

THE CORRELATION BETWEEN METACOGNITIVE READING STRATEGIES AND READING COMPREHENSION SKILL

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Abstract

The aim of this study was to investigate whether there is correlation between metacognitive reading strategies and reading comprehension. The research design applied was descriptive quantitative. The research was conducted at second semester of English Education Department at University of Islam Malang. The researcher used two classes as the samples and those were class C and class D that consisted of 61 students from both of classes. To collect the data, the researcher used questionnaire and the middle test as the instrument. Then, they were analyzed by using SPSS 20 and Microsoft Excel. The result showed that there was significant correlation between metacognitive reading strategies and reading comprehension. In other words, the students who used metacognitive reading strategy have better reading comprehension.

Keywords: metacognitive reading strategy, reading comprehension.

INTRODUCTION

Reading is the core skill to get new knowledge. The poor reading of students affects on the minority of efforts to reading. To improve reading ability effectively of the students, they must have some strategies to apply in reading proses. Because reading is not only between students and text. The students should try to avoid their problem when they find out some difficulties words or vocabulary that make them down to continue their learning process. The students to use their background knowledge, text schema, lexical and grammatical awareness. Giving reading strategies will be a great tools to help the students easier to understand what they read. Student who got the goals had some methods to overcome their problem in reading by using metacognitive strategy to help them enhance the ability of reading. Metacognitive reading strategies will create a successful language learners because they know which reading strategies that more efficient and effective to be used.

Several studies have been conducted to determine the relationship between metacognitive reading strategies and reading comprehension (Sheorey & Mokhtari, 2001). Based on the differences of reading strategies among native and non-native readers by using metacognitive awareness, found that both of the groups had the same importance as categories of reading strategies. The next previous study by Karbalaei, (2010) "A Comparison of the Metacognitive Reading Strategies Used by EFL and ESL Readers" he found that two groups showed a similar way of using metacognitive strategy awareness when they are reading the material.

METHOD

DESIGN

In this study, the researcher used descriptive quantitative design. The purpose was to know the correlation between metacognitive strategies and reading comprehension by the students of second semester of English Education Department at University of Islam Malang.

Participant

The sample of this research were second semester of English students. In this research, 61 students from two classes as the sample, and then analyzed the result of the questionnaire to find out what kind of metacognitive strategies that used by the students in reading comprehension activity.

Instruments of the Study

Questionnaire and reading test were used as the data of this research, they are; 1)the researcher took two class from five classes as a sample of this study. This data were collected as soon possible and using data by (MARSI) by Mokhtari & Reichard (2002) and test for reading comprehension were used, 2)Score of Middle Test is the second instrument to take the score of the students is taken from the final reading test that was permitted by the lecturer. The aim of this score is to know the students reading ability of second semester of English Education Department at University of Islam Malang.

RESULTS

In the research findings, the researcher delivers the research question to answer the background of the students, the students experience, and describing about their most frequently metacognitive reading strategies used at second semester students English Education Department at University of Islam Malang in comprehend the text. After researcher giving questionnaire of strategies to students in order to determine students' strategies used, then the data transcribed to select the participants.

Afterwards, the results were organized in a clear clarification with a code to mark strategies used, in this research, students used some reading strategies during they studied in the university.

Descriptive Statistics			
	Mean	Std. Deviation	N
Reading comprehension	69.77	15.875	61
Reading Strategies	99.48	18.121	61

Correlations			
		Reading comprehensio n	Reading Strategies
Reading comprehension	Pearson Correlation	1	.775**
	Sig. (2-tailed)		.000
	N	61	61
Reading Strategies	Pearson Correlation	.775**	1
	Sig. (2-tailed)	.000	
	N	61	61

Significant at 0.01 level (2-tailed)

Based on the data, it shows that the mean score of students' metacognitive strategies (strategies M=99.48) and Reading Comprehension (M=69.77). The R value was .775 that represents the high correlation between two variables. In addition that the correlation of students' metacognitive strategies in reading performance is high.

In this part, the researcher examined the hypothesis in the first chapter. The hypothesis (H_a) declares that metacognitive reading strategies and reading comprehension there is significant correlation. The suppositions are formulated as follows:

1. If the p-value < 0.05 , the null hypothesis (H_0) is rejected and the alternative hypothesis is (H_1) is accepted.
2. If the p-value > 0.05 , the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is accepted.

As table 4.1 represented the result, the p-value (.000) is lower than significant level (0.01). It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It can be concluded that there is significant correlation between metacognitive reading strategies and reading comprehension. Thus, the higher students' metacognitive reading strategies, the better students' reading comprehension.

Discussions

The result of reading comprehension level, shows that the participants has performed high average. It shows that in reading comprehension, mostly the participants did perform well. The Reading test that was conducted by the lecture of reading in May 2020 to support the result of this research.

As presented in the findings, the students perceive that using metacognitive reading strategies have positive effect to their reading ability. The result showed that success readers should have an option to improve their reading comprehensions. Furthermore, it shows that great readers know which technique should be applied when reading to achieve their understanding comprehension.

In other word, some aspects of metacognitive reading strategies give an impact on students' performance toward their learning activities and another supporting aspects.

As by Sheorey & Mokhtari (2001) mentioned on his research, there are some elements that hamper the students during learning process can give effect their reading performance by using metacognitive strategies. Karbalaee (2010) state that knowledge and environment give the effect to the students by using metacognitive on reading ability.

Rahimirad (2014) stated that metacognitive strategies make the students more confident and independent when they are reading. Rahimi & Katal (2012) from their study shows that the most successful students who have consciousness to use some strategies in reading comprehension. In addition, the students who make a plan, controlling, and evaluate their reading process also help them to enhance their reading ability. And the last by (Üen, 2009) the experimental group students who learn reading material using metacognitive strategies more effective and better than the experimental group students who doesn't use metacognitive strategies in reading process.

CONCLUSIONS

This research investigates the strategy used in students' reading process, it can be describes as below: The standard deviation metacognitive strategies of the students in reading is 18.121 (mean 99.48), the standard deviation of reading comprehension of the students is 15.875 (mean 69.77). They indicated that metacognitive strategies and reading comprehension skill were significantly correlated.

SUGGESTIONS

Based on the conclusion above, the researcher provide some suggestion as follow; First, the researcher suggests future researcher improve the number of sample that used and develop a new updated questionnaire. Second, the researcher suggests the English teacher use metacognitive reading strategy to increase the quality of the students in understanding the material.

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