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The Effectiveness of Metacognitive Strategy on Students' Reading Comprehension of Narrative Text

Ratna Nur Solekah[1], Imam Nur Aziz[2]

English Teacher of SMP Mamba'ussa'adah pandanarum Grobogan[1], Universitas Kiai Abdullah Faqih Gresik[2]

ratnacosinus29@gmail.com[1], imamnuraziz@gmail.com[2]

ABSTRACT

Reading is something that is very needed in our lives. By reading, we will open the world's window, and if we can take wisdom from what we read, we will become a great and noble human being, as exemplified by the Prophet Muhammad. This study aims to determine whether there is a significant influence of using metacognitive strategies to read comprehension in narrative texts. This study used a t-test experiment involving each individual in Grade VIII of SMP NU Panunggalan, consisting of 34 students. The results showed that the pre-test means score yielded 40.2941, and the average post-test post-test yielded 92.3529. The mean deviation produces a value of 52.05882; the standard deviation produces 21.85065 and produces a t-test of 13.892. T-table 5 % shows the number 2.032, and t-table 1% indicates the number 2.738. Then it can be concluded that 2.032<13.892>2.738. These results show significant results from the experiments on the effectiveness of metacognitive strategies on students' reading comprehension in narrative texts.

Keywords: Metacognitive Strategy, Reading Comprehension, Narrative Text

I. INTRODUCTION

In this twenty-first century, the world is changing rapidly. It is unrealistic to prepare literate-science-technology people based on facts and concepts of the content areas students acquired during school years. A new situation and problem they faced in their daily lives are required appropriate and satisfactory solutions. Improving the quality of education is the concrete element to

improve the quality of human capital. We engage in metacognitive activities every day. At the same time, life presents situations that can not be solved by learned responses brought metacognitive behavior into play (Djudin, 2017)(Djudin, 2017)(Djudin, 2017)(Djudin, 2017)(Djudin, 2017)(Djudin, 2017)(Djudin, 2017)(Djudin, 2017)(Djudin, 2017)(Djudin, 2017). Metacognitive skills will enable students to cope with new situations (Dirkes, 2010) successfully

Metacognition refers to "one's knowledge concerning one's cognitive process and product-related to them" (Borkowski et al., 1987). It means understanding something. Where people think about thought, understand knowledge, and reflect on some actions.

Metacognition requires students' awareness to think before learning and strategies to engage in academics assignments. To activate students' metacognition, the teacher needs to implement a metacognitive strategy (Rahmati & Widowati, 2017). For example, metacognitive strategy in language learning, especially in reading, effectively promotes students' reading comprehension. The Metacognitive Strategy consists of three stages, planning, monitoring, and evaluating (Ahmadi et al., 2013).

Teachers who use metacognitive strategies can positively impact students with learning disabilities by developing an appropriate plan for learning information, which can be memorized and eventually routine. As students become aware of how they know, they will use them to acquire new information efficiently and become more independent thinkers (Djudin, 2017).

Teaching and practicing many different reading strategies can be time-consuming, and challenges sometimes come for students. Therefore, the language teachers guide various reading strategies that suit students' needs, especially when they understand a text (Ali & Razali, 2019).

Nasab and Ghafournia suggest that we should determine these strategies' relevance and effectiveness before implementing such a framework in our classrooms. It is also possible for a teacher to informally try each method and choose the feedback regarding students' reaction and their effects on in-class achievement (Fayazi-nasab, 2016).

And then reading is the most and valuable aptitude for individuals. It is an action that can refresh any data or information (nur Aziz & Hamidhah, 2023). We can get this data or information from numerous sources, such as books, sonnets,

magazines, papers, etc. (Suganda et al., 2013). On the off chance that we read more, we will have the option to get data and information all the more as well. Perusing is, likewise, a significant apparatus for scholastic success (Aziz, 2020).

The main element of emerging reading comprehension is metacognition, which is the reader's awareness of managing and monitoring the cognition process (Dardjito, 2019). Effective metacognitive strategies involve more than merely making it to the end of a text and assuming an acceptable level of understanding of the book (Soto et al., 2019).

To understand the reading texts, readers need to improve their reading comprehension. If reading without understanding, then the process of developing knowledge itself will be challenging to achieve. That is what often happens if a person prefers reading rather than understanding the reading itself. Reading without comprehension only included reading skills without a more detailed understanding of the contents of the lessons. As a result, most teachers command the assignment and the task without knowing whether they already understand or learn the reading (Irvan Rahmada, n.d.).

Reading comprehension is one of the essential study skills in higher education. Academic and even technical courses demand substantial readings, so students need to comprehend what they read to succeed in their academic life and beyond (Meniado, 2016).

Teachers also had a responsibility to develop students' skills and abilities to understand the text's content. Thus, the strategy used by the teacher could influence success in the teaching-learning process and student achievement. According to Oxford, "Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence." With the right strategy, teachers expect students to be able to learn actively. And active learning can make students interested in reading lessons, not being silent or passive during the teaching-learning process (Oxford, 1990).

In SMP NU Panunggalan, the teacher still used the conventional method in teaching reading. She asked the student to read aloud so that other students can hear and understand the text together. Students had difficulty identifying the text's social function, difficulty finding the main idea, problem showing the texts' references,

students unable to explain certain words or phrases in the books. The student did not comprehend what they read. They read only for pronunciation. Students did not have the confidence to answer the teacher's question about the text they have read. Some of them used a dictionary to find the meaning of a tricky word.

To improve students' reading comprehension, students need to use effective reading strategies. The strategy could help the reader to reach the purpose of their reading effectively. The reader could achieve a task if they can monitor their cognitive activities when they are reading. One of the most effective strategies to overcome the problem of reading comprehension was the metacognitive strategy. This strategy could be useful because it involved students' plans or mental activities to acquire, remember, and improve the various knowledge gained from reading activities. Oxford stated that metacognitive strategies go beyond purely cognitive devices and provide a way for learners to coordinate their learning process (Oxford, 1990).

In light of the clarification, the researcher is inspired to research "The Effectiveness of Metacognitive Strategy on Students' Reading Comprehension of Narrative Text."

II. LITERATURE REVIEW

A. Metacognitive Strategy

"Metacognitive" means beyond, beside, or with the cognitive. Therefore, metacognitive strategies go beyond purely mental devices, which provide a way for learners to coordinate their learning process. The metacognitive approach includes three strategy sets: Centering Your Learning, Arranging, Planning Your Learning, and Evaluating Your Learning (Aziz, 2024; Aziz et al., 2022). Ten strategies form these three groups, the acronym for which is CAPE (Hsiao & Oxford, 2002)

Then, (Fernie et al., 2015) explain that metacognition knowledge is the consciousness of one's thinking process. It refers to a process through which individuals realize their methods of thought. Hopefully, learners who are aware of metacognitive strategies understand what to do when they don't know what to do; that is, they have plans to understand what they need to do. Metacognitive strategies can ignite thinking and direct to much more in-depth learning and improved performance, especially among struggling learners. Understanding and managing cognitive processes can be one of the most crucial skills that teachers can conduct to increase their achievement. (Sutiyatno & Sukarno, 2019) puts

metacognitive thinking at the peak level of mental activity since it keeps individuals aware of themselves and others during reflection to overcome the problems.

B. Reading Comprehension

Reading comprehension is an essential skill that should be developed and nurtured in a child at home and one of the critical skills developed and nurtured in a child at home and school. It is fundamental to academic success in life beyond. According to (Tavakoli, 2014), the ability to read for various purposes is a precursor of successful learning in schools, colleges, and universities. Further notes that it is a survival skill in the 21 century may help it before students or professionals. (Meniado, 2016), on the other hand, consider reading as "the key enabler of learning for academic proficiency." Hence, not developing useful reading can have adverse effects on learning across the curriculum, motivation to read, attitudes toward life, and workplace performances.

Reading comprehension is a complex cognitive process. It is explored by educational researchers with its multidimensional components, processes, and factors involved in different settings to find better ways of developing it. Theoretically, reading comprehension is an interactive process of deriving meanings from a text (Rumelhart, 2005). (Al-Jarrah & Ismail, 2018) support this claim saying that it is an interaction of different variables (reader, book, environment) in a sociocultural context. It is viewed as a complex set of cognitive activities involving many skills and dimensions, such as "the perception of words, a clear grasp of meaning, thoughtful reaction, and integration" (Meniado, 2016).

C. Narrative Text

According to (Olfah, 2013), narrative text is a text that tells a story and, in doing so, entertains the audience. In other words, its purpose is to present a view of the world that entertains or informs the listener or reader.

The most common generic structure of narrative texts is an opening that establishes the setting and introduces characters, a complication and resulting events, a resolution/ending. This statement is supported by (Knapp & Watkins, 2005) statement the generic structures of narrative text are orientation, complication, and resolution. Exposure is at the beginning of the book, which introduces the characters. Besides teaching the participants, it also sets the story's scene, the time, and the place where the action happened. The

complication is the time when the problems of characters emerge in a report. It contains a series of events in which the main character attempts to solve the problem. Finally, the resolution includes problems solving of character's issues.

Briefly, the researcher expected the metacognitive strategy to have a significant effect on students' reading comprehension. In addition, metacognitive would likely help students to understand each part of the narrative text.

III. METHOD

A. Research Design

This analysis uses quantitative as the research approach because this study collects and tests quantifiable numerical information as characterized by (ستاری et al., n.d.). Quantitative examinations can be answered by the analyst through social events and quantifiably break down numerical information. The strategy of this investigation was pre-trial research with a one-bunch pre-test post-test structure. The data was collected through writing tests on pre-test and post-test.

B. Population and Sampling

This research was conducted at SMP NU Panunggalan, located in Panunggalan, Pulokulon, Grobogan, Central Java. A total of 14 male students and 20 female Grade VIII students participated in this study.

C. The Technique of Data Collection

This type of test is multiple-choice, with type 3 reading level 3 questions and comprehension reading comprehension questions. Students must answer ten multiple-choice questions. Each item relates to the narrative text that has been provided. Aspects of the questions include:

1) Find the figures in the text.
2) Identifying social function sees of meaning.
3) Find specific information
4) Picking life messages from text

Correct answers get a score of 10, and wrong answers will get a score of 0. There are three processes before collecting data in this study, namely pre-test, treatment, and post-test. In the pre-test, students take a multiple-choice test. They must answer ten questions about narrative texts. After the pre-test scores are collected, the metacognitive strategy is used as the strategy for the research. Treatment is focused on finding characters, identifying social functions, finding references of meaning, finding specific information, and picking life messages from the narrative text. Finally, a post-test is held after treatment to determine

students' reading comprehension after being taught using a cognitive strategy. Researchers also give prizes to anyone who dares to come forward in front of the class to retell narrative texts understood.

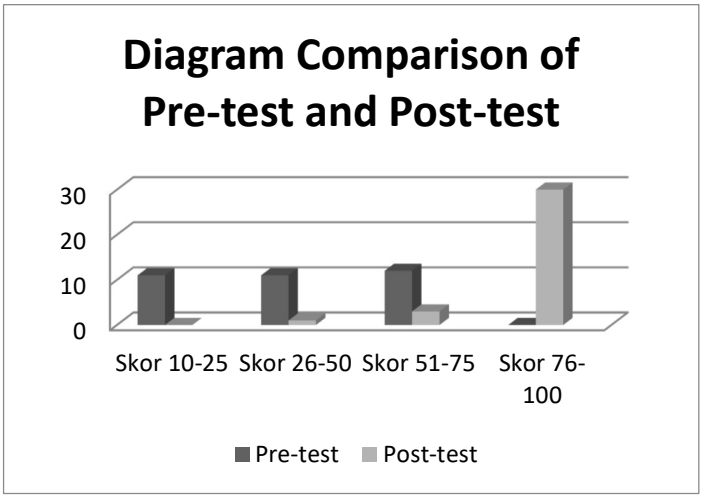
D. Data Analysis Technique

Finally, the test results were analyzed statistically using paired sample T-tests on IBM statistical version 20. The paired sample T-test is the method used to compare ways that combine the use of average dispersion. So, it's used to compare two variable means for one group. In this case, it is used to compare pre-test and post-test scores of students' tests.

IV. RESULT

A. The Analysis of T-test

After all the data were collected, it was found that the students' scores were improved. It can be seen in the diagram below.



According to the chart above, it can be seen that there are differences between pre-test and post-test. The frequency of the post-test was increased. Therefore, based on the map above, the researcher concluded that the student's reading comprehension of narrative text was raised, and the Metacognitive Strategy was effective.

The increase in students' reading comprehension scores can also be seen from the pre-test and post-test mean below:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	40.2941	34	18.50230	3.17312
	post-test	92.3529	34	12.56711	2.15524

The table showed that the pre-test means 40.2941, and the mean of the post-test

was 92.3529. Thus, it means that the score of the post-test was higher than the score of the pre-test. Thus, the metacognitive strategy has a significant influence on the students' reading comprehension of narrative text.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pre-test & post-test	34	.049	.783

The table above shows that the pre-test and post-test correlation was r= 0.049 with probability (sig) = 0.783. It means the pre-test and the post-test had a strong correlation since the r-value was close to 1. According to (Field, 2013), r = 0.10 was small effect, r = 0.3 was medium effect and r = 0.5 was large effect.

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	pre-test - post-test	-52.05882	21.85065	3.74736	-59.68828	-44.43477	-13.892	33	.000

From the table, the significant value (sig. 2 tailed) was 0.000, the amount < 0.05, thus was significant and t obtained was 13.892 at the considerable level of 0.05 and the degree of freedom 33. It means that there was substantial in writing descriptive text using online gamification learning. (Field, 2005) has stated, "If the value is less than 0.05, then the means of the two conditions are significantly different".

Based on the description of research findings as explained before, it can be concluded that teaching reading, especially for reading comprehension of narrative text using Metacognitive Strategy, has a significant effect because the score of the post-test is higher than the pre-test. For example, before students being taught using Metacognitive Strategy as in the pre-test, the mean score was only 40.2941. But, after they were taught using Metacognitive Strategy, their mean score was increased to 92.3529. Therefore, it means the student's score was raised after they were conducted using the Metacognitive Strategy.

V. Discussions

The research concludes that the use of Metacognitive Strategy in teaching reading comprehension of narrative text is significant. It is proven that students' mean score of reading after being taught using Metacognitive Strategy is higher as it is seen that their comprehension improved from a mean score of 40.2941 become 92.3529. Another reason for the student's response is that most students find that the Metacognitive Strategy helps them comprehend the narrative text.

It is in line with the research conducted by (Irvan Rahmada, n.d.) that in his classroom, Metacognitive Strategy helped the students to find the main idea, explicit information, implicit information, reference, and meaning of words. He concluded that Metacognitive Strategy increased readers' meaning construction, monitoring text and reading comprehension, and evaluating the text they are reading. This study is also related to the theory stated by ("Rebecca_L.(Rebecca_L._Oxford)_Oxford _Language_Le(BookFi).pdf," 2002) that Metacognitive Strategies are actions that go beyond purely cognitive devices, which provide a way for learners to coordinate their learning process.

VI. Conclusion

This research showed that the Metacognitive Strategy significantly affected eleventh-grade students' reading comprehension of narrative text. However, in applying this strategy, teachers can train the students to use Metacognitive Strategy in the teaching process, especially in teaching reading comprehension of narrative text. It is better if the student continues to use Metacognitive Strategy in every lesson, especially English reading comprehension of narrative text, to get effective learning and better achievement day by day. Finally, this research can be used to reference further research related to Metacognitive Strategy used as the strategy in reading skills and other English gifts in different proficiency levels.

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