THE RELATIONSHIP BETWEEN METACOGNITIVE STRATEGY AND READING COMPREHENSION AT THE TENTH GRADE OF SMAN 3 KABUPATEN TANGERANG IN ACADEMIC YEAR 2019/2020

Ika Roisyatul Hurriyah[1], Nirna Nirmala[2]

[1] English Language Education Faculty of Teacher Training and Education, Universitas Islam Syekh- Yusuf
email: ikaroisyatulroisyatulh@gmail.com
[2] English Language Education Faculty of Teacher Training and Education, Universitas Islam Syekh- Yusuf
email: nnirmala@unis.ac.id

Abstract

This article presents the analysis of metacognitive strategy and reading comprehension. The result shows that there is not any positive relationship between these variables. Although the metacognitive strategy of students is high, it does not contribute to the improvement of the ability of the students reading comprehension at SMAN 3 Curug in academic year 2019/2020. The research findings shows there is no correlation between metacognitive strategy and reading comprehension of students in SMAN 3 Curug. As the result, the value skills obtained by students was associated with the understanding of the low reading comprehension skills. These conditions also influenced in decreasing metacognitive strategy of the students, because they will feel hopeless with the result obtained. The findings of this research also have implications to the teachers, some efforts given to students by awarding something to students was useless. Therefore, the teachers are expected to try doing another approach to improve the student metacognitive strategy by praising or giving reward in order to appreciate what students done.
Keywords: metacognitive strategy, reading strategy, reading comprehension

1. Introduction

In learning English students are expected to be able to expert all language skills of English, they are listening, speaking, reading, and writing. It is based on the goal of teaching English. In the classroom students do their activity like playing and socializing with their friends. Classroom is a small miniature of wide society filled in with many elements. The process of teaching and learning is the most common element in the language classroom. Furthermore, the writer focuses on reading because in the globalization era right now, there are many problems from the students to learn about reading. According Elizabeth and Angaluki (2005:6) reading is about understanding written text. Reading is a learning process of transferring information from writer to the reader by using written form. The writer is the sender of the information, thoughts, ideas and the reader is the receiver of the message. When the students read, they also process and transfer information on their brain, so they will learn something from the reading. Reading has an important role in learning process because the students' success in learning other subjects is very much determined by the high degree of mastering reading. Reading consists of two processes, that is word recognition and comprehension. Therefore, comprehending what is being read is important. Zhussupova & Kazbekova (2016) stated that comprehension is the understanding and interpretation of what is read. So, to comprehend a text, students are supposed to identify the main idea, certain information, and detail information from a text. According to .Reza Ahmadi, Nizam Ismail, & Kamarul Kabilan Abdullah (2013) reading comprehension is a complex process involving a combination of text and readers. Considering those problems, the students should pay attention to the characteristic of the text, guessing what the text about, and the like. Metacognitive strategy can help the reader make himself or herself ready to understand comprehend of the main text. According to Baker & Beall (2009) that metacognitive strategies are related to how we think and learn including three skill techniques: planning, monitoring, and evaluation. In the beginning of reading assignment students must be informed on how to use their planning, monitoring and evaluation skills. It is of great importance to improve the questioning skills of the students in the process of the teaching metacognitive strategies. Metacognitive strategies and reading comprehension skill which have connection reading is a process to collect data or information and reading is a process to distribute them. By reading the people can have new ideas to be presented in a text reading and metacognitive strategies between reading comprehension insight of the writer and information that is found by the reader in other words, reading and metacognitive strategies have a correlation. There are some researchers said that metacognitive strategy has relationship with reading comprehension.

Based on the explanation above, the writer formulates, the questions as follows: Based on the limitation of the problem, the writer formulates the problem as: "Is there any significant relationship between metacognitive strategy and students' reading comprehension at tenth grade of SMAN 3 Kab. Tangerang in Academic year 2018/2019

Reading comprehension is from two words, those are reading and comprehension. As the reading is someone getting the information about the text, and comprehension is the same meaning but understanding of a text. So reading comprehension is look at the text to understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Comprehension is the process of eliciting and making meaning through interaction and involvement with written language states by McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social context.

The last model of reading comprehension (interactive model) refers to the reading process which is supported by an interaction between the text information and the learner's background knowledge as well as interaction between different types of metacognitive reading strategies according to Grabe & Stoller (2011) some purpose of reading as follow:

a. Reading to search for the simple information in reading to search, we typically scan the text for specific or specific piece of information, or a few representative phrases.

b. Reading to learn from texts Reading to learn is usually carried out at a reading rate some slower than general reading comprehension (primarily due to reading and reflection in reading strategies to help remember information), and makes general comprehension to connect text information with the background knowledge.

c. Reading to integrate information, write and critiques texts there are skills inevitably requires critical evaluation of the information being read that the reader can be decide what information to integrate how to integrate it for the readers goal.

d. Reading for general comprehension they are abilities often taken for granted by fluent readers because they usually occur automatically; that is, we make use of these abilities without giving them much thought if we are fluent to readers.

Metacognition, or thinking about one's thinking, is the foundation for other reading comprehension strategies. Proficient reader continually monitor their own thoughts, controlling their experience with the text and enhancing their understanding. According to Mokhtari & Reichard,(2002) metacognitive reading strategy awareness is of interest not only for what they indicate about the ways students arrange their interaction with the context, but also for how the use of strategies is related to effective reading comprehension.

In learning English awareness of metacognitive reading strategies is emphasized in the field of reading comprehension processes, which have become important factors for reading strategies when reading.

Metacognitive strategy refers to had received a considerable attention by language teaching theoreticians and researchers alike for three main reasons. The first reason is that metacognitive knowledge develops good thinkers and lifelong learners who can cope with new situations in this rapidly changing world. Based on the definition above this study corroborates the view that explicit instruction of metacognitive reading strategies is a feasible tool to enhance students' reading comprehension and benefited most from explicit reading instruction supplemented by practice in metacognitive reading strategy activities.

Based on the explanation above, the hypothesis is formulated as there is positive significant relationship between metacognitive strategy and reading comprehension at tenth grade students of SMAN 3 Curug in academic year 2018/2019.

2. Research Methodology

Based on the formulation and objectives of the problem the writer analyzes, investigates and uses library and media research. The research will use quantitative method states as Creswell, John,(2001- 135),Quantitative researcher involves collecting data so that information can be quantified and used in statistical treatment to support or refute "alternative knowledge claims". The reason of choosing this method is that the research wants to know the relations of two variables based on correlations coefficient.

3. Research Design

Furthermore, the research design that is used in the research is correlation. Correlation has two characteristic in the study group as stated by Skovsmose & Borba (2004). It is very important to observe the extent to which researchers find statistical correlation between the two characteristics depend on how well the characteristics have already calculated. And the purpose of correlational

studies is to find out whether there are two or more related variables. The research is hypothesis that the metacognitive strategy is positively correlated with reading comprehension.
with reading comprehension.

Figure 1

X = Metacognitive strategy Y = Reading comprehension (Sugiyono, 2016)

4. The Population and Research Sampling
4.1. Population

According to Sugiyono (2016:80), "Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then concluded and characteristic of the applied research to learn and then be concluded." Population of this research is all students in the tenth grade at SMAN 3 Curug that consist of 5 classes. The total number of the students were 169 students.

Figure 1
Population in the class

No.	Name of Class	Total Students
1.	10 IPS 1	42 students
2.	10 IPS 2	42 students
3.	10 IPS 3	42 students
4.	10 IPS 4	42 students
5.	10 IPS 5	42 students
6.	10 MIPA 1	42 students
7.	10 MIPA 2	42 students
8.	10 MIPA 3	42 students
9.	10 MIPA 4	42 students
10.	10 MIPA 5	42 students
11.	10 MIPA 6	42 students
12.	10 MIPA 7	42 students
	Total	504 Students

4.2 Sample

Based on Frankel & Wallen (2012), "Sample in research design a definite plan for obtaining a sample from a given population." It refers to the technique or the procedure the writer would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected.

"Sampling is used to determine the sample if the object to be studied or the data source is very broad, to determine which one will be the source of the data, then the sampling is based on predetermined regions." In the other words, the writer uses the number of population for sampling. The writer choosen *Slovin* formulation as the sample of the research.

$$n = \frac{n}{1 + ne^2}$$

Keterangan :
n = Overall sample
N = Overal population

e = *Level of error the applied* (5%)
The order for errors corrected, it was used

(level of error) $\alpha = 5\%$ it means the accuracy of desired not less than 95%. Based on the provision then the number of sample is:

$$n = \frac{504}{1 + 504 \ 0{,}05^{\ 2}}$$

$$n = 223$$

There are used 228 sample for correlate analysis between score metacognitive strategy and their reading comprehension test.

5. **Technique of Collecting Data**

The collecting the data of the research, technique of the test and questionnaire will be applied. It was giving the questionnaire of student's survey of reading comprehension, and checked the result of it, was as talking about research to test review when the student read.

Questionnaire survey based on the situation in the school. Information from the English Teacher in SMAN 3 Kab. Tangerang. The questionnaire expert by Mokhtari, K., & Sheorey (2002). The purpose of this survey is to collected information about the various strategies when students use read school-related academic materials in English (example from reading text books for homework or examinations, reading journal, article, and etc). Each statements is followed by five numbers 1, 2, 3, 4, and 5 and each other number means the following:

1. Means that "I never or almost never do this"
2. Means that "I do this only occasionally"
3. Means that "I sometimes do this"
4. Means that "I usually do this"
5. Means that "I always or almost always do this"

The writer while make the questionnaire to find out the student's metacognitive strategy on reading because, of this survey is to collect information about the various strategies when the writer read the school's situation related to the academic materials in English example from, reading text books for homework or examination, and etc.

Based on the questionnaire done by Mokhtari, K., & Sheorey (2002), these are the specification of the questionnaire.

The Indicates in the questionnaire to overall average indicates how often use in reading comprehension when the reading materials expert by Mokhtari, K, & Sheorey(2002). The average for each subscale hows which groups of strategies (Global, Solving, or support strategies).

Based on daily examination performed by school teacher.

1.) Metacognitive Strategy

Validity of the test was not performed because it uses the instrument of expert Rastegar, Mehrabi Kermani, & Khabir, (2017)

2.) Reading Comprehension

Validity test was not performed because the score of reading comprehension has been available from the school. The instrument is declared valid if r count ≥ r table where r table = 0.308. Test validity was done comparing the calculated values *(corrected item-total correlation)* with r table, the criteria are as follows:

- If the r count value > r table value then the
  item   is   valid
- If the value r counts < r value of the table then the item is invalid

The test validity of vocabulary instrument has been done to 41 respondents.

The hypotheses which will be tested in this research are stated in statistical hypothesis as follow:

1.Ho: p < 0
  There   is   no   positive   correlation   between   student's   metacognitive strategy
  and reading comprehension oftenth grade students   of SMAN   3 CurugKab. Tangerang   academic years 2019/2020

2.Ha: p > 0
  There is positive correlation between metacognitive strategy and their reading comprehension of tenth students of SMAN 3 Curug Kab. Tangerang academic years 2019/2020.

6.**Research Findings**

In this chapter the writer described and analyzed the data description based on the data collecting technique in SMAN 3 Curug, Kab. Tangerang. It was done by the writer to finds out the whether there was any correlation on students reading comprehension skills in the questionnaire and test reading.

There are 187 male students and 313 female students of tenth grade, class 11 there are many man 173 and the women they are 251, and the class 12 there are many men 179 and the women are 247 from the result total of students in SMAN 3 Curug are students 1,350 students.

This section explains about the result of statistic description from the test correlation between metacognitive strategy and reading comprehension with the indicator metacognitive strategy as variable X and reading comprehension as variable Y.

6.1 Normality Probability variable

In this section discuss plotting result diagram scatter between metacognitive strategy and reading comprehension for finding a based indicator variable correlation. As for the result plotting between variables can be seen in following figure below:

Figure 3 P-Plot Regression

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: ReadingCompre
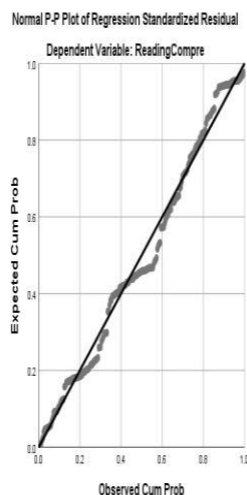
Based on figure above indicates that the direction of the relationship between metacognitive strategy and reading comprehension is positive and realtively flat. It said that there is a weak and positive relationship or both the variables describing the absence of relationship.

In this section presented the test of normality result of analysis between metacognitive strategy and reading comprehension for finding a distribution variable correlation. As for result of normality test between metacognitive strategy and reading comprehension the variables can be seen following table below:

Table 2
Test of
Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Metacognitive strategy	.107	228	.000	.982	228	.005
Reading Comprehension	.093	228	.000	.971	228	.000

a. Lilliefors Significance Correction
Source: Statistical Result SPSS 25 (2017)

Based on the table above indicates that the normality test between metacognitive strategy and reading comprehension does not have the normal distribution. It can be seen because Sig. from the variables can be seen 0,05 the data X have the significant (X=0,05<0,05) and the data Y does not significant distribution(Y=0,00<0,05).

6.2 Test of linearity

In this section presented to linearity test result of analysis between metacognitive strategy and reading comprehension for finding a linearity variables correlation.
The linearity test between metacognitive strategy and reading comprehension it has

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.061[a]	.004	-.001	13.74355

a. Predictors: (Constant), Metacognitive

 b. Dependent variable: Reading comprehension been showed the result of the linier and inter connected. It can be seen from the value Sum

of Square=136,136 f=1, Mean Square=136,136, F=.796, Sig =373.

6.3 Correlation of Analysis

This section shows the result test of correlation non parametric between students metacognitive strategy and reading comprehension which aims to find correlation of the data in two variables. This test is done because the data does not have normal distribution, for the result of using *non parametric* test between the variables can be seen in following table below:

Table 4
The result Correlation test

Metacognitive Reading comprehension strategy

			Metacognitive strategy	Reading comprehension
Spearman's rho	Metacogni tive strategy	Correlation Coefficient	1.000	.088
		Sig. (2-tailed)	.	.186
		N	228	228
	Reading comprehes ion	Correlation Coefficient	.088	1.000
		Sig. (2-tailed)	.186	.
		N	228	228

Source: Statistical result SPSS 25(2017)

Based on the table above estimation of the correlation between metacognitive strategy and reading comprehension using correlation analysis non parametric model Spearman-Rho showed coefficient correlation number of 0,88. This result can be said the weak and positive connection. It means there is connected between metacognitive strategy and reading comprehension.

6.4 Coefficient determination

From the result of correlation test using SPSS version 25 for window, it was obtained the coefficient of determination which has been shown in the following table.

Table 4.6
Coefficient of determination

From the table above, it was obtained the value of the correlation of determination (R Square/R^2= 0.04 or 0,4% it showed metacognitive strategy and was influenced by reading comprehension students.

6.5 Test Hypothesis

The hypotheses of this research is does not correlation between metacognitive strategy and reading comprehension at tenth grade student of SMAN 3 Kab. Tangerang in academic year 2019/2020. Then it can be formulated statistical as follow:

1. H_o : $p >$ = There is no significant correlation between metacognitive strategy and reading comprehension at the tenth grade class in SMAN 3 Curug, Kab. Tangerang Academic year 2019/2020.

2. H_a : $p <$ = There is a significant correlation between metacognitive strategy and reading comprehension at the tenth grade class in SMAN 3 Curug, Kab. Tangerang Academic year 2019/2020.

To find out the correlation between metacognitive strategy and reading comprehension students, it was used Pearson correlation. From the analysis result, it was obtained that the coefficient correlation (r) was 0.88, and the coefficient of determiner (r^2) was 04%. It meant that metacognitive strategy and reading comprehension students has a fair correlation.

7.Research Discussion

The writer analysis at the tenth grade consisting of 504 students. These steps were conduct by researcher to know correlate between students metacognitive strategy and reading comprehension. This steps has been done by the teacher and the students before being taught by using questionnaire.

After calculating the data on SPSS 25 version, the findings of this researcher can be known that the mean of students between metacognitive strategy and reading comprehension score is 57.76 and reading comprehension is 67.63 and the mean of students metacognitive strategy and reading comprehension after the test normality test used the *Kolmogorov-smirnov* is, 0,00. From the result it can be concluded between metacognitive and reading comprehension data does not normal distribution, based on the value test hypothesis of Metacognitive strategy and reading comprehension using correlation analysis non parametric model Spearman-Rho showed coefficient correlation number of 0,88. This result can be said the weak and positive connection.

Therefore, analysis correlation from two variable using the analysis correlation non parametric model *Spearman rho* based on the result is (Ha) is accepted and hypothesis (Ho) is rejected. It means that there is negative in significant correlation between metacognitive strategy students and reading comprehension. As for the value test normality and this correlation contradiction with previous research. According to Rastegar et al., (2017) with the tittle "The relationship between Metacognitive Reading Strategies Use and Reading Comprehension Achievement of EFL Leaners" state that The findings of this study revealed that there was a significant positive relationship between the use of overall metacognitive reading strategies by the participants and their reading comprehension achievement. The current suggest that when this variables are include, metacognitive strategy reading comprehension maybe not explain the significant additional variance in reading skill with all reader, however in the group have low ability readers, metacognitive strategy may play an important role.

7.1 Research Limitation

The research realizes the researcher still have a weakness and flaws in the researcher. In this researcher, the writer is having some problems, one of them is timeless for the researcher and less ability for the giving rule of the purpose the researcher and questionnaire that is students less understand by students because using English language therefore the result in this researcher finds low and negative correlation between metacognitive strategy and reading comprehension.

8. Conclusion

Here, the writer concludes the result of the research as follows:
Finally, it can be concluded that there is no significant correlation between metacognitive strategy with the reading comprehension. It means there is not any positive relationship for both variables.

Although the metacognitive strategy of students is less, it does not contribute to the improvement of the ability of students reading comprehension at SMAN 3 Curug Kab. Tangerang in Academic year 2019/2020.

9. Implication

Based on the discussion of the data analysis and data interpretation, it can be conclude that there is positive relationship between metacognitive strategy on the students reading comprehension. The students have well in reading comprehension skill which also affected higher intelligence. The student who have the higher metacognitive strategy and reading comprehension intelligence also have good relation. The students metacognitive strategy have important role in relationship to the other and also in learning process, especially in the reading comprehension. The findings of this research, It also hasimplication to teacher, namely some effect of given to the students by awarding something to students was useless. So, the teacher are expected to try do another approach to improve the students in the metacognitive strategy by praising or giving reward in order to appreciate what students done.

10. Suggestion

Based on the conclusion above, it can be delivered some suggestion from this researcher for people who have interested in doing the analysis in the same field here suggestion as follow:

1.) For the Teacher
   Metacognitive strategy could be one of the factors to increase student reading comprehension, because of the metacognitive strategy of students not even capable of delivered high impact on increasing the score of reading comprehension. The end, teacher are expected to conduct another approach to enhance the ability of students to read and learning in increase their English score at school.
2.) For the Students
   Metacognitive strategy is expected to increase student confidence and learn to reading and understand of the meaning of the text. And get information from the text. In addition, students must be able to improve reading skills not only in the school environment.
3.) For Future Researcher
   In this researcher realized that the mini thesis is not perfect, Because this mini thesis can be a source or reference for the next writer have to make a better researcher.

11. References

Brown, H. D. (2003). language assessment : Principles and Classroom Practices. In *Pearson Education*. California: San Frasisco State.: University.

Cain, K., Oakhill, J., & Bryant, P. (2004). Children's Reading Comprehension Ability: Concurrent Prediction by Working Memory, Verbal Ability, and Component Skills. *Journal of Educational Psychology*, *96*(1), 32. https://doi.org/10.1037/0022-0663.96.1.31

Grabe, W., & Stoller, F. L. (2002). Teaching and researching reading. Harlow: Pearson Education
Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students reading strategie. *Journal of*

Development Education, *25*(3), 2–10. Retrieved from
http://laurenyal.myefolio.com/Uploads/Survey2002Mokhtari.pdf

Pang S. Elizabeth, Muaka Angaluki, B. B. E. and K. L. M. (2005). Teaching Reading. In W. J. Herbert

(Ed.), *University of Illinoist*. Chicago: University of Illinoist.
https://doi.org/10.1002/9781405198431.wbeal1174

Rastegar, M., Mehrabi Kermani, E., & Khabir, M. (2017). The Relationship between Metacognitive Reading Strategies Use and Reading Comprehension Achievement of EFL Learners. *Open Journal of Modern Linguistics*, *07*(02), 66. https://doi.org/10.4236/ojml.2017.72006

Reza Ahmadi, M., Nizam Ismail, H., & Kamarul Kabilan Abdullah, M. (2013). The importance of metacognitive reading strategy awareness in reading comprehension. *English Language Teaching*, *6*(10), 237. https://doi.org/10.5539/elt.v6n10p235

Sugiyono. (2016a). Metode penelitian. In *Metode Penelitian Kuantitatif, kualitatif, dan R&D* (2nd ed., p. 42). Bandung: Alfabeta. Retrieved from Alfabetacv

Sugiyono. (2016b). Metode Penelitian Kuantitatif,Kualitatif,dan R&D. In D. Sugiyono (Ed.), *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (2nd ed., p. 80). Bandung: Alfabeta. Retrieved from www.cvalfabeta.com

Stutz, F., Schaffner, E., & Schiefele, U. (2016). Relations among reading motivation, reading amount,

and reading comprehension in the early elementary grades. *Learning and Individual Differences*, *45*, 101–113. https://doi.org/10.1016/j.lindif.2015.11.022

Zhussupova, R., & Kazbekova, M. (2016). Metacognitive Strategies as Points in Teaching Reading Comprehension. *Procedia - Social and Behavioral Sciences*, *228*(June), 593–600. https://doi.org/10.1016/j.sbspro.2016.07.091