

Metacognitive Strategy Training to Improve Students' Reading Achievement.

Basyirudin Almubarak, Cucu Sutarsyah, Muhammad Sukirlan
Lampung University
basyirudinalmubarak@gmail.com

Abstract

Penelitian ini menyelidiki perbedaan yang signifikan antara pelatihan metakognitif strategi reguler dan termodifikasi dalam meningkatkan pemahaman membaca serta peningkatan aspek pemahaman membaca yang diajar. Penelitian ini menerapkan desain eksperimen yang sebenarnya. Terdapat 26 siswa dalam kelompok eksperimental dan 27 siswa dalam kontrol sebagai sampel yang dipilih secara acak di SMAN 1 tegineneng Pesawaran. Untuk mengumpulkan data, tes digunakan. Data dari tes dianalisis dengan SPSS menghasilkan nilai signifikansi yang lebih rendah dari taraf signifikansi ($0,00 < 0,05$) yang berarti bahwa ada perbedaan yang signifikan pada peningkatan kemampuan membaca siswa antara pelatihan metakognitif strategi yang reguler dan termodifikasi. Oleh karena itu, pelatihan metakognitif strategy yang termodifikasi lebih baik untuk digunakan dan dapat meningkatkan pencapaian pemahaman siswa. Selain itu, kemampuan siswa dalam aspek memahami detail teks meningkat paling signifikan.

This research investigated the difference between modified and regular metacognitive strategy training in improving students' reading achievement and students' reading aspects. This study applied the true experimental design. There were 26 experimental students and 27 control students as the sample chosen randomly at SMAN 1 Tegineneng. To collect the data, the reading test was employed. Data from the test were analyzed with SPSS resulting significance value that was lower than Sig level ($0.00 < 0.05$) meaning that there is a significant difference between modified and regular metacognitive strategy training in improving students' reading achievement. It is found that Modified metacognitive strategy training gets statistically significant difference in improving students' reading achievement. It also reveals that that supporting detail gets the best performance by the student.

Keywords: *Modified Metacognitive Strategy Training, Reading Comprehension, Reading Aspect.*

INTRODUCTION

Reading is one of the crucial language skills since there are a lot of advantages students can obtain from this skill. Reading is one of the most important skills to learn which can advance learners to build their vocabulary and establish their enduring learning and improvement in language learning (Jiang, 2015: 24). Reading also provides a good model for English writing, opportunities to study vocabulary, grammar, punctuation, the way to construct sentences, paragraph, and whole texts. However, learning reading is not easy especially for Indonesian students. That English is taught as the foreign language in Indonesia becomes one of many factors that make learning reading difficult. Most students who have finished their secondary schools and universities are not able to read simple English text, even though they have experienced the learning-teaching process for several years (Sutarsyah, 2015: 141).

Due to the difficulties faced by the students, numerous studies have revealed that students need the strategy to learn easier and improve students' comprehension. Many studies had investigated the implementation of learning strategy in language learning (See, Zhang and Seepho, 2013; and Chang and Liu, 2013). They assumed that the use of a certain strategy can improve the comprehension of students in learning English. Furthermore, Rraku (2013) 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 in 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.

According to Chamnot and O'malley (1996), in training metacognitive strategy training, there are three components of metacognitive strategy training. They are planning, monitoring, and evaluating. In planning, the teacher asks the students to preview the main ideas and concept of the text. Then, in monitoring, the teacher checks one's comprehension during reading. To check their comprehension, the teacher asks students questions during their reading. Finally, in evaluating, the teacher asks students to reflect on what they have learned and judge how well they accomplish the task. Furthermore, Sari (2017) conducted a study about teaching metacognitive strategy instruction based Communicative Academic Language Learning Approach (CALLA). This study also focuses on three components of the metacognitive strategy.

The difference between teaching English as second foreign language may lead some adjustment.

Foreign language students need more help at the beginning of their process in language learning. It is important that the students are able to see the model of what they need to do when in planning, monitoring, and evaluating to promote their reading comprehension goal. These concepts are assumed to elaborate the ideas on how to regulate metacognition which the researcher argues to be one of the cores of thinking. This concept is not as easy as they need to develop their own regulation. In addition, Anderson (2002) purposed two additional metacognitive components that should be arranged in metacognitive strategy training. They are selecting and using strategies and orchestrating various strategies.

Anderson (2002:4) notes that orchestration various strategies are a vital component of second language learning. This component allows learners opportunities to think about the other possible strategies that can be employed when learners are unsuccessful to employ certain strategies. This component also makes learners better prepared to make a conscious decision about what strategy that can solve the problem.

The ability to orchestrate various strategies in reading is the ability to coordinate, organize, and make associations among the various strategies available (Anderson: 2002). This ability helps the student when one strategy is not working. For example, a student may try to use word analysis to determine the meaning of the word "antimony". When he/she realized that word analysis is not working, he/she needs to know the other strategy to help her understand the word. This ability also is a major distinction between strong and weak second language learner.

Being inspired by the idea of metacognitive strategy regulation, the researcher proposes research dealing with modified model of metacognitive strategy training. The researcher elaborated three metacognitive strategy training components with orchestrating various strategies. In other words, the researcher enhanced orchestrating various strategies on the recent metacognitive strategy components. Through a process of raising the awareness of the students and submitting them to a program of metacognitive strategy training, there might be a new regulation in training metacognitive strategies. Besides, this research supports the improvement of the student's reading comprehension.

Therefore, based on the explanation above, this research was aimed to investigate the significant difference between modified and regular metacognitive strategy training in improving students' reading achievement and the aspect of reading which gets the best performance by the students

REVIEW RELATED LITERATURE

A lot of experts have defined reading term. They have a different assumption about this term since people have a different purpose, different background knowledge, and different importance when they read. And the researcher defines the term of reading from various perspectives. The explanations are hereunder.

Qanwal (2014:1020) says reading is defined as an interpretative or decoding skill as it engages the reader to decode the textual message by identifying printed symbols in order to interpret their meanings. Whereas Grellet (1986:17) claims that "reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it". In short, reading is the process of interpreting, and guessing the gist from the printed text. Rubin in Hamra (2010:29) also states that reading is the bringing and the getting of meaning from printed pages.

Comprehension is the process of how to get understanding from reading activity. Hamra (2010:30) defines comprehension as the process of associating and decoding meaning with the symbols that comprise the words. In addition, McNamara (2007:28) says that comprehension is the interpretation of the information in the text. In summary, reading comprehension is a process and product of the complex interaction between the properties of the text and what readers bring to the reading situation. Moreover, Mikulecky and Jeffries (2007:74) say that comprehending is not only recognizing and understanding words but also making meaning of what the readers read and connecting the gist in the text to what they already know. In line with this, Cahyono and Widiati (2007:37) declare that reading comprehension is an activity aimed to understand the messages of a particular text. Good reading comprehension depends on understanding the words; the more words are recognized, the better the comprehension they have. It means that to comprehend the English text, the students should have a lot of words so that they can understand the messages or the gists contained in it.

In case of reading comprehension, Milan in Kuning (2015:12) mentions the students should be able to determine several aspects such as determining the main idea, comprehending the main idea, distinguishing between the main idea and supporting details, making inferences, making references, understanding vocabulary and using new words.

The first reading aspect is determining the main idea. Determining the main idea is one of the important aspects which should be measured. Determining the main idea is not as easy as it may sound. The main idea is a statement which tells the

author's points about the topics. This finding is in line with Djuhari (2008:9) who states that the main idea is the essence of the paragraph or rather what the author is trying to get across to the reader.

Then, the second reading aspect is supporting detail. Supporting detail is the statements which explain, clarify, describe and illustrate the main idea. It is in line with Suparman (2012:132) who states that supporting details is the sentence or the statements which develop the main idea, that is, they explain it by giving the reasons, examples, facts, statistics, and quotations. In term of finding supporting detail, the students need to read the text carefully since supporting detail can be found if the reader can comprehend the text well.

Next, the third aspect of reading is making an inference. According to Nation (2008:34) making an inference is taking messages from the text that is not explicitly stated. Besides, it might work out cause and effect and other conjunction relationship which might not be explicitly stated. Thus, in completing this task the students should think deeper to find the answer since the messages are not explicitly seen.

Afterward, the fourth reading aspect is making reference. In making reference, the students should know the intended object which is pointed by the author. Based on Hornby (2010:1081) reference is the symbolic relationship that a linguistic expression has with the concrete object or abstraction it represents. It is quite difficult for the students to make the reference if they do not read the text carefully. So, the students should read the text deeply so that they can make reference correctly.

Finally, the last aspect is using vocabulary context. In this aspect, the students should be able to replace certain words in the text with its synonym or antonym which is suitable with the context. To complete this task, the students should have a bank of words in their mind so that they can replace the words contained in the text with another appropriate word. Nation (2010:80) confirms that word recognition during reading is affected by vocabulary knowledge, similarly, vocabulary knowledge was affected by word recognition. Therefore, this fact should lead the students to enlarge their vocabulary mastery so that it can make them more easily in comprehending the reading text.

Students' capability in mastering the elements above is a must. Therefore, those elements become an indicator of whether or not the students are capable of comprehending the text.

The ability to comprehend the text is related to metacognitive strategy. The metacognitive strategy consists of three components. They are Planning, Monitoring, and Evaluating. These three metacognitive strategy components are in line with the three stages of reading: pre-reading, reading and post-reading. Because reading requires critical

thinking before, during, and after the process is completed, it is believed that there is a correlation between metacognitive strategies and reading comprehension.

The investigation of the earliest stages of metacognition was known as the study of the theory of mind. This theory was introduced by John Flavel in the 1970s. Flavel (1979: 906) states that metacognition plays an important role in oral communication and other skills and aspects of language. He defined metacognition as “one’s knowledge concerning one’s own cognitive processes and products or anything related to them”. There are also clear indications that ideas about metacognition are beginning to make contact with similar ideas in the areas of social learning theory, cognitive behavior modification, personality development, and education. Thus the development of metacognition emerges.

In language learning, metacognition is relatively a concept to complement the cognitive strategy that has been identified earlier. The concept of metacognition refers to similar processes in acquiring another language. Oxford (1990: 136) states that this category is classified as centering learning, arranging, planning and evaluating learning. The process covers approaches in which the students have to focus on what they are learning, designing, and constructing during the study and finally assess what they are learning. The concept of metacognitive strategies is classified with effective and social strategies. Those strategies also are considered as supporting strategies in which students manage language learning without directly involving in the target language.

Another similar concept is also proposed by Chamot & O’Malley’s study (1994: 144). They conclude that metacognitive strategies have more process that is classified under planning one’s learning, monitoring one’s own speech, or writing, and checking the outcome. The type of strategy varies according to the task which the students are engaged in. students need to acquire the knowledge and be aware of own cognitive processes. When they have accomplished this process, they need to put it into autonomy. It might be the ability to make thinking visible. It refers to those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies classified as follows: self-planning, self-monitoring, and self-evaluating

Some previous studies were conducted to investigate Metacognitive strategy training. Sun (2013: 2006) investigated the use of metacognitive strategies among non-English major sophomore students. It was found that most participants do not use meta-cognitive strategies on a frequent and satisfying basis. It is revealed also that lack of

learning techniques and necessary incentive mechanism is the major obstacle to the improvement of learning efficiency both in and out of the classroom. In general, low proficiency students tend to avoid using meta-cognitive strategies in the English learning process.

Aghaie and zhang (2012) studies explored the impact of explicit teaching of reading strategies on English as a foreign language (EFL) students’ reading performance in Iran. The study employed a questionnaire adapted from Chamot and O’Malley’s 1994, cognitive and metacognitive strategies framework. To test the effects of explicit teaching of cognitive and metacognitive reading strategies on reading performance and strategy transfer, the study has a quasi-experimental design involving a contrast group and a treatment group, with whom an intervention program was implemented. The treatment group achieved significantly better results than the contrast group after four months of strategy based instruction. Results of paired-sample t-tests and independent t-tests and effect size showed that reading comprehension and reading strategy use improved with strategy instruction. Moreover, SPANOVA analyses showed that the participants in the treatment group performed better than those in the contrast group in reading comprehension and reading strategy transfer. Results also showed that strategy instruction contributed to autonomous reading behaviors. Recommendations for further research are discussed.

Then, a study by Zhang and Seepho (2013: 62) which focused to investigate 33 students of an undergraduate in Beijing Information Science and Technology University who took “Advance Reading Course” found that low proficiency students seemed to avoid to determine the nature of the reading task, set one’s reading goal and plan the objectives of the reading tasks. Zhang and Seepho (2013:62) also found that they were not familiar with planning before reading. In other words, they were not familiar with the metacognitive strategy. As a result, they cannot self-plan, self-monitor, self-regulate and self-evaluate their own reading skills properly.

Several studies have found the positive impact training metacognitive strategies explicitly towards students reading comprehension. An and Shi (2013: 18) taught metacognitive strategies explicitly and found that metacognitive strategies played a very important role in students’ reading comprehension, and further verified the feasibility of enhancing reading comprehension by improving these strategies. Moreover, (Takallou: 2014:273) found that the metacognitive strategy instruction seems to have contributed to the improvement of students’ reading comprehension performance. Furthermore, metacognitive strategies played a very important role in students’ reading comprehension

and further verified the feasibility of enhancing reading comprehension by improving these strategies (Zhang and Seepho, 2013:54).

The development of metacognitive strategies training covers orchestrating various strategies component. This component was introduced by Anderson in the 2000s. Anderson (2002:4) notes that the orchestration various strategies are a vital component of second language learning. This component allows learners opportunities to think about the other possible strategies that can be employed when learners are unsuccessful to employ certain strategies. This component also makes learners better prepared to make a conscious decision about what strategy that can solve the problem.

Furthermore, The students learning a foreign language in Asian contexts have been proved to use different learning strategies compared to students that learn the same language in Western countries. Setiyadi, et al (2016: 28-38) emphasizes numerous studies have revealed that learners from different cultures may learn a foreign language in different ways. By identifying how the use of English learning strategies is correlated with their language skills, language teachers in the country may expect their students to learn a foreign language more successfully. Language teachers can condition their teaching processes in order for their students to use their effective strategies or training their students to use the strategies when language learners learn an individual skill (Setiyadi, et al 2016).

Therefore, by considering orchestrating various strategies and the different language learning context in Indonesia, metacognitive strategy training should be modified. The procedures of modified metacognitive strategy training are described in figure 1

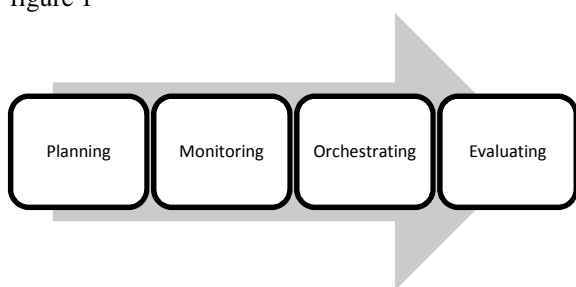


Figure 1. Modified Metacognitive Strategy Training

The modified metacognitive strategy training consists of planning, monitoring, orchestrating, and evaluating strategy. In planning, students think about what they need or want to accomplish and how they intend to go about accomplishing it. While in monitoring, Students select and begun to implement specific strategies, they need to ask themselves periodically whether or not they are still using those

strategies as intended. Then, in orchestrating, Students should coordinate, organize, and make associations among the various strategies available. Finally, in evaluating, the students reflect and asses all metacognitive strategy components.

RESEARCH METHODS

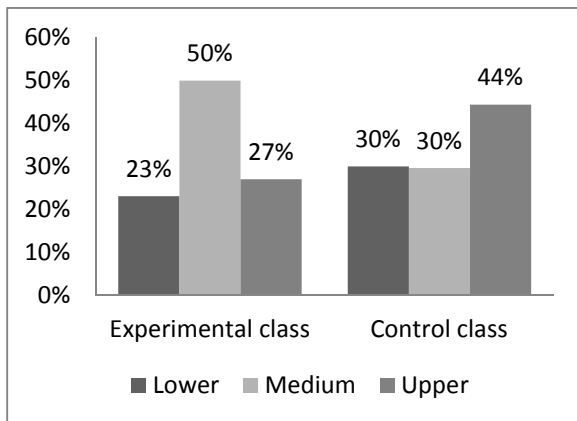
This was quantitative research with the true-experimental design. There were two groups taken randomly from 5 classes of the second-grade students of SMAN 1 Tegineneng; they were 26 students in the experimental group and 27 students in the control group. The researcher taught modified metacognitive strategy training in experimental class and regular metacognitive strategy training in the control class.

In this research, the instruments used were the reading test. The same test instruction was designed for both pre-test and post-test and made based on the syllabus applied at SMAN 1 Tegineneng. Before the test given to the students, it was consulted to the reading expert who later suggested to use 60 minutes for the students to do the task of reading test. Then, students did the reading test which consisted of 50 multiple choice questions.

To analyze the reliability of Reading Achievement test, Guttman split-half coefficient was used. The result of the computation showed that the reliability coefficient of the test was 0.849. Therefore, the reading test instrument belonged to the category of having moderate reliability. In other words, the test instrument was reliable and applicable. Therefore, it was affirmed that the reading test was also reliable when it was used to take the data.

RESULTS AND DISCUSSION

The first research question was aimed to investigate the significant difference between modified and regular metacognitive strategy training in improving students' reading achievement. To answer the first research question, the researcher obtained the data from pre-test and post-test in both experimental and control class. Before answering this research question, it is necessary to know the students' result of pre-test and post-test in reading achievement both in the experimental and control class as the explanations below.



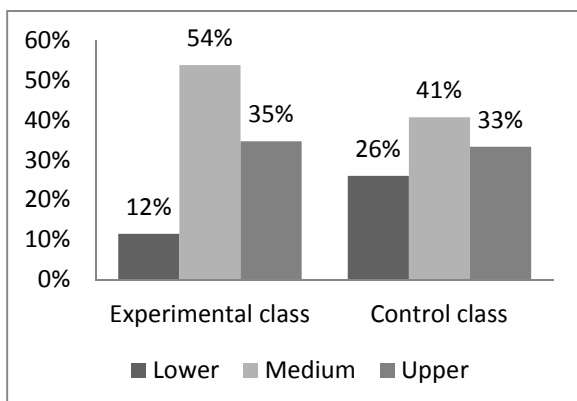
Graph 1. The students' reading achievement in the pre-test

The graph above shows that in the experimental class, the highest score of the students' reading achievement in pre-test was 80, and the lowest score was 32. Furthermore, in the control class, the highest score of the students' reading achievement in pre-test was 84, and the lowest score was 32.

Interestingly, 50% of students in the experimental class are in medium classification. In other words, there are 13 students in medium classification. Then, in upper classification, there are 7 students or 27% of students in the experimental class belong to the upper classification. While in a lower classification, there are 6 students or 23% students in experimental class belong to lower classification.

The other interesting finding was 44% of students in the control class belong to upper classification and the rest students belong to a medium and lower classification. This percentage was higher than the experimental class.

The further analysis was about students reading achievement in post-test. The students' result of post-test in reading achievement both in the experimental and control class is drawn on graph 2 below.



Graph 2. The students' reading achievement in post-test

The graph above shows that in the experimental class, the highest score of the students' reading achievement in post-test was 96, and the lowest score was 32. Furthermore, in the control class, the highest score of the students' reading achievement in pre-test was 93, and the lowest score was 36.

Interestingly, 54% of students in the experimental class are in medium classification. In other words, there are 14 students in medium classification. Then, in upper classification, there are 9 students or 35% of students in the experimental class belong to the upper classification. While in a lower classification, there are 3 students or 12% students in experimental class belong to lower classification.

Furthermore, in the pre-test, the amount of students on upper classification in the experimental class improves significantly in post-test. In the pre-test, there were only 27% and in the post-test, there were 35%. It is different from the control class. There were 44% of students in upper classification during pre-test but in the post-test, there were only 33% of students.

Furthermore, to know the increase in students' reading comprehension achievement, the result can be seen in the table below.

Table 1. The increase in the students' reading achievement

Groups	Pre-test mean	Post-test mean	Increase
Experimental class	60.3	69.5	9.2
Control class	61.0	65.3	4.3

The table above shows that in the experimental class, the increase of the mean scores was 9.2. This finding clearly indicates that after having the treatments through modified metacognitive strategy training, the students' reading achievement improves. In the control class, the increase of the mean scores was 4.3. This finding also indicates that students' reading achievement improves.

In addition, to answer research question 1, the researcher used the SPSS 20 program. The use of this formula in order to know the difference of certain treatment effect given to a sample (as an experimental group) compared with another group (as a control group) which uses another thing besides our treatment. As it showed that the experimental class of this research was taught by using Modified metacognitive strategy training, but the control class used Regular metacognitive strategy training. The following table is the result to answer the following hypothesis of research question 1.

- a. H₁: There is a statistically significant difference between modified and regular metacognitive strategy training in improving students' reading achievement.
- b. H₀: There is no statistically significant difference between modified and regular metacognitive strategy training in improving students' reading achievement.

Table 2.
The hypothesis test of the students' reading achievement

Variable	Mean	Difference	t-ratio	Sig. (2-Tailed)	95% Difference	
					Lower	Upper
Gain	4.30	4.93	3.34	0.02	2.0	8.0

Furthermore, the result revealed that sig. (p) value was 0.02 or less than 0.05. It means that H₀ is rejected (See Table 4.6). This means that there is a statistically significant difference between modified and regular metacognitive strategy training in improving students' reading achievement. In other words, modified metacognitive strategy training significantly improved students' reading achievement better than regular metacognitive strategy training.

After analyzing the two scores of the experimental and control classes test, it is obvious that the students in the experimental class which had been taught modified metacognitive strategy training got better reading achievement than the control class which had regular metacognitive strategy training. The mean score of the experimental class was 69.54. the mean score of the experimental class was higher than the mean score of the control class.

Furthermore, the inferential statistics also reveal that a statistically significant difference exists between the gain score in the experimental and control class. It was found that scores of the gain reading comprehension tests before and after the metacognitive training sessions with the sig. (p) value equals less than 0.05. This difference appears to be a statistically significant sig. (p) value that is less than 0.05. With these results, the null hypothesis is rejected and the alternate hypothesis is accepted. Thus, it confirms that modified metacognitive strategy training has a statistically significant difference between modified and regular metacognitive strategy training in improving students' reading achievement.

These findings can be explained by looking once more at the modified metacognitive strategy training which consists of planning, monitoring,

orchestrating, and evaluating. Orchestrating various strategies makes students know how to use various strategies especially in reading a text. This finding confirmed the study of Anderson (2002) who said that the ability to coordinate, organize, and make associations among the various strategies available is a major distinction between strong and weak second language learners.

Orchestrating various strategies also related to students' ability in using some reading strategies. A study done by Saricoban (2002) investigated the strategies used by successful and less successful readers in an EFL context. The study revealed that strategy training plays an important role in improving the reading skills in an EFL context, especially through the three-phase approach which refers to the pre-reading, reading and post-reading stages. In other words, their ability to orchestrate various strategies led to positive effects on the participants' comprehension skills.

Then, both modified and regular metacognitive strategy training improves students' reading achievement. This finding confirmed the studies by Zhang and Seepho (2013), Dangin (2016), and Rastegar et.al (2017) in which the metacognitive strategy training awareness and reading comprehension were positively correlated. This finding also supports Emisari (2016) findings that metacognitive strategy training arouses their motivation and improves reading achievement. Metacognitive strategy training helps the student to recognize the effective way to read a text.

Furthermore, the results of a study conducted on university EFL students by Wang et al. (2014) in China revealed other benefits of metacognitive reading strategies on reading comprehension. In this study, it reveals that those learners who could use metacognitive reading strategies such as planning, monitoring and evaluating were more successful in their reading and learning program compared to those who did not utilize these strategies (Wang: 2014). In line with the results of the previous study, the work was undertaken by Takallou (2011) also indicated the effectiveness of metacognition in relation to reading.

Another explanation of the positive results of the training sessions can be attributed to the increased motivation. According to Emisari (2016), metacognitive reading strategy training can be used as one of the techniques to raise students' reading motivation. In other words, students with clear reading activities planning will have better motivation than students without clear reading activities planning. Students will be motivated to read and get their objective of reading more when they have clear planning activities.

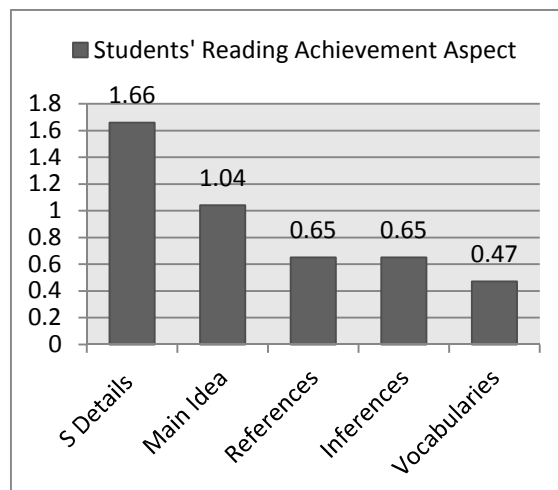
Additionally, Metacognitive strategy training taught students to manage the time in reading

activities effectively. They can manage the time to do pre-reading activities, reading activities, and post-reading activities effectively. This finding was proved by Sun's (2013) study which is proved that effective independent learners always set the appropriate goals, know how to arrange time in order to learn effectively and can evaluate their learning regularly to get prompt feedback.

Interestingly, Metacognitive strategies are able to assist students in medium and upper classification to improve their reading achievement. This finding may consistent with the finding of Wang's (2014) study that there is little use made of metacognitive reading strategies by higher vocational college students, especially technology students. Metacognitive strategies are able to assist students plan, monitor and evaluate their reading process; and for English majors, it is even more necessary to be familiar with efficient reading strategies. In fact, students are using non-contributory reading strategies in daily life although they are not aware of it.

In summary, it can be said that both modified and regular metacognitive strategy training improved students' reading achievement. Modified metacognitive strategy training has a statistically significant difference in improving students, reading achievement. In other words, it answers the first research question that there is a significant statistical difference between modified and regular metacognitive strategy training in improving students' reading achievement. therefore, it is suggested for English students to add orchestrating various strategies component in training metacognitive strategy to improve students' reading achievement.

The second research question was aimed to investigate the aspect of reading which gets the best performance by the students. In order to answer the research question, the researcher analyzed every aspect of students' reading achievement in pre-test and post-test in order to find out aspects of reading which gets the best performance by the students. The data presented below were taken from the gain average of all aspect before and after training. The researcher also analyzes significant difference every aspect of reading achievement between pre-test and post-test using a paired t-test. Here were the pre-test and post-test tabulation of five aspects of reading.



Graph 3. Students' Gain Average on Every Aspect of Reading Achievement

It also reveals that the highest gain was finding supporting details aspect. The gain of mean score supporting details sub-skill was 1.66 with the sig. (p) value 0.001. Then, Finding Inference gets the highest gain after finding supporting details. The gain means the score of finding inference was 1.04 with the sig. (p) value 0.001. The last aspect of reading that gets the sig. (p) value less than 0.05 was finding the main idea. Meanwhile, the other two aspects of reading get the sig. (p) value more than 0.05. In other words, the other two reading aspects were not significant. Therefore, it can be concluded that supporting details gets the best performance by the students.

The most notified improvement was found in finding supporting details. The gain of the mean score was 1.66 and sig. (p) value was less than 0.05. It indicates that modified metacognitive strategy training could facilitate students to improve their ability in finding supporting details in a text. As Sinambela et.al (2015: 15-16) stated that after reader was able to comprehend what the most important thought in the text was, he needed to be able to identify the details that support the main idea. Furthermore, modified metacognitive strategy training establishes students to improve their ability in finding supporting details in the text. This finding was also in line with Aghale and Zhang's study (2012) which discuss the effects of metacognitive instruction enable students to decide specific aspect of information to look for. Thus the researcher believes that modified metacognitive strategy training is able to improve students reading achievement especially in finding supporting details.

It is believed that the ability to find supporting details is influenced by some strategies. According to Anderson (2002: 4), The ability to coordinate, organize, and make associations among the various strategies available is a major distinction

between strong and weak second language learners. It is believed that his ability helps students to use various strategies in reading comprehension particularly in finding supporting details. It implies that modified metacognitive strategies make students able to coordinate, organize and make connections among various strategies to find supporting details.

Then, the second improvement was found in finding the main idea. According to Saputri (2018), finding the main idea was the main purpose of comprehension and there was no reading without understanding the main idea. After having metacognitive strategies training, students' understanding of the main idea was improved. This indicates that metacognitive strategies could facilitate students in order to find the main idea in the text. The finding was in line with Sen's study (2009) about the relationship between the use of metacognitive strategy and reading comprehension. Then the result showed that metacognitive strategies could facilitate students to guess the end of a text and finding its main idea.

Furthermore, the third improvement was found in finding references. The gain of students' average score was 0.65. According to Novita Saputri (2018), finding reference means interpreting and determining one linguistic expression to another. It contains words or phrases used as a signal to know other meaning referring the words provided in the text in order to avoid unnecessary repetition of words or phrases. This indicates that metacognitive strategies could facilitate students in order to determine one linguistic expression to another. Metacognitive strategy training may help students to guess a reference by looking for the subject of the sentence and give them an opportunity to recheck their answer in the evaluation stage.

After that, the fourth improvement was inferences. The gain of students' average score was 0.65. According to Sinambela et.al (2015: 15-16), in reading, the student must be able to read a text consisting of many sentences and he must think about what he read in order to interpret meaning as well as to get the factual information given. Since understanding inference was important for students, thus the researcher assumed that metacognitive strategies training may facilitate students to interpret meaning as well as to get the factual information given in text and students should be promoted the metacognitive strategies training.

Furthermore, the lowest notified improvement was found in understanding vocabulary with increase gained of the mean score was 0,47. According to Cubukcu (2008), teachers can help learners use different metacognitive strategies to facilitate their vocabulary learning. This study provides further evidence for the benefits of metacognitive strategy training. All the students,

especially those who have comprehension problems, now have tools that can help them understand what they read. In other words, the explicit instruction and practice about how to plan, monitor and evaluate the students' reading, contributed to the improvement of students' understanding of vocabulary meaning. This finding also was in line with the result of Gooden et.al study (2007). They found that the metacognitive reading comprehension instruction significantly improved reading comprehension and vocabulary. The intensity of the study and the systematic instruction of metacognitive strategies led to positive effects for understanding written text, which is the reason for reading. The vocabulary was one aspect of reading that students should understand. Thus, this strategies can be promoted to students to improve their understanding better especially in the aspect of understanding vocabulary in the text.

The findings of this study revealed that metacognitive strategies training is able to improve students' reading comprehension. Besides, every aspect of reading and metacognitive strategy were also found improved after the training. This finding was in line with the previous study which was done by Aghaie and Zhang (2012). Their research was to enable students to make a critical and personal comment on the text, decide specific aspect of information to look for and look for the main ideas and details. Besides, the result revealed that metacognitive strategies instruction could improve the students' reading achievement. Similar to their study, in this study the researcher also trained the students to use metacognitive strategies to find out main idea, references, inferences, supporting details, and understanding vocabularies in the text. Then, the finding of this research revealed that those aspects of reading were improved significantly after the training. Not only finding main idea and detail information were found improved after metacognitive strategy training but also finding reference, inference, and vocabulary were also improved. Thus, the result suggested to promote metacognitive strategies training in reading class to facilitate students comprehend reading and especially the five aspects of reading.

In conclusion, the result was notified that students began to pay attention to for every aspect of reading as all aspects improved gradually after the treatments. This indicates that metacognitive strategies training effected to students' reading achievement in every aspect. According to Sen's study (2009) about the relationship between the use of metacognitive strategy and reading comprehension stated that students should definitely be taught strategic reading skills. An applied training should be given to students about the steps they have

to take before, during and after reading activity. Students should be informed about preparing a plan before any reading activity, how to prepare a monitoring plan during the reading activity and how to prepare an evaluation plan after the reading activity. Similar to Sen's study, in this research, the students also got the opportunity to use metacognitive strategies such as planning, monitoring and evaluating in reading during the metacognitive strategies training. The strategies were proved effective for students to understand the reading aspects. As the result, students could find the main idea, detail information in text, reference word, the inference of sentence and vocabulary meaning by following the steps in the training.

CONCLUSION AND SUGGESTION

Modified metacognitive strategy training can help the students to comprehend the text easily because they know how to plan, monitor, orchestrate and evaluate their own reading process. The finding of the study revealed that after implementing modified metacognitive reading strategy training, the students got higher reading comprehension test score than before the training.

Modified metacognitive strategy training helps students to improve their reading achievement especially in finding supporting details of the text. These findings support the theory that metacognitive strategy training helps students to set the reading goals, find how to solve the problems that appear during the reading process and guess the meaning of difficult words or phrases. Therefore, students can understand reading text comprehensively.

This study only focuses on students' reading achievement. However, this study neglected students' metacognitive strategy use after being taught by modified metacognitive strategy training. Therefore, the researcher expects the future researcher to measure students' metacognitive strategy use in order to know how effective modified metacognitive strategy training is.

This study indicated that the students' metacognitive strategy awareness was improved. Teachers, therefore, may consciously raise students' metacognitive strategy awareness through modified metacognitive strategy training.

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