

THE USE OF METACOGNITIVE READING STRATEGIES

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Abstract

The aim of this article to investigate the metacognitive reading strategies used by low and high level students at fifth semester of English department University of Islam Malang. The research design implemented in this study is used descriptive qualitative. The participants of this research were 6 students. The researcher distributed a questionnaire survei of reading strategies. They were 5th semester student of English education department program at University of Islam Malang. The score was from document of score in reading subject from the lecturer and the researcher divided in two categories higher and low score for reading subject from their final test. The result of this research, it showed the high readers dominant in the use planning and evaluating strategies and low readers only used planning strategies.

Keywords: Reading Strategies, High readers, Low readers

INTRODUCTION

Reading is crucial skill in word society and with reading the readers get a lot of information about everything. Reading is important skill for learners, because with reading can guide our communication to be batter. Reading can be used by the English teacher as a media to teach other language skills and also language elements. According to Kirmizi, Akkaya, Bicak & Isci, (2008) reading skill is one of the most effective ways individuals use in both their educational and social life. So, to get success reading the readers need some reading strategies that can more easily to comprehend the text.

Successful language learners know how to use such reading strategies efficiently. Kucukoglu (2013) stated reading strategies is a key element in developing reading comprehension. Reading strategies is a method to make the

students enjoy when they read and easier to get the information from the text. Successful students realized what strategies that should be used in the reading process as metacognitive strategy that can give an idea to get easier in comprehending the text. Bakar et.al (1984) stated that metacognitive strategies is strategies design to increase reader knowledge of awareness and control, to improve the reading comprehension, and to evaluate whether their attempt at comprehension has been achieved. It means that by using metacognitive strategies it can help students to increase their understanding and awareness in reading a text.

Reading strategies are the cognitive activities which readers can undertake before, during and after the reading of a text in order to adequately comprehend the text. Aarnoutse, (1998). The definition covers the essence of 'strategy' is a conscious action to achieve a goal and make the readers easier to comprehend the text.

Metacognitive strategy refers to methods used help understand the way what they learn. According to Vandergrift (2002:559) metacognitive strategies is crucial for learning process that involve thinking about it because the students without metacognitive approach is like a student without tutor.

The use of metacognitive strategies in course help students becomes better learners. Djudin, (2017) stated developing students' metacognitive strategies in any content areas play a powerful role in the learning process in order to assist students to be independent and strategic learners. In this case, the step of metacognitive strategy is to control and pay understanding in reading so as to expand information. It conclude, metacognitive strategies are some ways of learning used or chosen, especially focused on planning, monitoring, and evaluating.

According to Sun (2013), arranging or planning is one of the most significant metacognitive methodologies one can use to improve learning. Taking arranging technique, the peruses are considering what their motivation are and how they can achieve that reason proficiently and adequately. Planning strategies are metacognitive strategies that the reader does early on in the reading process to increase reading comprehension. Planning strategies are used before reading; an

example of planning strategies is background knowledge activation to become prepared in reading. Furthermore, previewing a title, heading or subheading, picture, illustration can help readers understand the text overview. Previewing the general information is possibly also done by readers in the text and its structure. They may ensure if the reading material contains certain text structure, such as question and answer, compare contrast, and cause and effect. Additionally, setting for the reading purpose is also considered as planning strategy.

Monitoring is a strategy that analysis of information as a project progresses and monitoring is what the readers take to keep track of how learning process is going. Some examples of monitoring strategies are comprehension of vocabulary, self-questioning (reflecting on whether they understood what they have read so far), summarizing, and inferring the main idea of each paragraph Israel, (2007:450). The purpose of monitoring is to improve the efficiency and effectiveness of a project and monitoring strategies usually occurring during the reading of a text help the reader pay attention to meaning construction as well as correct breakdowns in comprehension.

Evaluating is defined as appraising the conclusion and regulatory processes of an individual's learning. Sun (2013) argue, assessing is associated with checking. For example, when the student understands the way that he doesn't comprehend a piece of understanding material, he would return perusing that passage once more; when confounded about an inquiry, they would skip it and finish the simpler one's first. Assessment is strategies that urge the peruser to basically consider the content and settle on a subjective or full of feeling choice. For instance, in the wake of perusing a book, students may consider how to apply what the students has perused to different circumstances.

In fact, reading is not only to read the text but also the learners must know what strategies used while the students read. That is reason why Kaltims, (1997) suggest the reading without comprehension is worthless. In this case, students should have good strategies when they read a text to get better understanding because without understanding it is worthless. As the result, students cannot understand well of the text, with strategies can overcome the problem by using

self-plan, self-monitor, self-regulate, self-evaluate their own reading skill properly.

Based on previous study conducted by Mudra (2018), it showed that at the Islamic state college of Kerinci, Indonesia, the pre-service EFL teachers only focused in metacognitive online reading strategies. Eventually, several studies also repeated that readers employed many variations of metacognitive strategies, but they do not know what metacognitive reading strategies use when they read.

Based on the result of studies above, the researcher concludes that metacognitive strategy had positive effects that can help students to improve their reading ability. So, the researcher decides to conduct a research about the use of metacognitive reading strategies at fifth semester students of English Department University of Islam Malang. Moreover, the researcher needs that this research can give the view deeper about the important of metacognitive strategy for the students to improve their reading ability.

METHOD

Design

The research design which was used qualitative research because the analysis data a written word and also consider informant opinion. In this case, the researcher wants to know what metacognitive strategies used by learners of fifth semester of English Department University of Islam Malang. The purpose of study was to find out the strategies used by students in reading at fifth semester of University of Islam Malang.

Participants

The participants of this studied are fifth semester of English Department University Islam Malang. In this study the researcher only took 6 students as the sample and then, the researcher analyzed the questionnaire answer by them to found what metacognitive strategies used by low and high readers.

Instrument

The data of the research were questionnaire and reading final test. The following two instruments were utilized: In this study, questionnaire was delivered to students to gather data about reading strategies used. To establish the degree of the students, use of metacognitive strategies questionnaire (MSQ) adopted from Zhang & Sheepho (transformation edition 2013) to find the metacognitive reading strategy use by participants but in Indonesian language and has try out in some students in fifth semester that for to validate the questionnaire and the researcher also took the data from reading test score in reading test score were taken from the lecture's documentation. The score took from the result of final scores that was administrated by the lecturer. The aim of this instrument that to know the students reading ability of fifth grade student of University Islam Malang.

For the present research, the researcher calculated mean scores were often in decimals, so the researcher had standard points of scale based on SILL. The aim of standard points of scale to assess the students' strategy used in as follows:

Table 1. Frequency Scales of Strategy use Oxford, (1990)

Mean score	Frequency	Evaluation
4.5-5.0	High	Always or almost always used
3.5-4.49		Usually used
2.5-3.49	Medium	Sometimes used
1.5-2.49		Generally not use
1.0-1.49	Low	Never or almost never used

FINDINGS

Table 2. Table result of reading strategies

Categories	Subscale of Reading Strategies	Score
High Readers	Planning	4.25
	Monitoring	3.89
	Evaluating	4.00
Low Readers	Planning	4.14
	Monitoring	3.72
	Evaluating	3.67

From table above, it showed that high readers with the mean score of planning were 4.25, monitoring was 3.89 and evaluating was 4.00. while low readers had different amount in applying the strategies which were 4.14 of planning strategy, 3.72 of monitoring strategy and 3.67 of evaluating strategy.

DISCUSSION

In this discussion, the researcher explained about the result. Based on researcher findings, this research was carried out in order to know reading strategies for reading used by high readers and low readers in different ways. When analyzing the questionnaire results was done, based on finding above, there were two parts that will be explained. First, described about what reading strategies used by high or proficient readers and the next was about what reading strategies used by low readers.

This finding is supported by previous researcher, Weinstein and Underwood (1895), who said that smart persons are expert strategy users: they understand and realize how to use right tactics variations, manage organized sequence, and control the strategy used. Overall discussions confirm that these

students only employ both of strategies (planning strategy and evaluating strategy) at higher level of survey of reading strategies. In order to be an effective student needs to be at high level of awareness in all subcategories.

It can be seen that high readers have mean score higher than levels of reading strategies (table 2) have higher averages means the students actively using those strategies. In this case, the students be better when almost use the strategies. They know what strategy that must be put in the right possession. So, they realize the most important strategy in reading strategies is planning. This item helps them to set what should they do while reading. Another item organizational planning they can elaborate the prior knowledge and connect with the reading tasks. In other words, advance organizer, these learners showed is better the direction of reading that can plan the strategies must apply it when reading and selective attention they can select the appropriate reading strategies to get the goals.

Subsequently, high readers and low readers were having similarity of using monitoring strategies, which both of them have a good score of it. Low readers almost 2 sub-strategies out of 4 sub-strategies that concern elaborate the prior knowledge, select the appropriate reading strategies and adjust reading strategies for achieving goals. Discussing reading with others also those strategies that will do to help their difficult of the text. Also, the high readers better spotlight on explicit undertaking by sequencing the techniques to finish the errand and they apply at least one systems significant to the particular assignment. Overall discussion shows that these students only employ planning strategy at high level. That sign that low readers only do better for these strategies. As the results, the students should be instructionally made aware of and regularly practice reading strategies. In overall, in order to be more efficient readers, one needs to be a high level in all sub-categories (planning, monitoring, and evaluating).

The last, analyzing the total reading strategies, students as high readers were reported better use of both of subscales (planning and evaluating) than low readers. Planning strategies almost doing by low readers. Among, the arranging systems, high users demonstrated to be better in utilizing techniques like setting

reason for reading, plan the methodologies, set one's understanding objectives, plan the substance of each errand and can decide the idea of the understanding undertaking. While low readers just only plan and they not evaluate what they have learned.

Furthermore, in planning strategies, the respondents almost applied it. Low readers are capable in using those strategies better than both of strategies. It can be seen, while reading they only plan the strategies and just only adjust reading strategies for achieving the goals but when they find unfamiliar text that they don't know to solve it.

From both strategies, monitoring and evaluating they got same points which shows that lower than all the strategies has been used. In monitoring strategies, the possible reason the low readers confuse to find out the problem while reading and for evaluating strategies itself the lower students many from them forgot to evaluate what strategies has been applied while reading so, they don't learn from their mistakes and gets lower score from the higher readers.

CONCLUSIONS

Based on finding in the previous chapter, the researcher had to investigate the differences of reading strategies between high readers and low readers. Besides, the researcher found that there were a variety of strategies frequently used by high readers and low readers based on the difficulties in their field. The objective of this study is to know the metacognitive reading strategies used by high and low students at fifth semester of English department. Regarding the differences between both groups, high readers use most types of reading strategies often than low readers. High readers more actively used planning and evaluating strategies in learning process, but low-readers are more active using planning strategies. As already noted, high readers and low readers similarly used "planning strategies". Also, they are still less "monitoring strategies", it means that both groups do not apply these strategies. According to the findings of this study, it can be concluded that reading strategies utilized by high readers and low readers were not same.

These finding confirmed that high readers ought to have option to reflect their comprehensions in learning process. Furthermore, it implies that great readers know which technique ought to be applied when reading and how to utilize these methodologies adequately and proficiently to accomplish their understanding comprehension.

The findings in this study supported by previous studies (Zhang and Seepho) which shows leads to every categories high or low students has different strategy used and more the readers use variant of strategies will more comprehend the text.

SUGGESTIONS

For future researcher who will conduct similar field with this research, it is suggested to conduct research in different design or different perception. Moreover, it will be great for future researcher to choose more than 6 students and the students have to know in applying their reading strategies, and for English lecturer to develop more the quality of the students in mastering reading strategies, the lectures inform to their students about the effective of reading strategies starting from planning, monitoring, and evaluating.

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