METACOGNITIVE STRATEGY TRAINING IN THE TEACHING OF READING COMPREHENSION: IS IT EFFECTIVE IN EFL CLASSROOM?

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Abstract

Reading can be described as a communicating and active process, and a meaning-construction actions. This study purposes at examining the effectiveness of metacognitive strategy training in teaching reading comprehension of English Language Education Department student of UNISDA Lamongan in 2018/2019 academic year. This present study elaborates Experimental Research as its research design, particularly Randomized Matched Subjects Pre-Test Post-Test Design. Metacognitive strategy training that is implemented in this study consist of planning, monitoring, and evaluation strategy. In term of reading comprehension performance, the researcher focuses on reading comprehension on English Proficiency Test (EPT/TOEFL® like). Based on the outcome of the calculation of Paired Sample T-test, the mean difference of Experimental group and Control group was 3.9. Meanwhile, the output of Paired Sample Correlations show the large correlation between samples, where can see numeral both correlations are 0.848 and numeral of significance was 0.000 with *t* value is 2.960. Then, the Significance (2-tailed) 0.008 was lower than 0.05. It means that the difference among students' score who are taught by metacognitive strategies and students' score who are taught by conventional learning was significant. In brief, metacognitive strategies instruction is one of possible teaching strategy which is significantly be able to be applied to develop the students' reading comprehension.

Keywords: Experimental Research, Metacognitive Strategy Training, Reading Comprehension.

INTRODUCTION

Reading is considered as certainly one of the essential abilities to be taught in foreign language settings. Furthermore, it is noteworthy that reading is the most difficult skill to be developed as it is multidimensional in nature and a kind of complex thinking process. According to Karbalaei (2010:165) and Al-Rubaye (2012:11), reading can be described as a communicating and active process, and a meaning-construction actions. Common study proposes that who begin to study English is mostly to have serious problems in building implication and comprehending of the

texts. This problem has been concentrated by researchers for a large amount of time and in current ages.

Meanwhile reading become one of skill that is measured in standardized testing. One of well-known standardized testing is TOEFL®. TOEFL® is an exam planned by Educational Testing Service USA. People learn TOEFL® with different purposes, for instance, for job requirements, scholarship, immigrant, employment, international registration, and for academic purposes. The tests evaluate skills in three part. Based on TOEFL® ITP Test Taker Handbook (2013:3), Listening Comprehension assess the capability to recognize oral English as it's far practiced in faculties and colleges. While, Structure and Written Expression assess popularity of decided on structural and grammatical factors in popular drafted English. Reading Comprehension assess the potential to study and recognize educational studying matter composed in English.

Dilyana (2016:2) indicated that Reading comprehension section was the largest and involving a lot of different but related parts, includes a variety passage as well as many task designs. According to the data from Universitas Islam Darul 'ulum Lamongan the average of English Department TOEFL® score is lower than 500 and the main problem of student is answering reading comprehension question.

Recent years have seen much debate on the deployment of metacognitive strategies in reading comprehension in EFL settings. Some earlier research have been manifested to attest the effectiveness of metacognitive strategies instruction implementation in teaching English, particularly reading comprehension. Yet, most of those previous studies deal with the effectiveness of metacognitive strategies instruction in reading comprehension in general topic such as gender and proficiency level, particular text, learning approach, reading learning strategy, and regulative metacognitive strategies.

In 2014, Tavakoli conduct a study about Iranian University EFL students reading comprehension's metacognitive strategy awareness. The paper reported a study that investigated the general design of metacognitive awareness of reading strategy usage and its likely connection with reading comprehension. The results exposed that there was a strong positive correlation between reading comprehension success and reported metacognitive awareness of reading learning strategies. The results also revealed that the students' understanding of metacognitive reading strategies was majorly impacted by their stages of English proficiency.

In the same years, Othman et. al., takes a study about metacognitive strategy in one of kind of text, namely expository text. The point of the study was to assess the performing of students' success during reading comprehension experience using metacognitive strategy and observe the outcome of the strategy used in reading and comprehending expository text. Regarding on the calculation of *t-test* analysis, the

score of experimental group and control group of students' reading comprehension performance was significantly different. The investigation of One Way Ancova data also showed metacognitive strategy usage has significant effects of on comprehension lesson.

Learning Approach become an interesting topic for Nejad and Shahrebabaki (2015). They takes a study about an approach of Cognitive Academic Language Learning (CALLA) of metacognitive strategy training on the reading comprehension of English students. Based on the calculation of *t-test*, and *two-ways analysis of variance* (ANOVA) showed that the students' reading comprehension performing and metacognitive reading strategy applied have a significant positive relationship. The use of an approach of Cognitive Academic Language Learning and the students' reading comprehension performance also have a significant positive relationship.

While Nosratinia & Mohammadi (2017) compare effect of coaching Metacognitive Strategies and Collaborative Strategic Reading on English as a overseas verbal learners' reading comprehension. The result presented that the Metacognitive Strategies set achieved pointedly well than the Collaborative Strategic Reading set in case of Reading Comprehension.

Last but not the least, Sobhani & Babashamsi (2017) investigated regulative metacognitive strategies's effect on reading performance.. The current study pointed at examining the effect of regulative metacognition approaches on EFL learners' reading understanding. Results showed from this evaluation specified that there was a important transformation among two clusters in post-test, inferring that regulative metacognition strategies took a progressive result on reading comprehension.

Considering the benefits of metacognitive strategies instruction implementing in reading comprehension as stated by some previous researchers above, it is expected that this strategy will be effective for the student. However the previous study has not studied the effectiveness of metacognitive strategies on a particular types of reading comprehension question yet. It makes the researcher feel curious to know the effectiveness of metacognitive strategies on reading comprehension question on English Proficiency Test (EPT/TOEFL® like).

Munzaki (2018) identified strategy practiced by verbal students for TOEFL®, IELTS®, and Global English® learners. The study investigated what strategies are mostly implemented by the verbal students for learning the standardized test. The researcher found that there were several learning approaches commonly used by the verbal students. For TOEFL® learners, the highest number was 48,15% for metacognitive strategy.

The link between students' reading comprehension and metacognitive reading tactics awareness also investigated by Dangin (2016). The study used standardized

test in purpose to gather the statistics of students' reading comprehension. The result showed there was positive relation between the two variables. Furthermore, Dilyana, et.al (2016) conducted a research of one skill in TOEFL® test. She refers in reading section for TOEFL®. Metacognitive can be implemented. The awareness of metacognitive can gain English proficiency learners into a successful TOEFL® achievement.

Although there are some studies showed the effectiveness of metacognitive approaches in reading skill and other skills, it still needs further elaboration to show the effectiveness of metacognitive strategies training used in English Language Education Department of Teacher Training and Education Faculty at Darul Ulum Islamic University of Lamongan.

According to the contextual of the study mentioned overhead, the researcher formulated the research question as "Do the students who are taught by reading comprehension using metacognitive strategy training achieve better than those taught using conventional learning?". So, this present study focused on the effectiveness of metacognitive strategy training on reading comprehension on English Proficiency Test (EPT/TOEFL® like) of English Language Education Department of UNISDA Lamongan. Metacognitive strategy training that is implemented in this study consist of planning, monitoring, and evaluation strategy. In term of Reading comprehension performance, the researcher focuses on reading comprehension on English Proficiency Test (EPT/TOEFL® like). According to the background of the research previously discussed, the study pointed at examining the effectiveness of metacognitive strategy training in teaching reading comprehension of English Language Education Department student of UNISDA Lamongan in 2018/2019 academic year. Hopefully, this research can be used to strengthen the theory of metacognitive strategies of language skill, especially reading skill.

METHOD

Research Design

The researcher applied Experimental Research as the research design. According to Ary (2010:305), when the researcher assigned the subjects to groups randomly, it was called as true experiments. The researcher used a design that was one of the furthermost commonly applied in true experiments called Randomized Subjects, Pretest-Posttest Control Group Design.

In the present study, the independent variable was teaching strategy that was metacognitive strategy training while the dependent variable was reading comprehension particularly reading comprehension section in English Proficiency Test

(EPT/TOEFL® like). The research was started on Tuesday, 18 September 2018 up to Tuesday, 16 October 2018. Treatment using metacognitive strategies training was implemented in the experimental group. Then post-test was conducted after the treatment.

Population and Sample

This study was conducted at English Language Education Department of Universitas Islam Darul 'Ulum Lamongan. The populace of the present research was students of English Language Teaching Department at the academic year 2018/2019. The researcher toke the 3rd and the 5th semester to be the sample. The researcher could not take one semester to be the semester because the number of student for each semester is less than 25. The sample was chosen under the consideration that the 7th semester were preparing their thesis. The researcher used paired sampling for it. The researcher toke 20 students for each control group and experimental group.

Research Instrument

There was one instrument used by the researcher, a reading comprehension's test. Reading comprehension's test which was applied by the researcher was reading comprehension section on English Proficiency Test (EPT/TOEFL® like). This part was schemed to assess the capability to read and comprehend short text related in topic and class to those found in faculties or colleges. The students read a variability of little passages or texts on educational subjects. Each text was tracked by some of questions about the content. The problems were in the form of multiple-choice format, with four potential answers (A,B,C & D) for each of problem.

The validity

The definition of validity based on Ary (2010:305) was the degree to which an instrument restrained what it demanded to amount. The attention of current opinion of validity was the analysis and implication of the scores got from the instrument not on the instrument itself. There are four types of validity.

Internal validity refers to the implications about whether the independent variable affected the variations observed in a dependent variable in a certain investigation study instead of some minor aspects. Ary (2010:283) offers six basic procedures to deal with threats to internal validity. In this research, the researcher used randomized matching to control extraneous variables.

Reliability

Ary (2010:236) indicated that the reliability of an instrument was the degree of consistency which it asses whatever it is assessing. A test was called as a reliable test

when it was consistent and dependable. In this investigation, the researcher gave the same type of test to four students or matched students on two different opportunities. Based on the calculation, Cronbach's Alpha score of the instrument was 0.880. So, it can be concluded that the level of reliability of the instrument was very reliable.

Data Collection Technique

The instrument was aimed to get statistics to see the students' performance in reading comprehension. The investigator used pretest and post test to see the effectiveness of metacognitive strategies to the students.

Firstly, Pre-test was given before the researcher did the treatments. The researcher gave pre-test to the control group together with the experiment group to know the students' basic reading competence especially in reading comprehension on TOEFL® and to know the different result of students' reading before and after the investigation, the researcher also wanted to know whether the students who were taught by metacognitive strategies training had better score than the students who were taught by using conventional method. Furthermore it was used to divide the control set and the experimental set.

After providing the pre-test, the researcher directed treatment to the experimental set by implementing metacognitive strategies. This study used two groups as an experimental and control group, the research was done for 5 hours. Each hour consisted of 60 minutes. The main stage applied of metacognitive strategy training was planning, monitoring and evaluation.

The first was planning strategy. In three levels of reading process, planning can be categorized as before reading activity. Reading comprehension section of English Proficiency Test (EPT)/TOEFL® itself consist of five reading passages; each of them was tailed by a number of reading comprehension and terms question. The student will answer 9 up to 10 questions for one passages. In this stage, before the reading progression initiate, the students will involve energetically in predicting and constructing questions. Here the student guess what type of question of English Proficiency Test reading section, so they will decide how to identify the problem, where to find the response and how to answer the problem.

The second strategy was monitoring strategy. In three levels of reading process, monitoring can be categorized as during reading activity. On the other hand, when the student read the text, students will remain to cooperate energetically by observing words which is difficult, connecting the text with prior knowledge and current involvements to answer formulated problems.

The last strategy was evaluation strategy. In three levels of reading process evaluation can be categorized as after reading activity. Temporarily after reading,

students will develop information acquired from the passage by making summary and overall conclusion on crucial concepts that arise in the script. The student will decide which one is the correct answer for the question.

Post-test was done after conducting treatments to the experimental group. The Posttest was in the same type of the pretest.

Data Analysis Techniques

The researcher analyzed the data with a few of way. First, the researcher collected the result of the test and arranged it into the table. Then, the researcher computed the data by applying t-test and hypothesis of the study. In this step the researcher uses IBM SPSS Statistic Version 20. After got the result, the researcher did the hypothesis testing. The hypothesis testing of this research is described as follow:

1. If the significance level is lower than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.
2. If the significance level is more than 0.05, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

The last, the researcher interpreted the analysis result and gave conclusion.

RESULTS

After implementing pretest and the treatment, the researcher presented post-test to know whether the students who were taught by using metacognitive strategies training improve their reading skill or they still had the same competence before giving the treatment.

Table 2 - Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experiment	65.00	20	11.117	2.486
	Control	61.10	20	9.744	2.179

Based on the table 4.1 above, output Paired Samples statistics showed mean of Experimental set was 65.00 and mean of Control set was 61.10, while N for each other are 20. So, the mean difference of Experimental set and Control set was 3.9. Meanwhile, the standard deviation of Experimental group was 11.117 and standard deviation of Control group was 9.744. The standard error mean of Experimental group was 2.486, while the standard error mean of Control group was 2.179.

Table 3 - Paired Samples Correlations

		N	Correlation	Sig.
	Paired Samples Correlations			
Pair 1	Experiment & Control	20	.848	.000

Based on the table 4.2 above, the production of Paired Sample Correlations show the large correlation between samples, where can see numeral both correlations are 0.848 and numeral of significance was 0.000. It means, the large numeral significance 0.000 lower from 0.05 so that the hypotheses clarify that students taught reading comprehension using metacognitive strategy training achieve better than those taught using conventional learning.

Table 4 - Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Paired Samples Test							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experiment - Control	3.900	5.893	1.318	1.142	6.658	2.960	19	.008

Based on the calculation of Paired Samples Test Significance (2-tailed) was 0.008 > 0.05, the Significance (2-tailed) 0.008 was lower than 0.05. It means that the difference among students' score who are trained by metacognitive strategies and students' score who are trained by conventional learning was significant.

Then, reading comprehension material which was used by the researcher was reading comprehension section on English Proficiency Test (EPT/TOEFL® like). In this present research the researcher applied type of question explained by Phillips (2001: 368-435).

Table 5 - The Presentation of Post-Test of Experimental Group in Each Type of Question

Type of Question	Total Question of Each Type of Question Items	Total of True Answer of Post-Test	Percentage (%)
Ideas of the passage questions	80	72	90%
Overall review	100	72	72%
Vocabulary questions	400	263	66%
Directly answered	240	153	64%
Indirectly answered	180	90	50%

The data on table 4.6 showed the result of Post-Test of Experimental Set. The percentage revealed that the most difficult type of question for Experimental Group student was indirectly answered questions (50%). While the easiest type of question for Experimental Group student was ideas of the passage questions (90%). Then, the presentation of Pre-test in Each Type of Question of Control Group was described in Table 4.7.

Table 6 - The Presentation of Post-Test of Control Group in Each Type of Question

Type of Question	Total Question of Each Type of Question Items	Total of True Answer of Post-Test	Percentage (%)
Ideas of the passage questions	80	64	80%
Overall review	100	73	73%
Vocabulary questions	240	156	65%
Directly answered	400	239	60%
Indirectly answered	180	79	44%

The data on Table 4.7 showed the result of Post-Test of Control Group. The percentage revealed that the most difficult type of question for Control Group student was indirectly answered questions (44%). While the easiest type of question for Control Group student was ideas of the passage questions (80%).

According to the result of the calculation of Paired Sample T test, the Significance (2-tailed) 0.008 was lower than 0.05. It means that the difference among students' score who are trained by metacognitive strategies and students' score who are trained by conventional learning was significant. It could be stated that the students taught reading comprehension using metacognitive strategy training achieve better than those taught using conventional learning. So, Ho was rejected, and Ha was accepted.

DISCUSSION

Metacognitive strategy is a strategy which enables the students to be more independent reader and less anxious. Metacognitive strategy relates on how individual know and regulate his or her thinking process. Students who are provided with metacognitive strategies, are awake of their education and the students identify how and once to apply the most applicable approaches to complete a practice; the students see how to complete a certain assignment in the most operative way.

Metacognitive strategies is single of some approaches that could be applied in reading comprehension. This strategy has its own features that distinct from other strategies. Metacognitive strategies strategy is not only teach the students how to accomplish the test but also teach the students how to face the test and evaluate their performance. By implementing this strategy, the students are guided how to prepare before doing the test through planning, how to accomplishing the test through monitoring, and how to measure their competence through evaluation.

Each of strategy in metacognitive strategies has their own urgency in assisting the students accomplishing the test. The first strategy that can be elaborated is planning. Planning strategy taught the students how to predict the test, direct attention to the test, and manage their emotion. Those early activities were very helpful for the students.

Monitoring strategy also provided in metacognitive strategies after planning strategy. This strategy extends sufficient opportunity for the students to apply and to examine what they have planned in planning strategy. Through this strategy, the students were accustomed how to keep their focus during accomplishing the test. It is important to keep their focus due to their urgency to verify what they have planned and to support what they have answered for particular question. The students could maintain their focus if only they feel motivated in the activity.

The last strategy in metacognitive strategy is evaluation. In this strategy, the students are expected to be capable to determine their own success after completing reading comprehension task. This strategy extends the students to assess their own performance and their own weaknesses. This assessment is significant for the students to elaborate their strengths and to cope with some difficulties dealing with their weaknesses to promote better improvement.

The findings of the study brought to a conclusion that metacognitive strategies strategy is pleased to be implemented in reading comprehension class to assist the students in tackling their reading obstacles. When the students apply the strategy properly, the students will be capable to overcome their reading comprehension's problem. Planning strategy is beneficial for the students to be directed learners. Then, monitoring and evaluation strategy contribute to provoke the students to be a self-regulated learners. Thus, it is possible for this approach to assist the pupils to advance their reading comprehension.

Reading comprehension material which is used by the researcher is reading comprehension section on English Proficiency Test (EPT/TOEFL® like). This part was considered to extent the skill to read and comprehend little text or passageways with related subject and style to those invented in academies and schools. In this research, the researcher used type of question explained by Phillips (2001: 368-435). According to the conclusion of the investigation, the most difficult question for the student is indirectly answered questions, while the easiest question is the ideas of the passage problems.

Some problems in reading section of English Proficiency Test (EPT/TOEFL® like) will need an answers that are not in a straight line specified in the passage. To response these multiple-choice problems in a correct way, the student must draw conclusion from information that is provided in the passage. Two common types of indirectly answered question are (1) implied detail questions, and (2) transition question.

Furthermore, it is right usual for reading passage in reading part of English Proficiency Test (EPT/TOEFL® like) to have problems approximately the overall ideas in the passageway. The furthermost usual kind of problem asks about main idea problems, theme, issue, heading, or matter. There may also be questions about how the facts in the text is established or about which type of information is contained in a certain paragraph. Two common types of Questions about the ideas of the passage are (1) Response main idea questions in a correct way, and (2) Identify the organization of concepts.

The implementation of metacognitive strategies instruction in this present study was purposed to help the students to tackle some reading obstacles. The use of

the approach in this present investigation also focused on accomplishing some reading tasks related to the ideas of the passage problems, directly answered problems, indirectly answered problems, vocabulary problems, and overall review problems. The reading comprehension tests given are multiple choices.

The end of the study show that the pupils taught reading comprehension using metacognitive strategy training achieve better than those taught using conventional learning. Thus, the conclusions of the investigation are congruent with the conclusions of previous studies related to the effectiveness of metacognitive strategies instruction in reading comprehension (e.g., Ahmadi, 2013; Listari, 2013; Othman, Mahamud et. al., 2014; Tavakoli, 2014; Misa, 2014; Nofiyantomi, 2015; Nejad and Shahrebabaki, 2015; Nosratinia, 2017; Sobhani and Babashamsi, 2017).

CONCLUSION

The result of the calculation of Paired Sample T-test showed that the Significance (2-tailed) 0.008 was lower than 0.05. It means that the difference among students' score who are educated by metacognitive strategies and students' score who are educated by conventional learning was significant. The researcher conclude that the students of English Language Education Department of Teacher Training and Education Faculty at Universitas Islam Darul 'Ulum Lamongan taught reading comprehension using metacognitive strategy training achieve better than those taught using conventional learning.

Then, some suggestions were proposed to the English lecturers and further researchers. For English lecturers, one of applicable approach that that can support the students in reading comprehension class is metacognitive strategies. In implementing the strategy in reading comprehension, the preparations cover some aspects such as: designing the lesson plan, formulating appropriate materials, and mastering classroom management. For future researchers, this present study seemly still could be used as a reference to the future researchers who interest in metacognitive strategies.

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