

## USING METACOGNTIVE STRATEGIES TO MONITOR SECOND LANGUAGE READING COMPREHENSION

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### Abstrak

Membaca merupakan sebuah proses yang aktif, membaca melibatkan kesadaran kognitif dan *metacognitif*. Penelitian ini dilakukan untuk menganalisis seberapa sering mahasiswa menggunakan strategi metakognitif untuk mengembangkan pemahaman mereka dalam memahami teks berbahasa Inggris. Peneliti menggunakan penelitian kualitatif deskriptif untuk menggambarkan strategi metakognitif mahasiswa. Data dikumpulkan dari 104 mahasiswa yang merespon kuesioner strategi metakognitif. Hasil penelitian ini menggambarkan bahwa di bawah 50% dari mahasiswa yang menggunakan masing-masing strategi metakognitif mereka sebelum dan ketika membaca.

**Kata Kunci:** Membaca, pemahaman, strategi, metakognitif, manfaat

### Abstract

*Reading is regarded as an active process, it involves the reader's cognitive and metacognitive awareness. This study conducted to analyze how often the students use their metacognitive strategies to enhance their comprehension on reading English texts. The researcher used the qualitative descriptive to describe the students' metacognitive strategies. The data are collected from 104 students who respond the questionnaire of metacognitive strategies. The result of this study shows that there is under 50% of the students used metacognitive strategies before and during the reading activity.*

**Keywords:** *Reading, comprehension, strategy, metacognitive, benefit*

### INTRODUCTION

English is involved in Indonesian curriculum system. It learnt by the students from playgroup to high school level. However, in learning English, there are four language skills that the learners to be mastered (listening, speaking, reading, and writing). Reading is regarded as a difficult one than the others. Years ago reading skill as a receptive skill because in reading activity, the readers passively receive the information only. But the new research find out that reading is an active process,

as Zadina *et al* (2013: 10) states that reading is an active process that depends on both an author 's ability to communicate meaning using words and your ability to create meaning from those words. There is an interaction between the reader and the author through the written texts. Good readers can communicate well with the author, in the other hand, poor reader have obstacles to comprehend the text. they need an effort for understanding what they read. one way to comprehend is using various reading strategies.

## READING

Iyer (2006: 2) states that reading is a process of using our eyes and our mind to understand literal was attempting to convey. According to Gloria (2005:vi) reading is a process of associating symbols with previously experienced meaning. Reading is a two part process involving the relationship between the reader's eye and printed page, and the connection between the reader's eye and his or her mind. The first is mechanical; the second is mental since it entails evaluation of the material. While Bhardwaj (2007:1) says that the importance of reading—the ability to read is recognized generally as one of the most important skills that a person can have, reading is a tool of acquisitive mind, it is the vehicle for obtaining idea that cannot be transmitted verbally.

## READING STRATEGIES

In reading activity, learners have to apply various strategies as an effort to comprehend the texts. According to TCM Staff (2005: 228) students must have access to a variety of strategies in order to clarify, revise, and reformulate their initial understandings of the text content. Carter (2004:13) argues that reading strategies make your learning more effective because they prime the brain for the receipt of new information and provide a method to organize new information so it can be learned. Most important, these strategies improve your comprehension of the new information, increase your concentration, and promote active learning and metacognitive awareness. Zhou (2011) research report, reading strategies are closely related to learning strategies, whether we notice it or not. The following are some learning strategies that can be employed in the process of reading. Students can use cognitive strategies to manipulate the reading materials, for

example, through reasoning, or analysis. Metacognitive strategies are used to plan and evaluate the overall process.

## METACOGNITIVE PROCESS

In El Koumy's (2004) research report, the metacognitive strategy also gets attention of language teachers and researchers throughout the world due to three things, namely (i) metacognitive knowledge can make a student to be a good thinker and students can learn according to time changes; (ii) by integrating metacognitive knowledge in language learning, it will be able to increase students' skills to control their own learning, and (iii) metacognitive awareness is an important basis for a more effective language learning. Othman et al's (2014) research report, metacognitive strategy used by the students in this study has proven to enhance students' understanding on the texts that they have read. Grabe (2009:224) says when we raise text-comprehension processes to a level of metacognitive awareness before and during reading, we may consciously carry out any of a set of metacognitively aware processes.

Table 1 Metacognitive processes for comprehension

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1. Set (or meet) reading goals
  2. Expect to build a coherent interpretation of a text and establish the main idea of a text.
  3. Make inferences as necessary in line with our goals
  4. Monitor comprehension to maintain a coherent interpretation and awareness of main ideas
  5. Recognize when we are losing coherence of interpretation or the reading output does not match our reader goals.
  6. Summarize the main ideas of a text
  7. Engage various strategies to help repair an incoherent interpretation
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8. Evaluate the reading input in various ways beyond simple understanding

## RESEARCH METHOD

This study conducted qualitative descriptive. according to Gay and Airasian (2000:275), is a study to determine and describe the way things are.

The data are collected from observation and questionnaire. Sim and Chris (2000:71) states that descriptive studies embrace research across diverse areas of interest; cosequently data may be collected through a wide range of methods, including quistionnaires, interviews, diaries and observation. In this case 24 items of metacognitive quistionnare were distributed to 104

students of English education program who take reading subject in this semester in private college in South Jakarta. The aim was to analyze did the students used their metacognitive before and during the reading activity.

In this research, the researcher conducted some steps in data collection. There are 24 questions in metacognitive questionnaire adapted from Oxford (1995) have been distributed. Next step, the result of questionnaires were analyzed.

## RESULT AND DISCUSSION

Finding of metacognitive strategies that the students used before and during reading is described in the following table:

Table 2 The used of Metacognitive Strategies in reading activity

No	Statement	Almost always	Often	Some times	Not often	Almost never
1.	You start reading text from the first paragraph and the first page	24	33	33	11	3
2.	You are not focus when reading the text	7	18	37	25	17
3.	You are not pay attention the foot note, title, figure, graph, or map	9	12	43	33	7
4.	You read with the same speed when you read (newspaper, novel, textbook. and journal	10	28	37	20	9
5.	Before read any kinds of books, you are thinking about the purpose	26	29	28	17	4
6.	Before reading the books, you preview the title, topic, sub topic, main idea	29	31	26	13	5
7.	You read the summary, tpic, main idea before reading	13	26	39	12	4
8.	You read the title and main idea	26	27	39	5	7
9.	You read the subtitle and topic	16	37	33	13	5
10.	You read the title, subtitle, and main idea	19	36	33	11	5
11.	You are keep reading until finding the information.	23	25	37	14	5
12.	You try to find any clues to comprehend the text	26	26	41	9	2
13.	You try to find any clues to comprehend the text	16	35	36	13	4

14.	You learn the text as fast as possible to find the informat	16	38	30	13	7
15.	You read the interesting subject and do not pay attention to the others	18	37	31	11	6
16.	You pay attention to all information from the text	13	37	35	12	7
17.	You read the text more than once to comprehend the meaning of the passages:	22	26	33	20	4
18.	You do not write anything, only keep the information in your minnd when you are reading	22	16	36	23	7
19.	You take a note when you are reading	18	28	40	13	5
20.	You take a note or classify the quotations from the passages	18	35	36	10	5
21.	You take a note the diagram from the texts to review the material	17	24	27	22	14
22.	You comprehend the texts from the notetaking	15	34	32	18	5
23.	You make a prediction when you are reading	22	30	34	15	3
24.	You distinguish the fact from opinion	12	37	41	11	3

Based on the table above, the researcher can explain the result as the following:

For statement no 1: You start reading text from the first paragraph and the first page: 23% almost always, 32% often, 32% sometimes, 10% not often, and 3% almost never.

For statement no 2 : You are not focus when reading the text. 7% amost always, 17% often, 36% sometimes, 24% , and 16% almost never.

For statement no 3: You are not pay attention the foot note, title, figure, graph, or map: 9% almost always, 12% often, 41% sometimes, 32% not often, and 7% never almost.

Statement no.4: You read with the same speed when you read (newspaper, novel, textbook. and journal: 10% almost always, 27% often, 36% sometimes, 19% not often, and 9% amost never.

Statement no 5:Before read any kinds of books, you are thinking about the purpose: 25% almost always, 28%

often, 27% sometimes, 16% not often, and 4% almost never.

Statement no 6: Before reading the books, you preview the title, topic, sub topic, main idea: 28% almost always, 30% often, 25% sometimes, 13% not often, and 5% almost never.

Statement no 7: You read the summary, tpic, main idea before reading: 13% almost always, 25% often, 38% sometimes, 12% not always, and 4% almost never.

Statement no 8: You read the title and main idea: 25% almost always, 26% often, 38% sometimes, 5% not often, and 7% almost never.

Statement no 9: You read the subtitle and topic: 15% almost always, 36% often, 32% sometimes, 13% not often, and 5% almost never.

Statement no 10: You read the title, subtitle, and main idea: 18% almost always, 35% often, 32% sometimes, 11% not often, 5% almost never.

Statement no 11: You are keep reading until finding the information : 22% almost always, 24% often, 36%

sometimes, 13% not often, and 5% almost never.

Statement no 12: You try to find any clues to comprehend the text: 25% almost always, 25% often, 39% sometimes, 9% not often, and 2% almost never.

Statement no 13: You try to find the topic from index: 15%, 34% often, 35% sometimes, 13% not often, and 4% almost never.

Statement no 14: You learn the text as fast as possible to find the information: 15% almost always, 37% often, 29% sometimes, 13% not often, and 7% almost never.

Statement no 15: You read the interesting subject and do not pay attention to the others: 17% almost always, 36% often, 31% sometimes, 11% not often, and 6% almost never.

Statement no 16: You pay attention to all information from the text: 13% almost always, 37% often, 34% sometimes, 12% not often, and 7% almost never.

Statement no 17: You read the text more than once to comprehend the meaning of the passages: 20% almost always, 25% often, 32% sometimes, 19% not often, and 4% almost never.

Statement no 18: You do not write anything, only keep the information in your mind when you are reading: 21% almost always, 15% often, 35% sometimes, 22% not often, 7% almost never.

Statement no 19: You take a note when you are reading: 17% almost always, 27% often, 38% sometimes, 38% not often, and 5% almost never.

Statement no 20: You take a note or classify the quotations from the passages: 17% almost always, 34% often, 35% sometimes, 10% not often, and 5% almost never.

Statement no 21: You take a note the diagram from the texts to review the

material: 16% almost always, 23% often, 26% sometimes, 21% not often, and 13% almost never.

Statement no 22: You comprehend the texts from the notetaking: 14% almost always, 33% often, 31% sometimes, 17% not often, and 5% almost never.

Statement 23: You make a prediction when you are reading: 21% almost always, 29% often, 33% sometimes, 14% not often, and 3% almost never.

Statement 24: You distinguish the fact from opinion: 12% almost always, 36% often, 39% sometimes, 11% not often, and 3% almost never.

## CONCLUSION

This study conducted to analyze how often the students use their metacognitive strategies in their reading activity. The using of metacognitive strategies to enhance their reading comprehension on second language texts. Due to the analysis, there are various responses on metacognitive questionnaire about their reading. The researcher concluded that there is under 50% of the students who use each of metacognitive strategy.

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