

METACOGNITIVE AS ONE OF THE STRATEGYIN TEACHING READING COMPREHENSION

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ABSTRACT

This study aims at investigating further about the effectiveness of Metacognitive Strategy implementation for students' reading comprehension at the second grade of SMA Negeri 1 cilimus and finding the students' responses vividly after learning reading comprehension through Metacognitive Strategy at the second grade of SMA Negeri 1 cilimus. The method that used in this study was Quasi Experimental Research with pre-test post-test non-equivalent group design. The population of this study was the second grade students of SMAN 1 Cilimus in the academic year 2014/2015; it consists of eight classes. Two classes were as sample which were taken by purposive sampling, they were XI MIA 3 as experimental class and XI MIA 1 as control class. The use of Metacognitive Strategy was proven as an effective technique for teaching reading comprehension. It showed that there were the significant value of the implementation of KWL chart as a metacognitive strategy in teaching reading comprehension. In addition, the implementation of KWL chart had strong responses from the students. It could be seen from the result of questionnaire that described the strong responses of students toward the implementation of KWL chart as the metacognitive strategy. It could be concluded that the use of KWL chart as metacognitive strategy was effective in teaching reading comprehension. Thus, teachers probably use this technique as one of the variation for teaching reading comprehension.

Keywords : Metacognitive Strategy, KWL Chart, Reading Comprehension

A. INTRODUCTION

In the application of English teaching learning students can not be separated from reading activity. Duffy (2009: 5) says that reading comprehension purposes to guide students to be real readers who do something what they read. However, in fact many problems are come upon when students do some reading activities.

From the preliminary observation that was conducted by interview technique in SMA Negeri 1 Cilimus, it was found that students do not have any effective strategy in their reading process. They also have low responses and feel lazy when they face all of exercises that related to reading comprehension.

To help students improve their reading comprehension, metacognitive strategy can be one of the appropriate way to enhance the students reading competence. Lipson (1982: 244) cited by Warsnak (2006: 4) explains that expert reader always connect and recall the information that they have already known to understand the new information that they read. It shows that through Metacognitive Strategy students can activate their background knowledge and connect it to the topic that they want to read in order to stimulus and help their comprehension about the topic.

Thus, the writers are interested in conducting a study which aims at investigating the effectiveness of Metacognitive strategy in teaching reading and students' responses towards the implementation of it in learning reading. To get the systematic comprehension in doing this study. The writers start from the literature review.

1. Reading Comprehension

El-Deen (2011: 11), he explains that reading is the ability to communicate a text in the process that involves decoding vocabulary and sentences, employing prior knowledge to the text in order to make sense and to get the target message that the author wants to convey.

Meanwhile, Carnine et al. (1997) cited in Wichadee (2011: 33), they state that comprehension is the way to understand about what we read.

Futhermore, reading comprehension definition comes from Youniss (2013: 17), he states that *“reading comprehension is commonly known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic.”*

Based on the definition above the writer concludes that reading comprehension is an active process of understanding the meaning of a text that need an activation of prior knowledge, self-questioning, comprehension monitoring, inferring, and predicting to get the information from reading activity.

In addition, the writer also finds some benefits of the reading comprehension such as reading can develop mental process between a readers' linguistic knowledge, knowledge of the world, and knowledge about a given topic. Futhermore, reading comprehension also plays an important role when readers are able to understand and construct the meaning from the text that they read because through reading comprehension readers practice to connect everything that they know about the topic, use their experience to comprehend the topic, and analyse the vocabularies that contained within

Based on Westwood (2001: 21-22), he

says that reading comprehension is occurred at four levels. These levels are often referred to as :

- a. Literal level, describes that reader comprehends what the text says.
- b. Inferensial level, describes that reader comprehends what the text mean.
- c. Critical level, describes that reader comprehends what the text mean.
- d. Creative level, reader is more creative in comprehending a text and the thinking of reader beyond what the author provides.

This research focuses on the literal, is a kind of comprehension whereby reader only comprehend what the text lines.

Futhermore, Ozek and Civelek (2006: 1), they explain that there are three stages, when teacher teaches reading, they are: pre reading stage, while reading stage, and post reading stage.

Li-juan (2007: 20-21) cited in Youniss (2013: 16), he states that in the pre reading stage, teachers should stimulus students' interests and motivation through discussing pictures, titles and some key words. Students predict and talk about possible ideas of what the text might be about. Teachers are requested to establish a purpose of reading to students and help students to activate their prior knowledge as well.

The next stage of reading is explained by Bolukbas (2013: 2148), he says that in while reading stage, reader uses strategies with the aim of deducing the main idea and important details of the text. In addition it also focuses on developing students' reading skills through answering multi level comprehension questions such as general understanding questions, detailed-answer questions and high

order thinking questions.

The last stage is described by Deyuan and Yufen (2006: 126), they state that the activities of this stage take place after the reading has been done. Here, teachers check students' understanding of what they have read, relate the text to their personal experience and lives and relate and integrate reading to other language skills. For example, students can be asked to summarize in the text that what they have read, discussed or debated over certain issues in the reading text.

2. Metacognitive Strategy

Duffy (2009: 13) says that "*A strategy, in contrast, is a plan. You reason when you do it, and you often adjust the plan as you go along.*" It means that strategy is the manner or management control when people do something so that the purpose that they set can be reached.

Meanwhile, metacognition is often defined simply as thinking about thinking (Flavell, 1979) cited in Zhang and Wu (2009: 39). It means that metacognition is an activity that people think about their own thinking of the material that they want to learn. Another metacognition definition also states "*Metacognition is referred to the knowledge people have about their own thinking which is considered as an important key to learning and learning performance*" (Bunning, Schraw, & Ronning, 1995) cited in Wichadee (2011: 31).

In addition, Meijer et. al. (2006: 211) also states that there are three main components of metacognition process, they are planning, monitoring, and evaluation that describes as the the highest hierarchical level

of metacognitive activities before commencing a task, during execution of the task, and upon completion of the task, respectively.

The writer concludes that metacognitive strategy is the set of management learning that consists of planning, monitoring and evaluation that help students to consider their own thinking as an important key to learning and learning performance.

Metacognition ("The SQ4R," 2009: 41-60) presents that there are number of reading strategies that related into metacognitive strategies:

- a. The SQ4R method
- b. KWL Chart
- c. PMI – Plus, Minus, Interesting

3. The Implementation of KWL Chart in Teaching Reading Comprehension.

Al Taei (2010: 382) states the steps in applying KWL chart in teaching reading comprehension, the steps are explained below:

a. Before Reading

- (1) The teacher prepares the reading text that to be a sample of the study.
- (2) The teacher starts to talk about comprehension K as *what I know*, W as *What I want to know*, and L as *what I learned*.
- (3) The teacher prepares a chart on the blackboard or on a projector. Then the teacher starts to creating a KWL chart.
- (4) Labeling the columns as the first column as K, the second column as W, the third column as L.

(5) According to Conner (2006: 1) cited in Al Taei (2010: 383), he states that at this step, teacher asks her students to brainstorm words, terms, or phrases that they associate with a topic. Both the teacher and students record these associations in the K column of their charts. This is done until students run out of ideas. The students should be engaged in a discussion about what they wrote in the K column.

(6) Jones (2007: 1) cited in Al Taei (2010: 384) also adds that if the topic is something new and students do not know anything about it, the teacher should use the K column to have them bring to mind a similar, analogous, or a broader idea. He adds that the reason behind doing the K column in the chart is to have students bring to mind something they already know, as a hook to which new information can be attached.

(7) The next step is *what you want to know*. Conner (2006: 2) cited in Al Taei (2010: 385) clarifies this step as the role of the teacher who ask the students what they want to know about the topic after they run out of ideas for question. If they answer with statements, the teacher will turn them into questions when they record in the W column. Furthermore, the teacher prepares a number of questions in order to focus on ideas in the text. However, the majority of students' questions should be more

than teachers' questions in the W column because it is student centered questions.

b. While Reading

- (1) The teacher begins to read the text and gives the meaning of difficult word and s asks the students to put stars the questions which the text answers in W column.
- (2) Students should check the answers of the questions in their W column and then they can fill L column.

c. After Reading

- (1) The students fill out the L column of their charts. In addition they answer the W column questions, the teacher increases students' motivation to write in L column the interesting ideas they come up with, and they put a star next to the ideas that are interesting to them. As for the questions that are not answered in the passage, the teacher encourages the students to consult other resources to search for answers.
- (2) The teacher and students discover some interesting information which they did not know before. They usually select the unanswered questions in W column to find another resource in order to cover the topic completely.
- (3) Another column is added, how to find out unanswered question as homework for the next day.

4. Students' Responses in Learning KWL Chart

Ikhwanudin (2012: 21) states that response is an act or feeling that produced as a result in answer to a stimulus. It shows that response is reaction that occurs as a result of a stimulus that given to an object.

Sarwono (2010) cited in Kusuma and Aisyah (2012: 49) also says that students' response is divided into two parts, they are positive response and negative response. Positive students' responses have a tendency to approach, like, and expect something of the object that give stimulus while negative students' response has a tendency to avoid the object that give stimulus.

Kusuma and Aisyah (2012: 49) explain that there are some indicators that relate to the students response, they are:

- a. Students interesting toward the strategy that is used.
- b. The benefits of learning strategy for students.
- c. Students' control in learning process

The writer also use four indicators as the component of students' response for instance:

- a. Students interesting toward the KWL chart.
- b. The benefits of KWL chart for students.
- c. Students' control in learning process

5. Hypothesis

H₀ = The use of metacognitive strategy is not effective in teaching reading comprehension.

H_a = The use of metacognitive strategy is effective in teaching reading comprehension.

B. METHOD

1. Participant

The study was kind of Quasi Experimental research with **pre-test post-test non-equivalent group design**. The population of this study were the second grade students of SMAN 1 Cilimus in the academic year 2014/2015. Its grade consists of eight classes. Each class consist of 32 students. The two samples of the study were selected by purposive sampling, they were XI MIA 3 as experimental class who taught by KWL chart as a treatment and XI MIA 1 as control class who taught without any treatment.

2. Method/Material

To obtain the data, the writer conducts two test, they are pre and post-test. futhermore the questionnaire is used to know the students' responses after given the treatment. There are some steps that taken in collecting the data. The procedure of the research is describing as follows:

a. Pre-test

Pre-test conducted at the first class as the experimental class and the second class as control class. The kind of test is multiple choice text form that consist of twenty numbers. It was conducted to find out the initial equivalent between both of them.

b. Post-test

Post-test is given to both the groups after giving the treatement to the experimental group. The test is similar with the pre-test before. It is conducted to measure the influence of the treatment, whether there was significant differences in students' report text reading score are not.

c. Questionnaire

The questionnaire will be given to the students after conducting the post test. in this questionnaire related to students' responses of KWL chart as metacognitive strategy implementation that used in the learning reading comprehension on report text.

C. FINDING AND DISCUSSION

The Hypothesis test was conducted to know how the use of KWL chart as metacognitive strategy is effective for teaching reading comprehension. This test used non parametric statistic because the data of sample did come from the normally distributed population, and no all of data was homogenous. Then for the aplication of non parametric statistic, this test also used *Two Independent Samples Tests* in type *Mann-Whiney U* of SPSS program. The table bellow was the description of the result of hypothesis test used *Mann-Whiney U*:

Tabel 1.1
The Hypothesis Test Result

Test Statistics	
	post_control_experiment
Mann-Whitney U	164.000
Wilcoxon W	692.000
Z	-4.710
Asymp. Sig. (2-tailed)	.000

Based on the result of the *Two Independent Samples Tests*, it show that the t-account of the hypothesis test was 0,000. This value was lower than the significant value 0,05. Thus, H_0 was rejected while H_a was accepted and it means that the use of KWL chart as metacognitive strategy is effective for teaching reading comprehension.

Futhermore, to know how the students' responses toward the implementation of KWL Chart as metacognitive strategy the the writer gave the questionnare to the students after conducted a post-test. The result of questionnaire will be presented in the table bellow:

Tabel 1.2
The Final Result of Questionnaire

No.	Statement	Presentage	Interpretation
1.	Pembelajaran bahasa inggris kali ini menarik.	81,25%	Very Strong
2.	Saya tidak menyukai pembelajaran bahasa inggris kali ini.	68,125%	Strong
3.	Penerapan strategi KWL membuat saya semangat dalam belajar teks report.	79,375%	Strong
4.	Penerapan strategi KWL membingungkan saya dalam belajar teks report.	63,125%	Strong
5.	Saya bisa mengaktifkan pengetahuan yang saya miliki untuk membantu pemahaman teks report yang akan saya baca.	80%	Strong
6.	Saya merasa kesulitan dalam memahami sebuah teks report menggunakan strategi KWL	69,375%	Strong
7.	Memalui penerapan strategi KWL saya bisa memantau sejauh mana pemahaman saya dalam memahami teks report	85%	Very Strong
8.	Penerapan strategi KWL tidak berpengaruh dalam proses pembelajaran.	75%	Strong
9.	Penerapan strategi KWL melatih saya untuk bisa belajar mandiri.	83,75%	Very Strong
10.	Penerapan strategi KWL melemahkan pemahaman saya dalam proses pembelajaran.	76,875%	Strong
11.	Saya lebih berkonsentrasi mengikuti pembelajaran dengan menggunakan strategi KWL.	75%	Strong

12.	Saya merasa tidak nyaman belajar menggunakan strategi KWL.	73,75%	Strong
13.	Saya menjadi lebih aktif proses pembelajaran.	80%	Strong
14.	Saya tidak percaya diri dalam proses pembelajaran.	75%	Strong
15.	Setelah mengerjakan soal saya memeriksa kembali jawaban saya.	83,75%	Very Strong

From the table above, the statement 1 had percentage amount of 81,25% and it show that the use of KWL chart had the very strong responses from the students. The statement 2 had percentage amount of 68,125% and it show that the use of KWL chart had the strong responses from the students. The statement 3 had percentage amount of 79,375% and it show that the use of KWL chart had the strong responses from the students. The statement 4 had percentage amount of 63,125% and it show that the use of KWL chart had the strong responses from the students. The statement 5 had percentage amount of 80% and it show that the use of KWL chart had the strong responses from the students. The statement 6 had percentage amount of 69,375% and it show that the use of KWL chart had the strong responses from the students. The statement 7 had percentage amount of 85% and it show that the use of KWL chart had the very strong responses from the students. The statement 8 had percentage amount of 75% and it show that the use of KWL chart had the strong responses from the students. The statement 9 had percentage amount of 83,75% and it show that the use of KWL chart had the very strong responses from the students. The statement 10 had percentage amount of 76,875% and it show that the use of KWL chart had the strong

responses from the students. The statement 11 had percentage amount of 75% and it show that the use of KWL chart had the strong responses from the students. The statement 12 had percentage amount of 73,75% and it show that the use of KWL chart had the strong responses from the students. The statement 13 had percentage amount of 80% and it show that the use of KWL chart had the strong responses from the students. The statement 14 had percentage amount of 75% and it show that the use of KWL chart had the strong responses from the students. The statement 15 had percentage amount of 83,75% and it show that the use of KWL chart had the very strong responses from the students.

It concluded that the use KWL chart as the metacognitive strategy have a good responses from the students. It meant that the second aim of the study that related to students' responses after learning reading comprehension through metacognitive strategy could be reached. It was showed from the percentage of questionnaire. In addition, the disadvantage of KWL chart implementation could be broke, through the sixth and seven that explained:

Table 1.3
The Result Presentage of Statement Six and Seven

No.	Statement	Persentase	Interpretation
6.	Saya merasa kesulitan dalam memahami sebuah teks report menggunakan strategi KWL	69,375%	Strong
7.	Memalui penerapan strategi KWL saya bisa memantau sejauh mana pemahaman saya dalam memahami teks report	85%	Very Strong

From the table above, the students not felt difficult when they learning used KWL chart. It proven from the presentage of the sixth statement that presented amount of 69,375% that had interpretation strong responses of students in implementation of KWL chart. In addition, not only the students feel easy to comprehend the report text used KWL chart as metacognitive strategy but also their could be monitoring how far their understanding of the text that they read. It showed from the seventh statement that describe the students' monitoring of learning process in understanding a report text. Amount of 85% of students' responses could be monitor their understanding of what they read.

A. CONCLUSION

Based on the result of analysing data and the discussion of the research, it can be concluded that:

1. The use of KWL chart as metacognitive strategy was effective in teaching reading comprehension, it was proven from the final result of Two Independent Samples Tests type Mann-Whitney U. It showed that there were significant value of the implementation of KWL chart as a

metacognitive strategy in teaching reading comprehension.

2. The implementation of KWL chart had a good responses from the students. It could be proven from the result of final questionnaire that described the strong responses of students toward the implementation of KWL chart as the metacognitive strategy. In addition, not only the students feel easy to comprehend the report text used KWL chart as metacognitive strategy but also their could be monitoring how far their understanding of the text that they read.

B. SUGGESTION

After conducted the research and analysing the result data of research, the writer had suggestion as the follow:

1. To support the successful teaching learning process, the writer wishes that not only KWL Chart but also a lot of various strategies and techiques can be applied in the teaching learning process. It purposes to increase students' understanding and partisipation while they are learning. So that in the end of learning process the students gain the significant achievement

as the result of learning process.

2. The good responses of students can not be separated of the successful teaching learning activity. It can be created if the atmosfer of classroom is comfortable. As a facilitation of students in teaching learning activity, teachers have to pay attention of the four educator competences such as, the pedagogical competence when the teachers can educate their students; the individual competence, when the teachers are able to the human that has a duty to educate their students, social competence, when the teachers can make an interaction among all people in education scope, and the last profesional competence, when teachers can develop their skill and the manner how they teach. In the last the writer wish that for all teachers can develop the educator competences so that the atmosfer of teaching learning process more alive and students can be spirit and more comfortable when they are learning in the classroom.

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