METACOGNITIVE READING STRATEGY AND STUDENTS' READING COMPREHENSION: THE CORRELATION AT TENTH GRADE OF MADRASAH ALIYAH MIFTAHUL'ULUM SWASTA TANJUNGPINANG

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ABSTRACT

The purpose of this study is to determine whether or not there is a positive and significant correlation between metacognitive reading strategy and students reading comprehension. In this study, the researcher focused only on metacognitive reading strategy and students reading comprehension. The method that used in this research is quantitative. The sample of this study was 6 of 10th grade students of Madrasah Aliyah Miftahul'ulum Swasta Tanjungpinang by using total sampling techniques. Retrieval of data using quistionnaire and multiple choices tests. The data shows the average value of metacognitive reading strategy and students reading comprehension is 61 and 80. This proves that meatacognitive reading strategy and students reading comprehension is good. The results of this study show a probability number of 0.000 which is more than the minimum probability number of 0.05. This proves that metacognitive reading strategy and students reading comprehension in Madrasah Aliyah Miftahul'ulum Swasta Tanjungpinang is highly correlated.

Keywords: *Metacognitive Reading Strategy, Students' Reading Comprehension and Correlaion*

1.   INTRODUCTION

Mastering English is important for this era of globalization. English has been considered as an international language which is learned and used by many people around the world. Learning English also useful for most people, including for the students. English has been taught as the foreign language in Indonesia. Therefore, students who have good ability in English will be easier to comprehend some informations, such as: electronic media, book, news papers, magazines, radio, television, internet and etc. English is one of the several important subjects which are taught at senior high school. In 2013 Curriculum, English in senior high school is focused on four basic skills there are; listening, speaking, reading and writing integrated each other. These skills should be comprehended by the students if they want to master English. Based on the four skills, reading is one of four skills that must be mastered by the students in learning English. It is because of reading skill used by students to gain the information and knowledge. They are many English skills and knowledge that can be learned by the students by reading, including reading the text.

Reading is important ability in languange learning, however reading is not just reading, but it is a thinking process when we read something. It means that reading not only needs our eyes to

read, but also needs our brain to think and our interest to know and comprehend the text, including comprehend announcement text. Reading is a prime skill in understanding the English written information. Reading Comprehension means a thinking process in understanding the text. McNamara (2007) asserts that reading comprehension is the interpretation of the information and construction in the text. It uses prior knowledge to interpret the information and construction in the readers mind of what text is talk about, and Tankersly (2003) also asserts that reading comprehension is the center of reading and the most important thing in reading. There is another factors that affect reading comprehension, is reading strategy, a good reader will apply reading strategy because reading strategy is important thing in reading comprehension. Many students ignore to used reading strategy while reading the text, especially in reading announcement text. Announcement text are taught and learned by the students in learning English.In the fact, students still have difficulties to understand about announcement text. It is because the students never apply strategy in reading announcement text. The strategy that help students to comprehend the text is metacognitive reading strategy.

Ashman and Conway (2009) assert that metacognitive is related to how students think and learn, it means that students are systematically thinking about their achievement in learning process. There are three techniques of metacognitive, those technique consist of; planning, monitoring and evaluating. According to Zhang and Seepho (2013) state metacognitive reading strategy is self monitoring and self regulating activities that focussed on the process and the result of reading. Metacognitive reading strategy includes the students awareness of whether they understand the text or not, metacognitive reading strategy helps the students to regulate their cognitive strategies. Cognitive strategies include the direct interaction with thetext and help to facilitate students reading comprehension.

In writing this skripsi, previously researcher was doing observation at Madrasah Aliyah Miftahul'ulum Swasta Tanjungpinang and has been done the observation there. Based on the researcher observation, the researcher found several problems. While reading the text some students were lazy to read the text and some students were not interested in English study, and some students lacked on vocabulary and also lacked on pronounciation and they were lazy to ask question, and some students like chat with their friendsat the time the learning activities.

II.   RESEARCH METHOD

This research used quantitative research method. It is a method based on the measurement of quantity. Cressweel (2009) defines research design as the planning and steps for research, and research design is methods of collecting and analyzing the data. According to Arikunto (2013) correlation method is the study to find the relationship between two variables, there are the independent variable and the dependent variable. The independent variable (X) is metacognitive reading strategy and the dependent variable (Y) is students reading comprehension. The researcher did the research in class 10th as the sample based on total sampling. Sugiyono (2013) defines population as the generalization area which consists of object or subject having certain characteristic and quality set by the researcher to study and take the conclusion. Sample is the selected participant taken from the population for research study, sample is a subset of the population that is studied in a research project (Beins and McCarthy, 2012). Sample is a subgroup of the population that you are interested (Kumar, 2011).

The researcher took 6 students from the total population as his sample. In this research, the reseracher used total sampling to obtain the sample. Arikunto (2006) asserts that sampling is a technique uses in taking sample. Then, Sugiyono (2013) also defines sampling as the technique to take the sample. According to Sugiyono (2009), total sampling is technique to take sample where

total sampling has same with population, based the explanation above, the number of samples to be researched is 6 students.

Research instrument is a tool for collecting data, it is generally taken as the tools of the research (Kothari, 2004). In this research, the researcher used a test as the instrument to collect data. According to Brown (2003), test is a method of measuring a persons ability and knowledge. In this research, the researcher used two types of the test, the test is questionnaire and multiple choices. Multiple choices test was taken from the textbook with the title *BAHASA INGGRIS SMA/ MA X grade.* It is based on the basic competence curriculum 2013 revision 2014. The text book was published in Jakarta by *KEMDIKBUD.* To measure students metacognitive reading strategy, the researcher used questionnaire. Arikunto (2006) defines questionnaire as the list of written questions to get information from respondents about their personality or something that they know. To measure students reading comprehension, the researcher used multiple choices. According to Jihad and Haris (2013), multiple choices are test has 3 till 5 options but only has one correct answer. In this research, the researcher used 5 options for students tests, A, B ,C, D or E. Research variable is an attribute or property of a person variation set by the researcher to be studied and then drawn conclusions. It is a concept that can be measured (Kumar, 2011). There two variables, the independent and the dependent. The independent variable is the variable that influences or as a casual of change or appear of dependent variable. The dependent one is variable that influences or a result.

The variables of this research consisted of the independent and the dependent variables, they are: the independent variable was metacognitive reading strategy (X) and the dependent variable was the students reading comprehension (Y). In collecting data of this research, the researcher used two type of the tests: the test is quistionnaire and multiple choices. Arikunto (2006) defines questionnaire as the list of written questions to get information from respondents about their personality or something that they know. Then, Arifin (2012) states that questionnaire is an instrument which contains a series questions or statements to collect data and information that must be answered by the respondents freely based on their options.

The researcher used close-type questionnaire. A close-type questionnaire is given to get information from the students without any assistant. There are several answers that have been provided by the researcher. The students must answer the questions by giving checklist (√) of the answer. Then, the researcher used likert scale type to score questionnaire. It is a scale that is used to measure attitude, opinion, and perception of someone or group about the social phenomenon. The form of questionnaire from the previous research was written in English. The number of questions about the metacognitive reading strategy consists of 20 items. To measure students reading comprehension, the researcher used multiple choices tests. In this test, the researcher asked students to read the text about the announcement text based on book basic competence of curriculum 2013 and asked them to answer the questions which researcher that will give, there are 10 items. The questions had 5 options, A, B, C, D, E and students must choose one of the correct answer from the questions. Research is always dependent upon measurement. There are two important characteristic that every measuring instrument should possess: validity and reliability (Ary et al, 2002). In this study, the test of questionnaire constructing to meet the criteria of validity and reliability test, the test of multiple choices will not dealing with reliability and validity.

In this research, the researcher made five indicators for quistionnaire test. They are: (5) it means the students (always) do that related with reading topic, (4) it means the students (often) do that related with reading topic, (3) it means the students (sometimes) do that related with reading topic, (2) it means the students (almost never) do that related with reading topic, (1) it means the students (never) do that related with reading topic.

III. RESEARCH FINDINGS

The researcher conducted two different tests to know students metacognitive reading strategy and their reading comprehension. The first is quistionnaire test to scale students metacognitive reading strategy after the students finish the test the researcher give multiple choices test to scale their reading comprehension. The researcher uses the rubric for reading test to classify the students score. The researcher uses Z-test to know is there any positive and significant correlation between metacognitive reading strategy and students reading comprehension.

The lowest score from quistionnaire test was 52 and highest one was 82. And multiple choice test was 40 and highest one was 80, the mean of quistionnaire test based on computation was 66. And the mean of multiple choice test was 56.67. After the mean of the quistionnaire test and multiple choice test were calculated. The researcher then calculated the Z-test, based on the description of the calculation Z-test, it can be inferred that Z-count is 1.41 and Z-table is 0.92. Which mean, Z-count (1.41) > Z-table (0.92), it means that Ha can be accepted. researcher looked at the mean for each data 10.58 and students reading comprehension is 15.06. After getting the standard deviation of data, the researcher looked at the normality test.

Based on the calculation by using Mini Tab 17 above, the normality test of students reading comprehension data was lower than the level of significance was 0.05. The P-Value on the picture above was 0.038 > 0.05, meaning that $H_O$was rejected. It means that the data of students reading comprehension was not normal. the homogenity test of metacognitive reading strategy and students reading comprehension data was higher than $a = 0.05$. The P-Value of Bonett's test was 0.580 > 0.05, and the P-Value of Levene's test was 0.733 > 0.05. Meaning that the data is homogeneous or the same variance, it means that variables of metacognitive reading strategy and students reading comprehension datais homogeneous. The linearity of metacognitive reading strategyand students reading comprehension was higher than $a = 0.05$.The was higher than the level of significance, P-value $= 0.624 > 0.05$. It means that the variable of metacognitive reading strategy and students' reading comprehension datawas linear.

The calculation of Shapiro-wilk correlaion is 0.63 which is 0.63 is our coefficient, according to correlation coefficient interpretation table the coefficient are substantial. There is a findings, from data analyzed in the previous part, it was found that the studentsreading comprehension ability increased positive and significantly after the class received two time treatment by metacognitive reading strategy and reading comprehension. Indicated by the mean quistionnaire test is higher than the mean of multiple choice test. The increase of the mean indicated that, generally, the treatment gave a good impact on the students metacognitive reading strategy and their reading comprehension ability, so that the quistionnaire test result showed a better output than the multiple choice test.

From the tabulation of the findings, the calculation of Z-test showed that the obtained value exceeded the given value which meant the uses metacognitive reading strategy was effective, the result of the calculation of the effect size was categorized as highly effective which led the reseracher to conclude that the use of metacognitive reading strategy gave positive and significant effect to students reading comprehension. The findings of the present study were in line with the existing research findings which revealed that there was a significant difference in students score after the tests was applied indicated by the result of the statistical calculation that showed that the value of Z-count observation was higher than Z-table which consequently resulted in the accepted of the Ha.

During the treatments, the researcher discovered that the students could follow the metacognitive reading strategy activities easily although the researcher sometimes had to give the

instruction to avoid them from being confused.With regard to the highly significant effect the metacognitive reading strategy gave on studentsreading comprehension,there were some causes that might have influenced it.The successfully done treatments more or less influenced the results of the study. Since the very first treatment given, the researcher tried to explain to students about metacognitive reading strategy andalso tried to explain each step of the metacognitive reading strategy. The researcher then give the multiple choicequestions.This activity was done in pairs. So, the students read the positive statements about metacognitive reading strategy. While they read statements about metacognitive reading strategy, they think about whatever they do, including : before read the text, while read the text and after read the text. They should notice each statement and choose answer from each statement that appropriate with them, with give checklist (√) in each column that available. After they finish quistionnaire test, the researcher asked them to choose the correct answer from multiple choices questions about announcement text.

Moreover, the calculation of the Z-test was categorized as highly effective that led the researcher to acceptHa and concluded that the use of metacognitive readingstrategy gave positive andsignificant effect on students' reading comprehension of the tenth grade students of Madrasah Aliyah Miftahul'ulum Swasta Tanjungpinang in academic year of 2020/2021.

Most of the students score are good by metacognitive reading strategy and fair by reading comprehension, because reading is one of the most important in language.As we know text is the most popular communication that used by the people rather than message and letter, and text need reading that makes reading is important.According to the data analysis, Z-count (1.41) > Z-tabel (0.92), which mean the data is correlated.With this number can be concluded that metacognitive reading strategy and students reading comprehension have positiveand significance correlation, this can be happen because metacognitive reading strategy one of the instruments of the reading that affect reading comprehension instrument. This affects students reading score. Also in table 4.1, it can be seen how significance the correlation between metacognitive reading strategy and students reading comprehension by looking the score.

According to the statistical calculation was analyzed in the previous chapter, a conclusion can be sum up that there is a positive and significant correlation between metacognitive reading strategy and students' reading comprehension.It show from the amount of Z-tabel, 1.41 which is bigger than Z- count, 0.92. Which is Hawas accepted,the data showed most of students got good score for metacognitive reading strategy test and fair score for reading comprehension. The researcher summarizes that metacognitive reading strategy gave positive and significant effect to studentsreading comprehension.

IV Conclusion

From the study, the researcher found that knowledge of the metacognitive reading strategy and reading comprehension of thetenth grade of Madrasah Aliyah Mifyahul'ulum SwastaTanjungpinangis good.Therefore, the researcher wants to give suggestions that hopefully can be applied in teaching and learning process as follows:

a) For English teacher

Knowing the result,Englishteacher as a motivator and stimulator can applied metacognitive reading strategy in learning process.The teacher should explain clearly about metacognitive reading strategy and increase studentsreading comprehension.This can be happen if the teacher appliedmetacognitive reading strategy in learning process,so students not bored the lessons. With applied metacognitve reading strategy in learning process, the teacher can know students ability on metacognitive reading strategy.

b) For students

Considering that students score both in metacognitive reading strategy and reading comprehension are good, the researcher advice the students to pay attention what teachers

thought to them also keep practicing and focus while learning.Because the k̲ ̲ ̲ ̲ ̲ is keep practicing and keep learning.

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