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# The Influence of Metacognitive Strategy and Students' Reading Interest Toward Reading Comprehension Achievement of The Tenth-Grade Students of SMA Negeri 1 Pagar Alam

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**Kata Kunci**: Metacognitive Strategy, Students' Reading Interest, Conventional Strategy

**ABSTRACT**

This paper discusses the concept of Metacognitive Strategy and its impact on students' reading interest in teaching reading comprehension. The research aims to determine if there is a significant difference in reading comprehension achievement between students taught using the Metacognitive Strategy and those taught with the conventional approach, as well as to explore the interaction effect of these strategies and students' reading interest. An experimental method was employed, focusing on tenth-grade students at SMA Negeri 1 Pagar Alam during the 2012/2013 academic year, with a sample of 60 students selected through a two-stage process. Data were collected using a questionnaire to assess reading interest and tests to measure reading comprehension achievement. Analysis involved a factorial design, employing t-tests and two-way ANOVA, confirming normality and homogeneity of data. Results indicated significant findings: (1) A significant difference in reading achievement for high-interest students, with a p-output of 0.001, lower than 0.05, accepting H1; (2) For low-interest students, the p-output was 0.022, also lower than 0.05, accepting H2; (3) However, the two-way ANOVA showed a significant value of 0.676 for the techniques used, higher than 0.05, leading to the rejection of H3. This indicates that the Metacognitive Strategy is effective in teaching reading comprehension to students regardless of their interest levels.

## INTRODUCTION

Reading is an important way to improve general language skills in English (Fisher, 2016); (Syamsuddin, 2021). By reading, the students can acquire a valuable source of information that can improve their thinking to generate ideas and solve problems (Wood, 1991) in Nurhidaya (2007:1). For example, by having the reading ability the students can understand the content of the text, select the main idea, recognize the relationship of ideas in the passage and grasp messages information in the text. In this case, if the students have competence in reading, they can overcome the problem of interpreting the information and developing their knowledge of grammar.

Reading comprehension is defined as the student's ability to understand the content of the given text (Burns et al., 1999). It means that to manage the problem of reading, students should have at least three steps. Firstly, draw inferences. It uses prior knowledge of a topic or subject from within the text to predict what will happen next. Secondly,

mental images. Readers with difficulty comprehending the text can attempt to create a mental visualization of what they are reading. Teachers use pictures in storybooks to help students, at an early age, bridge the gap between words and a mental image. Visualizing how characters look and act, the actions taking place in the story, and developing themes can help the reader bring the text to life. Thirdly, Determine importance. While the sea of text and words can seem endless, it is the key for readers to sort out what is important and what is excess information. It takes practice to be able to detect descriptive words and phrases that distract the reader from the central idea of the excerpt. Analyze the headers and titles of nonfiction text, which generally indicates what the following passage will be about. The above strategies show that in reading comprehension, the students need to use the knowledge of reading which is the way of thinking in understanding the text.

(Taylor, 1999) states that thinking deals with Metacognition. It is a process of thinking about thinking. It means "an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation, and to do so efficiently and reliably." The more students are aware of their thinking processes as they learn, the more they can control such matters as goals, dispositions, and attention. Self-awareness promotes self-regulation. If students are aware of how committed (or uncommitted) they are to reaching goals, of how strong (or weak) is their disposition to persist, and of how focused (or wondering) is their attention to a thinking or writing task, they can regulate their commitment, disposition, and attention (Peirce, 2003).

The above important explanation shows that metacognitive strategy can be a source of writing her thesis. Metacognitive strategy can be applied in teaching and learning reading comprehension. Students who are taught reading comprehension strategies are hoped to be more successful. Through thinking about thinking and using metacognitive strategies students truly learn.

As far as the writer's experience in learning, she found that this strategy is very effective for teaching reading comprehension, The article which concern with this strategy is "How to Enhance Reading Comprehension through Metacognitive Strategies" by (Cubukcu, 2008). This article aims to present a study of the teacher trainees in the English department who have received instruction in metacognitive awareness for reading comprehension. Metacognition or "thinking about thinking" involves the awareness and regulation of thinking processes. Metacognitive strategies are those strategies that require students to think about their thinking as they engage in academic tasks (Ku & Ho, 2010). Within this study, students have been taught metacognitive strategies for reading in a five-week program they have joined voluntarily. The students have used the reading logs to reflect on their thinking processes as they have been engaged in reading tasks.

The purpose of the study is to determine the effectiveness of systematic direct instruction of multiple metacognitive strategies designed to assist students in comprehending text. (Keene, 2006) presents ten ways of thinking in using this strategy. 1) Think out loud. Good readers monitor their thinking while reading, 2) Use schema.

Consciously connect the text to preexisting knowledge and experiences and consider how it helps their understanding of the text, 3) Inferring. Use experience and information from the text to conclude, make connections, predictions, and form opinions, 4) Ask questions about the text before, during, and after reading, and 5) Make decisions about what is important in the text (elements and themes). Be able to summarize the main points, 6) Set a purpose for reading to make it meaningful, 7) Monitoring comprehension. Make sure students have strategies in place if they find the text too difficult, 8) Visualizing what is being read. Make brain movies! Tune into the sensory and emotional images of the text to enhance the visualization. Using this information to help make inferences and draw conclusions, 9) Synthesizing and retelling. Keeping track of their impressions while reading and identifying the underlying meaning of the text. Connect the text to information from other sources. Extending that information beyond the text to form opinions and read critically and 10) Text structure. Understanding the elements of a story and how stories are put together helps students analyze and think critically about meaning.

The term above points should be psychologically related to the teaching of interest. Interest deals with the feeling of wanting to give your attention to something or wanting to be involved with and discover something. Your interests are the activities that you enjoy doing and the subjects that you like to spend time learning about. Interest is also a feeling that accompanies or causes special attention to an object or class of objects. In this case, if we have a special interest, of course, we will try more than we can. It means that if the student is interested in reading, they will read for pleasure. It is not only for the reading but also understanding, and analyzing, and they will try to imply the important information that they get from reading as well. Teaching and learning English in school, especially in reading lessons has worked appropriately but it still needs improvement. The students have difficulties understanding information from the text. They have little information about the main ideas of a paragraph. They are too lazy to read the reading comprehension. Because they do not have a strong interest in reading the text. So, in solving this problem, the teacher should create a new strategy that can motivate the students' interest in learning reading comprehension. In this study, the writer presents her research entitled "The Influence of Metacognitive Strategy and Students' Reading Interest toward Reading Comprehension Achievement".

## METHOD

Experimental research was used in this research (Sugiyono, 2016). This study was conducted through factorial designs**.** A factorial design extends the number of relationships that may be examined in an experimental study. They are essentially modifications of either the posttest-only control group or pretest-posttest control group designs (with or without random assignment), which permit the investigation of additional independent variables (Fraenkel et al., 1993). The population in this research is the tenth-grade students of SMA Negeri 1 Pagaralam which are divided into eight classes. There were 258 students. In this study, the writer uses two-stage random sampling. There are 20 students for the experimental group that will be taught reading

comprehension using a metacognitive strategy and 20 students for the control group that will be taught using a conventional strategy. To obtain the data used in this research, all the data are collected by distributing questionnaires and conducting tests.

The researcher administered 1) a reading comprehension test as the instrument to obtain the students' reading comprehension achievement and 2) questionnaires to obtain their students' reading interests. All the data analyses were measured using SPSS 17. Before analyzing the data to measure the most effective techniques and the interactions among the techniques (Metacognitive strategy and Conventional technique) towards students' reading interest in reading comprehension, the analysis of the students' pretest and post-test. Scores in the experimental and control groups will be done. To answer the first and the second research questions about whether there is any significant influence in reading achievement of high and low-interest students between those who are taught using metacognitive strategy and those who are taught using conventional strategy used independent sample t-test was used in SPSS 17. A significant influence will be found wherever the t-output is lower than the mean significant influence at the 0,05 level. To answer the third research question about whether there is any significant interaction between the strategies used and students' interest in increasing the student's reading achievement is used two ways ANOVA. The testing criteria are: If the significant value > 0,05, Ho is accepted. If the significant value < 0,05, Ho is denied.

## RESULT AND DISCUSSION

This research was conducted from March to May on the tenth-grade students of SMA Negeri 1 Pagar Alam in the academic year 2012/2013. 258 students of tenth-grade students of SMA Negeri 1 Pagar Alam had responded to thirty items of the students' reading interest questionnaire used to identify students' reading interests. It used a 5-point rating scale assessing students' reading interests. The following table is the descriptive statistics of students' reading interest in the population.

**Tabel 1: Students' reading interest in Population**

| Variable | Scale Interval | Category | Frequency | % | Mean | Standar Deviation |
|---|---|---|---|---|---|---|
| Students' Reading Interest | 50-71 | Low Interest | 145 | 56.20 | 63.41 | 5.626 |
| | 72-91 | High Interest | 113 | 43.79 | 78.03 | 4.477 |
| Total (N) | | | 258 | 100 | | |

As we can see in Table 1, it was found that there were 145 students (56.20 %) who had a low interest; there were 113 students (43.79%) who had a high interest. Then, the mean of the students' low interest was 63.41, and the students' high interest was 78.03. Meanwhile, the standard deviation of the students' low interest was 5.626, and the

students' high interest was 4.477. Based on the results above, it can be assumed that the tenth-grade students of SMA Negeri 1 Pagar Alam had two categories of student interest; Low interest and High Interest.

The following table uses two-stage random sampling in choosing the sample for this experimental research.

**Table 2: Students' reading interest in the population**

| Reading Interest | Experimental Group | Control Group |
|---|---|---|
| High Interest | 10 | 10 |
| Low Interest | 10 | 10 |
| Total | 20 | 20 |

In stage 1, The researcher distributed the questionnaire on students' reading interests to all populations. It is to know the students' reading interests as a sample in this research. In stage 2, After the questionnaire was given, the researcher only took 60 students by classifying them based on their scores. The researcher categorized the students into two groups, they were: a) The students' high reading interest is 10 students. b) The students' low reading interest is 10 students. Then the researcher divided into two groups which have the same total number. The researcher chose 20 students for the experimental group that taught reading comprehension using the Metacognitive strategy and 20 students for the control group that taught using a conventional technique.

The independent t-test is the most used method to evaluate the differences in mean between the two groups. This research, 1) to measure the significant difference in reading achievement of high-interest students between those who are taught using metacognitive strategy and those who are taught using conventional strategy and 2) to measure the significant difference in reading achievement of low-interest students between those who are taught using metacognitive strategy and those who are taught using conventional strategy.

The following table gives a summary of descriptive statistics; namely the mean, and standard deviation of the variable measured in Measuring Significant Difference in Reading Comprehension Achievement Between Students Who are in a High Interest Who are Taught using Metacognitive Strategy and Those Who are Taught Using a Conventional Strategy.

From the calculation of the statistics, it was found that the mean score from the students who have a high interest taught using Metacognitive Strategy was 71.80, the standard deviation was 8.929, and the standard error of the mean was 2.824. Furthermore, the mean score from the students who have a high Interest taught using conventional was 54.90, the standard deviation was 9.110 and the standard error of the mean was 2.881. From the statistics calculation using the independent sample test in Table 3, the p-value was 0.001. When the p-value was lower than the mean significant influence at the 0.05 level. Based on the description statistics above, it means that there was a significant

difference in students' reading comprehension average scores between students who are in High Interest and who are taught using a metacognitive Strategy and a conventional strategy.

The significant difference in reading comprehension achievement between students who are in Low Interest who are taught Using a Metacognitive Strategy and those who are taught using a Conventional Strategy is shown in the following table.

**Table 5: Tests of Between-Subjects Effects**

**Tests of Between-Subjects Effects**

**Dependent Variable:Score**

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. | Partial Eta Squared |
|---|---|---|---|---|---|---|
| Corrected Model | 2463.275a | 3 | 821.092 | 6.922 | .001 | .366 |
| Intercept | 154.629.225 | 1 | 154.629.225 | 1303.513 | .000 | .973 |
| Teaching_strategy | 2.387.025 | 1 | 2.387.025 | 20.122 | .000 | .359 |
| Interest | 55.225 | 1 | 55.225 | .466 | .499 | .013 |
| Teaching_strategy * Interest | 21.025 | 1 | 21.025 | .177 | .676 | .005 |
| Error | 4.270.500 | 36 | 118.625 | | | |
| Total | 161.363.000 | 40 | | | | |
| Corrected Total | 6.733.775 | 39 | | | | |

a. R Squared = ,366 (Adjusted R Squared = ,313)

From the calculation of the statistics, it was found that the mean score from the students' Low interest using the metacognitive strategy was 65.00 standard deviation was 10.349, and the standard error of the mean was 4.336. Furthermore, the mean score from the students who have Low Interest using conventional was 54.00, the standard deviation was 14.306 and the standard error of the mean was 4.524. From the statistics calculation using an independent sample test, the p-value was 0.022. When the p-value was lower than the mean significant Influence at the 0.05 level, Ha is accepted. Based on the description statistics above, it means that there was a significant difference in students' reading comprehension achievement between students who are in low interest and who are taught using a metacognitive strategy and a conventional strategy. it can be interpreted that there was a significant influence in students' reading achievement of high-interest and low-interest students between those who are taught using metacognitive strategy and those who are taught using a conventional strategy.

In this statistical analysis, the researcher applied two-way ANOVA which is concerned with the investigation of the significant interaction of strategies used and students' reading interest in increasing the student's reading achievement.

To find out the interaction effect of the strategy used and the students reading interest toward students' reading comprehension achievement, If the p-value is less than or equal (< 0.05), it means that there was an interaction between the strategy used and students' reading interest in increasing students reading comprehension achievement.

**Table: 4 Group Statistics**

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Score | Low Metacognitive | 10 | 65.00 | 10.349 | 4.336 |
| | Low Convention | 10 | 54.00 | 14.306 | 4.524 |

We can see in Table 5 that it can be concluded that the value of teaching strategy and Interest was 0.676. It shows that 0.676>0.05 HO is accepted or there was no significant interaction between the strategy used and students' reading interest in increasing the student's reading achievement. It means that metacognitive strategy can be implied whether in a class that has a high or low interest.

## CONCLUSION

Based on the data analysis, the categories of the students' reading interest during learning activities by the tenth-grade students of SMA Negeri 1 Pagar Alam were high and low interest. Meanwhile, the student's reading comprehension achievements taught using metacognitive strategy have a significant increase. It was indicated that teaching reading comprehension using a metacognitive strategy gives significant progress in the students' reading comprehension achievement than the conventional technique.

Based on the conclusion and implication above, Hopefully, this thesis can be a reference to readers' knowledge about strategy in teaching English Especially, teaching reading comprehension. Metacognitive strategy can be used as one of strategy that can be implied by the teachers of English in teaching reading comprehension. Thus, the researcher hopes that there will be research that investigates strategy and technique in teaching reading. Furthermore, the researcher hopes that there will be research in a broader field with a better research methodology to make the result more applicable.

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