

# THE EFFECT OF METACOGNITIVE STRATEGY IN IMPROVING STUDENTS READING ABILITY AT STIE ALWASHLIYAH SIBOLGA

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## Abstract

The aim of the research was to improve students' ability in reading text by using metacognitive strategy. The subjects of the study was the first semester of the students of STIE ALWASHLIYAH SIBOLGA 2020. They were 30 students. The researcher provided a textual reading media with metacognitive strategy learning methods to help students know about the reading text so that students more active and understood and then the teaching and learning activities efficiently help the students and also more fun. This type of research is experimental research. The research design used is to use statistical groups. With the value of Ttest 124,103 while Ttable 2.0106, from these values we can conclude 1) Method of Metacognitive Strategy and media in reading text can improve students' ability in reading skills 2) Method of Metacognitive Strategy and media in reading text have an important role in improving the students' ability in reading skill.

**Keywords:** Reading, Metacognitive Strategy, Text

## INTRODUCTION

Language is very important for our daily life. We use language to convey our ideas, feelings, also thoughts to the people who listen to them. In learning foreign languages, it is very important to teach reading to the students because through reading they can get many information from the text and also increasing their knowledge.

English is an introduction in spoken languages at international events and is used as a medium of information flow media such as science, technology, and culture. English is also a foreign language consisting of four skills and components that must be achieved by students, namely: listening, reading, and writing, while the components are grammar, vocabulary and pronunciation.

Reading has the main role in language learning besides speaking, listening and writing. The basic of every reading activity is known enough scientific concepts. To enhance the students' skills in language, they can get through reading and also reach the achievement and enrich their experience and intellectual. The process of reading comprehension is the mental process of obtaining a meaning or understanding text reading which briefly includes finding a particular piece of information, problem solving and ideas, evaluating and following a set of directions. If we have reading comprehension skill, we can get the essence of reading it self. When students asked to read, we will know whether they can understand what the text is about or not. If they can't answer the questions related to the text they read, it is a problem that should be identified by the teacher; which can also be from their previous knowledge about the topic or in the contents of the text and also from the difficulty level of their reading material.

In learning English, reading is an essential ability to survive in university lives mainly for students of English as a Foreign Language (EFL) and English as a Second Language (ESL) since they have responsibility to carry a great range of assignments that depend on reading (Levine, Ferenz, & Revez, 2000)

Linguistics classifies reading into two basic skills; read aloud and read calmly. Reading aloud is an expression of the reader's interpretation of the text. This takes the reader only to the surface of the structure and does not need to extract the meaning that is actually intended by the writer, therefore, reading aloud is concerned primarily with the reproduction of vocal surface structures. Reading aloud is useful for radio broadcasters, public speakers, actors and the results must sound natural. On the other hand, reading quietly, the reader reads parts of it silently. The main purpose of this type of reading is how the reader can obtain information from the printed page efficiently.

The definition of reading generally is the most basic purpose for learning language. Reading for general understanding is also found to be the most complex than he usually assumes. Reading for general understanding when done by someone who is definitely has the ability, requires very fast and automatic processing of words, strong skills in shaping the representation of the general meaning of these main ideas, learning technique are the sum of ability that students use to process, understand, and absorb the material introduced in teaching processes or in their preparation (Tay, 2013).

Dawson (2008:3) claims that “meta-cognitive strategies are usually conceptualized as an interrelated set of competencies for learning and thinking and include many of the skills required for active learning, critical thinking, reflective judgment, problem-solving, and decision making. When Learners have well-developed meta-cognitive skills by thinking about their own thought are as the person who can solve the difficulty correctly, as decision makers and critical thinkers, all of them can improve their ability in learning. We can say that meta-cognition is the main part of student learning, and the development of meta-cognitive skills and strategies gives students the skill to better organize their thought processes and to refine their thinking skills in problem-solving (Joseph 2010; Knox, 2017; Schraw & Graham, 1997). Livingston (1997) explains that main cognitive knowledge is needed to get a particular purpose; it leads us to achieve a goal in a learning process. In addition, the appropriate implementation of meta-cognitive skills/strategies makes individuals easy to get knowledge and intellectual abilities that direct intellectual learning processes (Gok 2010; Knox, 2017; Lai 2011)

We can define metacognition as the skill to apply knowledge for determining a strategy to approach a learning assignment to solve problem, reflect on and evaluate results, and modify an approach as needed. It makes the learner easier to choose the right cognitive tool for the task and plays a main role in learning process.

Metacognitive is established by (1) thinking about what we have understood about the topic - correlating the recent topic with previous ones; (2) determining an objective of reading to implement appropriate reading process; (3) being focus, it means making a decision correctly what to pay attention to, and what to ignore; (4) Self-evaluating – reflecting on what has been worked and how it has been worked (in the reading).

Wenden & Rubin (2002: 19) states that there are some theories to teach reading. The definition of metacognition is thinking about thinking. We can read correctly by metacognitive strategies, it is to think about and have control over while reading. We should determine the purpose for

reading and preview the text before start reading. During the process of reading, they should pay attention to their understanding, their reading speed to fit the difficulty of the text and fixing any comprehension problems they have. In the end of reading, they should check their understanding of what they read. Their metacognitive knowledge and can have an important effect upon their mark. Something that can increase the reading comprehension of the students is activating the knowledge. The students will be easily understand what they read if the students know more about the topic. (Alderson, 2003: 47) states a reader's background knowledge can influence reading comprehension skills.

The implementation of meta-cognition empowers students' ability and also promotes teachers' skill by thinking about their own opinion in learning process (Posthuma, 2011; Fischer, 1998). The research has the same the point that metacognition is worth-considering. It can be applied to increase students' comprehension skills (Shabnum Iftikhar, 2014)

There are three stages of implementing metacognitive strategy which are used in teaching reading comprehension. Metacognitive strategies are divided into three categories, they are: planning, monitoring, and evaluating.

The next step of metacognitive is evaluating. It has many purposes, one of them is collecting feedback, collecting data or information, and doing analysis. In addition, evaluating in reading serves several purposes. It can be said as making judgments, evaluating helps us to determine:

- (1) The main information obtained from the written text;
- (2) The accuracy and credibility of what has been read;
- (3) The correlation or usefulness of the ideas.
- (4) The number of personal enjoyment in reading a text.

Tachie (2019) explained that the availability and appropriateness of the application of instruction methods, skills knowledge and strategies used in solving a problem determines the degree of success learners attain in problem-solving. The use of reflection, planning and evaluation, as outlined in the literature review of this study, assists learners to acquire and apply meta-cognitive skills and strategies spontaneously in mathematics problem-solving.

Annury (2018) stated that metacognitive strategies can motivate the students to read the text effectively by monitoring of comprehension process which were important to develop reading ability.

The problems of the research as follows:

- 1) How the metacognitive strategy improved the ability of students to read the text.
- 2) How the effectiveness of metacognitive strategy to increase students' ability in reading text?

The Objectives of Research as follows:

- 1) To investigate the students' improvement in reading textability by using metacognitive strategy.
- 2) To know the effectiveness of metacognitive strategy to increase students' ability in reading text.

## **METHOD**

This research was categorized into experimental research. There were different classes of samples' namely first class and second class. First class learned by metacognitive strategy and control group was taught without metacognitive strategy. The following design was implemented.

**Table 1.**Research Design

<b>GROUP</b>	<b>PRETEST</b>	<b>TREATMENT</b>	<b>POSTTEST</b>
EXPERIMENTAL	X1	+	X2
CONTROL	Y1	-	Y2

Explanation:

X1 and X2 : Using Metacognitive Strategy

Y1 and Y2 : Using Conventional

+ : Teaching reading by using metacognitive strategy

- : Teaching reading without using metacognitive strategy

The population was all the subject or individual who are of interest to the investigator. The population of the research was taken the first semester of students of STIE ALWASHLIYAH SIBOLGA. The sample were 30 students.

**Table.2** Population

<b>CLASS</b>	<b>NUMBER OF STUDENTS</b>
X1	30
X2	30
<b>TOTAL</b>	<b>60</b>

The writer takes 80 students for the subjects of the study therefore the research chooses all the first Semester in 2020 of the academic year the students of STIE ALWASHLIYAH SIBOLGA. The research takes two cases as a sample XI- as experimental class and X2 as a control class.

## RESULTS AND DISCUSSION

### Results

After applying the instrument in form of test from the first group, scores were obtained based on the result of that group, it can be seen total of the students' score of pre-tests is 1.310 and post-test is 1.965. The average score of experimental group 78.6 it means that the students' ability is more than fair based on the experimental group, it can be seen that best score of the students' is 95 and worst score is 40. After collecting the instrument test from the second group, scores were obtained based on the results of the control group, we will know that the total pre-test score of them is 1.175 and post-test is 1.810. The average of the control group was 72.4 which meant that the ability of students was more than fair based on the control group, that it could be seen students highest mark was 85 and the worst score was 25.

Based on calculating data by using t-test, it shows that  $t_{critical}$  was  $H_a$  accepted if  $T_{count} > T_{table}$ . the mark calculation of the research was by using t-test at level significance. 0.05 where the  $t_{critical}$  value was 2.0106. The result of computing data, it shows that  $t_{count}$  was better than  $t_{table}$  or it can be seen as follows:

$$\begin{aligned} df &= N - 2 \\ &= 50 - 2 \\ &= 48 \end{aligned}$$

$df = 48$  with a significance level of 0.05 to obtained  $t_{table} = 2.0106$ .

## Discussion

Based on the problem of the research, there are two problems that researchers must examine to get the results of this research:

1) How the students improve ability in reading Text by using metacognitive strategy?

The ability of students in improving in reading text can be improved by the acquisition of good grades where learning uses metacognitive strategy methods and media to read expository texts, students are able to convey the content of reading expository texts well, in addition, students can also read them confidently.

2) Is there any effectiveness of metacognitive strategy to increase students' reading ability in learning text?

Based on the description of research result and the indicators seen in the application of the metacognitive method, the author can summarize that the metacognitive strategy method can effectively improve the teaching and learning situation. Teachers who use the metacognitive strategy method do not emphasize the student's final product. On the other hand, the teacher must focus on the reading process in their teaching and learning process. Furthermore, the use of metacognitive strategy methods can have an important part to make students improved their reading ability. Students feel comfortable to learn so that students can confidently answer and convey the contents of reading expository text appropriately and confidently.

Finally, the author can draw conclusion of the research, that was the method of metacognitive strategy and reading expository text can be used effectively to teach reading, it can make the class situation of learning well, can follow the stages of the learning process, and bring students to what conditions the class should be. So, the teacher's role is to control the class process and allow students to interact freely.

Based on the explanation above, it is very important for the teacher to make the situation in the classroom come alive, so students have a good attitude in the teaching and learning process. By applying the metacognitive strategy method and reading expository text, students will realize and much easier to understand how to read well and well again.

## CONCLUSION

After conducting the research analysis, the author can conclude:

- 1) The observed  $t_{count}$  is greater than value of  $t_{table}$ . The formula of T-test and distribution of  $t_{table}$  are applied that the result showed that  $t_{count} 24.103$  is higher than the  $t_{table} 2.0106$ . Therefore,  $H_a$  is accepted.
- 2) The students' taught by using Metacognitive in reading expository text got better achievement than the students' who taught conventionally.

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