

THE LEVEL OF STUDENTS' METACOGNITIVE READING STRATEGY AWARENESS

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Abstract: The objective of the research is to find out the level of students' metacognitive reading strategy awareness in English language study Program of Sintuwu Maroso Poso. The type of the research is quantitative research. The role of the researcher was the observer. The location of the research in Teacher and Education Faculty of Sintuwu Maroso University on Jalan P. Timor No. 1 Poso. The Source of the research all of the fifth and seventh semester students at English Department of Sintuwu Maroso University consist of 30 students. The technique of data collection used is questionnaire. The questioner adopted from Mochtari and Reicahrd (2002). The questionnaire sent to the students in Google form. The finding of the research obtained that the level of students' metacognitive reading strategy awareness is high with the mean score of 3,7. The score means that the students usually uses the metacognitive strategy when reading the English text. The Metacognitive strategy Awareness consist of three strategy namely Global strategy, suporting strategy and problem solving strategy

Keywords: *Metacognitive Strategy, Reading Comprehension*

INTRODUCTION

Learning allows the students to get more experience and knowledge in their learning program . Reading comprehension is the activity of understanding what they read in the text book. Reading comprehension is the interesting activity for the students who like read. Reading comprehension lead the students knows their world. Reading comprehension make the students learn in unlimited time.

The students' activities in study used more experience in reading. Reading is the most important for students. There are many assignment lead the students to read more and more. The activities of reading will built students experience and knowledge better. Some of students make reading is their hobby, but some of them don't like reading. Reading in high education become the students need, especially when the students get the assignment that relate with analyze the literature.

The activities of in reading a text lead the students to used their own strategies. The students aware or not they used strategies in comprehending the text. The using of strategies is different for the each students during reading time. Reading English text need more than one strategy that allow the students to comprehend the text.

English Language Study Program of Sintuwu Maroso has the three subject focus in Reading, they are Intensive Reading, Critical Reading and Academic Reading. In each of Reading subject the lecturer taught many method to deliver

the learner not difficult to comprehend the reading material. Especially in critical reading students not only comprehend the reading text but also answer the problem critically based on the reading text they read to.

The strategy that focus in this research is Metacognitive strategy. The learner will understand the reading material when they use Metacognitive strategies. Students who apply Metacognitive Strategy effectively had the good level in comprehending the reading text.

The reading process that uses the introduction of metacognitive reading strategies produces good results. This lack of good metacognitive reading strategy skills is compounded by the central role of reading in educational success. One solution to the problem of poor reading comprehension is to learn metacognitive reading strategy skills. Metacognitive reading strategy skills should focus on language learning and teaching. In addition, efforts have been made to identify the relationship between perception and reading comprehension in metacognitive reading strategies. Based on the background above the researcher interest to choose a topic of Metacognitif Reading Strategy Awareness and conduct the research with the title that Identifying The Level of Students Metacognitive Reading Strategy Awareness in English Language Education Study Program of Sintuwu Maroso Poso.

Reading Comprehension

Reading is the process of changing the form of symbols/signs/writing into a meaningful form of sound. Therefore, this reading activity is largely determined by physical and mental activities that require a person to interpret written symbols actively and critically as a communication pattern with oneself, so that readers can find the meaning of writing and obtaining the information needed. Reading is a procedure done and utilized by readers to get the message that the author desires to carry via the medium of words/written language. In this case, analyzing is an try and discover the that means in writing. (Dalman, 2013)

According to Gouh and Tunmer as quoted in Melby-Lervag and Lervag, (2014), reading ability consists of two components, namely decoding ability and ability to understand linguistic content. Decoding capability is the ability to convert written information into sound. One component of the decoding process is reading fluency, which refers to speed, accuracy, and expression when reading. Linguistic understanding is the ability to understand the semantic meaning of a language which includes the ability to understand the meaning of words, grammar, drawing conclusions, and narrative understanding (Melby-Lervag & Lervag, 2014)

Reading comprehension is a type of silent reading that is done to gain broader insight into what is being read, either to understand something or for learning purposes. (Tarigan, 2008). In different definition defined that analyzing comprehension is a time period used to discover abilities that want to be understood and observe the facts contained in written materials (Resmini, et al, 2010)

Reading comprehension is skill learned in high school. High school reading includes comprehension, understanding of simple meanings (vocabulary, grammar, rhetoric), understanding of meaning or meaning (author's meaning and purpose, relevance / cultural situation, reader's reaction), and evaluation or evaluation (reader's reaction). Train students in terms of content, and format)) and flexible reading speed can be easily adapted to the situation. (Desna Rosyana, 2015)

Somadaya wrote that a person is said to understand reading well if he has the following abilities: (1) can catch the meaning of words and expressions used by the author. (2) can capture the explicit meaning and implied meaning of a reading. (3) can make conclusions (Samsu Somadaya, 2011). The abilities are the objectives of the learning Reading actually.

Metacognitive Strategy

Metacognition is often referred to as thinking about thinking. Metacognition is a regulatory system that helps people understand and control their cognitive abilities. Metacognition allows people

to take responsibility for their learning. When talking about metacognition, we sometimes use the phrase "go to meta." This refers to the process of taking a step back to see what you are doing, as someone else is looking at. "Going to Meta" means represent an audience for your own performance, in this occasion your own intellectual performance. (Sajna Jelleel & Premachandran. P, 2016.)

Metacognition is commonly defined as an activity that monitors and controls one's cognition. It can be further defined as what we know about cognitive processes and how we use them to learn and remember.. The activities of the students when recognize what they have understand with learn and recall of students mind (Youn and Fry, 2008).

According to Husamah and Yanur, metacognition is a term that refers to what is known about oneself as a learner and how they control and coordinate their behavior.. One needs to be aware of the advantages and disadvantages one has. Metacognition is a form of the ability to see oneself, so that what he does can be controlled optimally. With this kind of ability, a person has the ability to solve problems, because every step he takes, the questions continue to arise: What am I doing?, Why am I doing this?, What helped me to solve this problem? (Husamah dan Yanur S, 2011)

Metacognition awareness is a way for a person to judge himself about his abilities. Kuntjojo (2009) defines metacognition as the ability to realize, see, and process cognition (recognition) that happens to oneself. Metacognition awareness is also defined as the ability of an individual for himself, including in the thought process. The thought process is carried out with an activity to control the learning process that is taking place within oneself.

Based on the descriptions of the understanding of some experts, it can be said that metacognition is an awareness of our own cognitive abilities or the recognition of our own abilities. The ability to think includes the ability to memorize, understand, apply, analyze, synthesize, and the ability to evaluate.

Students who want to read the text used the metacognitive strategies. Metacognitive strategy used by the students when they reading the text. Metacognitive strategies can be implemented by students as they understand the text. The metacognitive consist of three types provided by Mokhtari. K and Reichard. C (2002). Die Typen warns of Global Reading Strategy (GLOB), Problem Solving Strategy (PROB), and Support Reading Strategy (SUPP)..

- a. The Global Reading Strategies (GLOB) category describes reading preparation, such as: B. Reading aloud, skimming, applying reading to prior knowledge, determining the importance of part of the text, and using clues, non-text elements, and typography to aid understanding..

- b. The Problem Solving Strategy (PROB) category consists of eight questions that address student behavior as a reader when reading texts or encountering difficulties or loss of concentration. The strategy is designed to prevent reader problems such as adapting to reading speed and occasional pauses.

Reading Strategy (SUPP) Category Dictionary, etc., based on 9 questions that are not as closely related to reading as other categories of questions, such as reading aloud, writing at your feet, taking notes, using AIDS, etc. Follow-up of activities, for example. B. Go back and forth in the text to find connections and talk with others.

METHOD

The type of research method of this study is descriptive quantitative research. Role of the researcher as an observer that observed the students the students metacognitive reading strategy awareness reading comprehension of reading academic text. This is located research in Teacher Training and Education Faculty of Sintuwu Maroso University, at Jalan Pulau Timor No 1 Poso. The source of the data of research is the population of the research that is all of the fifth and seventh semester students at English Department of Sintuwu Maroso University. The sample was the total of the population consist of 30 students. Technique of data collection is Questionnaire. This Questionnaire is adopted from Mochteri and Reichard (2002). The name of Questionnaire used was Metacognitive Awareness Reading Strategy Inventory consist of 30 items. The optional answers were Never, often, sometimes, usually and always in Google Form and sent it to the students. The data of questionnaire in google form was analyzed automatically in percentage form. The technique of data analysis followed the steps according to Koulter Mokhtari and Carla Reichard (2002); the key of averages was: 3,5 – higher = high, 2,5-3,4 = Medium and 2,4 or lower = Low.

FINDINGS

The findings of the data through questionnaire were the students response toward the awareness of metacognitive strategy during they read the academic text. The questionnaire consisted of 30 items. The students who completed the questionnaire of the research was 30 students consist of 18 Semester VII and 12 Semester V. The data collection by the questionnaire presented on the table below:

The finding of the questionnaire of MARS included three types of strategies: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB) and Support Reading Strategies (SUPP). 13 items of GLOB which form, 8 items of PROB and 9 item of SUPP. In each table of types of strategies

describe the mean score of the indicators. The researcher calculate the mean score by adding up the subscale scores and dividing by 30.

Table 1 Global Reading Strategies

No	Global Reading Strategies (GLOB)	Mean	Level
1	Using prior knowledge		High
3	Previewing text before reading	115/30 3,8	High
4	Checking how text content fit purpose	110/30 3,7	High
7	Skimming to note text characteristics	111/30 3,7	High
10	Determining what to read	91/30 3,0	Moderate
14	Using text feature (e.g. tables, charts)	93/30 3,1	Moderate
17	Using context clues	95/30 3,2	Moderate
19	Using typographical aids (e.g. italics)	113/30 3,8	High
22	Critically evaluating what is read	126/30 4,2	High
23	Resolving conflicting information	119/30 4,0	High
25	Predicting or guessing text meaning	105/30 3,5	High
26	Confirming predictions	117/30 3,9	High
29	Setting purpose for reading	114/30 3,8	High
Total of Mean Score/Total Item = Mean score of Global Strategy		47,3/13 3,6	High

Based on the table above can be obtained that there are strategy classification from 13 items of metacognitive strategy consist of different classification 10 items are high classification, and 3 items are moderate classification. The classification of metacognitive strategies used by the students means that 13 strategies most often used by the students and 3 strategies is sometimes used by the

students. The total score of the Global Reading Strategy is 47,3, so the mean score of the strategy is 3,6 or in High level. It means that the strategy is sometimes used by the students.

Table 2 Problem Solving Strategies (PROB)

No	Problem Reading Strategies	Mean Score	Level
8	Reading slowly and carefully	128/30 4,2	High
11	Trying to stay focused on reading	117/30 3,9	High
13	Adjusting rading rate	122/30 4,0	High
16	Paying close attention to reading	116/30 3,8	High
18	Pausing and thinking about reading	94/30 3,1	High
21	Visualizing information read	117/30 3,9	High
27	Re-reading for better understanding	126/30 4,2	High
30	Guessing meaning of unknown words	114/30 3,8	High
	Total of Mean Score/Total Item	31,1/9	
	Mean Score of PROB Strategy	3,8	High

The table above give the information that the students most often used all items of the strategy because the mean score in high clasification. The mean score of the PROB is 3,8 or in high level, it can be explained that the strategy is ussualy used by the students.

Table 3. The List of Support Reading Strategies

No	Support Reading Strategies	Mean Score	Level
2	Taking notes while reading	96/30 3,2	Moderate
5	Reading aloud when text becomes hard	88/30 2,9	Moderate

6	Summarizing text information	103/30 3,4	Moderate
9	Discussing reading with others	113/30 3,7	High
12	Underlining information in text	103/30 3,4	Moderate
15	Using reference materials	110/30 3,6	High
20	Paraphrasing for better understanding	114/30 3,8	High
24	Going back and forth in text	117/30 3,9	High
28	Asking oneself questions	112/30 3,7	High
	Total of Mean Score/Total Item	31,8/9	
	Mean Score of SUP Strategy	3,5	High

The Support Reading Strategy consist of 9 strategies, based on the finding of the research that presented on the table above can be obtained that 5 items are in high clasification, 4 items are in moderate items. High mean score identified that the strategy most often used by the student, and the moderate score is usually used by the students. The mean score of the entire item is 3,5 or in high level. The strategy are usually or sometimes used by the students.

DISCUSSION

The finding of the data obtained that the metacognitive strategies always Used by students to understand the reading text in advance. while and after the reading activity. The result of the research helps students understand how to use strategies to understand the text.

The respons of the students to the questionnaire is describe their strategy in reading the text. The metacognitive reading strategy divided in three category namely: Global Reading Strategy, Problem Reading Strategy and Support Reading Strategy. The score for each category has describe in the finding of the research.

The global reading strategies consist of 13 items. The mean score obtained that the strategy is in moderate category. The strategy is sometimes used by the students. There are strategy that most often used by the students. The students most Preview the text frequently before reading to

make sure the text content fits your purpose, skim to pay attention to the text features, and decide what to read., critically evaluating what is read and predicting or guessing text meaning. While the rest of the item is moderate score or the items is not often used by the students. Especially the students almost never setting purpose for reading.

The problem solving reading strategy consisted of 8 items. The mean score obtained that the strategy also in moderate strategy. The strategy is not most often used or Sometimes used by students. For some assignments, reading strategies are used most often by students. In most cases, students adjust their reading speed, pay close attention to reading, pause to think about reading, and visualize the information they read, but in reality, students read slowly and carefully and understand. And may try to focus on reading to avoid rereading. Guess words that have no meaning or are unfamiliar.

The Support reading strategies consist of 9 strategies. The mean score of entire strategies is 3,5 or high level. The students are usually used this strategies at all, but there some strategies that

almost almost often. The students almost often in reading aloud when text become hard and discussing reading with others, but the students sometimes in taking notes while reading, summarizing text information, underlining information, using reference material, paraphrasing for better understanding, going back and forth in text and asking oneself question while reading the academic text.

CONCLUSION

The level of students' metacognitive reading strategy is in high level or the students are usually often used the strategy in reading comprehension. The metacognitive divided on the Global Reading Strategies consist of 13 strategies, Problem reading Strategy consist of 8 strategies, and Support Reading Strategy consist 9 strategies. The level of Global Reading Strategies is High, with the mean score of 3,6. The level of Problem reading strategy is High, with the mean score of 3,8. The level of Support reading strategy is High, with the mean score of 3,5

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