

**METACOGNITIVE STRATEGIES USED TO IMPROVE
READING SKILLS BY ENGLISH GOOD ACHIEVERS: A CASE
STUDY IN ELEVENTH GRADE AT SMA N 1 NGEMPLAK IN
2019/2020 ACADEMIC YEAR**



**Submitted as a Partial Fulfilment of the Requirements
for Getting Bachelor Degree of Education in English Department**

**By :
RIZAL DARUSSALAM
A320150172**

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATON
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2020**

APPROVAL

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PUBLICATION ARTICLE

by

RIZAL DARUSSALAM

A320150172

This research paper is Approved to be Examined by the Consultant

Consultant



Prof. Dr Endang Fauziati M.Hum

NIDN. 0615035701

ACCEPTANCE

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ELEVENTH TO IMPROVE THEIR ENGLISH SKILLS: A CASE
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RESEARCH PAPER

by

RIZAL DARUSSALAM

A320150172

Accepted and approved by the Board of Examiners

School of Teaching Training and Education

Muhammadiyah University of Surakarta

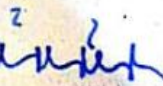
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Team of Examiners:

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(Head of Examiner)
2. Drs.Djoko Srijono, M.Hum
(Member I of examiner)
3. Koesoema Ratih, Ph.D
(Member II of examiner)



Dean,



Prof. Dr. Harun Joko Prayitno, M.Hum

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The Researcher



Rizal Darussalam

A320150172

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Abstrak

Penelitian ini bertujuan, (1) untuk menggambarkan strategi metakognitif yang digunakan oleh siswa berprestasi tinggi di sekolah menengah Ngenemplak dalam pembelajaran untuk meningkatkan keterampilan membaca; (2) kecenderungan siswa untuk menggunakan indikator metakognitif strategi. Metode pengumpulan data yang digunakan adalah melalui kuesioner dan wawancara. Analisis data menggunakan reduksi data, tampilan data. Hasil penelitian menunjukkan bahwa (1) siswa menggunakan strategi belajar dengan menunda untuk fokus pada mendengarkan; (2) siswa mampu memperhatikan di kelas (3) siswa mampu merencanakan tugas

Kata kunci: strategi pembelajaran, metakognitif strategi

Abstract

This study aims to examine the learning process of metacognitive strategy methods by analyzing reading improvement abilities for students (1) to describe metacognitive strategies used by high achieving students in Ngenemplak secondary school in learning improve reading skills; (2) the tendency of students to use metacognitive indicators of strategies Data collection methods used are through questionnaires and interviews. Data analysis uses data reduction, data display. The results showed that (1))students use learning strategies by delaying to focus on listening; (2))students are able to pay attention in the class (3) students are able to plan the task

Keywords: learning strategies, metacognitive strategies

1. INTRODUCTION

Language learning strategy (or LLS here after) began in the 1960, particularly when the developments in cognitive psychology gave influencer to the studies on LLS. In most of the research, the primary concern has been on the ‘identifying what good language learners report they do to learn a second/ foreign language’ or, in some case, are observed doing while learning a second/foreign language.’ (Rubin and Wenden 1987:19)

The most comprehensive language LLS classification (the strategy inventory for Language Learning) is developed by Oxford. Her taxonomy is both comprehensive and practical. She classifies strategies into two strategy orientations direct and indirect. Direct LLS involve the identification,retention,storage, or retrieval of words,phrases, and other elements of the target language. This is classified into memory, cognitive, and linguistic deficiency compensation strategy. The indirect LLS concern the management of the learning which includes some activies such as needs assesment, actives planning and monitoring, and outcome evaluation. The indirect strategy is classified onto meta-cognitive affective and social strategy. Each of these six strategies is further subdivided,with the end result of 60 spesicif LLS.

Reading skill is one of four language skills in English beside listening, speaking, and writing. Reading ability is needed by the students for facing both local and national tests of English tested in written form, so that teaching reading should be learned earlier since Kindergarten until the higher education level. According to Kennedy (1981:5) reading is the ability of an individual recognizing a visual form to associate the form with the sound and/or meaning acquired in the past, and, on the past experience, understand

Amalia, E. R. (2017) aimed to describe to plays a significant role in solving students problem in learning English as a foreign language by being applied to some teaching and learning activities. The method use pre-reading and post-reading activities. The results show theapply qualitative the metacognitive strategies,the teacher should give the student systematic instruction about concept of metacognition and learning strategies.This will help the student

Beside viewing the reading ability of each student of all the learning strategies, metacognitive strategies play the most significant role in the success of independent learning. O'Malley & Chamot (1990) and Oxford (1990) refers to meta-cognitive strategiesas the thoughts andactivities that can help learners think about their learning process, make plan for learning, monitor how learning istaking place; and appraise the learningoutcome.The

objective of this research is to find out the interests of students using metacognitive strategies in reading class.

2. METHOD

The research was a qualitative research using a case study. Qualitative research is a descriptive study .It used no stactical analysis. This subject of the research was three good achiever in reading skill at the eleven grade students of SMA N 1 Ngemplak which consisted of three females and three males. The object was the the learning strategy.

The techniques of collecting data used in-depth interview and open-ended questionare proposed by Oxford classification. In-depth interview is a process of getting the detailed information by doing interview. Open-ended questionnaire is kind of questionnaire which requires more than one word answer. The answer can be in the form of a list, a few sentence , or paragraph The data were recording, note and questionnaire. The techniques of analyzing data included data reduction, data display, verification. Data reduction was a process of selecting, trasforming the data display reffered to these steps looked back at the data analyzed data mean and then drew the concluison. The validity of the research used triangulation.

3. FINDINGS AND DISCUSSION

Finding is the answer of research problem regarding to the vocabulary learning strategies used by good achiver reading skill at the eleven grade students.

3.1 Findings

3.1.1 The Metacognitive used by a good achiver

Based on the in-depth interview and open-ended questionnaire, researcher found that there were three kinds of metacognitive strategy which were applied by the a good achiever

3.1.2 Overview and linking with already known

Overview and linking with already known material is a concept,principle, or set of material in an upcoming language activity and associating it with what is already

known. This strategy can be accomplished in many different ways, but it is often helpful to follow these steps: learning why the activity is being done, building the needed vocabulary, and making associations.

Based on observations some students pay attention to the teacher when explaining and some students focus on what the teacher conveyed. There are some students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

R : "Do students always understand what their teachers teach in language learning?"

S : "Yes, but not all students understand what I teach, especially in reading"

R : "How many students do not understand language learning?"

S : "Yes, there are students who do not understand but ask the theme. There is also if you do not understand directly ask me. For example, how is the formula for dealing with this problem."

(Interview conducted on August 21th)

3.1.3 Paying attention

Deciding in advance to pay attention in general to a language learning task and to ignore distractors and or to pay attention to specific aspects of the language or to situational details

Based on observations some students pay attention to the teacher when explaining and some students focus on what the teacher conveyed. There are some students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

R : "do you always pay attention to new vocabulary in reading?"

S : "because in every reading there is a sentence that shows the core of a reading"

R : "what you should do after the read a book?"

S : "I always pay attention to new vocabulary in reading because it can add to my vocabulary in English"

3.1.4 Delaying speech production to focus on listening

Deciding in advance to delay speech production in the new language either totally or partially, until listening comprehension skills are better developed. Some language theorists encourage a silent period of delayed speech as part of the curriculum, but there is debate as to whether all students require this.

Based on observations some students pay attention to the teacher when explaining and some students focus on what the teacher conveyed. There are some students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

R : do you always pay attention to the teacher who is giving the material in class

S : "because the teacher always provides interesting material

R : " why you learn very confused in the class?

S : "because when giving material is very important or considered

R : whether you can pay attention to work?

S : " because sometimes I pay attention, sometimes not. if not I'm not concentrating

3.1.5 Finding for a language task

Namely about concepts where students can find vocabulary in language learning by selective learning by paying attention to what is taught to the teacher

Based on observations some students pay attention to the teacher when explaining and some students focus on what the teacher conveyed. There are some students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

R : "Do students always use plans or strategies in language learning / use design to achieve good grades?

S : "Not all people use design in learning they only study in class and use the dictionary"

R : "Is it like effective for learning in your class"

S : "Yes, it is effective, because students here also learn a lot outside the classroom about language

(Interview conducted on August 21th)

3.1.6 Organizing

Organizing is knowing a concept related to metacognition, organizational learning, organizing metacognitive considered a key norm to the presepective concept of the learning

Based on observations some students pay attention to the teacher when explaining and some students focus on what the teacher conveyed.there are some students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

R : do you always analyze every word contained in the reading”

S : to know the meaning of words that have not been typified in a reading

R : wheter you reading understanding the meaning?

S : “yes,because to add vocabulary as well as meaning”

R : Do you always want to know with new words?

S : “because new words are always curious”

3.1.7 Setting goals and objectives

Setting goals and objectives is one strategy to reach the point of achievement in the learning process in the classroom and out of the classroom so that this type can improve students get good grades in language learning

Based on observations some students pay attention to the teacher when explaining and some students focus on what the teacher conveyed.there are some students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

R : do you have any achievement in every English learning”

S : “yes,I look for the meaning of the words contained in the reading and sometimes look for the equation”

(Interview, August 22th)

3.1.8 Identifying the purpose of a language task

This type is also the most effective way to get good grades in language learning, because before starting assignments students are required to identify assignments to be done

Based on my observation in the classroom the teacher uses the lesson plan so that the teacher must achieve what is achieved in the material, and many students understand what the teacher with indicators that have been planned by the teacher, a student who do not know what they are told to do while learning and not paying attention at all.

Based on observations some students pay attention to the teacher when explaining and some students focus on what the teacher conveyed. there are some students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

The following is proof of the answer the researcher took from the data questionnaire

R : do you always categorize english assignments given by the teacher such as (listening / reading / writing / speaking assignments”

S : “yes,I always listen to songs in English”

R : do you find it easy in that way?

S :”yes, so it's easy to do”

(Interview, August 22th)

3.1.9 Planning for a language task

This type is also the most effective way to get good grades in language learning, because before starting assignments students are required to identify assignments to be done

Based on observations some students pay attention to the teacher when explaining and some students focus on what the teacher conveyed. there are some students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

R :”do you have your own procedures for doing work?”

S : yes,because I feel I have a different way of learning

S : “yes,in doing the work the situation around me must be calm because if it is noisy I cannot concentrate and sometimes there must be food because thinking requires energy”

S : “yes,working in my own language, summarized, and using a colored pen other than black”

S :” yes,study or do assignments by listening to music”

(interview, conducted August 22th

3.1.10 Seeking practice opportunities

Looking for practice opportunities is an effective type for students because it is necessary to practice a reading in front of the class, because it is also to evaluate whether or not to read language correctly

Based on observations some students pay attention to the teacher when explaining and some students focus on what the teacher conveyed.there are some students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

R :”do you always make notes about your own developmengt in reading english

S : “yes,because into pronoun false”

(Interview, August 22 th 2019)

3.1.11 Self-monitoring

Self monitoring is an evaluation when students after receiving a lesson what has been taught to their teacher, so that this method can reflect whether students have good grades or not so students will know their mistakes when working on language problems

Based on observations some students payattention to the teacher when explaining and some students focus on what the teacher conveyed.there are some

students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

R : do you always correct your work?

S : “yes because i want to know where my mistake”

(interview, August th 2019)

3.1.12 Self –evaluating

This indicator is very effective for students do assignments or daily test to evaluate themselves how far they receive the leeson

Based on observations some students pay attention to the teacher when explaining and some students focus on what the teacher conveyed.there are some students who ask the teacher with certain indicators, also when the teacher gives questions to students asking questions answered by the students:

Based on the data interview with the students:

R : why do you always evaluate after assignment?

S : yes,because i always cathc whether the material delivered by the teacher is well conveyed.

(Interview,August 22 th 2019)

3.2 Discussion

The researchers presents the discussion of the research. This research explains about the metacognitive strategy to imporove reading skilss used by the good English achievers at the eleven grade students of SMA Negeri 1 Ngemplak.

3.2.1 The Metacognitive Strategy Used by the Good achievers

The metacognitive strategies which were used by the good English achievers support the learning strategy theory proposed by Oxford. Based on the finding,the researcher found that the good English achievers used the learning strategies classified by Oxford. Those strategies helped the students to be better in learning process and improve reading skills. However, the finding of this research is not in line withAhour and Salamzadeh’s finding (2014). Ahour and Salamzadeh’s finding stated that the metacognitive strategy was not actively used by the participants. Thefinding of the current research showed that metacognitive

strategy was actively used by the students. The students used seven sub-categories of eight metacognitive strategies.

Table 1. The Metacognitive Strategy Used by the Good achievers

No.	Type of metacognitive	Number of students
1.	Delaying speech production to focus on listening	6
2.	Planning for a language task	5
3.	Paying attention	4

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