THE USE OF METACOGNITIVE LEARNING STRATEGY TRAINING TOWARD READING COMPREHENSION

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Abstrak

Penelitian ini bertujuan untuk menemukan efek pelatihan penggunaan strategi belajar metakognitif terhadap pemahaman membaca siswa. Penelitian ini bersifat kuantitatif yang menggunakan desain *pre-test* dan *post-test*. Data diperoleh melalui kuisioner dan tes membaca. Hasilnya menunjukan bahwa pelatihan memberikan efek yang signifikan terhadap penggunaan strategi belajar metakognitif dan pemahaman membaca siswa, serta kedua variabel saling berhubungan satu sama lain. Rata-rata nilai pemahaman membaca siswa mendapat kenaikan yang signifikan dari 56,67 ke 71,63 (14,96 poin), dan t-value lebih tinggi daripada t-table (12,923 > 2,046). Dapat disimpulkan bahwa hasilnya signifikan (p<0.05). Implikasi dari penelitian ini adalah, guru dapat membantu siswa menggunakan strategi belajar metakognitif untuk memfasilitasi pemahaman membaca mereka serta dapat digunakan oleh siswa untuk menyelesaikan tugas lainnya.

This study was aimed to find out the effect the training on the use of metacognitive learning strategy on the learners' reading comprehension. This study was a quantitative research which used one group pretest and posttest design. The data were obtained by using reading performance checklist and reading test. The result showed that the training gives a significant effect on using of metacognitive and learners reading comprehension, and also both variabels were directly corelated to each other. The mean of the learners' reading comprehension was significantly increase from 56.67 to 71.63 (14.96 point), and t-value was higher than t-table (12.923 >2.046). It can be concluded that the result was significant (p<0.05). The implication of this study is the teachers can help learners use metacognitive learning strategies to facilitate their reading comprehension and also it can be used by the learners to accomplish other tasks.

Keywords: *learners' reading comprehension, learning strategy training, metacocnitive learning strategy.*

INTRODUCTION

In English learning, each learner might have various learning strategies. Different learner might use different learning strategies. Though the diversity of learning strategies used appears in English learning, it is definitely stated that learners need to be aware of choosing appropriate and effective strategies so that learners can successfully learn English. The success or failure in English learning might be caused by the learning strategies used by learners. Using language learning strategies is crucial aspect for learners in English learning because the success of learning a foreign language may depend on what and how learning strategies applied by learners. Wenden (1987) states that language learning strategies refers to language learning behaviors that learners actually engage in to learn and regulate the learning of second or foreign language. She also points out that learner who uses learning strategies becomes more effective learner. Therefore the use of appropriate language learning strategies often results in improving proficiency or achievement overall or specific skills area (Thompson and Rubin in Oxford 1990). Based on the description above, it can be concluded that by having knowledge about language learning strategies, learners can be easier to learn and acquire language. In other words language learning strategies lead the learners to become more self- directed or independent learners. Significantly, language learning strategies play important roles in one of receptive skills i.e reading skill. In language classes, learners are reluctant to read and they use a very limited repertoire of learning strategies. Thus, by training appropriate learning strategies to learners, there may be a positive impact toward

learners' reading comprehension. Wenden (1991: 15) in Brown (2005 : 12) points out 'In effect, successful or expert or intelligent learners have learned how to learn. They have acquired the learning strategies and the knowledge about learning'. It means that the instruction of using effective learning strategies is necessary to control their learning process before they become independent in their learning approach. Learners need the right strategic knowledge in order to become autonomous in their learning process.

Based on the explanation above, the researcher conducted a research concerning learning strategy training in EFL reading specifically in comprehending recount text. The researcher formulates the research question as follow: "Is there any significant difference of learners reading comprehension achievement at before and after being trained by metacognitive learning strategy training?", "What aspect of reading is mostly affected after being trained by Metacognitive Learning Strategy?", and "In which type of Metacognitive Learning Strategy is most frequently used by the learners in reading comprehension?"

RESEARCH METHOD

This research was designed as a quantitative research. The researcher used one group pre-test and post-test design. A pre-experimental design with a repeated measures t-test instrument was applied. Repeated measures t-test usually was called as paired t-test or sample t-test. This analysis was to compare two kinds of data or mean that came from the same sample (Setiyadi, 2006:170). In collecting the data, the

researcher uses some technique. The first is questionnaire that given to language learners in an attempt to get data about the learning strategies employed by learners. In this study, the questionnaire is given before and after the treatment in order to investigate whether the learners' frequency of using metacognitive learning strategies are influenced after following the treatment. Besides, the questionnaire is used in finding out the dominant strategies used by learners in raising their metacognition as strategic learners. The second is reading test, the kind of reading test used is objective test. The reading test given to know learners' reading achievement. The pretest reading is delivered before the treatment is conducted while posttest reading being conducted after the researcher conducts the treatment. It is used to know if there any increase of learners' reading comprehension after they are given the treatment. The texts used were taken from any textbooks and articles on the internet. Therefore, the aim of this research are to find out whether there is a significant difference on learners' reading comprehension achievement after being trained with the metacognitive learning strategy, what aspect of reading is mostly affected after being trained by Metacognitive Learning Strategy, and which type of metacognitive learning strategy is used frequency by the learners in reading comprehension.

RESULT AND DISCUSSION

This research was conducted in the second grade learners of SMPN 16 Bandar Lampung. This research employed two classes; the first class was 8.C as the try-out class and 8.A as the subject of the research. Both classes consist of 28 (8.C) and 30 (8.A) students.

Then, after being measured, the pre-test was administrated in 8.A class as the subject of the research. The pre-test test was conducted in 80 minutes. The result of the pre-test can be seen on table 1 below:

Table 1. Distribution Frequency of the Learners' Pre-test Score

No.	Score Interval	Frequency	Percentage
1.	31-40	4	13.3%
2.	41-50	4	13.3%
3.	51-60	12	40%
4.	61-70	7	23.3%
5.	71-80	3	10%
Total		**30**	**100%**

Table 1 above showed the distribution frequency of the learners' pre-test score before the treatment of training metacognitive learning strategies. The total score was 1703, mean score was 56.78, the maximum score was 73 and the minimum score was 40. The median was 58 and the mode was 60.

After implementing the treatment of training metacognitive learning strategies in reading in four meetings, the post-test was administrated in 8.A class. The number of items were only changed but the questions of the items were same as the pre-test. The posttest was conducted in 80 minutes. The result of the post-test can be seen on table 2 below.

Table 2. Distribution Frequency of the Learners' Post-test Score

No.	Score Interval	Frequency	Percentages
1.	41-50	3	10%
2.	51-60	6	20%
3.	61-70	5	16,6%
4.	71-80	5	16,6%
5.	81-90	11	36,7 %
Total		**30**	100%

Table 2 above showed the distribution frequency of the learners' post-test score after the treatment of training metacognitive learning strategies in reading was implemented. The total score was 2147, the mean score was 87, the maximum score was 87 and the minimum score was 50. The median was 72 and the mode was 86. The learners' scores in post-test were higher than that of in pre-test. Therefore, it is claimed that the treatment of training metacogitive learning strategies in reading indirectly gave a good contribution to attainment of the reading teaching learning.

Based on the classifications of metacognitive learning strategies, there are four strategies namely planning, managing, monitoring, and evaluating. Tables below provided the descriptive statistic of learners' metacognitive strategies before and after the training.

Table 3. The Use of Metacognitive Strategies on the Learners before and after the Training

Descriptive Statistics

No.	Metacognitive Learning Strategies	Before the Training	After the Training	The Increase
1.	Planning strategy	0.50	0.61	0.11
2.	Managing strategy	0.32	0.44	0.12
3.	Monitoring strategy	0.44	0.46	0.02
4.	Evaluating strategy	0.50	0.52	0.02

Based on table 3 above, training of metacognitive learning strategies positively affected the use of four metacognitive strategies on the learners i.e. planning strategy (0.11 positively affected), managing strategy (0.12 positively affected), monitoring strategy (0.02 positively affected), and evaluating strategy (0.02 positively affected).

Related to the second question of this research, the metacognitive strategies mostly used by the learners was managing strategy since it's gain between the strategies use before and after the training was 0.12. Then, it can be concluded that managing strategy was mostly used by the learners after the training of metacognitve strategies in reading.

Based on the specification of reading, there were five aspects which were measured in this research, such as determining main idea (5 items), finding detail information (6 items), reference (5 items), inference (7 items), and vocabulary (7 items). Tables below provided the learners' score of each aspect of those five specifications of reading comprehension.

Table 4. The Students' Results of Specification of Reading Comprehension

No.	Specification of Reading Comprehension	Pre-test Score (%)	Post-test Score (%)	The Increase (%)
1.	Determining main idea	106 (70.66%)	113 (75.33%)	4.66%
2.	Finding detail information	56 (31.11%)	120 (66.66%)	35.55%
3.	Inference	126 (60.00%)	155 (73.80%)	13.80%
4.	Reference	83 (55.33%)	127 (84.66%)	29.33%
5.	Vocabulary	124 (59.04%)	129 (61.42%)	2.38%

Based on table 4 above, training of metacognitive learning strategies increased the learners' reading comprehension in all specification of reading comprehension, such as determining main idea (4.66% increased), finding detail information (35.55% increased), inference (13.80% increased), reference (29.33% increased) and vocabulary (2.38% increased). Since by training metacognitive learning strategy in reading could help learners to explore 'how', 'when', and 'why' they use the learning

strategies in completing reading task, they become easier to use the best strategy when facing English passages and therefore it directly affected on their reading comprehension achievement. It was proved by the learners' difference between reading comprehension before and after the training.

After administrating both pre-test and post-test, the result of the pre-test was compared with the result of the post-test to analyze the difference between learners' reading comprehension before and after being trained. The comparison of the pre-test and post-test showed that the learners' reading comprehension was different after being trained the metacognitive learning strategies in reading. The comparison between the total score of the pre-test and post-test was increased from 1703 to 2147.

Table 5. The Learners' Mean Score of the Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	56.67	30	10.584	1.932
	Postest	71.63	30	13.166	2.404

Based on table 5 above, it can be seen that the learners' mean score of post-test increased about 14.96 point after the treatment. The highest score of the pre-test was 73 and the highest score of post-test increased to 87, in which the highest score gain was 15. The lowest score of the pre-test was 40 and the lowest score of the post-test was 50, in which the lowest score gain was increased to 10.

Table 6. The Learners' Reading Comprehension Improvement

Paired Samples Test

	Paired Differences		
	Mean	Std. Deviation	Std. Error Mean
Pair 1 Pretest - Postest	-14.967	6.344	1.158

Paired Samples Test

	Paired Differences				
	95% Confidence Interval of the Difference				
	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pretest - Postest	-17.335	-12.598	-12.923	29	.000

Table 6 above showed that t-value was 12.923, in which the data were suspected to be significant based on t-table was at least 2.069 (appendix 24). T-value on the table 11 above was higher than t-table (12.923 >2.069). Therefore, it can be suspected that there was a significant difference between the pre-test and post-test score, in which the mean of the post-test score was higher than the pre-test score.

The result of the research showed that the learners' reading comprehension increased after the metacognitive learning strategies training being conducted. The learners' mean score after being trained the metacognitive learning strategies in reading was

increased better and significantly. The learners' mean score of the pre-test was 56.67; meanwhile, their mean score of the post-test after being trained by metacognitive learning strategies training was 71.63, in which their gain score was 14.96. As has been explained in the previous table that the t-value of the learners' reading comprehension achievement was higher than the t-table (12.923 >2.069). Based on the finding, it can be seen from the learners' mean score of the pre-test and post-test that there was a significant increase on learners' reading comprehension achievement before and after being trained the metacognitive learning strategies training in English reading. It can also be concluded that the training significantly increased learners' reading comprehension as it can be seen from the t-value was higher than the t-table. Specifically, the training of metacognitive learning strategies increased the leaners' reading comprehension in all specification of reading comprehension, such as determining main idea, finding detail information, inferences, references and vocabulary. Moreover, the intervention of metacognitive learning strategies mostly increased the learners' reading comprehension in finding detail information, in which their ability in that aspect was 35.5 % increased significantly. The finding supports Muniz's (1994) conclusion to his study i.e. after the intervention of metacognitive learning strategies training, the score of the learners' posttest reading achievement was significantly increased. The result of this present study was also in line with Rasekh's study (2003) that reported that his metacognitive learning strategy instruction was effective in enhancing the lexical knowledge of Iranian EFL students significantly.

CONCLUSION

Based on the findings in the fields and from the statistical report in the last chapter, some of conclusion can be drawn as follows:

1. There is significant difference of learners' reading comprehension achievement after being trained with metacognitive learning strategy. Their post-test score increased from 56.67 to 71.63. Besides, the t-test revealed that the result was significant ($p<0.05$)

2. Finding Detail Information was the aspect of reading which got highest gain (35.55%), meanwhile Vocabulary got the lowest gain (2.38%).

3. Managing strategies was the strategy that mostly used by the learners.

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