METACOGNITIVE STRATEGY IN READING COMPREHENSION USED BY THE STUDENTS OF STKIP YAYASAN ABDI PENDIDIKAN PAYAKUMBUH

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ABSTRACT

This study belongs to descriptive qualitative studi. The sample of this study was sixth semester students in English department of STKIP Abdi Pendidikan Payakumbuh. There were 31 students. The purposive sampling method was used by the author to select the sample. The instrument of this study was the questionnaire which was consist of 30 items based on survey of reading strategy developed by Mokhtary and Sheorey in 2002. Based on data analysis the data can be shown as follow: in using Global Strategy; 8.44% students chose always, 36.22% students chose often, 43.67% students chose sometime, 10.91% students chose seldom and 0.74% students chose never. Meanwhile, in using problem solving Strategy; 12.91% students chose always, 43.15% students chose often, 38.737% students chose sometime, 3.63% students chose seldom and 1.61% students chose never. Last, in using support strategy; 15.43% students chose always, 36.2% students chose often, 35.12% students chose sometime, 11.83% students chose seldom and 1.43% students chose never. Based on the data, it can be concluded that metacognitive strategy in reading comprehension applied by the students were Support strategy and then followed by Problem – solving strategy and Global strategy.

Keywords*: Metacognitive Strategy, Reading Comprehension, STKIP Students*

INTRODUCTION

The skill of reading goes beyond the ability of simply recognizing letters and sounding them. The essential step in the skill of reading is the comprehension of the material. Relatively, Goodman (1988, p. 11) proposes two views on reading; with the first one he accepts it as "matching sounds to letters", and with the second one he indicates that it is a mystery, that "nobody knows how reading works". In a probable manner Goodman was under the sway of MacLeish (1968, p. 43) who asserted that "readers of all written languages are „getting" sounds from the printed page". One important English skill is reading. Reading is considered one of the most important language skills. Through reading, students can develop their other language skills such as writing and speaking besides

improving their language components,for instance vocabulary and grammar. Nunan (1991, p. 82) has argued that "there is a constant interplay between listening, speaking, reading and writing, besides that it is clear that in a lesson ostensibly labeled 'reading', opportunities exist for the language learners to develop the other language skills". Therefore, to encourage and advance the students' ability in reading, teachers have to teach reading integrated with the other language skills. Through reading activities, people can get information and improve their knowledge. According to Nunan (2003:68) Reading is a fluent process in which readers combine textual information with prior knowledge to construct meaning. If the students have good ability in reading, They have no trouble comprehending what they read. Reading requires language comprehension, some sort of semantic processing, and the ability to understand the meaning of the visual symbols which provide the form of language to be comprehended. Reading, per se, must involve not only particular type of language behavior, but also special form of nonverbal thinking (i.e. metacognition) (Pearson & Gallagher, 1983). It is expected to make a student aware of what is needed to perform his/her reading comprehension effectively, and it is possible to make steps to achieve the goals of reading successfully In Reading comprehension, there are some strategy to help students read. One of strategy may help students in reading is metacognitive strategy. Metacognition refers to "one's knowledge concerning one's own cognitive processes and product related to them" (Flavel, 1976 as cited in Forrest-Pressley & Waller, 1984). It means a comprehension of something being comprehended. Where people think about thoughts, comprehend knowledge, and reflect some actions (Wijayati, 2013). Metacognition requires students' awareness to think before learning and strategies to engage in academics assignments. In order to activate students' metacognition, teacher needs to implement metacognitive strategy. According to Ahmadi, Ismail, and Abdullah (2013), metacognitive strategy in language learning, especially in reading, is effective in promoting students' reading comprehension. Metacognitive strategy consists of three stages, planning, monitoring, and evaluating. So, metacognitive strategies is a way that

students used to help them understand what they learn, from it students were easy to get new information to develop their language skill. Metacognitive strategies are self-monitoring and self-regulating activities that focus on both the process and the product of reading when applied to reading. They include the reader's perception of whether or not they are able to comprehend what they are reading, their capacity to assess the cognitive demands of the reading task, and their understanding of when and how to employ a particular cognitive reading strategy in accordance with the difficulty of the text, the constraints of the situation, and the reader's own cognitive abilities.. There are many kinds of strategies, methods and approaches that can be applied in teaching reading, one of them is the metacognitive strategy. Flavell (1979) says that metacognition plays an important role in reading comprehension and self-control fields and hence highlights the relationship between reading comprehension and metacognition. In addition, Zhang and Sheepo (2013, p. 55) state that "metacognitive strategies are regarded as high order executive skills that make use of knowledge of cognitive processes and constitute an attempt to regulate ones' own learning by means of planning, monitoring, and evaluating".According to Cross and Paris (1988, p. 131) "metacognition is the knowledge and control children have over their own thinking and learning activities". Further, Haller, Child, and Walberg (1988) say that, there are three components of mental activity inherent in metacognition in terms of reading comprehension, these are awareness, monitoring, and regulating. Mokhtari & Sheorey (2002) developed Survey of Reading Strategy (SORS), Metacognitive strategy have three categories: Global Stategy, Problem-Sloving Strategy and Support Strategy. Metacognitive strategy are essential for succesful language learning. According to Oxford (1990:135) defines that students can control their own cognition through metacognitive strategies, which enable them to use functions like centering, arranging, planning, and evaluating to coordinate the learning process.. It means that metacognitve strategies useful for control the cogniton of the students which is related to the learning process. Next, O'Malley and Chamot (1990:8) states that metacognitive strategies involve thinking about

the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed. In other word means that metacognitive strategies include thinking, planning, monitoring and evaluating the learning activity. Metacognitive strategy is usefull to control the cognitive of the student which is related to their learning process and have function as thinking, planning, monitoring and evaluating the learning activity.

Mokhtari and Sheorey (2002) developed Survey of Reading Strategies (SORS) based on the Metcognitive-Awareness-of-Reading-Strategies Inventory (MARSI). SORS categorizes in reading strategies used by learners was divided into three categories, there are global, problem solving, and support strategy.

METHODS

This research is descriptive qualitative. The researcher done this research in STKIP Abdi Pendidikan Payakumbuh. The location of faculty is not far from the downtown. This College is located on Prof. M. Yamin street and have five departments, they are English, Indonesian, Biology, History and Civics. At STKIP Abdi Pendidikan Payakumbuh, English Department have four classes, they are first year consist one class, second year consist one class, third year of one class and fourth year consist one class. In this research, the researcher choosed participant by purposive sampling. The researcher choosed sixth semester students of STKIP Abdi Pendidikan Payakumbuh as the participant of this research. There are 31 students as the sample of this research. the researcher used questionnaires as the source of data The questionnaires consist 30 items which use 5 point Likert Scale ranging from 1 (Never), 2 (Seldom), 3 (Sometimes), 4 (Often), and 5 (Always). The researcher asked the students to filled the questionnaires sheet. In analyzing the data the researcher used Gay and Airasian (2000:240) method. They are data managing, reading/memoing, description, classifying and writing report.

RESULT AND DISCUSSION

After analizying the data, the writer got the result of metacognitive strategy in reading comprehension namely Global strategy, Problem – Sloving Strategy and Support strategy. The percentage of Global Strategy (GLOB) was : 8,44% students answered always, 33,75% students answered often. The percentage of Problem – Sloving Strategy (PROB) 12,91 % of students answered always and 43,15 % students answered often. The percentage of Support Strategy (SUP) was 15,43% students answered always and 34,41% students answered often. It can be described on the table below:

Table 1: Percentage of Metacognitive Strategy in Reading Comprehension

No.	Strategy	A	O	ST	SD	N
1	GLOB	8,44%	36,22%	43,67%	10,91%	0,74%
2	PROB	12,91%	43,15%	38,73%	3,63%	1,61%
3	SUP	15,43	36,2	35,12	11,83	1,43

Remark : A = Always, O = Often, ST = Sometime, SD = Seldom, N = Never

Then the researcher would like to present detail description of metacognitive strategy in reading comprehension applied by the students namely Global Strategy, Problem Solving Strategy, and Support Strategy.

Table 2 : The Percentage of students' answer in Global Strategy

Item	Statement	Category Respond									
		A		O		ST		SL		N	
		F	%	F	%	F	%	F	%	F	%
1.	When I read, I have a goal in mind.	2	6,5	19	61,3	9	29,0	1	3,2	0	0
3.	To help me comprehend what I read, I consider what I know	5	16,1	13	41,9	11	35,5	2	6,5	0	0
4.	Before reading the text, I look at it from a broader perspective to determine what it's about.	1	3,2	8	25,8	16	51,6	6	19,4	0	0
6.	I consider whether the text's content	0	0	19	61,3	10	32,3	2	6,5	0	0

	serves my reading objective									
8.	First, I examine the text by observing its characteristics, such as length and organization.	1	3,2	9	29,0	16	51,6	4	12,9	1	3,2
12.	I choose what to read carefully and what to skip when I read	4	12,9	11	35,5	15	48,4	1	3,2	0	0
15.	To improve my comprehension, I make use of tables, figures, and illustrations in text.	3	9,7	1	3,2	17	54,8	9	29,0	1	3,2
17.	To better comprehend what I'm reading, I use context clues.	1	3,2	11	35,5	17	54,8	2	6,5	0	0
20.	To find important information, I use typographic features like bold and italic.	5	16,1	11	35,5	11	35,5	3	9,7	0	0
21.	I critically evaluate and evaluate the text's information.	0	0	10	32,3	14	45,2	7	25,6	0	0
23	When I learn something new, I make sure I understand it.	2	6,5	12	38,7	15	48,4	2	6,5	0	0
24.	When I read, I try to figure out what the text is about.	4	12,9	13	41,9	12	38,7	1	3,2	1	3,2
27.	I check to see if my predictions regarding the text are accurate or not.	6	19,4	9	29,0	13	41,9	3	9,7	0	0

Remarks : A=Always , O=Often, ST=Sometime, SD=Seldom, N=Never

First, Statement number 1 was "When I read, I have a goal in mind". It judge by the students as follow : 2 students (6,5%) answered always, 19 students (61,3%) answered often, 9 students (29,0%) answered sometime, 1 student (3,2%) answered seldom and 0 student (0%) answered never. Second, Statement number 3 was "To help me comprehend what I read, I consider what I know". It judge by the students as follow : 5 students (16,1%) answered always, 13 students (41,9%) answered often, 11 students (35,5%) answered sometime, 2 students (6,5%) answered seldom and 0 student (0%) answered never.

Next, Statement number 4 was "Before reading the text, I look at it from a broader perspective to determine what it's about". It judge by the students as follow : 1 students (3,2%) answered always, 8 students (25,8 %) answered often, 16 students (51,6%) answered sometime, 6 students (19,4%) answered seldom and 0 student (0%) answered never. Then, Statement number 6 was "I consider whether the text's content serves my reading objective". It judge by the students as follow : 0 students (0%) answered always, 19 students (61,3%) answered often, 10 students (32,3%) answered sometime, 2 students (6,5%) answered seldom and 0 student (0%) answered never.

For the statement number 8 was "First, I examine the text by observing its characteristics, such as length and organization". It judge by the students as follow : 1 student (3,2%) answered always, 9 students (29%) answered often, 16 students (51,6%) answered sometime, 4 students (12,9%) answered seldom and 1 student (3,2%) answered never. Then Statement number 12 was "I choose what to read carefully and what to skip when I read". It judge by the students as follow : 4 students (12,9%) answered always, 11 students (35,5%) answered often, 15 students (48,4%) answered sometime, 1 student (3,2%) answered seldom and 0 student (0%) answered never.

For the statement number 15 was "To improve my comprehension, I make use of tables, figures, and illustrations in text". It judge by the students as follow : 3 students (9,7%) answered always, 1 student (3,2%) answered often, 17 students (54,8%) answered sometime, 9 students (29%) answered seldom and 1 student (3,2%) answered never. Next, Statement number 17 was "To better comprehend what I'm reading, I use context clues". It judge by the students as follow : 1 student (3,2%) answered always, 11 students (35,5%) answered often, 17 students (54,8%) answered sometime, 2 students (6,5%) answered seldom and 0 student (0%) answered never.

Then, statement number 20 was "To find important information, I use typographic features like bold and italic". It judge by the students as follow : 5 students (16,1%) answered always, 11 students (35,5%) answered often, 1 student (35,5%) answered sometime, 3 students (9,7%) answered seldom and 0 student (0%) answered never. Next, Statement number 21 was "I critically evaluate and evaluate the text's information". It

judge by the students as follow : 0 student (0%) answered always, 10 students (32,3%) answered often, 14 students (45,2%) answered sometime, 7 students (25,6%) answered seldom and 0 student (0%) answered never.

After that, statement number 23 was "When I learn something new, I make sure I understand it". It judge by the students as follow : 2 student (6,5%) answered always, 12 students (38,7%) answered often, 15 students (48,4%) answered sometime, 2 students (6,5%) answered seldom and 0 student (0%) answered never. Next, Statement number 24 was "When I read, I try to figure out what the text is about". It judge by the students as follow : 4 students (12,9%) answered always, 13 students (41,9%) answered often, 12 students (38,7%) answered sometime, 1 student (3,2%) answered seldom and 1 student (3,2%) answered never.

Finally, statement number 27 was "I check to see if my predictions regarding the text are accurate or not". It judge by the students as follow : 6 students (19,4%) answered always, 9 students (29%) answered often, 13 students (41,9%) answered sometime, 3 students (9,7%) answered seldom and 0 student (0%) answered never.

Table 3 : The Percentage Of students'answer in Problem – Solving strategy

Item	Statement	Category Respond									
		A		O		ST		SL		N	
		f	%	f	%	f	%	f	%	f	%
7.	In order to make sure I understand what I'm reading, I read slowly and carefully	3	9,7	18	58,1	10	32,3	0	0	0	0
9.	I attempt to refocus when I lose focus	7	22,6	17	54,8	7	22,6	0	0	0	0
11.	Depending on what I'm reading, I change my reading speed	0	0	11	35,5	16	51,6	4	12,9	0	0
14.	I pay more attention to what I'm reading when text becomes difficult.	3	9,7	16	51,6	12	38,7	0	0	0	0
16.	I occasionally pause to consider what I'm reading.	3	9,7	11	35,5	15	48,4	0	0	2	6,5
19.	In order to help me remember what I've read, I try to picture or visualize the information	5	16,1	8	25,8	14	45,2	3	9,7	1	3,2

| 25. | I reread texts when they become difficult to understand. | 6 | 19,4 | 16 | 51,6 | 8 | 25,8 | 1 | 3,2 | 0 | 0 |
| 28. | I consider information in both English and my native tongue when I read. | 5 | 16,1 | 10 | 32,3 | 14 | 45,2 | 1 | 3,2 | 1 | 3,2 |

Remarks : A=Always , O=Often, ST=Sometime, SD=Seldom, N=Never

For the statement number 7 was "In order to make sure I understand what I'm reading, I read slowly and carefully". The students respond was : 3 students (9,7%) answered always, 18 students (58,1%) answered often, 10 students (32,3%) answered sometime, 0 students (0%) answered seldom and 0 student (0%) answered never. Next , statement number 9 was "I attempt to refocus when I lose focus". The students respond was : 7 students (22,6%) answered always, 17 students (54,8%) answered often, 7 students (22,6%) answered sometime, 0 students (0%) answered seldom and 0 student (0%) answered never.

After that, statement number 11 was "Depending on what I'm reading, I change my reading speed". The students respond was : 0 students (0%) answered always, 11 students (35,5%) answered often, 16 students (51,6%) answered sometime, 4 students (12,9%) answered seldom and 0 student (0%) answered never. Then, statement number 14 was "I pay more attention to what I'm reading when text becomes difficult". The students respond was : 3 students (9,7%) answered always, 16 students (51,6%) answered often, 12 students (38,7%) answered sometime, 0 students (0%) answered seldom and 0 student (0%) answered never.
For the statement number 16 was "I occasionally pause to consider what I'm reading". The students respond was : 3 students (9,7%) answered always, 11 students (35,5%) answered often, 15 students (48,4%) answered sometime, 0 student (0%) answered seldom and 2 student (6,5%) answered never. The statement number 19 was "In order to help me remember what I've read, I try to picture or visualize the information". The students respond was : 5 students (16,1%) answered always, 8 students (25,8%) answered often, 14 students (45,2%) answered sometime, 3 students (9,7%) answered seldom and 1 student (3,2%) answered never.

Then, The statement number 25 was "I reread texts when they become difficult to understand". The students respond was : 6 students (19,4%) answered always, 16 students (51,6%) answered often, 8 students (25,8%) answered sometime, 1 student (3,2%) answered seldom and 1 student (3,2%) answered never.

Finally, The statement number 28 was "I consider information in both English and my native tongue when I read". The students respond was : 5 students (16,1%) answered always, 10 students (32,3%) answered often, 14 students (45,2%) answered sometime, 1 student (3,2%) answered seldom and 1 student (3,2%) answered never.

Table 4 : The Percentage of students'answer in Support strategy

Item	Statement	Category Respond									
		A		O		ST		SL		N	
		f	%	f	%	F	%	f	%	f	%
2	To help me comprehend what I'm reading, I take notes while I read	2	6,5	7	22,6	16	51,6	5	16,1	1	3,2
5	I read aloud when reading difficult text to help me comprehend it	3	9,7	6	19,4	12	38,7	7	22,6	3	9,7
10	To make it easier for me to remember what I read, I highlight or circle information	11	35,5	12	38,7	7	22,6	1	3,2	0	0
13	To better comprehend what I read, I consult dictionaries and other sources of reference	5	16,1	17	54,8	5	16,1	4	12,9	0	0
18	In order to better comprehend what I have read, I paraphrase (state ideas in my own words)	3	9,7	9	29	16	51,6	3	9,7	0	0
22	I move around the text to look for connections between ideas	5	16,1	12	38,7	8	25,8	6	19,4	0	0
26	I ask my self questions I like to have answered in the text	2	6,5	12	38,7	13	41,9	4	12,9	0	0

| 29 | I translate from English to my native language when reading. | 6 | 19,4 | 15 | 48,4 | 10 | 32,3 | 0 | 0 | 0 | 0 |
| 30 | I consider information in both English and my native tongue when I read | 6 | 19,4 | 11 | 35,5 | 11 | 35,5 | 3 | 9,7 | 0 | 0 |

Remarks : A=Always , O=Often, ST=Sometime, SD=Seldom, N=Never

For the statement number 2 was "To help me comprehend what I'm reading, I take notes while I read". The students respond was : 2 students (6,5%) answered always, 7 students (22,6%) answered often, 16 students (51,6%) answered sometime, 5 students (16,1%) answered seldom and 1 student (3,2%) answered never. The statement number 5 was "I read aloud when reading difficult text to help me comprehend it". The students respond was : 3 students (9,7%) answered always, 6 students (19,4%) answered often, 12 students (38,7%) answered sometime, 7 students (22,6%) answered seldom and 3 students (9,7%) answered never.

Next, The statement number 10 was "To make it easier for me to remember what I read, I highlight or circle information". The students respond was : 11 students (35,5%) answered always, 12 students (38,7%) answered often, 7 students (22,6%) answered sometime, 1 student (3,2%) answered seldom and 0 student (0%) answered never. The statement number 13 was "To better comprehend what I read, I consult dictionaries and other sources of reference". The students respond was : 5 students (16,1%) answered always, 17 students (54,8%) answered often, 5 students (16,1%) answered sometime, 4 students (12,9%) answered seldom and 0 student (0%) answered never.

Then, The statement number 18 was "In order to better comprehend what I have read, I paraphrase (state ideas in my own words).". The students respond was : 3 students (9,7%) answered always, 9 students (29%) answered often, 16 students (51,6%) answered sometime, 3 students (9,7%) answered seldom and 0 student (0%) answered never. The statement number 22 was "I move around the text to look for connections between ideas". The students respond was : 5 students (16,1%) answered always, 12 students (38,7%) answered often, 8 students (25,8%)

answered sometime, 6 students (19,4%) answered seldom and 0 student (0%) answered never.

After that, The statement number 26 was "I ask my self questions I like to have answered in the text". The students respond was : 2 students (6,5%) answered always, 12 students (38,7%) answered often, 13 students (41,9%) answered sometime, 4 students (12,9%) answered seldom and 0 student (0%) answered never. The statement number 29 was "I translate from English to my native language when reading. ". The students respond was : 6 students (19,4%) answered always, 15 students (48,4%) answered often, 10 students (32,3%) answered sometime, 0 student (0%) answered seldom and 0 student (0%) answered never.

Finally, The statement number 30 was "I consider information in both English and my native tongue when I read". The students respond was : 6 students (19,4%) answered always, 11 students (35,5%) answered often, 11 students (35,5%) answered sometime, 3 students (9,7%) answered seldom and 0 student (0%).

The researcher analyze the percentages of each indicator to know what strategies used by students in reading comprehension. It was described in following explanation below :

First indicator is using Global Strategy in reading comprehension was : 8,44% students answer always, 36,22% students answer often, 43,67% students answer sometime, 10,91% students answer seldom and 0,74% students answer never.Second , using Problem – Solving strategy in reading comprehension was : 12,91% students answer always, 43,15% students answer often, 38,737% students answer sometime, 3,63% students answer seldom and 1,61% students answer never. Third, using Support Strategy in reading comprehension was : 15,43% students answer always, 36,2% students answer often, 35,12% students answer sometime, 11,83% students answer seldom and 1,43% students answer never.

Based on the explanation above, it can be seen that strategies which influence the students'used on reading comprehension were Support strategy which the respond 15,43% students answer always, 36,2% student answer often and then followed Problem – Solving strategy which the respond 12,91% students answer

always, 43,15% students answer often and the last students used Global strategy which the respond 8,44% students answer always, 36,22% students answer often.

CONCLUSION

Metacognitive strategy in reading comprehension applied by the students were Support strategy and then followed by Problem – solving strategy and Global strategy. it can be describe from the students'statistical description in using metacognitive strategy in reading comprehension. First, The students'statistical description in using Global Strategy in reading comprehension was : 8,44% students answer always, 36,22% students answer often, 43,67% students answer sometime, 10,91% students answer seldom and 0,74% students answer never. Next, the students'statistical description in using Problem – Solving strategy in reading comprehension was : 12,91% students answer always, 43,15% students answer often, 38,737% students answer sometime, 3,63% students answer seldom and 1,61% students answer never. Last, The students'statistical description in using Support Strategy in reading comprehension was : 15,43% students answer always, 36,2% students answer often, 35,12% students answer sometime, 11,83% students answer seldom and 1,43% students answer never.

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