5 Padangsidempuan"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas .Mulai Dari Tanggal 25 Agustus s/d 25 September 2025

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang akademik dan
Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
NIP 19801224 200604 2 001



PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SMP NEGERI 5 PADANGSIDIMPUAN

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SURAT KETERANGAN
NOMOR : 422 / 329 / SMP.5 / 2025

Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan, menerangkan bahwa:

Nama : YUNI SARAH BATUBARA
NIM : 2120300044
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Mandailing Natal

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidempuan pada tanggal 26 Agustus 2025 s/d selesai, guna untuk melengkapi penyelesaian skripsinya yang berjudul : **"The Correlation Between Of Cognitive Strategies And Reading Narrative text VIII Grade Students' SMP Negeri 5 Padangsidempuan"** sesuai dengan Wakil Dekan Bidang Akademik dan Kelembagaan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor : 3992/Un.28/E.1/TL.00.9/08/2025 tanggal 25 Agustus 2025.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padangsidempuan, 15 Oktober 2025
Kepala SMP Negeri 5 Padangsidempuan
An. Wakasek Bid. Kurikulum



ROSMAWAR, S.Pd
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