ARTICLE

The Effect of Metacognitive Strategy to Improve Students' Reading Comprehension of Eleventh Grade Student of SMK Muhammadiyah 1 Kediri

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THE STATEMENT LETTER
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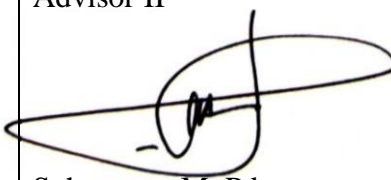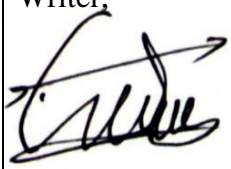Faculty – Department : Teacher Training and Education – English Department

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ABSTRACT
This study was designed to investigate the effect of Metacognitive Strategy on students' reading comprehension of eleventh grade students of SMK Muhammadiyah 1 Kediri. The subject of the research was 10 students of XI Nursing class of SMK Muhammadiyah 1 Kediri in the academic year 2018-2019. This is experimental quantitative research with one group pre-test post-test design. The data collected by comparing results of pre-test and post-test with the mean score 15,5 and standard deviation 922,5, and then the data analyzed using Paired Sample T-test on IBM SPSS Statistic version 23. The result showed that t-score 4,841 with the significance (2-tailed) value was higher than t-table at the level of significance 0.01 which was 3,250. It can be concluded that Metacognitive Strategy has significant effect on students' reading comprehension of SMK Muhammadiyah 1 Kediri. This strategy helped the students to find the main idea, implicit information, explicit information, reference words, and words meaning.

Keywords: Reading comprehension, Metacognitive Strategy

I. INTRODUCTION

Reading is an interaction process between writer and reader to transfer information that use written form as the medium. In line with Khoiriyah (2016), reading is a way to communicate between writer and reader to share information and ideas in written form. Reading is the main needs for every person in the planet to increase their knowledge. By reading, human unintentionally has developed himself to be prepared for the public's demands to be an intellectual person.

In order to understand the reading texts, readers need to improve their reading comprehension, because if reading without understanding then the process of developing knowledge itself will be difficult to achieve and that is what often happens if a person prefers reading rather than understanding the reading itself. Reading without comprehension only

included reading skills without a more detailed understanding of the contents of the readings. Most teachers simply give the command of reading and the task without knowing whether the student already understands or knows the contents of the reading.

Reading comprehension is a thinking process in reading a text to get deeper understanding of knowledge or information contained in the text so that it can be understood. Comprehension is ability to understand/generate meaning of text or to connect the message of the text to background knowledge, Wardah (2014). Therefore, Reading comprehension is really needed by reader in which a reader builds an understanding of a text. It combined logical thinking with the collection of letters, words, and sentences in the text.

In addition, teachers also had responsibility to develop students' skills and abilities. Everything that the teachers did in reading class should be planned to build students' abilities to increase the understanding of the content of the text. The strategy used by the teacher could influence the success in teaching learning process and student's achievement. According to Oxford (1990: 1) "Strategies are especially important for language learning because they are tools for active,

self-directed involvement, which is essential for developing communicative competence." By using a proper strategy students were expected to be able to have an active learning. And active learning can make students interested in reading lesson, not being silent or passive during teaching learning process.

In SMK Muhammadiyah 1 Kediri, The teacher still used conventional method in teaching reading. She asked student to read aloud so that other students can hear and understand the text together. In facts, students had difficulty to identify social function of the text, difficulty of finding the main idea of a text, difficulty of showing the references of the texts, students unable to explain certain words or phrases on the texts. The student did not really comprehend to what they read. They read only for pronunciation. Students did not confidence to answer the question from the teacher about the text they have read. Some of them used dictionary to find the meaning of difficult word.

In order to improve students' reading comprehension, students need to use an effective reading strategy. Strategy could help reader to reach the purpose of their reading effectively. The reader could achieve the purpose of reading if they are able to monitor their cognitive activities when they are reading. One of the most

effective strategies to overcome the problem of reading comprehension was the metacognitive strategy. The use of this strategy could be effective because it involved student plans or mental activities of students used to acquire, remember, and improve the various knowledge gained from reading activities. Oxford (1990:136) stated that metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.

Metacognitive strategy has three sets of strategy that can affect the students reading comprehension. Those sets of strategies help students to coordinate their own learning process from planning their learning, monitoring, and evaluating their learning. Before the students start learning, the use of centering learning strategies can help them to converge their attention and energies on certain language tasks, activities, skills, or materials. These sets of strategies provide a focus for language learning. There are three ways to centering learning as follows overviewing and linking with already known material, paying attention, delaying speech production to focus on listening.

After focusing their learning, students need to arrange and make a plan of what needs to be done while learning.

Therefore, the use of arranging and planning learning can help students to organize and plan their learning to get the most out of language learning. Arranging and planning learning contains six ways as follows finding out about language learning, organizing the schedule and the environment, setting goals and objectives, considering the task purposes, planning for tasks, and seeking chance to practice the language.

Finally, evaluating learning helps students in checking their language performance. There are 2 ways in evaluating learning, those are self-monitoring and self-evaluating. Self-monitoring involves noticing and learning from errors, while self-evaluating concerns evaluating over all progress.

II. METHOD

This study used quantitative as the research approach since basically this study gathered and statistically analyzed numeric data. As defined by Ary et. al (2010: 39) that Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data. The technique of this study was pre-experimental research with one-group pre-test post-test design.

The data was collected through writing test on pre-test and post-test.

This research was carried out at SMK Muhammadiyah 1 Kediri which located on Jl. Penanggungan No. 1 Kediri, Jawa Timur. The total 10 male and female students of XI Nursing class participated in this research. The type of the test was multiple choices. The students had to answer the 20 questions of multiple choice tests. Each question had five alternatives. The alternatives include one correct answer and four wrong answers. The aspect of the questions as follows: 1) Identifying social function of the text, 2) Identifying main idea, 3) Determine reference meaning 4) Finding specific information. The correct answers got five score, and wrong answer will get zero score.
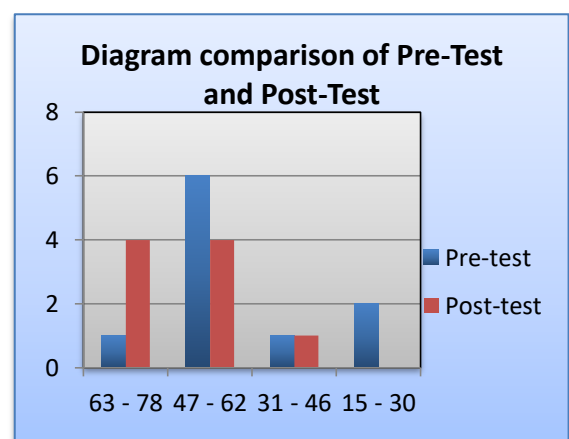
There were three processes on collecting the data in this research that were pre-test, treatment, and post-test. Firstly, in the pre-test, the students did the multiple choice test. They had to answer 20 questions about recount text. After the pre-test score collected, the treatment in which Metacognitive Strategy was used as the strategy was held once. The treatment was focused on finding the main idea, implicit information, explicit information, reference words, and words meaning. The last, post-test was held after the treatment

to measure student's reading comprehension after being taught using Metacognitive Strategy.

Finally, the result of the test was analyzed statistically using Paired Sample T-test on IBM SPSS Statistic version 23. As Gupta (1999: 4) said that the paired sample T-test is the method used for comparing means that incorporate the use of the mean's dispersion. So basically, it is used to compare the means of two variables for a single group. In this case, it is used to compare the pre-test and post-test score of students' test.

III. FINDING AND DISCUSSION

After all the data were collected, it was found that the students' scores were improved. It can be seen in the diagram below.

According to the chart above, it can be seen that there is differences between pre-test and post-test. The frequency of post-test was increased. Therefore, based

on the chart above the researcher concluded that the students' reading comprehension was increased and the Metacognitive Strategy was effective.

An increase in the value of reading comprehension of the students can also be seen from the mean score between pre-test and post-test below:

Table 4.6: Mean Score between Pre-Test and Post-Test

N (10 Students)	Pre-Test	Post-Test
Total Score	460	615
Mean	46	61,5

The table above shows that total score of pre-test is different from post-test. In pre-test the total score is 460 and the score increased in post-test to 615. Besides, Post-test's mean is higher than pre-test's mean. Metacognitive Strategy gives significant influence to the students' reading comprehension. It can be seen from the table of difference level of significance from t-table and t-score below:

Table 4.7: The Difference Level of Significance from t-table and t-score

df	T score	t-table 5%	t-table 1%	Significant Ha
9	4,841	2,262	3,250	significant

Based on the table above, the result of this research showed that t-score is

4,841 at the degree of freedom 9 and t-table is 2,262 at level of significance 5%. It means that t-score (4,841) > t-table at the level of significance 5% (2,262). The data shows that t-score is higher than t-table. Therefore the alternative of Ha is accepted and it can be concluded that Metacognitive Strategy has significant effect to students' reading comprehension in the eleventh grade students of SMK Muhammadiyah 1 Kediri.

Based on the description of research findings as explained before, it can be concluded that teaching reading especially for reading comprehension using Metacognitive Strategy has significant effect because the score of post-test is higher than pre-test. Before students being taught using Metacognitive Strategy as in pre-test, the mean score was only 46. But after they were taught using Metacognitive Strategy, their mean score was increased to 61,5. It means the students score was increased after they were taught using Metacognitive Strategy.

Finally, the researcher concludes that the use of Metacognitive Strategy in teaching reading comprehension is effective. It is proven that students' score of reading after being taught using Metacognitive Strategy is higher as it seen that their comprehension improved from total score 460 become 615. It means that

another reason based on the students' response is because most students find that Metacognitive Strategy helps student to comprehend the text.

It is in line with the research conducted by Wardah (2014) that in her classroom, Metacognitive Strategy helped the students to find main idea, explicit information, implicit information, reference and meaning of words. She concluded that Metacognitive Strategy increased readers' meaning construction, monitoring of text and reading comprehension, and their ability to evaluate the text they are reading. The result of this study also related to the theory stated by Oxford (1990: 136) that Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.

IV. CONCLUSION

From this research, it was known that Metacognitive Strategy gave significant effect to eleventh-grade students' reading comprehension. However, in the application of this strategy, the teacher can train the students to use Metacognitive Strategy in teaching process especially in teaching reading comprehension. It is better if the student continue to use Metacognitive Strategy in

every lesson especially English reading comprehension to get effective learning and better achievement day by day. In the end, this research can be used as reference for further research related with Metacognitive Strategy used as the Strategy not only in the reading skill but also for other skills of English in other levels proficiency.

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