

## **READING COMPREHENSION WITH METACOGNITIVE STRATEGY**

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### **Abstract**

Two factors contribute to students' lack of passion and participation in reading classes. For starters, pupils' reading skills are lacking due to a lack of imagination, participation, and discipline. Second, instructors' tactics are less diverse and participatory. As a result, students are quickly bored and fearful of reading. To address these concerns, the researcher used action research in the classroom to design a metacognitive technique that included three key strategies: planning, monitoring, and evaluation. According to research, employing metacognitive tactics can encourage pupils to read more. This method also boosts pupils' enthusiasm for reading activities. The majority of the pupils was engaged and enjoyed reading, according to the results of the observational analysis of their reactions. Based on the survey has results that reveal 80.55 percent of pupils fell happy do the reading and 75.94 percent of students participate in it. Finally, metacognitive technique can boost student interest and reading engagement in SMA Negeri 1 Panyabungan English books for 10th graders. It is intended that the findings of the study will be useful to other academics and teachers who are involved in conducting research and teaching initiatives, particularly in the field of reading.

**Keywords:** *Metacognitive Strategy, Participation, Reading Comprehension,*

### **INTRODUCTION**

Reading is an activity the process of deciphering printed word symbols in a meaningful way. It can decode mathematical notation, musical notation, coding, and other notation systems, but that's not what we're interested in. Reading's goal is to make connections between the ideas on the page and what we already know. Pouring the words of the text into our heads although the reader or the students don't know anything about the subject is like pouring water on our hands. We don't keep a lot of things.

Furthermore, while it is self-evident that reading as a process incorporates meaning, the importance of meaningful reaction in the reading process cannot be emphasized. All sorts of thinking, assessing, judging, envisioning, reasoning, and problem-solving can and should be included. Not only can reading have academic value, but it can also elicit strong sentiments and shift emotional perspectives. This means that each learner will be able to deduce a greater amount of meaning from the text they are reading. When reading, good readers must employ successful tactics. Effective methods are aids to students' comprehension of the content. Students require a model of effective reading approach in order to read well. To put it another way, reading teachers play a critical role in demonstrating effective tactics to their students. Students can use these tactics when reading the material if excellent models are provided. For decades, cognitive and behavioral scientists have studied the nature of reading - how humans learn to interpret written information -

and their findings have contributed to the conflicting beliefs about what is most effective in teaching reading.

The last as the result, language educators have a choice of strategy of teaching and methodology in the class to select from when teaching pupils their second language. Reading is a vital ability for students learning English as a second or foreign language, and teachers who want to improve their reading courses must comprehend the logic behind these strategies. Many pupils should read a lot of English-language content. At all levels of study, including the third semester of English language students SMA Negeri 1 Panyabungan, reading material is offered in textbooks. To put it another way, it is a necessary component of English proficiency. Improving student reading should be a top focus because of its importance. However, there are still some issues with teaching and learning to read for 3rd graders there. As the professor's findings by using demonstrate, that is revealed certain playback issues. The issue is caused not just by the children, but also by the teachers. The following are the two difficulties, which are divided into two categories: the first problem originates from the pupils. The majority of them continue to read in the traditional manner, which involves reading text in a slow, linear fashion. Students appear to be only concerned with reading the material, locating difficult terms using a dictionary, and answering questions based on the text. As a result, students' capacity to comprehend a paragraph remains limited. The majority of students are still unmotivated and uninterested in reading. As a result, only a few students take part in the conversation. Some children appear to be fearful of making mistakes and are hesitant to connect the answers of different groups. Furthermore, few of them complete the tasks assigned by the teacher. In addition, managing them in a workgroup discussion is tough. When urged to form a group, they walk quite slowly. They are more likely to operate alone.

The second issue has to do with the teachers themselves. Teachers continue to struggle with selecting an engaging and meaningful reading strategy. Teachers appear to be given passive reading assignments, such as reading silently in response to multiple choice questions, false assertions, vocabulary, and dictionary study. These exercises require students to read quietly and do not require them to make clarify and identify the text information; they are more likely than to find the relate answer. As a result, the learning potential of these exercises is reduced. As a result, students have little desire to learn to read. The aforementioned issues develop as a result of teachers' failure to employ appropriate tactics. Teachers have to create additional exercise in teaching - learning to read - in order for pupils to participate maximally in learning activities.

O'Malley and Chamot (1990) said that Metacognitive Strategy include selective attention to the task, planning, self-monitoring, and self-assessment. Setting reading goals, preparing how to read the text, self-checking for reading comprehension problems, and self-assessing the degree of reading comprehension are all examples of metacognitive strategies that can be applied to reading. attainment of the overall aim, allowing for remedial action. If you don't understand anything, don't try to explain it to someone else. Teachers must be able to find novel tactics or activities in teaching and learning to read in order to boost students' reading interest and engagement. The researcher is interested in using a metacognitive strategy comprising of three fantastic methods as one of the choices to address the challenges mentioned above (planning, monitoring and evaluate). These tactics can be useful teaching tools, especially for reading, because many English as a Foreign Language (EFL) teachers discover that their students don't get enough practice time. Students are required to learn a new language as well as read literature. Metacognitive strategy help students to reflect on their thought processes as well as plan, monitor, and analyze many elements of their education. Students can also use metacognitive skills to reflect on and organize their learning. Learning metacognitive strategic thinking is a must-have talent. It guarantees that pupils will be able to make sense of the knowledge. Students must be able to reflect on their own cognitive processes and characterize learning as learning in order to accomplish this.

## **REVIEW OF LITERATURE**

Our understanding and control of our cognitive processes is referred to as metacognition. When it comes to reading, it's common to discuss metacognitive awareness (what we know) and metacognitive regulation or control (knowing when, where, and how to use strategies, that is, what we can do). Metacognition encompasses the awareness and control of planning, monitoring, correcting, modifying, summarizing, and assessing on a broad level. We basically learn to be conscious of our comprehension processing. We learn techniques that support our comprehension (our awareness of tactics) and how to effectively implement these strategies (our control of strategies) (Baker, 2002, 2008; Pressley, 2002).

One reason for the necessity of metacognition is that teachers' efforts will fail if pupils are unaware of when their comprehension is lacking and what they may do about it. "Students without metacognitive techniques are essentially learners without direction or opportunity to examine their progress, accomplishments, and future directions," according to O'Malley et al. (561, 1985). Furthermore, according to Pressley, Snyder, and Cariglia-Bull (1987), metacognition assists students in being consciously aware of what they have learned, recognizing instances in which it can be useful, and progressing in its application.

#### a. Metacognitive Reading Strategies

Reading, whether in L1 or L2, is a "cognitive enterprise" that occurs in part as a result of interactions between the reader, the text, and the context in which reading occurs (Flavell, 1979). Furthermore, the reader must apply metacognitive information as well as intentional and purposeful methods in order to correctly absorb the material. Previous experiences, attitudes, culture-specific instructional techniques, and, in the case of non-native readers, L2 proficiency can all have an impact on readers' metacognitive knowledge about reading, which can be triggered consciously or unconsciously when they encounter a specific reading problem. Readers' metacognitive knowledge of reading includes an understanding of a variety of reading strategies as well as the notion that this metacognitive understanding of reading strategies influences the cognitive endeavor of reading. A combination of cognitive knowledge of reading, strategic reading processes, and actual implementation of reading procedures distinguishes skilled readers from unskilled readers.

The research on metacognitive awareness of reading strategies –broadly defined as the deliberate, conscious procedures used by readers to improve text comprehension– shows that we need to improve our understanding of readers' metacognitive knowledge about reading and reading strategies in order to help them become active, constructively responsive readers.

#### b. Significance of Metacognitive Reading Strategies

Metacognitive reading strategies are aware methods for students to examine their own reading processes, including assessing the efficacy of cognitive strategies used. Planning how to approach reading a text, testing, and editing based on the purpose and time available are all examples of metacognitive methods (Devine, 1993). Sheorey and Mokhtari's "support techniques," such as knowing how to use tools for comprehension, such as dictionaries, taking notes, or marking essential information, are examples of these types of methods (2001: 436). If cognitive reading strategies entail knowing which approach to employ and how to apply it, metacognitive strategic knowledge entails comprehending the rationale for using a specific strategy in a specific situation and assessing its usefulness in terms of adequacy and effectiveness in that context. Strategic reading, according to Auerbach and Paxton (1997), may only become effective when metacognitive methods, such as working toward a specific purpose while reading, are actively employed.

"Metacognition plays a critical role in reading," as Brown, Armbruster, and Baker have maintained. (49, 1986). Metacognition is a concept that relates to one's comprehension of any cognitive process. The context of reading is commonly believed to include two types of cognition: first, one's understanding of strategies for learning from texts, and second, readers' control over their own actions when reading for various goals. Successful readers keep track of their reading and learning progress, employing methods, adjusting effort as needed, and assessing the

effectiveness of their continual efforts to comprehend (Brown, Armbruster & Baker, 1986).

Strategic reading requires a high level of metacognitive control, in which the reader is able to consciously influence the reasoning process. When readers are aware of the reasoning that goes into reading, they can access and apply that reasoning to future reading. Specific metacognitive strategies in reading, according to Carrell, Gajdusek, and Wise (1998), include: a) establishing reading objectives, b) evaluating reading materials, c) repairing miscomprehension, d) evaluating the ongoing understanding of the text, e) analyzing the text and paragraph structure to clarify the author's intention, f) adjusting reading speed and selective cognitive strategies accordingly, and g) engaging in self-questioning to determine Reading, then, is both a metacognitive and a cognitive activity. While cognitive strategies refer to the explicit acts that readers do in order to comprehend texts, metacognitive strategies focus on the monitoring and regulation mechanisms that readers deliberately employ to improve understanding.

Finally, when a reader grows more experienced, reading methods become more automatic, which contributes to fluent reading (Anderson, 2009; Block & Pressley, 2007; Sinata, Brown and Reynolds, 2002). When asked or taught a strategy, the broader developmental goal of routinizing strategic processing still permits a learner to reflect consciously on it. The real purpose of comprehension techniques, on the other hand, is to apply effective strategies without having to rise to a conscious problem-solving level all of the time.

## **METHOD**

The research design on this article is using classroom action research project. The action research was conducted with grade 10<sup>th</sup> students. One teacher was in charge of the class. This class had a total of 38 people in it. The reading lesson was scheduled for two hours each week (2x45 minutes), but the researcher requested additional or extra classes. As a result, the meeting may be held more than twice a week. Of course, this would require authorization from the headmaster. As a result, action research might be carried out more than once a week.

The action research procedure followed the model described by Kemis and Robin (in Yusmalinda 2006). It was a well-known depiction of the action research "spiral," which consisted of four stages: Planning, Acting, Observing, as well as Reflecting. The following methods were used to collect data: (1) checklist, which was used to identify the students' behavior, movement, procedure, interactions, and resources in the classroom, as well as the teacher's teaching strategy, (2) interview, which was used to identify the students' problems and interest in learning reading, and (3) questionnaire, which was used to guide the researcher in conducting interviews. The three assessments mentioned above were used to evaluate both the teacher's instruction and the students' learning activities.

The data was analyzed using inductive analysis. Inductive analysis was used to examine at a group of data and try to induce or generate order by grouping them together or discovering and categorizing categories like items, themes, or patterns, according to Johnson (2005: 83–84). As a result, the information acquired from observation, questionnaires, and interviews was analyzed inductively by creating a list of emerging themes. In other words, data analysis was concerned with describing what was in the data.

Furthermore, Mills (2003: 13) noted that the following approaches might be used to assess study findings: correcting findings with personal experiences, obtaining the advice of critical peers, and turning to theory.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

The researcher divided the action research into three cycles. Each cycle has four steps: plan,

action, observation, and reflection. In this chapter, the researcher would want to describe the study and discuss the findings.

### 1. Cycle 1

The second difficulty could not be solved at this time, according to the findings of the observation and questionnaire, because only a few students were interested in the teacher's approaches. The first issue, on the other hand, had not yet been solved because many students were still not actively learning to read. The questionnaire answers revealed the number and percentage of students who were interested in the teacher's teaching approach, as well as the number and percentage of students who were actively studying reading. The tables below show the level of interest in and student participation in the teacher's strategy.

**Table 1. The Students' Reading Interest**

<b>No</b>	<b>Items</b>	<b>Always (%)</b>	<b>Often (%)</b>	<b>Seldom (%)</b>	<b>Never (%)</b>
<b>1</b>	Metacognitive Strategy improve the students in reading	8 (19,12%)	18 (55%)	4 (10,05%)	8 (19,12%)
<b>2</b>	Metacognitive Strategy improve the students self-confident	8 (18,42%)	20 (47,37%)	8 (13,16%)	3 (21,05)
<b>3</b>	Metacognitive Strategy make student comprehend the text more easily	5 (13,16%)	19 (50%)	8 (21,05%)	6 (15,79%)
<b>4</b>	Metacognitive Strategy awakes the interest in reading	12 (31,58%)	17 (44,74%)	5 (13,16)	4 (10,53%)
<b>5</b>	Metacognitive Strategy encourages student to be critical	10 (26,31)	14 (36,82%)	9 (23,68%)	5 (13,16%)

Based on the table 1 shows that the number of students who were interested in reading was higher than the number of students who were not. It was evident in each piece. On item 1, 68 percent indicated that using a Metacognitive Strategy could help them more easy in reading. On item 2, 65,79 percent of students said that Metacognitive Strategy increased their self-confidence; on item 3, 63,16 percent of students said that Metacognitive Strategy made it easier for them to understand the text; on item 4, 76,32 percent of students said that Metacognitive Strategy piqued their interest in reading; and on item 5, 63,16 percent of students said that Metacognitive Strategy encouraged them to be critical readers. In other words, 12 students (31,58%) were not motivated, 13 students (34,21%) were still lacking in self-confidence, 14 students (36,82%) found the material difficult to comprehend, and 9 students (23,68%) were not critical readers. To put it another way, some pupils were still not interested in reading. Finally, the second difficulty has still to be solved.

Furthermore, there were still a large number of students who had not yet become involved. It could be deduced from each of the measures that showed students' active and passive participation in reading instruction (see table 2). From item 1, 21 students (55,79%) did not interact with their teacher and peers; item 2, 24 students (63,16%) improved their reading achievement; and item 3, 26 students (68,42%) took responsibility. Item 4, there were 27 students (71,05%) who took initiative in the activities, and item 5, there were 23 students (71,05%) who took initiative in the activities. Then, 60,53 percent competed well with others; item 6 had 28 students (73,68 percent) actively learning; item 7 had 22 students (57,89 percent) easily happy with the text's result; and item 8 had 28 students (73,68 percent) actively working in groups.

**Table 2. The Students' Reading Participation**

No	Items	Always (%)	Often (%)	Seldom (%)	Never (%)
1	Interaction with teachers and friends	6 (15,79%)	15 (39,47%)	13 (34,21%)	4 (10,53%)
2	Improving comprehension in reading	5 (13,16%)	19 (50%)	8 (21,05%)	6 (15,79%)
3	It belongs to responsibility	6 (15,79%)	19 (50%)	8 (21,05%)	4 (10,53%)
4	It belongs to initiative toward the activities	6 (15,79%)	21 (55,26%)	7 (18,42%)	4 (10,53%)
5	Competing positively	9 (23,68%)	14 (36,82%)	9 (23,68%)	6 (15,79%)
6	Active in learning	11 (28,95%)	17 (44,74%)	7 (18,42%)	3 (7,89%)
7	Hard to be satisfied with the reading result	9 (23,68%)	13 (34,21%)	10 (26,31%)	6 (15,79%)
8	Active in doing group task	10 (26,31%)	18 (47,39%)	6 (15,79%)	4 (10,53%)

It was established from the study of each questionnaire item that there were still many pupils who were passive. To put it another way, the initial problem (students' passivity) was not resolved in the first cycle. In addition, on the next cycle, another action should be taken (cycle 2).

## 2. Cycle 2

According to the previous cycle's reflection, there were still some issues with the students' passivity and the teacher's teaching method. The exercises were centered on improving students' knowledge of the notion of Metacognitive Strategy and giving them more time to practice it. They also lack the confidence to connect with their teacher and peers. As a result, they were filled with apprehension and fear of making a mistake. Students were still not used to employing the techniques in learning reading while coping with the teacher's teaching strategy challenge. As a result, they needed to make certain adjustments in order to interact and complete the reading activities. Furthermore, the materials were unrelated to their real-life setting. As a result, they were less enthusiastic in reading.

Finally, because the group consisted of intelligent kids, the students were uncomfortable with their group members. As a result, the majority of the group members were too lethargic to participate in group discussions. They wanted the group to be diverse so that they could freely engage and complete the reading work without being afraid to speak up. The team decided that the second problem (teacher's approach) had been solved in the second cycle after examining and evaluating the surveys of students' interest in teacher's teaching strategy and students' passiveness. It indicated that the cycle was not extended to the third.

**Table 3. The Students' Reading Interest (Questionnaire)**

No	Items	Always (%)	Often (%)	Seldom (%)	Never (%)
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1	Metacognitive Strategy improve the students in reading	13 (34,21%)	18 (47,39%)	7 (18,42%)	-
2	Metacognitive Strategy improve the students self confident	9 (23,68%)	21 (55,79%)	6 (15,79%)	2 (5,26%)
3	Metacognitive Strategy make student understand the text more easily	12 (31,58%)	16 (42,10%)	8 (21,05%)	2 (5,26%)
4	Metacognitive Strategy awakes the interest in reading	15 (39,47%)	19 (50%)	4 (10,53%)	-
5	Metacognitive Strategy encourages student to be critical	10 (26,31%)	20 (52,63%)	7 (18,42%)	1 (2,63%)

Nearly all of the pupils' interest in reading was shown in Table 3. Each item demonstrated the growing amount of students interested in reading. For example, 35 or 81 percent of students said Metacognitive Strategy could increase their participation; 30 or 78,95 percent of students said Metacognitive Strategy increased their self-confidence; 28 or 73,68 percent of students said Metacognitive Strategy made it easier for them to understand the text; and 34 or 89,47 percent of students said Metacognitive Strategy reawakened their interest in research.

In other words, there were 7 students (or 18,72%) who did not participate, 8 students (or 21,05%) who were less confident, 10 students (or 26,31%) who could not grasp the text, 4 students (or 10,53%) who were not interested in learning to read, and no critical readers. In other words, compared to cycle 1, there was a higher percentage of pupils interested in the teacher's teaching technique. Finally, the second issue (the teacher's teaching strategy) was still required to complete the next cycle. The second difficulty, on the other hand, might be solved in the third cycle.

## DISCUSSION

By examining the findings of observations, questionnaires, and interviews conducted during the three cycles of 12 sessions. The researcher discovered that implementing a Metacognitive Strategy could increase students' reading interest and involvement. It could be seen in the rising number of pupils who engaged in and were interested in reading from one cycle to the next. The following table and figure can be used to see the progress of each cycle in further detail.

**Table 4. Metacognitive Strategy for Reading Comprehen**

Aspects	Before CAR	Cycle 1	Cycle 2	Cycle 3
<b>Students' interest</b>	56,42%	67,39%	80,57%	93,68%
<b>Students' participation</b>	58,62%	65,62%	71,13%	91,08%

### 1. Students' reading preferences

In cycle 1, the percentage of pupils who were interested in reading was 67,39 percent, as seen in the graph above. The application of the Metacognitive Strategy in cycle 1 had not yet yielded a satisfactory result. The number of children interested in reading increased to 80.57 percent in cycle 2. The percentage of pupils who were interested in reading at the end of cycle 3 was 93,68 percent. It means that between cycles 1 and 2, the percentage increased by 13,18%, and between cycles 2 and 3, the percentage increased by 13,11%. Improvements in plans as a manifestation of problem solving in cycles 1 and 2 were responsible for significant progress. This was the most effective method of piquing the students' interest in reading. Despite this, a small

number of children were uninterested in reading due to external issues. Finally, the problem of the teacher's teaching strategy was overcome to the greatest extent possible in cycle 3. Based on the findings, Collins (1994) identified the characteristics of autonomous learners in learning reading.

## 2. Participation of students in reading

From one cycle to the next, the number of students who participated rose. At the end of the first cycle, just 65.52 percent of students had participated. The teaching and learning scenario in this cycle was not yet sufficiently arranged. As a result, the alteration was not immediately apparent. In the second cycle, the proportion increased to 71.13 percent. Among the three cycles, this was the most substantial change in student engagement.

During this cycle, only a few kids were still reading passively. This was due to an external problem that was beyond the scope of action research examination. To put it another way, the majority of the pupils were engaged in reading. Metacognitive Strategy could promote interest and participation by raising the percentage of students who were active and interested in reading. This improvement was aided by the teacher's approach, which was appealing and cooperative. As a result, the pupils were eager to participate in reading activities. These assumptions were based on the following factors:

- 1) During reading practice, the kids were encouraged to interact. Four fantastic tactics were used to shape the encounter (planning, monitoring, and evaluating).
- 2) Critical reading skills were taught to the kids. They were able to keep track of their comprehension and clarify anything that was obstructing their knowledge of the content. Students may gain more information from the book if they read critically. They would have a better understanding if they had more knowledge.
- 3) The pupils collaborated in groups. They may talk about their difficulties, interact with one another, and help one another solve them. This cooperative reading strategy has the potential to increase students' reading activity while also developing their sense of community.
- 4) During reading practice, the kids kept an eye on each other. For people who are short on drive and self-confidence, this momentary assistance would be really beneficial. As a result, kids will be able to be more active without feeling anxious or concerned about making a mistake.

The reasons stated above are linked to certain current ideas, such as Amato's (2003) assertion that reading is a participatory process. That is, a process in which readers construct meaning not only via engagement with the text, but also through interaction with other students in the class. Furthermore, reading, according to Murcia (2001), is a creative act. It signifies that the pupils are actually interacting with each other and are using their reading skills to comprehend the content. Because there are three general components to reading skill, namely skimming, scanning, and reading between the lines, which must be developed and trained, the implementation of a metacognitive strategy to improve students' interest and participation at grade 10<sup>th</sup> Students at SMA Negeri 1 Panyabungan has become one of the strategies that can be used by the English teacher and can assist students in learning reading.

## CONCLUSIONS

This study looked at how to apply a Metacognitive Strategy to solve reading challenges, which included three fantastic tactics (planning, monitoring, and evaluating). These tactics could be examined as instructional aids, particularly for reading competence, because many English teachers observed that pupils who were obliged to cope with learning a new language and read for the text did not have enough practice time.

Metacognitive strategy was significant in the learning process since it involves both

conscious awareness and conscious control of one's learning, which was especially important in reading tactics. (1) Metacognitive Strategy could manage students' thinking about and planning for learning, according to the findings of the study. (2) Metacognitive Strategy was regarded to be an important learning skill (3) Metacognitive Strategy might assist students in better understanding the content. (4) The use of a metacognitive strategy may help pupils become more interested in reading. (5) The pupils were more confidence in their ability to participate in classroom discussions. (6) The students were assisted with additional assignments. (7) Modeling encouraged pupils to read critically and independently.

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