METACOGNITIVE STRATEGIES TRAINING IN READING CLASS[1)]

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Abstract

This study investigated the effect of metacognitive strategies training on students' reading achievement and the use of metacognitive strategies. The participants were the tenth grade students of SMA Darma Bangsa. The data were collected using reading test, questionnaire and interview. The reading test was administered to find out the effect of metacognitive strategies training on students' reading achievement. The questionnaire and interview were administered to find out the effect of metacognitive strategies training on the use of metacognitive strategies. The data were analyzed by using Paired Sample T-test with SPSS version 17. The results showed that metacognitive strategies training improved students' reading achievement and the use of metacognitive strategies. This finding was supported by the interview result that showed positive responses toward the training. Overall, it is perceived that the training can serve as one of activities to give students awareness about metacognitive strategies use and improve student's reading achievement.

Keywords: metacognitive strategies, reading, training

Abstrak

Penelitian ini meneliti pengaruh pelatihan strategi metakognitif pada prestasi membaca siswa dan penggunaan strategi metakognitif. Penelitian ini menggunakan desain eksperimental. Pesertanya adalah siswa kelas X SMA Darma Bangsa. Data dikumpulkan menggunakan tes membaca, kuesioner dan wawancara. Tes membaca diberikan untuk mengetahui pengaruh pelatihan strategi metakognitif pada prestasi membaca siswa. Kuesioner dan wawabcara digunakan untuk mengetahui pengaruh pelatihan strategi metakognitif pada penggunaan strategi metakognitif. Data dianalisis menggunakan Paired Sample T-test SPPS versi 17. Hasil penelitian menunjukkan bahwa pelatihan strategi metakognitif dapat meningkatkan prestasi membaca siswa dan penggunaan strategi metakognitif. Temuan ini didukung oleh hasil wawancara yang menunjukkan respon positif dari siswa. Secara keseluruhan, pelatihan strategi metakognitif dapat menjadi salah satu kegiatan untuk memberi para siswa pengetahuan tentang strategi metakognitif dan meningkatkan pencapaian membaca siswa serta penggunaan strategi.

Kata Kunci: membaca, strategi metakognitif, pelatihan

INTRODUCTION

To master English, one needs to be good at the four language skills i.e. reading, writing, listening, and speaking. Reading, for example, is one of the crucial language skills since there are a lot of advantages students can obtain from this skill. They can improve their vocabularies and expand their knowledge (Yusnita, 2015:29). Reading is one of the four skills that students of foreign languages need to master in order to successfully learn the language (Rraku, 2013:1). Apart from that reading is one of the most significant ways of acquiring knowledge and successful reading, not only improves the quality and quantity of our knowledge, but also use of time whether it is applied in different study context or learning of various academic subject. For foreign language learners, reading is the most important skill to acquire (Alsamadani, 2011:184)

Reading skill is important for students. However, it was found that students' ability in reading was still low (Sinambela et.al, 2015:13). They stated that it is certainly not easy to present the English reading to Indonesian students whose language system is different. Reading in their own language is much easier than in foreign language because they have mastered the vocabulary and the structure of their own. As reading plays an important role in language learning, it would be better that this teaching is wisely done. The students faced many difficulties in reading texts. They often failed in reading tests because of lack of vocabularies and technique in reading. The problem also comes from the teacher's technique and strategy in teaching. During the writer's observation, she found that the teacher still applied a traditional method, the teachers asked the students to write things in their exercise books freely, read the texts by heart and opened dictionary anytime they stuck on using words that they didn't know. It caused the students bored and did not have a concentration in learning so they could not gain the purpose of reading.

In addition, reading is not just decoding words from print: the essential point is understanding (Bölükbas, 2013:2147). In other words reading does not mean anything unless there is comprehension. When thought in this sense, to be a good reader one needs to learn how to combine his/her background knowledge with what she/he is reading, understanding what he/she is reading and interpreting it, understanding the full text by establishing a relationship between the pieces of the text and evaluating the text by looking at it with a critical eye.

Reading problem also happened in other countries where English is a foreign language such as in Iran (Ghafournia, 2014; Khoshsima and Tiyar, 2014; Tavakoli and Koosha, 2016), in China (Pei, 2014 and Yang, 2016), in Saudi Arabia (Alsamadani, 2011; Hazaea and Alzubi, 2016; Meniado, 2016), in Albania (Rraku, 2013), and in Turkey (Çubukçu, 2008). In those countries, some researchers did research to improve reading skill because reading is assumed as complex skill and it is important to find out solution for students' reading problems.

According to Nuttal (1982:83), Sinambela et.al (2015:15), and Novita (2016:16) to understand texts there are some aspects should be understood. They are understanding main idea, specific information in text, vocabulary, reference, and inference. This could be inferred that to comprehend the text deeply students need to understand those five aspects. Thus, the researcher assumes that students need learning strategies to help them understand the aspects of reading. As Bölükbas (2013:2148) stated that in order to help students to comprehend the text deeply the use of reading strategies is one of the activities which can improve reading

comprehension skills in foreign language learning. It can be inferred that the students who have employed certain strategies will report better language comprehension.

Numerous studies have revealed that students need strategy to learn easier and improve students' comprehension. Many studies had investigated the implementation of learning strategy in language learning (See Cubukcu, 2008; Alsheikh and Mokhtari, 2011; Zhang and Seepho, 2013; Rraku, 2013; Korotaeva, 2014; Ghafournia, 2014; Setiyadi, Sukirlan & Mahpul, 2016). They assumed that the use of certain strategy can improve the comprehension of students in learning English. Furthermore, Rraku (2013:1) had emphasized the effect of the use of reading strategies can have on the improvement of foreign language reading comprehension. Then, he found that the study pointed to a noticeable improvement of students' reading comprehension once they had used reading strategies to do their exercises. As a conclusion, the article pointed out that reading strategies are essential for the improvement of reading comprehension and they should be promoted in English language teaching.

One of strategy that can facilitate students to improve their reading comprehension is metacognitive strategy. Chamot and O'Malley (1996:264) stated that metacognitive learning strategies include planning, monitoring and evaluating strategies. That is, learners set a goal for and decide how to organize a task before embarking on it, regulate their performance as they engage in the task, and check their performance after completing the task. Then, Zhang and Seepho (2013:59) mentioned that all the three sub metacognitive strategies were also positively correlated with reading achievement.

Many studies investigated the use of metacognitive strategy in learning reading (See Henia, 2003; Cubukcu, 2008; Alsheikh and Mokhtari, 2011; Takallou, 2011; Aghaie and Zhang, 2012; Rraku, 2013; Zhang and Sheepo, 2013; Korotaeva, 2014; Pei, 2014; Mistar, Zuhairi and Yanti, 2016). Then, the results showed that metacognitive strategy gives positive effect and can improve student's comprehension in learning reading. Metacognitive strategy plays important role in English majors' EFL reading.

In order to facilitate students with metacognitive strategies, they need training of this strategy. Some previous studies revealed that students' reading comprehension can be improved if they have training about the use of metacognitive strategies (See e.g. Henia, 2003; Gooden et.al 2007; Sporer et.al 2009; Takallou, 2011). They found that training learning strategy is beneficial to the students.

As Wilawan (2013:65) stated that the training of metacognitives strategies may facilitate students to get knowledge about metacognitive especially in learning reading. In the training, the instructor becomes a mediator who provides explicit explanation, modeling, and scaffolding to help students become aware of the strategies they employ, regulate strategy use while reading, construct understandings about the content of the text, and monitor their comprehension. By increasing awareness of their reading strategies, students can improve comprehension. Therefore, due to enhance the development of students' metacognition in EFL reading classes, the researcher assumes that the training of metacognitive strategies is considered can be one of solution to facilitate students during the learning process.

There were many researchers who used Cognitive Academic Language Learning Approach (CALLA) model in their metacognitive strategies instruction (See

e.g. Coskun, 2010; Takallou, 2011; Aghaie and Zhang, 2012; Pei, 2014). CALLA was developed by Chamot and O'Malley as a metacognitive strategy training model. It helps teachers to combine language, content, and learning strategies in a carefully planned lesson. In the CALLA model, students' prior knowledge and their habit of evaluation of their own learning seem to be the major principles (Coskun, 2010:38). Thus, CALLA will be utilized as the model of strategy training in this study. It focuses on explicit instruction in learning strategies. The model is presented through five basic phases: preparation, presentation, practice, evaluation, and expansion.

Many researchers had done studies related to metacognitive strategies training by using CALLA model to improve reading comprehension. However, different researchers had different focuses of reading aspects to be taught through the training. In Aghaie and Zhang's study (2012:56) the focus of the training was to enable students make critical and personal comment on the text, decide specific aspect of information to look for, and look for main ideas and details. Then, in Pei's study (2014:1150) the focus of the training was to enable students predict or guess a text meaning in reading text. Moreover, in Takallou's study (2011:273), it focused on the effect of instruction only on two kinds of metacognitive strategies which were planning and self-monitoring strategies on the EFL learners' reading comprehension performance (on authentic or inauthentic texts) and their metacognitive awareness.

Although similar studies related to this research had been conducted, the effect of metacognitive strategies training on student's reading comprehension performance regarding the five aspects of reading which were finding main idea, detail information, reference, understand inference and vocabulary had not been previously reported in EFL context. Then, different from the previous study the metacognitive strategies training in this study was about using planning, monitoring and evaluating to facilitate students understand the five aspects of reading. Therefore, the present study focused on promoting metacognitive strategies (planning, monitoring, and evaluating) training to facilitate students able to locate main idea, detail information, reference, inference and vocabulary in reading text. As Nuttal (1982:83), Sinambela et.al (2015:15), and Novita (2016:16) stated that in reading those five aspects can help the students to comprehend the text deeply.

Based on background of the problem mentioned previously, the research questions of this study are formulated as follows:

1. What is the effect of metacognitive strategies training on the students' reading achievement?
2. What is the effect of metacogntive strategies training on the use of metacognitive strategies?

RESEARCH METHODS

The study employed an experimental design. Both the pre- and post-tests were administered to the students. The population of this study was the tenth grade students of SMA Darma Bangsa. This school sets a small class for every grade in order to make teaching learning process more effective. The total population number of tenth grade was 28 students. There were two classes and 14 students in each class. The researcher used a lottery and took one class as the sample of this research. The technique of collecting data in this research was triangulation by using reading test, questionnaire and interview.

The reading test was administered in order to gather data of first research question that was the effect of metacognitive

strategies training on students' reading achievement. Then, a questionnaire was administered to gather data of second research question that was the effect of metacogntive strategies training on the use of metacognitive strategies. Lastly, interview was used to gather data of students' response toward the use of metacognitive strategies in the training in order to support the data of second research question.

In order to analyze the reliability of the reading test, Split-half technique was used to estimate the reliability of the test. Then, to measure the coefficient of the reliability between odd and even group, Pearson Product Moment formula was used. The computation showed that the reliability coefficient of the reading test was 0.97. It can be said that the reading test had a high reliability. Moreover, since the questionnaire was developed using a Likert scale, a Cronbach alpha was used to measure the internal consistency of the items of the questionnaire. The alpha ranges between 0 and 1. The result of computation was .919. It meant that the questionnaire had very high reliability.

In order to measure the content and construct validity, *inter-rater* analysis was used to take the reading test and questionnaire instruments more valid. Three school English teachers were the raters in measuring the content and construct validity of the test instrument. The result of inter-rater analysis showed that the content and construct validity of both reading test and questionnaiore were valid. Some numbers of reading test items were deleted and some of them were revised in order to make sure that the instruments measured what should be measured and related to the theory of reading. The items representsed five aspects of reading skills, i.e. finding main idea, finding the detail information, finding reference, making inference and understanding vocabulary (Nuttal, 1982; Sinambela et.al, 2015: 15-16; Novita, 2016: 16-17). Then, for questionnaire all of the items were considered as valid. The items represented metacognitive strategies (planning, monitoring and evaluating). The items were designed based on metacognitive strategies classifications (Chamot and O'Malley, 1996 and Sheorey and Mokhtari, 2001) and the researcher developed the items related to understand the five aspects of reading (Nuttall, 1982; Sinambela et.al, 2015: 15-16; Novita, 2016: 16-17).

RESULTS AND DISCUSSION

1. Effect of Metacognitive Strategies Training on Students' Reading Achievement

In order to answer the first research question, the researcher conducted pretest and post test. The result of pretest and post test can be seen on Table 1.1 below.

Table 1.1. Reading Achievement

Reading Score	Description	Frequency			
		Pretest	Percentage	Post test	Percentage
82-92	Good	0	0	7	50%
71-81	Fair	5	36%	7	50%
60-70	Low	9	64%	0	0
Mean Score		**67,5**	**67,5%**	**81,6**	**81,6%**
The Highest Score		74		91	
The Lowest Score		60		74	

Table 1.1 above showed that the reading score in the post test was higher than in the pretest with different mean score was 14,1 (14,1%). This indicates that metacognitive

strategies training could improve students' reading achievement and as statistically it was seen that sig. (p) value was 0.000 or less than 0.05, it means that Ho is rejected (See Table 1.2.). This indicates that there was an effect of metacognitive strategies training on the students' reading achievement. Then, it can be said that students' reading achievement were significantly improved after the treatments.

Table 1.2. Effect of Metacognitive Strategies Training on Students' Reading Achievement

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Pretest – Posttest	14.07143	2.12908	.56902	15.30072	12.84214	24.729	13	.000

Besides, Table 1.1 showed that the majority score of students in the pretest was still low (64%) and the rest belonged to fair (36%). After they were given the treatments, 100% students with fair score in the pretest improved to good score and the seven students out of nine (78%) who got the low score in the pretest improved to fair score. This indicates that the treatments can improve the students' reading achievement one level higher than their initial score. Overall, this finding supports some previous studies (See Henia, 2003; Gooden et.al, 2007; Cubukcu, 2008; Sporer et.al, 2009; Takallou, 2011) that found metacognitive strategies training could improve students' reading achievement.

Then, the students with low proficiency could improve their achievement after having the treatments. This finding was in line with Cubukcu (2008:86) who found that unskilled readers can become skilled readers and learners of whole text if they are given instruction in effective strategies and taught to monitor and check their comprehension while reading. It could be inferred that students with low proficiency could improve their ability if they had training to use strategies during learning process.

Interestingly, the two students out of nine (22%) with low score in the pretest improved their achievement significantly to good score. Those two students were actually the students with the higher score in the low category students in the pretest. Then, the data of metacognitive strategies use showed that those two students used metacognitive strategies more frequent then the others in the low category students. This indicates that the treatments not only can help students to improve their achievement to one lever higher but also two levels higher and the students with higher achievement used metacognitive strategies more frequent than the lower ones. The result was in line with Shmais (2003:15) who found that students with high achievement in English use more metacognitive strategies than students of low achievement in that language. Her findings show that high achievers are highly aware of their needs and seek more opportunities to practice English. Setiyadi et.al (2016:35) also showed that the high proficiency students demonstrated higher frequency in using most of metacognitive strategies than the low proficiency students. And Kummin and Rahman (2010:146) stated that there was relationship between metacognitive variables strategies and achievement in English.

In conclusion, students' reading achievement generally improved after the treatments, this finding supported the previous studies which were the use of reading strategies was one of the activities which can improve reading comprehension skills in foreign language learning (Bölükbas, 2013:2148). It could be inferred that the students who had employed certain strategies would report better language achievement. Then, Rraku (2013:1) had emphasized the effect of the use of reading strategies can have on the improvement of foreign language reading skills. He found that the study pointed to a noticeable improvement of students' reading skills once they had used reading strategies to do their exercises. Besides, as Ismail and Tawalbeh (2015:80) stated that the use of a reading strategy can help readers deal with the problems which arise while reading in a foreign language, and consequently, individuals' reading comprehension can be improved. They suggested that EFL teachers should provide their students with reading strategy training which can lead to better achievement in reading comprehension. Furthermore, the finding of this research supported the statement of Chamot et.al (1999:12) that the effect of learning strategies training may help students to become better language learner. This was proved that the students' reading achievement in this study was improved after the treatments. Thus, the article pointed out that reading strategies are essential for the improvement of reading skills and they should be promoted in English language teaching.

2. Effect of Metacogntive Strategies Training on the Use of Metacognitive Strategies

This section answers the second research question that is "What is the effect of metacogntive strategies training on the use of metacognitive strategies?" In order to answer the question the researcher conducted pretest and post test. The result of pretest and post test can be seen on Table 2.1.

Table 2.1. The Use of Metacognitive Strategies (Pretest and Post Test)

Metacognitive Strategies	Number of items	Means of Metacognitive Strategies Used		
		Pretest	Post Test	Improvement
Planning	1-11	2,9	4,5	1,5
Monitoring	12-19	2,7	4,2	1,4
Evaluating	20-24	2,3	3,3	1,0
Overall mean		**2,7**	**4,1**	**1,4**

Table 2.1 showed overall mean of metacognitive strategies use in the post test was higher than in the pretest with different mean score was 1,4. This indicates that metacognitive strategies training could improve the use of metacognitive strategies and as statistically it was seen that sig. (p) value was 0.000 or less than 0.05, it means that Ho is rejected (See Table 2.2.). This indicates that there was an effect of metacognitive strategies training on the use of metacognitive strategies. Then, it can be said that the use of metacognitive strategies were significantly improved after the treatments.

Table 2.2. Effect of Metacognitive Strategies Training on Metacognitive Strategies Use

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	1.40214	.37295	.09968	1.61748	1.18681	14.067	13	.000

In the pretest the mean score of metacognitive strategies use was 2,7 (Medium) which indicated that the students sometimes used metacognitive strategies. Then, after the treatments the use of metacognitive strategies was improved 1,4 into 4,1 (High). It meant that students usually used metacognitive strategies after the treatments. The result indicates that the metacognitive strategies training could improve the use of metacognitive strategies. This was in line with Wilawan (2013:65) study who found that the training of metacognitive strategies could facilitate students to get knowledge about metacognitive especially in learning reading. By increasing awareness of their reading strategies, students can improve comprehension and be a good reader. It could be inferred that when students were taught about strategies, they would have the knowledge and be aware to use the strategies in their learning and as the result they could improve their reading comprehension.

Moreover, there were differences of metacognitive strategies used between the high and low proficiency students. The two students out of five (40%) who got fair score in the pretest used metacognitive strategies with the frequency of high. Those two students were the ones who got higher score of reading achievement than the other students in fair category at the pretest. This indicates that the students with higher proficiency usually used metacognitive strategies before the training. Then, after they were given the treatments, those two students improved the frequency of metacognitive strategies use from high to very high. It meant that the higher proficient students could improve one level higher of the frequency of metacognitive strategies use after the treatments and they almost or almost always used metacognitive strategies after the treatments.

Meanwhile, the other three students out of five (60%) who got fair score in the pretest used metacognitive strategies with the frequency of medium. Those three students had lower score then the other two students in fair category. It meant that the lower proficiency students sometimes used these strategies before the training. Then, after they were given the treatments there was an improvement of the frequency of metacognitive strategies use from medium to very high. It meant that the lower proficient students could more significantly improve their frequency of metacognitive strategies use to two levels higher and they became almost or almost always used metacognitive strategies after the training.

In addition, the eight students out of nine (89%) who got low score in the pretest could also improved the frequency of metacognitive strategies use to two levels higher. The two of them improved the frequency of metacognitive strategies used from medium to very high and the rest improved the frequency from low to high. This indicates that the lower proficient students could more significantly improve the use of metacognitive strategies then the

higher proficient students after the treatments. The result was in line with Wong (1985:234) study who found the fact that the better readers were already using some metacognitive strategies, so that their growth could not be as dramatic as that of students who were employing no strategies initially.

Although the lower proficient students could improve the frequency of metacognitive strategies use higher than the higher proficient students, it did not mean that the students with high proficiency used metacognitive strategies less frequent than the lower ones. Overall the frequency of metacognitive strategies used by the higher proficient students were higher than the lower ones. All of students who got fair score of reading achievement in the pretest used metacognitive strategies with the frequency of high (mean= 3,55). It meant that the students usually used these strategies before the training. Then, after they were given the treatments the frequency was improved from high to very high (mean= 4,55). On the other hand, all of students who got low score of reading achievement in the pretest used metacognitive strategies with the frequency of low (mean= 2,34). Then, after they were given the treatments the frequency was improved from low to high (mean= 3,96). It could be inferred that the higher proficient students already used metacognitive strategies more frequent then the lower proficient ones. It could be seen that the mean score of metacognitive strategies used by higher proficient students was higher than the lower ones. This finding was in line with the finding of Setiyadi (2001:25) who found that high proficient students used metacognitive strategies more frequently than the low proficient ones. Besides, Temur, et.al (2010:4198) study that good readers selected more strategic responses than the poor readers. Thus, the good readers displayed better awareness and knowledge of metacognition. Then, Kummin and Rahman (2010:149) said that students who are proficient in English often use a variety of strategies. Those who are less proficient are not able to use appropriate strategies in handling the task ahead and check their own understanding or their own performance. Then, students who are less proficient in English have little knowledge about metacognition.

This finding was supported by the interview result related to the training in this study. Positive responses were found from the result of interview. Students agreed that metacognitive strategies could facilitate them in order to comprehend reading. By getting the knowledge of metacognitive strategies and had opportunities to practice using metacognitive strategies they could improve their understanding of five aspects of reading which were finding main idea, detail information, reference, inference and vocabulary understanding. Thus, the researcher assumed that by giving the knowledge and training about metacognitive strategies students would be able to use these strategies during their learning process and as the result their reading comprehension especially understanding the five aspect of reading were improved. This result was in line with the statement of Chamot et.al (1999:12) who stated that without explicit implementation of the model, students will not be able to exercise control over their learning because they will not know how, why, or when to engage in specific strategies behaviors. Without this knowledge, they also will not be able to transfer strategies from one task to the next. By teaching the model explicitly, teachers can have an impact on students' learning beyond the language taught in their classrooms. Thus, the researcher suggested promoting the training to students so that students could use the

strategies during their learning especially in learning reading.

CONCLUSION AND SUGGESTION

Considering all data gathered after finishing the research, this study has drawn up some conclusions. First, Metacognitive strategies training effective to students in order to improve student's reading achievement. It can be one of activities that facilitated students to improve their reading skill and achievement especially understanding main idea, detail information, reference, inference and vocabulary. Therefore, it could be considered to promote metacognitive strategies training in reading class. Second, Metacognitive strategies training gave effect to the use of metacognitive strategies. This could help students to be a good learner, be purposeful reader and comprehended reading text better. Then, metacognitive strategies training gave the students knowledge about strategies that are effective to facilitate students in learning reading. The training of metacognitive strategies can be one of activities to give the students knowledge about metacognitive strategies and improve student's reading achievement. Teacher can train the students metacognitive strategies to facilitate students understanding the aspects of reading. Then, the training of metacognitive strategies can be developed to improve student's achievement on other skill such as listening, speaking and writing. In addition, the researcher also suggests more time to investigate the overall process of transferring declarative knowledge of metacognitive strategies use into procedural one in reading. Then, the future researcher also could transfer the training to different genre of texts. At the end, the researcher suggests this research to be a reference for further research related to metacognitive strategies training especially in reading class. Thus, the importance of explicit strategies training will be more concerned by researchers, educators and teachers.

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