

THE ROLE OF METACOGNITIVE LEARNING STRATEGIES IN STUDENTS' READING COMPREHENSION

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Abstract: The objectives of this research are to find whether there is any significant correlation between metacognitive learning strategies and students' reading comprehension and to find out how frequent students have applied each metacognitive learning strategies in their learning reading. This research was conducted at the first grade of SMA Negeri 7 Bandar Lampung. This is a quantitative co-relation study that focused on the product (result of the test). The result showed that the students used arranging and evaluating more frequently than centering and planning strategies. The mean score of arranging and evaluating are 4.88 and 3.48 which mean these strategies are frequently used. The calculation showed that the coefficient correlation (r) was 0.924 which mean that there is high correlation between metacognitive learning strategies and students' reading comprehension. It indicates that the teachers need to introduce to the learners about metacognitive learning strategies to succeed in reading.

Keywords: Reading comprehension, arranging, evaluating, centering, planning, metacognitive learning strategies.

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara strategi metakognitif pembelajaran dan pemahaman membaca siswa dan untuk mengetahui seberapa sering siswa telah menerapkan setiap strategi metakognitif dalam belajar membaca mereka. Penelitian ini dilakukan dikelas satu SMA Negeri 7 Bandar Lampung. Ini adalah studi hubungan kuantitatif yang berfokus pada (hasil tes). Hasil penelitian menunjukkan bahwa siswa menggunakan mengatur dan mengevaluasi strategi lebih sering daripada berpusat dan perencanaan strategi. Nilai rata-rata mengatur dan mengevaluasi adalah 4.88 dan 3.48 yang berarti strategi ini sering digunakan. Perhitungan menunjukkan bahwa koefisien korelasi (r) adalah 0.924 yang berarti bahwa ada korelasi tinggi antara strategi metakognitif strategi dan pemahaman membaca siswa. Hal ini menunjukkan bahwa guru perlu memperkenalkan kepada peserta didik tentang strategi metakognitif untuk berhasil dalam membaca.

Kata Kunci: Pemahaman membaca, mengatur, mengevaluasi, berpusat, perencanaan, strategi pembelajaran metakognitif

INTRODUCTION

Teaching English as a foreign language is very important in Indonesia. It is taught from junior high school to university as an obligatory subject. Nowadays, English has also been taught at fourth year of some elementary schools. Among the four language skills (listening, speaking, writing, and reading), Reading skill is important because this helps the students to effectively understand other's idea delivered in written language.

The strategies employed by the students in comprehending reading text would significantly determine how the students achieve the objectives. It is assumed that the students who used good strategies might be able to answer the reading test items well. In other words, using and appropriate learning strategy might result in the success of study particularly in reading.

Learning strategies are the factor that can influence the success of learning. As Oxford (1990:1) states, "language learning strategies are aspecially important for language learning because they are tools for active, self-directed movement, which is essential or developing communicate competence". Communicative competence is one of aspects that language learning strategies give great contribution to students' ability improvement and self-confidence. The use of inappropriate strategies in learning lead to the less succesful language learner. Rubin (1978:23) states that good language learner use more and better learning strategies than poor language learners do. Having good strategy system is the best way to be successful language learner in learning reading.

Effective learning strategies that might be used is metacognitive learning strategies. According to Brown and Palinear quoted in Wenden and Rubin (1990) metacognitive learning strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place, and self-evaluation of learning after the learning activity. In addition, Oxford (1990) says that metacognitive learning strategies used by the learners to control their own cognition, to coordinate the learning process by using functions such as centering, arranging, planning and evaluating.

Furthermore, students with metacognitive learning strategies try to understand themselves who are aware and responsible of their own reading development. As O'Malley and Chamot (1990) stated that the metacognitive strategies develop an understanding of students as learners of their individual attitudes and motivation toward the different aspects of the target language.

The researcher intended to find out if there is significant correlation between metacognitive learning strategies and students' reading comprehension in SMAN 7 Bandar Lampung, to find out how frequent students have applied each of metacognitive learning strategies in their learning reading. The participants of this research are the first grade of SMAN 7 Bandar Lampung. The materials that will be used are short text and long text with interesting topics. And type of text that will be used is report and descriptive text. The measurement of metacognitive learning strategies knowledge was based on SILL (Oxford: 1990) described in chapter III. The students' reading comprehension was measured by narrative text of reading test.

METHOD

This research was quantitative research because it was focused on the product (result of the test) not a process. In this research, the researcher used co-relation study, which was one of the kinds of ex-post facto design. Correlation study here means the researcher used one group and took the data in one time without giving treatment. The data collected by seeing the correlation between cause and effect that might happen (after the fact). (Setiyadi, 2006:133).

The design of the research was presented as follow:

T1 T2

Notes:

T1 : Metacognitive learning strategies

T2 : Reading Comprehension

(Setiyadi, 2006:133)

In collecting the data, the researcher used questionnaire and reading test as the instrument. The questionnaire used was open-ended questionnaire and reading test consisted of 40 multiple-choice form.

RESULT AND DISCUSSION

Result of Reading Test

There were 4 students or 12.5% got the lowest score and two students got the highest score or 6.3%. From the data above, it can be seen that the most of the students got score 80-85 (21.9%). Table 1 below depicts the score of students' reading comprehension.

Table 1. Distribution Frequency of Students' Reading Achievement.

Reading Comprehension					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	4	12.5	12.5	12.5
	70.00	6	18.8	18.8	31.3
	75.00	6	18.8	18.8	50.0
	80.00	7	21.9	21.9	71.9
	85.00	7	21.9	21.9	93.8
	90.00	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

The Frequency of Students' Metacognitive Learning Strategies Uses

In term of metacognitive learning strategies used by the students such as centering, arranging, planning, and evaluating strategies. The mean scores for arranging and evaluating are 4.88 and 3.48 which mean relatively often used, while the mean scores of centering and planning are 3.45 and 3.05 which means relatively sometimes used. The interpretation of those mean scores were based on the two separates five scales of questionnaire (see chapter 3) the scales are never, seldom, sometimes, often, and always. It can be concluded that he students apply arranging and evaluating strategies more frequently and they apply centering and planning strategies less frequently. Table 2 below depicts the frequency of students' mtacognitive learning strategies uses.

Table 2. The Descriptive Statistic of Students' Metacognitive Learning Strategies

Descriptive Statistics			
	Mean	Std. Deviation	N
Centering the reading	17.2813	4.22156	32
Arranging the reading	24.4063	5.45870	32
Planning the reading	15.2500	4.43592	32
Ev aluating the reading	17.4063	4.14931	32

4.4 The Correlation between Metacognitive Learning Strategies and Students' Reading Comprehension

The correlation between metacognitive learning strategies and students' reading comprehension is .924 and with the significant value $p < 0.01$. In other words, the correlation between metacognitive learning strategies in reading and students' reading comprehension can be said significant at the 0.01 level, if the coefficient correlation between metacognitive learning strategies and students' reading comprehension was higher than the coefficient significant at the 0.01 level. The coefficient significant at the 0.01 level is .402. It can be seen from the table above, that the coefficient correlation between two variables is .924. It means that the coefficient correlation between metacognitive learning strategies and students' reading comprehension was higher than the coefficient significant at the .01 level ($.924 > .402$). Table 3 below depicts the correlation between metacognitive learning strategies and students' reading comprehension.

Table 3. Correlation

		Correlations	
		Learning Strategies	Reading Comprehension
Learning Strategies	Pearson Correlation	1	.924**
	Sig. (2-tailed)	.	.000
	N	32	32
Reading Comprehension	Pearson Correlation	.924**	1
	Sig. (2-tailed)	.000	.
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. The Correlation between Four Metacognitive Learning Strategies and Reading Achievement.

The correlation between centering strategy and students' reading comprehension is .730, the correlation between arranging strategy and students' reading comprehension is .920, the correlation between planning strategy and students' reading comprehension is .847, and the correlation between evaluating strategy and students' reading comprehension is .846 and with significant value at $p < 0.01$. From the data above, it can be concluded that each strategies under the metacognitive learning strategies correlate significantly with the students' reading comprehension. it means that the strategy that has the most significant correlated with students' reading achievement or students' score is arranging strategy which consists of finding out about language, organizing and setting goals and objective in reading. Table 4 below depicts the correlation between four metacognitive learning strategies and students' reading comprehension.

		Centering the reading	Arranging the reading	Planning the reading	Ev aluating the reading	SS
Centering the reading	Pearson Correlation	1	.521**	.466**	.503**	.730**
	Sig. (2-tailed)	.	.002	.007	.003	.000
	N	32	32	32	32	32
Arranging the reading	Pearson Correlation	.521**	1	.759**	.750**	.920**
	Sig. (2-tailed)	.002	.	.000	.000	.000
	N	32	32	32	32	32
Planning the reading	Pearson Correlation	.466**	.759**	1	.594**	.847**
	Sig. (2-tailed)	.007	.000	.	.000	.000
	N	32	32	32	32	32
Ev aluating the reading	Pearson Correlation	.503**	.750**	.594**	1	.846**
	Sig. (2-tailed)	.003	.000	.000	.	.000
	N	32	32	32	32	32
SS	Pearson Correlation	.730**	.920**	.847**	.846**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.
	N	32	32	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

This study showed that metacognitive learning strategies in reading correlated significantly with students' reading comprehension. The more frequently the students use the strategies, the better achievement in their reading. Metacognitive strategy has been considered as a very important aspect of learning strategy. Metacognitive strategy focuses on establishing one's metacognition on learning. The definition of metacognition relates to an individual's awareness, knowledge and use the monitoring process of cognitive goals for the purpose of increasing understanding and retention of learning material (Brezin, 1980). In other words, metacognition is the cognition about monitoring and regulating of learning process.

This research computer-based data analysis indicated that arranging and evaluating strategies were the more frequently used ($M = 4.88$; $SD = 5.45$) and ($M = 3.48$; $SD = 4.14$). It means that the students more frequently used arranging strategy in their language learning, particularly in reading. It is obvious that arranging and evaluating strategies play an important role in reading. Students are suggested to apply arranging strategy in order that they have well prepared and well organized in reading process. Take for example students can read their material before they come to the class so, they have something in their mind before the coming lesson is given. In arranging strategy the students try to arrange the appropriate condition for learning for example "I sit in the front of the class so I can see the teacher" (O'malley and Chamot: 1990). The students try to organized their learning and setting their goals well, and they have good preparation to face the lesson. In evaluating strategy, the students try to see if there any mistakes or

problems in their reading. If they find some mistakes or problems, they try to find the answer or try to solve their problems by themselves.

Based on the result of the research and the previous theory mentioned, it is recommended that teachers need to introduce metacognitive learning strategies to their students particularly in their reading. Teachers should also encourage and motivate the students to apply these strategies so that they can control their own learning by coordinating, planning, organizing, and evaluating of the learning process especially in reading. There are many ways for the teachers to introduce the use of these strategies. For example students are suggested to read the lesson beforehand, so that they have general view about what the material. If students have difficulty in planning, as suggested by Oxford (1990), teacher can guide them to describe the task, determine its requirements, and determine additional language elements or functions necessary for the task (1990:138-140).

CONCLUSIONS AND SUGGESTIONS

Based on the data analyzed, and the discussion of finding, the researcher has concluded as follow:

1. By analyzing the mean scores of four strategies under metacognitive learning strategies in reading, it can be said that the students applied the arranging and evaluating strategies frequently and they applied the centering and planning strategies less frequently.
2. Having analyzed metacognitive learning strategies and students' reading comprehension test, the result showed that those two variables correlated significantly.

Based on the conclusion, it can be suggested that:

1. The teacher are recommended to introduce metacognitive learning strategies to their students by incorporating the strategies into their teaching techniques since the students need to coordinate, organize, evaluate their learning.
2. Teachers are recommended to introduce arranging strategy in order to make the students have preparation well before they get the material.

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