METACOGNITIVE STRATEGY USED TO IMPROVE READING SKILL BY ENGLISH GOOD ACHIEVER : A CASE STUDY AT SMA MUHAMMADIYAH 3 SURAKARTA IN ACADEMIC YEAR 2019/2020

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree in English Department of Education

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APPROVAL

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PUBLICATION ARTICLE

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ACCEPTANCE

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Herewith, I testify that there is no plagiarism in this publication article. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written references which are referred in this paper and mentioned in the bibliography.

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Surakarta, November 16th , 2019

The Reseacher

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Abstrak

Penelitian ini bertujuan untuk : (1) mendeskripsikan strategi metacognitif uang digunakan oleh siswa berprestasi di kelas XI IPA SMA Muhammadiyah 3 Surakarta, dan (2) untuk mendeskripsikan strategi metacognitif yang lebih banyak disukai oleh siswa berprestasi di kelas XI IPA SMA Muhammadiyah 3 Surakarta dalam belajar membaca. Subyek penelitian terdiri dari 6 siswa berprestasi kelas XI IPA SMA Muhammadiyah 3 Surakarta, dan objek penelitian ini adalah untuk fokus kepada siswa berprestasi dalam penggunaan strategi metakognitif dalam kemampuan membaca. Penelitian mengunakan metode kualitiatif yaitu dengan melakukan obervasi, kuiesioner dan wawancara.Tekhnik analisis data menggunakan pengumpulan data, reduksi data, penampilan data, dan menarik kesimpulan. Hasil dari penelitian menunjukkan bahwa: (1)ada tiga strategi metakognitif yang digunakan oleh siswa berprestasi, yaitu : memusatkan pembelajaran, mengatur dan merencanakan pembelajaran, mengevaluasi dan merencanakan (2) ada delapan strategi yang paling banyak digunakan oleh siswa berprestasi dalam belajar, yaitu : menunda produksi pembicaraan untuk fokus pada membaca, pemantauan diri sendiri, memperhatikan, mencari tahu tentang pembelajaran bahasa, mengidentifikasi tujuan tugas bahasa, ikhtisar dan menghubungkan dengan materi yang sudah diketahui, menetapkan tujuan dan sasaran, dan mencari peluang praktik.

Kata kunci : metakognitif strategi,peningkatan kemampuan membaca, jenis strategi

Abstract

This study aims at: (1) describing the metacognitive strategies used by good achievers in XI IPA SMA Muhammadiyah 3 Surakarta, and (2) explaining the metacognitive strategies which are most preferred by good achievers in XI IPA of SMA Muhammadiyah 3 Surakarta in learning reading. The research subject consisted of 6 students, and the object of this study was the good achievers in the use of metacognitive strategies in reading skills. The study uses qualitative methods, namely by conducting observations, questionnaires, and interviews. Techniques of data analysis use data collection, data reduction, data display, and drawing conclusions. The results of this study show that: (1) there are three metacognitive strategies used bygood achievers, namely : centering your learning, arranging and planning your learning, evaluating and planning, (2) there are eight strategies most widely used by good achievers in learning,namely: delaying speech production to focus on reading, self-monitoring, paying attention, finding out about language learning, identifying the purpose of a language task,overview and linking with already known material, setting goals and objective, and seeking practice opportunities.

Keywords: learning strategies, types of research, and reading skill

1. INTRODUCTION

Reading skill is one of four language skills in English beside listening, speaking, and writing. Reading ability is needed by the students for facing both local and national tests of English tested in written form, so that teaching reading should be learned earlier since Kindergarten until the higher education level. According to Kennedy (1981:5) reading is the ability of an individual recognizing a visual form to associate the form with the sound and/or meaning acquired in thepast, and, on the past experience, understand and interpret its meaning. Based on the explanation, reading is an individual ability in understanding and finding the message written by the author.

Reading is often considered as the difficult skill. The learner cannot get the reading achievement which is the most important aspect in reading comprehension, especially in English. This is the duty for English teachers to solve the problem. The teachers have to teach reading in a waythat is easily understood, so the learners can understand the reading material given by teachers. Increasing the knowledge of the learners is very important. Reading is a skill in a language that is applied to English lesson especially for middle school and high school. It is important as the preparation of the national exam and the higher level of education. The students have to answer the question related to the reading materials, such as: topic of paragraph, main idea, etc. The reading material for middle school is genre such as recount text and descriptive text.

Metacognitive refers to awareness in the individual of his/her systematic thinking about his/her own learning process. According to Flavell (1979), "metacognition" is a child's knowledge about and control over his or her own thinking process and learning activities, including reading. Moreover, the concept of "metacognition" includes thinking about the thinking process, self-awareness, understanding, and memory techniques and learning characteristics.

The researcher wants to know how the students ofSMA Muhammadiyah 3 Surakarta can be easier to understand English with reading with metacognitive strategy. Metacognitive strategy has proven to be successful in other schools.

The researcher found some related studies by other researchers finding similar with this research about metacognitive strategies. Those previous researchers are Wardah. (2014); Harputlu, L., &Ceylan, E. (2014); Othman, Y., Mahamud, Z., & Jaidi, N. (2014); Abady, A. G. S.(2016); Entesari, E & Zohrabi, M. (2016); Ahmadian, M., Pasand, P.G. (2017); and Amalia, E. R. (2017).

This research is different from the previous studies, in terms of students as object, the data collection and the objective. The objective of this research is to know how metacognitive strategy used in improving reading skill by English good achiever.

2. METHOD

The type of this research is qualitative research. The Object of the study is focused on English good achievers of students at eleventh grade of SMA Muhammadiyah 3 Surakarta Academic Year 2019/2020. The focus is on use of metacognitive The data will be in the field note, questionnaire and interview with the students and the teacher. the researcher will get the information from the students of SMA Muhammadiyah 3 Surakarta and the English teacher about the metacognitive strategy in reading. The data were taken from direct teaching learning process in 11th grade of SMA Muhammadiyah 3 surakarta. Researcher collect the data using three ways; (1) Observation, (2) Questionnaire and (3) Interview. The written data are The written data are (1) field note,(2) questionnaire, (3) interview script. The technique of analysis data are data reduction, data display and conclusion. Data reduction is the process of obtaining data written as field notes, the data display is the method of organizing the data in order to get the conclusion, and verification is reviewing again the data, information and the conclusion to get the final conclusion.

3. FINDING AND DISCUSSION

In this section, the researcher shows the findings of the research. The findings are in two parts, namely :

1. the metacognitive strategy used by students to improve their reading skill, and
2. the preference in using metacognitive strategies to improve their English skill by good achievers.

3.1 The Metacognitive Strategy Used by Students to Improve Their Reading Skill

In this research, the researcher found out that students were using oxford theory. They are (1) Centering Your Learning (2) Arranging and Planning Your Learning and (3) Evaluating Your Learning

3.1.1 Centering Your Learning.

Centering Your learning is one of indicators in this strategy. Centering your learning is done by focusing on the material while regular or irregular explanation.

Focusing your learning also calls for to the overview and a conscious link to the material that you have already learned and remembered.

The researcher has taken the example of interview with the teacher as follows:

Based the interview

    R   : Do the students always focused on the material that they will study?
    T   : I hope they focused on the material. It depends how I teach them. If i use the more efficient way,they will likely focused on the material.
    (Questionnaire No. 2, Interview on September 18th 2019)

3.1.2 Arranging and Planning Your Learning.

Arranging and Planning is one of the indicators in this strategy. It means students have to prepare their learning. Students have tofind their weakness and the strength, planning their goals and objective, organizing their time and place, and identifying their purpose of study.

The researchers has taken some examples of the interview based on the interview with the teacher :

    R   : Do the teacher always organized their learning activities to the optimal condition?
    T   : Yes of course they do that. They have to prepare the books,schedule and anything else to support learning activities to succeed.
    (Interview conducted on September 18th 2019)

3.1.3 Evaluating Your Learning.

In this section, students are evaluating their learning by monitoring themselves and evaluating themselves. They can know they are developing in language learning.This is important to improve their skillin language learning and eliminating their bad mark in the test.

The researcher has taken the example of the interview based with the teacher :

    R   : Do the students always record their progress after learning and student ? If "YES" please tell me why
    T   : Yes, they record it and also me. to record what they get
    (Interview conducted on September 18th 2019)

3.2 The Preference in Used Metacognitive Strategies to Improve Their English Skill by Good Achiever

The result of this sections is that students are using 8 of 11 indicators of metacognitive strategies. The indicators are described below.

3.2.1 Delaying Speech Production to Focus on Reading

Delaying speech production to focus on reading is one of the indicators in metaconitive strategy. Students are deciding to delay the speech production to improve their English reading skill totally or partially. All of the students are enthusiastic using this indicator; this can be seen from the collection of the data. The researcher takes data directly from the students. Also the data from Ms. Awik and the students are similar. In reading subject, delaying speech production to focus on reading is important, because students can focus on improving their skill, and speech production is not needed in reading.

The reason for using this indicator that delaying speech production to focus on reading can make students mastering the skill quicker and also not distracted by other factor.

Based on the questionnaire from the research, it can be found as follows:

R : I learn the material until I really understand it
S : Yes, because I can understand more about the material
S : Yes, because I do not need asking my friends and able to do my task successfully.
S : Yes, when in the test I can answer all question
(Questionnaire conducted on September 6th 2019)

3.2.2 Self Monitoring

Self monitoring is one of the indicators of metacognitive strategies needed by the students. In learning reading,it is really important for the students to identify their errors, determine the important part, finding the sourceof important error and eliminate it. All of the good achievers are self monitoring themselves and eliminate their errors. It can be seen from the collection of the data. The researcher takes the data directly from the students and the data from the students are same with the data from Ms. A. In reading subject, self monitoring is important because students are able to know their mistakes while improving their skills.

The reason for using these indicators that self monitoring can make students know their mistakes and able to correct it in improving their reading skill.

Based on the questionnaire from the research, it can be found as follows:

R : Do you always fixing your mistake while learning?
S : Yes, so that I'm not wrong about knowing the material
S : Yes, every time when I will face the test,especially with my favourite subject.
S : Yes, I hope I never went wrong when learning
(Questionnaire conducted on September 6th 2019)

3.2.3 Paying Attention

Paying attention is the indicator of metacognitive strategies that student needed, In learning reading,paying attention is important,because students are paying attention to the material, ignore the distraction and also focus on the particular aspect of language and situational details. Most students are very enthusiastic with this indicator; it can be seen from the collection of the data taken directly from the students. The data from Ms. Awikand from the students are similar. In the reading subject, Paying attention is important because students have to pay attention while learning to improve their skill.

The reason for using this indicator is that paying attention makes students focus to what they learn and improve their skill.

Based on the questionnaire from the research, it can be found as follows:

R   : I always focus to the what I learn
S   : Yes,, I always tried to focus to the material because I do not
        want to failed on the test
S   : Yes, because I want to understand the material
S   : Yes, Only for material that I do not understand
(Questionnaire conducted on September 6th 2019)

3.2.4 Finding Out About Language Learning

Finding out about language learning is one of the indicators in metacognitive strategy. In learning reading, this indicator is important because the students are trying to know how the language learning works by reading books and asking to other people and then using the information to improve their skills. Most students are enthusiastic about this indicator. The prove can be seen from the collection of the data. The researcher takes data directly from the students. The data from the teacher Ms. Awik and the data from the students are similar. In reading subject, finding out about language learning is important, because students learn more about language not only from the teacher and the students can understand the material easier.

The reason for using this indicator is that finding out about language learning can make the students understand the material easier and able to get the score higher.

Based on the questionnaire from the research, it can be found as follows:

R   : Do you always ask teacher or your friend if there is a material
        that you do not understand while learning?
S   : Yes, because sometimes there is a teacher with a method that I
        cannot understand
S   : Yes, if the Delaying speech production to focus on reading
        does not worked
S   : Yes, if the Delaying speech production to focus on reading not worked

S   : Yes, I asked my friends who understand with the material
(Questionnaire conducted on September 6th 2019)

3.2.5 Identifying the purpose of a language task

Identifying the purpose of a language task is one of the indicators in metacognitive strategy needed by students. In learning reading, students are aiming the goal of language task including reading,listening and many more. They identify the purpose of language task for reading news or listening an English music. Most students are very enthusiastic about using this indicator. It has been proved from the data collection taken directly from the students. The researcher takes the data directly from the students in the research. The data from the students and Ms. Awik is similar. In reading subject, identifying the purpose of a language task is important because the students are determining the purpose of the study using their favourite way.

The reason using this indicator that identifying the purpose of a language task can make students determine the goal of their language task. They can get the information by reading an article and many more.

Based on the questionnaire from the research, it can be found as follows:

R   : Other than school, do you learn English through movie and
       Song?
S   : Yes, I am able to know more vocabulary
S   : Yes, especially from online games
S   : Yes, to add more vocabularies
(Questionnaire conducted on September 6th 2019)

3.2.6 Overview and linking with already known material

Overview and linking with already known material is the indicator of metacognitive strategies that student needed. In learning reading, students are linking and seeing the previous material with current material. Most students are enthusiastic using this indicator; this can be seen from the collection of the data. The researcher, takes the data directly from the students. The data from the Ms. A and the students are almost similar. In reading subject, linking and overviewing already know material is important, because the materials are similar and it makes the material easier to understand by the students.

The reason for using this indicator is that overview and linking the current material with previous material can make students understand more and can improve

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students' knowledge. Some students are very lazy to overview and linking previous material.

Based on the questionnaire from the research, it can be found as follows:

R : I always learn the material first before I learn the material in the class?
S : Yes, because I already know the vocabulary in English and the material is already given in the junior high school
S : Yes, I always understand the material first before I learn it. Because I have to know what I want to learn
S : Yes, because when the teacher want to give some question, I can answer it

(Questionnaire conducted on September 6th 2019)

3.2.7 Setting goals and objective

Setting goals and objective is one of the indicators in metacognitive strategies. Students set the goals and objective in their learning activities.The objective includes long term goals and short term goals. In learning reading students set their goals in learning. They can choose their goals in short time such as for daily test or long term such as for end of semester test. Most students are very enthusiastic about this indicator. It is proved from the data collection taken directly from the students by researcher. Data from the teacher Ms. A and the observation is almost similar. In reading subject, setting goals and objective is important, because the students are setting their goals in learning,and it will be useful in the future.

The reason for using this indicator is that setting goals and objective can make the students aim for higher score in the daily test or end of semester test.

Based on the questionnaire from the research, it can be found as follows:

R : Do you have a goals in learning? For short term or long term?
S : Yes, because when I learning I can be directly know to the material
S : Yes, short term. When teacher asking me a question. Long term for test.

(Questionnaire conducted on September 6th 2019)

3.2.8 Seeking Practice Opportunities

Seeking practice opportunities is one of the indicators in metacognitive strategy. Students are looking for the opportunities for practice in real world condition such as talking with foreign people,reading an English article and many more. In reading subject, seeking practice opportunities is important because students are able to practice their learning in real world condition. Most students are very enthusiastic

about this indicator. It proved from the data collection that taken directly from the students. The data from the students and Ms. A are almost similar. In reading subject, seeking practice opportunities is important, because students are looking the opportunities to use their learning outcomes

The reason for using this indicators that seeking practice opportunities can make students understand with the material easier and they want to practice it with friends

Based on the questionnaire from the research, it can be found as follows:

R : Do you looking or making opportunities to practice a new language in naturalistic situation such as watching movies or talking with foreigners?
S : Yes, I practice it when chatting with my friends
S : Yes, I practice a new language mostly with my sister or talking with myself.
S : Yes, to practice my way to talk and adding more vocabulary and experience
(Questionnaire conducted on September 6th 2019)

3.3 Discussion

In this section, researcher discussed the current research finding that compared with the result from the previous research. Researcher also compared with the metacognitive strategy theories. The good English Achiever reading skill in XI IPA of SMA Muhammadiyah 3Surakarta. There are two discussion in this section :

a. The metacognitive strategy used by English Good achiever are parallel with the Oxford's theory (1990). Researcher found that the students are using Oxford theory (1990). It is relevant with the Amalia, E. R. finding (2017), that students preparing the learning from the prereading, while reading to the evaluation. It is able too make students a good strategy readers.

b. The Students Preference in Using Metacognitive Strategies. Researcher has found 8 from 11 indicators are used by students of 11th grade IPA in improving reading skill. The finding is relevant with the Wardah finding (2014) that she found that Metacognitive strategies increase readers' meaning construction, monitoring of text and reading comprehension, and their ability to evaluate the text they are reading.

4. CONSCLUSION

From the study, it can be concluded that the 6 English good achievers of the students of XI IPA of SMA Muhammadiyah 3 Surakarta are using all the components of metacognitive strategy. The components are : (1) Overview and linking with already known material, (2) Paying attention, (3) Delaying speech production to focus on reading, (4) finding out about language learning, (5) Organizing, (6) Setting goals and objective, (7) Identifying the purpose of a language task, (8) Planning for a language task, (9) Seeking practice opportunities, (10) Self monitoring, and (11) Self evaluating. The components are used by the good achievers in English to improve their English reading skill, and the most used metacognitive in this research by students is delaying speech production to focus on reading. Students are delaying speech production until their reading skill is improved. The English good achiever students in XI IPA of SMA Muhammadiyah 3 Surakarta are using the learning strategies in proper way. Metacognitive strategies are perfect strategies for students who have good English achievement, because learning requires strategies to improve their skills.

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