

Implementation of Metacognitive Strategies on Students' Ability to Read English Texts

Purwo Haryono^{1*}

Abstrak

Reading is one of the crucial language skills for learners, especially when they are learning English. English learners can usually read texts well, but many of them cannot understand the content of the text. This study aims to determine how to implement metacognitive strategies to learn reading skills. Results showed that students had a good awareness of metacognitive reading strategies. However, it did not affect students' reading comprehension test results much. This is because several other factors, such as interest, background knowledge of students, and teachers' role, also significantly influence students' reading comprehension. This study used a case study approach to its analysis. This research demonstrates the efficacy of self-planning, self-monitoring, and self-evaluation as three phases of metacognitive strategy execution. These steps are accomplished via friendly conversation with the pupils. Five pupils in particular shown exceptional levels of motivation, success, self-awareness, and independence in their reading comprehension and other academic endeavours.

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¹Universitas Widya Dharma Klaten

*Author Correspondent: pwharyono@gmail.com

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Introduction

Reading is one of the most fundamental abilities that students of any language must acquire (Diniya & Puspitasari, 2019; Moses & Mohamad, 2019; Yusmalinda & Astuti, 2020; Fadillah & Amen, 2021; Suparlan, 2021; Saraswati et al., 2021; Aqmarani et al., 2022). According to Zuchdi and Budiasih, reading is a necessary skill for anybody interested in increasing their horizons, deepening their understanding of the world, and bettering themselves. Much knowledge and experience are obtained from various written and electronic texts (Maulana, 2016). In addition, one's thinking power can be added and sharpened from reading materials (Purba et al., 2023). Reading skills can be found in almost all subjects.

Reading is one of the abilities that must be mastered, especially when someone learns English, in addition to writing, speaking, and listening. By reading English texts, students get various information that can add to their insights, such as knowledge of English vocabulary and structure and expertise, which is the content of the text read (Banat & Pierewan, 2019). However, it should be underlined that reading is a complex ability because it involves various components and variables, such as using reading strategies and activating different background knowledge in each reader (Harianto, 2020). In addition, students who learn English must have adequate English competence in reading. One is mastering English vocabulary and sentence structures that differ significantly from students' daily language. This complex reading nature often makes it challenging for many students who study English in Indonesia to understand what they read (Santi et al., 2021).

Education must be carried out by fostering a culture of reading, writing, and arithmetic among all residents, as stated in Law Number 20 of 2003 pertaining to the National Education System (article 4, paragraph 5). Students who fail to read effectively have a far more difficult time engaging in English learning activities at school, and this has a direct impact on their academic progress. Textbooks, supplemental textbooks, and other textual learning tools provide a

significant challenge for students in terms of knowledge retention and comprehension. Consequently, they fall behind their peers who don't struggle with reading in terms of academic achievement. Student interest in studying will suffer as a result of this.

Based on the Human Development Index, Indonesia's human resources are still classified as very weak and occupy the lowest position of countries worldwide. According to existing data, about 69% of 15-year-old students have insufficient reading skills. This demonstrates that teenage readers in Indonesia continue to lag behind their peers in the region. An interview with one of the English subject instructors revealed that there has been a shift in the emphasis of English instruction away from rote memorisation and towards students' actual comprehension of what they read. In delivering material in class, at the beginning, the teacher explains the learning goals students must achieve both orally and in writing. Learning objectives indicate the direction for teachers and students to determine the path to achieving goals (Ubabuddin, 2019). This is important because these learning objectives can bind and motivate students during learning. The teacher repetitively conveys learning objectives during the learning process. Even before entering the topic of reading to be given, the teacher provides a lure in the form of a short paragraph related to the reading material to be taught or provides a vocabulary to be used in the reading.

The aforementioned issues may be resolved with the use of metacognitive reading methods. Metacognition, or a person's ability to think in controlling his thinking, is the basis for mastering reading comprehension. Students are directed to be able to monitor their thinking, possess the knowledge gained from their experience, and improve their understanding of reading (Zhussupova & Kazbekova, 2016). Metacognitive methods are meant to help children become self-motivated and autonomous readers (Zulfikar, 2019). Phakiti's findings are shown below. Results from standardised reading exams show a clear divide between high- and low-achieving kids. Students with high grades tend to use more metacognitive strategies than their peers who score low (Phakiti, 2008).

This agrees with the findings of Kolic-Vehovec et al., who found that the use of metacognitive methods was correlated with improved reading comprehension. Their results showed a significant relationship between awareness of using metacognitive strategies and reading comprehension. Advanced-level readers consciously apply varied metacognitive designs to understand their reading (Kolić-Vehovec et al., 2010). As a result, it is reasonable to conclude that the metacognitive strategy aids students' ability to understand what they read.

Method

Case study methodology was employed in this investigation. This research is related to the status of research subjects, which aims to describe the background, traits, and characteristics typical of the case and the quality of individuals. Then, the features above will be made into a general thing. Five eighth graders and one in-class English instructor provided the data for this analysis. Interviews, observations, and written records are all used in the data-gathering process. We used descriptive statistics to examine the data.

Results and Discussion

Student growth in critical thinking, self-regulation during reading, and post-reading reflection may all be aided by metacognitive tactics for reading instruction (Maulana, 2016; Hasrianti & Usman, 2022). In the long run, this approach may help kids become more self-aware and self-reliant learners, particularly when it comes to reading. According to Sarimanah, a learner possesses metacognitive abilities when they are able to do the following: (a) understand the course's learning goals and (b) formulate their own learning goals and (c) develop and implement appropriate learning strategies (learner autonomy) (Sarimanah, 2018).

Self-planning, self-monitoring, and self-evaluation are the three pillars of the metacognitive strategy idea proposed by Flavell and Brown. Learning objectives, task duration, prior knowledge, and cognitive or learning techniques are only few of the characteristics in each set that reveal how

metacognitive strategies are put into practise (Hamsia, 2017; Pure, 2019). Before engaging in reading activities like setting objectives and analysing tasks, readers should engage in self-planning to activate prior information that will aid in the reading's organisation and comprehension (Himmel, 2012; Tofade et al., 2013; Hossain, 2015; Elleman & Oslund, 2019; Darling-Hammond et al., 2020). The phases of self-planning are demonstrated by the process of acquiring English reading skills in class VIII as a whole, as shown by the study's findings.

The instructor has both verbally and in writing outlined expectations for the class. Students may be encouraged to study if they have a clear understanding of the goals they need to achieve. Students' knowledge, thinking, or cognitive abilities, and learning practises are all impacted by their awareness of reading's purpose and value. Either the requirements are clear to the students or vice versa. Goal-setting and task-analysis are only two of the many planning tasks that may assist activate relevant information and make it simpler to organise and comprehend the material at hand (Brown, 1987). The use of metacognitive methods and the achievement of learning goals are intertwined.

Teachers inspire their students further by including additional learning objectives that the students themselves identify as important. According to Oxford and Richard-Amato, this is the case (Ghazali S., 2000) that pupils should make an effort to learn about the reading assignment at hand before beginning to read. The learning process can only go in a forwards manner if the instructor gives pupils specific deadlines within which to complete assignments. When it comes to the students' background knowledge, instructors typically include hooks like frequently used language, brief paragraphs on the reading's subject matter, or personal connections to the students' own lives.

According to Richard-Amato, who establishes a standard for teacher guidance for students during reading activities, this is so because students benefit most when their teachers help them make connections between what they read and what they already know, when they learn how the material in the reading relates to them personally or culturally, and when they learn what to do in the face of situations similar to those depicted in the reading or lesson. Teachers are more likely to allow students to discover who they are apart from their learning demands when it comes to cognitive or learning techniques that students will utilise. While students are free to develop their own methods of critical thinking in the classroom, professors often provide suggestions or encourage students to try new approaches. The self-planning phase of learning is crucial since it determines what comes next. At this point, over the course of instruction and up to the end of class time, both professors and students are in agreement (Ghazali S., 2000).

Self-observation is the next step. Time spent reading and questions or tests given to oneself are examples of self-monitoring activities. Activities like this aid students in grasping the concepts at hand and making connections to their own knowledge bases. The findings demonstrate that this aspect of self-monitoring has been refined via generalised learning. Teachers are better able to track their students' progress in class when they engage in open dialogue with them. This is because an English or second language instructor's role is analogous to that of a facilitator, who constantly inspires and guides students. In agreement with Ghazali's thesis that class conversation may enhance students' grasp of a material. When students are given a time constraint to read and comprehend a material, teacher-led discussion or discourse may have a significant impact on their comprehension. Students are continually prompted to read the text more quickly while also being checked to see whether they have the necessary background information to complete the assignment (Ghazali S., 2000).

Students are encouraged to ask questions and participate in discussions if they lack necessary background knowledge. Students are encouraged to study outside of class if they are having difficulty focusing or becoming bored with their current method of education. Students with stronger skills are expected to mentor those with less. This dialogue facilitates the learning process and alleviates any unnecessary stress for the pupils. Even with some semblance of freedom in the classroom, the learning process is still guided and optimised. One of the benefits of

using metacognitive techniques is that they help with this. Educators may gauge their pupils' levels of understanding and respond accordingly.

Furthermore, the act of self-monitoring might encourage students' awareness and autonomy in the classroom. Self-evaluation is the last step. Students engage in cognitive/thinking activity adjustment and improvement as part of their self-evaluation activities. These exercises aid in learning by evaluating and modifying student conduct while they read or complete assignments. Teachers use methods at this phase by having conversations and exchanges with pupils. By asking a series of questions, the instructor may both establish and assess whether or not students are meeting their learning objectives. Teachers also consider if students' ways of reading and thinking have been effective in achieving learning objectives. Discussion encourages students to think critically and provide solutions. Teachers may inspire and motivate students who have not yet met learning goals or who have not yet shown comprehension of the reading by coming up to them and encouraging them to provide responses.

To help instructors make connections between different learning processes, reading assessment results are continuously refined and connected to other abilities like writing, listening, and speaking. This metacognitive skill helps teachers evaluate and tweak their students' reading and study habits. In addition to knowing their own reading strengths and limitations, children often report feeling less intimidated and less alone when they struggle academically.

The quality of teaching and learning may be gauged at this juncture. The method is evaluated by both the professors and the students. In order to develop proficient reading abilities in English by eighth grade, students should use the following metacognitive strategies: self-planning, self-monitoring, and self-evaluation. The use of metacognitive methods had the best effects, as shown by interviews, observations, questionnaires, and documentation, particularly in raising students' levels of self-awareness, independence, and comprehension of the learning or reading process.

Conclusion

The following findings were reached after doing the study and having the aforementioned conversation. Metacognitive methods may be seen in action as early as eighth grade while students are developing English reading skills. Self-planning is used in the process of putting into action a metacognitive approach. Reading instruction in English provides a practical example of the process of independent planning. Stages of learning self-planning are described and illustrated in detail. The first step in the self-planning process is for the instructor to outline the meeting's goals and set a reading comprehension time restriction of five to ten minutes.

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