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**The Input Cognitive Strategies
in Teaching Short Story****A B S T R A C T**

Input cognitive strategies are necessary for teaching literature in general and short story in particular as they are the used in the process of teaching to facilitate the understanding of the literary text. When teachers have the ability to use varied input cognitive strategies in teaching, their students will be able to treat the literary text easily and as a result their learning of literature in general and short story in particular will be enhanced. The present study aims at investigating the kinds of the input cognitive strategies used by teachers in teaching short story. The researcher uses the questionnaire to collect information about the use of input cognitive strategies; the sample of the study is the academic teachers at the English Department/ College of Education/ Tikrit Universities for the academic year 2021-2022.

© 2024 JTUH, College of Education for Human Sciences, Tikrit
UniversityDOI: <http://doi.org/10.25130/jtuh.32.3.2.2025.7>**تعزيز التنمية الشاملة والتباين من**

مروة شهاب يعقوب/ جامعة تكريت/ كلية التربية للعلوم الانسانية/ قسم اللغة الانكليزية
استبرق طارق العزاوي/ جامعة تكريت/ كلية التربية للعلوم الانسانية/ قسم اللغة الانكليزية
حنين كنعان رحيم

الخلاصة:

استراتيجيات المدخلات المعرفية مهمة في تدريس الادب عموما والقصة القصيرة خصوصا لانها تستعمل في عملية التدريس لتسهيل فهم النص الادبي. عندما يستخدم التدريسي استراتيجيات مدخلات معرفية متنوعة, سيكون الطلبة قادرين على التعامل مع النص الادبي بسهولة وبالتالي سيتحسن تعلمهم للادب عموما وللقصة القصيرة خصوصا . تهدف الدراسة الحالية الى تقصي انواعا استراتيجيات المدخلات المعرفية المستعملة من قبل تدريسيي القصة القصيرة. استعملت الباحثة الاستبيان لجمع المعلومات عن استعمال انواع استراتيجيات المدخلات المعرفية. عينة البحث هي تدريسيو الأدب في قسم اللغة الانكليزية كلية التربية للعلوم الانسانية جامعة تكريت للسنة الدراسية ٢٠٢١-٢٠٢٢.

Introduction

Learning strategies are closely related to the learning styles of one's personality in their learning according to Brown (2015). Therefore, Junaidi Mistar (2014) the use of strategies contributes to the students' speaking ability. Ahmad Wael (2018) cognitive strategy reflects students' repetition and focus on pronunciation in learning to speak.

An input cognitive strategy depends on those things to which learners pay attention. Most instructors overestimate the level of attention students give to the instructional intent of learning experience (the teacher's lecture, for example). Aside from short attention spans, learners pay attention to events external to them, by their own choice, or by distraction. An external stimulation might include anxiety about a job loss or family situation, which creates significant emotional distraction and is an un-motivator to learn. An internal stimulation might include remembering a career goal, which will motivate learners to give attention to those things in the lesson that will help meet that goal. Input cognitive strategies are applied to intentionally gain and maintain student attention. The rule is: students learn that to which they pay attention; and when they don't pay attention, they don't learn.

This study aims to find out the kinds of the input cognitive strategies used by teachers in teaching short story. This study will explore how to promote the input cognitive strategies used by academic teachers in teaching short story, by discussing the challenges and teacher perceptions in order to improve the effectiveness of the input cognitive strategies. For the researchers, the study will help to uncover critical areas in the input cognitive strategies. This study is

limited to academic teachers of literature and the input cognitive strategies during the academic year 2021-2022.

In order to achieve the aims of this research paper, the following procedures have been adopted:

1. Presenting a theoretical background about concerning the input cognitive strategies as well as teaching short story.
2. Conducting a questionnaire.
3. Analyzing the data collected statistically.
4. Drawing some conclusions and recommendations.

Literature Review

2.1 Teaching Short Story

A short story is a brief piece of prose fiction that typically shows the internal or interpersonal conflicts of a character. It is a prose work of fiction that features fictional people and situations. In contrast to a poem, short story is not structured and presented according to rhyme, verse, or other elements. A short story is often compared to a novel based on their length, scope, and complexity. A short story is, as the name implies, shorter than a novel. A lengthy short story—roughly fifty to one thousand pages—is referred to as a novella (Revers, 1968: 55).

The difference between short story and novel lies in the dimension that Aristotle referred to as 'magnitude' and this limitation of length imposes differences both in the effects that the short story can attain and in the choice, elaboration and management of the elements to achieve those effects. Edgar Ellan Poe, who is often called the creator of the short story as an established genre, was at any rate its first critical theorist. He defined what he referred to as the prose tale as a narrative which can be read at one setting of from half an hour to two hours, and is limited to a single distinct, effect (Lazar, 1993: 79).

Some of the best short tale examples in the world may be found in American literature. The well-written stories of American authors like O. Henry, Stephen Crane, Jack London, Mark Twain, and Edgar Allan Poe are beloved by readers worldwide. What makes these The five components of a great short story—plot, characters, environment, style, and theme—are all truly mastered by them (Joshi, 2011: 41).

2.2 Input Cognitive Strategies

Cognitive strategies refer to pedagogical methods that enable learners manage their own learning. Consequently, they bridge teaching and learning (Griffiths, 2008: 91).

Cognition refers to mental activity including thinking, remembering, learning and using language. When a cognitive approach is applied to learning and teaching, the focus becomes on the understanding of information and concepts. If the connections between concepts, break down information and rebuild with logical connections can be understood, then our retention of material and understanding will increase (Mahilda, 2018: 121).

The items that students focus on determine an input cognitive strategy. The majority of teachers overestimate how much focus students place on the learning experience's instructional goal (the lecture, for instance). In addition to having short attention spans, students focus on things that are happening outside of them, either on their own initiative or as a distraction. Anxiety about a job loss or family situation is an example of an external stimulus that can cause a great deal of emotional distraction and demotivate learning (Muhammad, 2017: 87).

Remembering a career goal could serve as an internal stimulus, encouraging students to focus on the aspects of the course that will help them achieve their objective. In order to purposefully capture and hold students' attention, input cognitive methods are used. Students learn what they pay attention to, and they don't learn when they don't pay attention (O'Malley & Chamot, 1987: 73).

Process Cognitive Strategies

A process cognitive strategy helps learners make sense of what they learn.

Instructors need to embed student learning activities throughout the lesson or course that facilitate these experiences.

Output Cognitive Strategies

An output cognitive strategy helps ensure that learners acquire new knowledge or skills by applying what they have learned and making meaning of their experiences.

Feedback Cognitive Strategies

Through feedback cognitive strategies learners acquire new knowledge or skill by giving feedback to others.

2.3 Previous studies

1. Ahmed's Study

Ahmed's study which is entitled "Investigating EFL Learners' Awareness and Use of Cognitive and Metacognitive Reading Comprehension Strategies: A Cross Disciplinary Study in Oman" aims to investigate EFL learners' awareness and use of cognitive and metacognitive reading strategies in a higher educational institution in Oman.

A background information questionnaire and the Survey of Reading Strategies (SORS) were used to gather quantitative data from 375 pupils. According to quantitative statistics, students from different fields do not significantly differ in their choices for metacognitive, cognitive, and support techniques. Learners were aware of metacognitive, cognitive, and support techniques, according to semi-structured interviews with students in the fields of biology, business studies, computer technology, engineering, and English. However, pupils with varying levels of proficiency had diverse choices for strategies.

This study contributes to the existing literature and sheds light on the preferred methods used by Omani students across a range of subject areas. Teachers and curriculum developers can better adapt their courses to meet the needs of their students by having a better awareness of the similarities and contrasts in the strategies that Omani students from various disciplines prefer.

2. Yusuf's Study

Yusuf's study which is entitled "the effect of using Cognitive Strategy Instruction in Writing (CSIW) to teach Writing for eight grade at Islamic Junior High School Al-khairiyah Kota Jambi" aims to investigate the effect of using Cognitive Strategy Instruction in Writing (CSIW) to teach Writing for eighth grade at Islamic Junior High School Al-khairiyah Kota Jambi.

The study employs a quasi-experiment for quantitative research, and writing tests are used to obtain data. There are 14 students in the experiment's sample class and 14 in the control group. Following experimental treatment, the researcher discovered that the Cognitive technique Instruction in Writing (CSIW) technique had a greater impact.

According to the results of the matched sample, the researcher discovered a correlation between the influence of the Cognitive method Instruction in Writing (CSIW) method before and after it was taught.

3. Rizqiani's Study

The study of Rizqiani's entitled "Strategies for Reading Short Stories", aims at understanding the behavior of a group of people on certain given issues, qualitative research tends to emerge, rather than prefigure the condition in the social setting.

This study was conducted by using progressive qualitative research. The participants of this study were three undergraduate students of STBA-LIA Yogyakarta. All of them were semester IV students and majoring in English literature. Data were obtained from the participants' think aloud protocol and selfreports when they read two different short stories.

The results of this study are expected to be useful not only for English literature students, but also for English literature lecturers. By using the appropriate reading strategies, English literature students could control their reading process.

Likewise, English literature lecturers may use the results of this study to prepare literature materials which are appropriate to the students' reading proficiency levels and also reconsider the importance of giving reading strategy instruction to improve students' reading skills

2.4 Discussion of previous studies

By going through the previous studies that there are no related studies to the input cognitive strategies, so this is the first study that deals with the Input cognitive strategies for teaching short story, but the previous studies that we have presented in this research paper are similar to our study because these studies shed the light on cognitive strategies and teaching literature, but not about the input cognitive strategies. Finally, most of the samples of previous studies were the university students but in our study the sample is the academic instrutors of literature.

Methodology

3.1 Population and Sample of the Study

The population made up of seven academic teachers during the academic year (2021-2022). The sample of this research paper has selected from the department of English/ college of Education for Human Sciences/ University of Tikrit.

The study sample was randomly taken from Tikrit University/ College of Education for Human Sciences/ Department of English, including 7 academic teachers. The researcher receives 7 responses.

3.2 The Construction of the Questionnaire

A Google form used to create the online survey which was designed in the English language. The beginning of the form includes research title, the goal and instruction about how to fill the questionnaire. The first part is demographic information, consisted of four questions distributed as follows: years of service, certificate, academic status and gender. The second part is about using the input Cognitive Strategies for teaching short story, consisted of 15 items. With responses in the form of five-point intensity Likert scale.

The five-point intensity Likert-scale responses to questions are as follows:

“1 = strongly disagree,” “2 = disagree,” “3 = Neutral,” “4 = agree,” and “5 = strongly agree”. Excel 2013 is used for data entry is used for data analysis. Results presented in the form of tables and graphs, and finally a questionnaire is used to collected data.

3.3 Validity

It is an important characteristic for any test to check its validity. It refers to the suitability of consisting the measurement of the test scores (Underhill, 1987:107). Bachman (1996:21) refers to validity as the extent to which the conclusions are applicable to a large population drawn from a specific sample.

On the other hand, Harris (1969:19) puts his view of validity within two questions: "(1) What precisely does the test measure? and (2) How well does the test measure?". Validity may be the most complex concept in the assessment of tests. Validity is classified as face validity and content validity (Brown, 2001: 630).

3.3.1 Face Validity:

Face validity is “the degree to which a test appears to measure the knowledge or abilities it claims to measure, it is based on subjective judgement of an observer” (Richards & Schmidt, 2010: 215).

Harris (1969: 21) claims that the face validity of the test means the way the test looks to the examinees, test administrators, educators and the like.

Hereunder is a list of the jury members, arranged in alphabetical order of their first names:

1. Awfa Hussein Al-Duri
2. Amin Abdul Wahed Khalaf
3. Marwa Sami Hussein
4. Zainab Abdullah Hussein
5. lahib hamid khalaf
6. Shaima Abdullah Jassim
7. Arwa Hussein Al-Duri

3.4 Pilot Study

Johnson (1998:2) states that pilot studies are small studies which allow the procedures and techniques to be solidified as well as generating preliminary

data. The pilot test is a small-scale study carried out prior to the actual study (Anderson and Garrison, 1998: 11).

3.5 Reliability

Reliability is the extent to which an instrument would give the same results if the measurement were to be taken again under the same conditions: its consistency (Harris, 1969:14). Reliability is a measure of how accurate the findings of a questionnaire are. A questionnaire has been said to be accurate if its findings are the same when used by different people on various occasions (Richards& Schmidt, 2010: 495).

Lado (1975: 330) states that it is the qualities of the measures, that indicates to the accuracy of measurements in variable items, the raters, types and other measurement features of the questionnaire. One method is used to obtain questionnaire is reliability (Ebel, 1972: 410).

Data Analysis

4. Data Analysis and Discussion

According to the aim of this study and the procedures that have previously presented, here we are going to describe the results of the statistical analysis for the data collected. The data analysis includes a description of the frequency and percentage of the questions in our study.

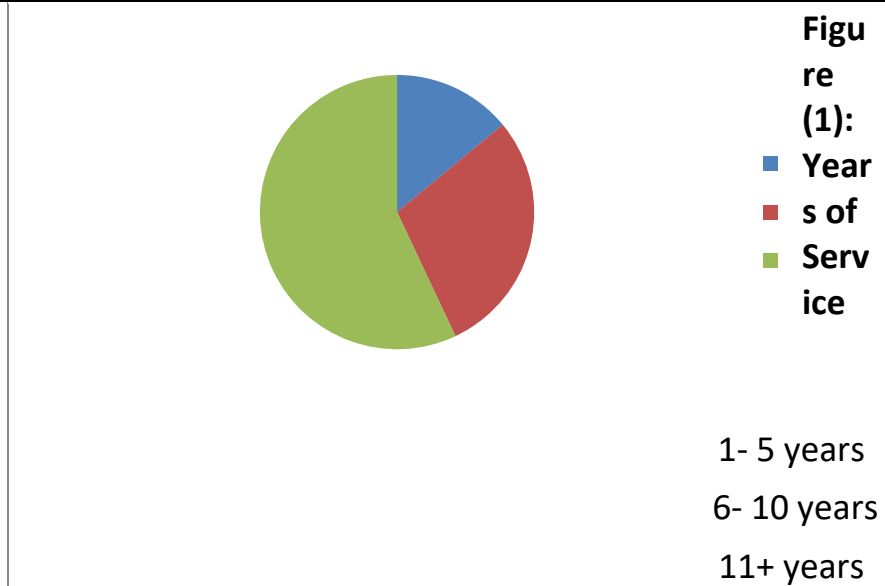
4.1 Demographic Variables

This part presents demographic information for all participants in this study. The researcher directed an online questionnaire to 7 academic teachers at Tikrit University-College of Education for Human Sciences – Department of English, in the period between the 6th to the 15st of May, 2022. After that 20 responses has been collected.

As for years of service, most of the respondents 57% had 11+ years, while 29 percent of them were between 6-10 years, and 14 percent of them were 1-5 years as in table 1 and figure 1.

Table (1): Years of Service

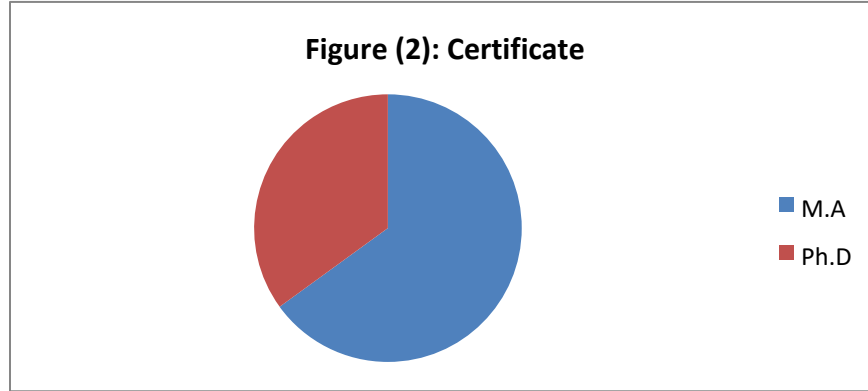
Years of Service	Freq.	Percentage
1- 5 years	1	14%
6- 10 years	2	29%
11+ years	4	57%
Total	7	100%



As shows in table (2) and figure (2) the majority of the responders are Ph.D in frequency of 5 (which represent 71 percent) compared to 2 of M.A. (which represent 29%).

Table (2): Certificate

Certificate	Freq.	Percentage
M.A	2	29%
Ph. D	5	71%
Total	7	100%

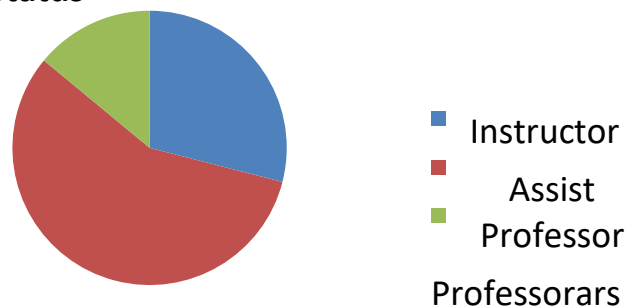


As for academic status, most of the respondents 57% are Assist Professor, while 29 percent of them were Instructors and 14 percent of them were Professorars as in table 3 and figure 3.

Table (3): Academic Status

Academic Status	Freq.	Percentage
Instructor	2	29%
Assist Professor	4	57%
Professorars	1	14%
Total	7	100%

Figure (3): Academic status

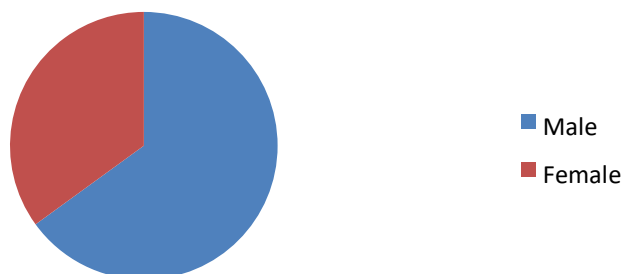


As shows in table (4) and figure (4) the majority of the responders are males in frequency of 4 (which represent 65 percent) compared to 3 of the females (which represent 43%).

Table (4): the Gender

The Gender	Freq.	Percentage
Male	4	57%
Female	3	43%
Total	7	100%

Figure (4): The Gender



4.2 Data Management and Process

The data underwent statistical processing and collected into degrees of score on the five-Likert scale collection; then were given grades (5, 4, 3, 2, 1) entered into a computer and analyzed using Excel program.

Table (5): five-Likert Scale

Strongly disagree	disagree	neutral	agree	Strongly agree
1	2	3	4	5

4.3 The input Cognitive Strategies for teaching short story

The following tables and figures will show and discuss the results of this research paper:

4.3.1 The Usefulness of summarizing meaning through teaching short story

Table 6 shows that as for the usefulness of summarizing meaning through teaching short story, the most responders strongly agree to use summarizing meaning through teaching short story is useful for the students' comprehension with 43 percent, and the responses who agree is 29%, while only 14% of them disagree.

Table (6): The Usefulness of summarizing meaning through teaching short story

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
Using summarising meaning through teaching short story is useful for the students' comprehension	Freq.	1	1	0	2	3	7
	Percent.	14%	14%	0%	29%	43%	100%

4.3.2 Guessing meaning from context through teaching short story

The majority of the responders in this section strongly disagree with the ideas that using guessing meaning from context through teaching short story as shows in table 7. (The highest percentage comes with 43 percent strongly disagree and 14 percent agree). This shows that using guessing meaning from context through teaching short story. On the other hand (14 percent agree and 14% strongly agree, 14% were neutral).

Table (7) Guessing meaning from context through teaching short story

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
Using guessing meaning from context through teaching short story	Freq.	3	1	1	1	1	7
	Percent.	43%	14%	14%	14%	14%	100

4.3.3 Imagery for memorization through teaching short story

57 percent of the responders strongly disagree and 14% disagree that using imagery for memorization through teaching short story. 14 percent of academic teachers strongly agree and agree with using imagery for memorization through teaching short story.

Table (8): Imagery for memorization through teaching short story

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
Using imagery for memorization through teaching short story	Freq.	4	1	0	1	1	7
	Percent.	57%	14%	0%	14%	14%	100

4.3.4 The External stimulations through teaching short story

Table 9 shows that the most responders strongly agree that using external stimulations through teaching short story with 71 percent and 14 % agree. The study shows that 14% of the responses were neutral.

Table (9): The External stimulations through teaching short story

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
Using external stimulations through teaching short story	Freq.	0	0	1	1	5	7
	Percent.	0%	0%	14%	14%	71%	100

4.3.5 Digital voice recorder through teaching Short Story

As shows in table 10, the majority of the responders are agree with 43 percentage and strongly agree 29 % that using digital voice recorder through teaching short story, while 14 % of the responses were disagree and 14% were neutral.

Table (10): Digital voice recorder through teaching Short Story

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
Using Digital voice recorder through teaching Short Story	Freq.	0	1	1	3	2	7
	Percent.	0%	14%	14%	43%	29%	100

4.3.6 Using data show to teaching literature and short story

Table 11 shows that the most responders agree to use data show to teaching literature and short story with 57 percent and 43 percent strongly agree. The study shows that academic teachers prefer to use data show to teaching short story.

Table (11): Using data show to teaching short story

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
Using data show to teaching short story	Freq.	0	0	0	4	3	7
	Percent.	0%	0%	0%	57%	43%	100

4.3.7 Using repetition technic through teaching short story

Table 12 shows the majority of the responses go to using repetition technic through teaching short story as 43 percent with agree and 14 percent with strongly agree, while the respond to using repetition technic through teaching short story with 29 percent strongly disagree and disagree in a percent of 14.

Table (12): Using repetition technic through teaching short story

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
Using repetition technic	Freq.	2	1	0	3	1	7
through teaching short story	Percent.	29%	14%	0%	43%	14%	100

4.4 Using Input Cognitive Strategies

4.4.1 Input Cognitive Strategies encourage low proficiency students to participate in the activities

The table 13 shows the responses that agree that input cognitive strategies encourage low proficiency students to participate in the activities with this statement are 57% and 14 strongly agree, while 29% disagree.

Table (13): Input Cognitive Strategies encourage low proficiency students to participate in the activities

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
Input Cognitive Strategies encourage low proficiency students to participate in the activities	Freq.	0	2	0	4	1	7
	Percent.	0%	29%	0%	57%	14%	100

4.4.2 Students get motivated if the teachers apply the principles of Input Cognitive Strategies

71 percent of the responders agree and 14 % strongly agree that students get motivated if the teachers apply the principles of input cognitive strategies. While 14 percent were neutral.

Table (14): Students get motivated if the teachers apply the principles of Input Cognitive Strategies

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
Students get motivated if the teachers apply the principles of Input Cognitive Strategies	Freq.	0	0	1	5	1	7
	Percent.	0%	0%	14%	71%	14%	100

4.4.3 The Importance of Input Cognitive Strategies through teaching short story

The majority of the responders in this section strongly agree with the idea that input cognitive strategies is very important to the students through teaching short story as shows in table 15. (The highest responses which comes with 43 percent strongly agree and 29% percent agree). This shows that input cognitive strategies is very important to the students through teaching short story. On the other hand (14 percent agree disagree and 14% were neutral).

Table (15) The Importance of Input Cognitive Strategies through teaching short story

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
Input Cognitive Strategies is very important to the students through teaching short story	Freq.	0	1	1	2	3	7
	Percent.	0%	14%	14%	29%	43%	100

4.4.4 The input cognitive strategies are the ways English learner used to solve the problem of learner when learn something

As table 16 shows that the majority of the responses (43% and 29% percent disagree and strongly disagree that the input cognitive strategies are the ways English learner used to solve the problem of learner when learn something. (14% percent of the responders agree that the input cognitive strategies are the ways English learner used to solve the problem of learner when learn something while 14 % of the responses were neural).

Table (16): The input cognitive strategies the ways to solve the problem

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
The input cognitive strategies are the ways English learner used to solve the problem of learner when learn something	Freq.	2	3	1	1	0	7
	Percent.	29%	43%	14%	14%	0%	100

4.4.5 Using the input cognitive strategies in teaching short story

The table 17 shows the responses about the using the input cognitive strategies in teaching short story that most of the responses 57% strongly agree and 43% were agree that they are interesting in using the input cognitive strategies in teaching short story.

Table (17): Using the input cognitive strategies in teaching short story

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
I am interesting in using the input cognitive strategies in teaching short story	Freq.	0	0	0	3	4	7
	Percent.	0%	0%	0%	43%	57%	100

4.4.6 The input cognitive strategies method make the students more critical

The responses in table (18) shows that the majority of the responses (43%) refer to that the input cognitive strategies method make the students more critical.

Table (18): The input cognitive strategies method make the students more critical

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
The input cognitive strategies method make the students more critical	Freq.	3	1	1	1	1	7
	Percent.	43%	14%	14%	14%	14%	100

4.4.7 using the input cognitive strategies in teaching short story

The results in table (19) show that majority of the responses go to using the input cognitive strategies in teaching short story as 43% strongly agree, 29% were agree, 14% were neutral, and finally only 14% were strongly disagree, this means that they use the input cognitive strategies in teaching short story.

Table (19) using the input cognitive strategies in teaching short story

Statement		Strongly disagree	disagree	neutral	Agree	Strongly agree	Total
I use the input cognitive strategies in teaching short story	Freq.	1	0	1	2	3	7
	Percent.	14%	0%	14%	29%	43%	100

Conclusions and Recommendations

5.1 Conclusion

This research paper aimed at investigating the input Cognitive Strategies for teaching short story. According to the results of this research paper, it is concluded that:

1. Input Cognitive Strategies is very important to the students through teaching short story.
2. The input cognitive strategies method makes the students more critical.
3. Input Cognitive Strategies encourage low proficiency students to participate in the activities.
4. Students get motivated if the teachers apply the principles of Input Cognitive Strategies.
5. The input cognitive strategies are the ways English learner used to solve the problem of learner when learn something.
6. Teachers need to receive training in how to apply the input cognitive strategies.

5.2 Recommendation

In light of the results of this study, the researcher has recommended the following:

1. The expansion of studies by future researchers to include all countries of the world.
2. Raise and support the input cognitive strategies in striving towards a better experience.
3. The researcher think that we need to conduct more researches to understand the input cognitive strategies for teaching short story to move forward in offering a better educational experience.

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Appendices

A Letter to Jury Members

Dear Mr./ Mrs.

The researcher intends to conduct a study entitled “The Input Cognitive Strategies for Teaching Literature and Short Story”. The study aimed to investigating the input cognitive strategies used for teaching short stories.

I would be grateful if you, as a specialist in the field of methods of teaching English as a foreign language and literature pass your judgement on the suitability of the questionnaire. Ant comments or modifications would be highly regarded and appreciated.

Thank you in advance for your assistance and cooperations.

The Researchers

Marwah Shihab and Haneen Kana'an
(Ph.D)

The Supervisor

Prof. Istabraq Tariq Al-Azawi

Statements

Years of Service: 1- 5 years 6- 10 years 11- 15 years

Certificate: M.A Ph.D

Academic Status: Instructor Assist Professor Professorars

Gender: Male Female

These questions ask about using the input Cognitive Strategies for teaching short story. Please rate your agreement with the following statements, your answers will be rated from one to five:

No.	Statement	Strongly disagree	disagree	neutral	Agree	Strongly agree
1	Using summarising meaning through teaching short story is useful for the students' comprehension					
2	Using guessing meaning from context through teaching short story					
3	Using imagery for memorization through teaching literature and short story					
4	Using external stimulations through teaching short story					
5	Using Digital voice recorder through teaching literature and Short Story					
6	Using data show to teaching literature and short story					
7	Using repetition technic through teaching short story					
8	Input Cognitive Strategies encourage low proficiency students to participate in the activities					
9	Students get motivated if the teachers apply the principles of Input Cognitive Strategies					

10	Input Cognitive Strategies is very important to the students through teaching short story					
11	The input cognitive strategies are the ways English learner used to solve the problem of learner when learn something					
12	I am interesting in using the input cognitive strategies in teaching literature and short story					
13	The input cognitive strategies method make the students more critical.					
14	I use the input cognitive strategies in teaching short story					