

The Relationship between Metacognitive Strategy and English Reading Comprehension of Vocational High School Students

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Abstract

Metacognitive strategy is believed to be able to help students in learning independence by increasing awareness of reading comprehension. The research aims to describe the relationship between metacognitive strategy and students' reading comprehension in improving their cognitive flexibility. This research used a quantitative approach using correlation design. Purposive sampling techniques are used for sampling involving 30 vocational students. The data obtained through questionnaires and reading comprehension test. The result of this study shows that there is a significance of the relationship between metacognitive strategy and reading comprehension. This result of correlation coefficient is 0.466. the result of the calculation showed a determination of 21.7% and t-test of 2.79. In addition, the application of metacognitive strategy helps students increase flexibility in thinking. The teacher can apply metacognitive strategy as a provision of independence of thinking students in the learning process.

Keywords: cognitive flexibility, reading comprehension, strategi metacognitive strategy

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INTRODUCTION

Comprehension in reading takes a role in the success of a study. Without comprehension, reading is pointless and misunderstanding. Having excellent reading comprehension skills is crucial. Reading comprehension is one of skills that English language learners should master. (Supraningsih et al., 2019) state that reading comprehension is a fairly essential part because it stimulates students' thinking skills (cognitive skills) where students should be able to question statements which is on the reading text. Students are the subject who have the ability to actively search, process, construct and apply the knowledge. It is called student-centred in the curriculum of Indonesia (*Lampiran-Permendikbud-No-103-Tahun-2014*, n.d.).

Unfortunately, students find difficulties to understand English text. In the pre-observation conducted at one of vocational high school in Bogor regency it is known that students do not have awareness yet in reading. This fact raises another problem (Utami et al., n.d.) expressed that sometimes English text difficult to understand for the learners because of the text is complicated grammar, unfamiliar words, and some sentence in form complex grammar in the text.

In theory metacognitive strategy is able to direct students to aware and become independence learners. learners of English should know and be able to develop a variety of strategy in reading to achieve their comprehension (Maulana AMIK BSI Yogyakarta, 2016). Metacognitive reading strategy help learner to focus and

organize their cognitive. Cognitive include direct interaction with the task, helping to facilitate comprehension, understanding of the content to connection between past knowledge and new information (Sutiyatno & Sukarno, 2019).

The studies which have investigated the metacognitive strategy of English learners have correlation with reading comprehension. Several have revealed that metacognitive strategy is an effective factor which can promote reading comprehension. Metacognitive reading strategy is related to how learners think and learn including three aspect techniques: planning, monitoring and evaluating. At the beginning of the reading assignment, learners must be informed about how to use their planning, monitoring and evaluating skills. Furthermore, those aspects enable learners to improve their reading comprehension (*Rima Salasti, 2020, n.d.*). Metacognitive knowledge refers to information that one has regarding self-cognition and learning strategies, and metacognitive monitoring refers to a range of executive functions such as attention, control, planning and detecting errors in performance. In fact, metacognitive knowledge refers to interaction of beliefs and knowledge stored in the personal memory function, performance of tasks and selection of strategy (Sarvarian, et. all, 2018) .

This shows a positive linear correlation between metacognitive strategy and reading comprehension. It can be inferred that successful readers of second language or foreign language students are aware of metacognitive strategy and can use those strategy while reading

Reading Comprehension

Reading comprehension is the active activities more than just understand the text but can identify the word and connecting prior information with new knowledge. A good reader can understand what they are reading its mean they have good comprehension.

Reading comprehension is essential for successful functioning in learning. In virtually all instances, the goal of reading is to identify the meaning or message of the text at hand (Kendeou et al., 2015). There are some indicators in assing reading such as: finding details, finding main idea, drawing conclusion, detecting the purpose of the text, making prediction, and making judgement (Pembelajaran & Pembelajaran, n.d., 2018).

Metacognitive Strategy

According Oxford in Bruen J, metacognitive strategy is actions which go beyond purely cognitive devices, and which provides a way for learners to coordinate their own learning process (Bruen, 2020). The concept of metacognition includes thinking about the thinking process, self-awareness, understanding and learning characteristics. Metacognition also refers to awareness in individual thinking about the learning process. Metacognitive is concerned with monitoring and evaluating the success of the learning process.

Metacognitive reading strategy has three cluster of metacognitions: Planning included advance organizer, organizational planning, selective attention, and self-management. Monitoring and production monitoring. Evaluating included self-assessment, self-evaluation, and self-reflection (Nazarieh, 2016).

RESEARCH METODOLOGY

This research's objective is to describe for the correlation between metacognitive strategy and reading comprehension. The research employed quantitative approach with correlational method. The population of this research is the tenth grade students of SMK Educational Technology Parungpanjang. There are 30 students in this research. The researcher used purposive sampling in this research. There were two instruments used in this research: Reading Comprehension Test (RCT) and Metacognitive Strategy Questionnaire (MSQ). First, the reading comprehension test is consisted of 19 questions. It selected from book of English for 10th grade 2017 (Guru & Kelas Het Zona, 2017). Second, the Metacognitive Reading Strategy Questionnaire (MRQ) is consisted of 21 questions, the categories with detailed description were adapted from (Zhang & Seepho, 2013). The data obtained is then analyzed using the data analysis procedure presented by (Jaya, 2019) normality, linearity, and test of correlation.

RESULT AND DISCUSSION

Table 1. Summary of data analysis

Variable	Mean	Lcount	Regression significance	Ryx	t-test	Ryx ²
RCT	13.1	0.062	7.78	0.466	2.79	0.217
MSQ	74.4	0.062				

Based on the number of questions and participants mean score for RCT=13.1 and MRQ= 74.7. According to Tabel 1, the normality value got 0.062 for each variable then regression significance 7.78. The correlation coefficient was examined whether the participants' use of metacognitive strategy or not. Metacognitive and reading comprehension were significantly correlated ($R_{yx} = 0.466$, $R_{yx}^2 = 0.217$). It means that the students who used more metacognitive strategy tended to score higher on reading comprehension test, where the students used fewer metacognitive strategy were likely to get low scores.

The significant correlation between the overall metacognitive strategy and reading comprehension was 0.466 indicated that metacognitive strategy played a very crucial role in students' reading comprehension and verified of enhancing reading comprehension by improving this strategy. The more the students used metacognitive strategy, the more likely were to obtain higher scores on reading comprehension test. Therefore, readers with metacognitive strategy are able to become independent learners and have flexibility of thinking.

The findings of another research question confirmed the studies by (A'an & Wahyudi, n.d.), (Zhang & Seepho, 2013), (Sutiyatno & Sukarno, 2019), and (Muhid et al., 2020) in which the participants' global use of metacognitive strategy and their reading comprehension were significantly correlated. According to A'an & Wahyudi (2010) that the result showed the high readers dominant in the use metacognitive strategy. Also Muhdi et al (2020) state metacognitive strategy had positive effect on students' reading achievement.

CONCLUSION

Metacognitive strategy help students to focus and organize their cognitive, as the researcher explained before. Cognitive include direct interaction with the task, helping to facilitate comprehension, understanding of the content to connection between past knowledge and new information. This strategy can help students become independents learner and have flexibility thinking. It was concluded that if students have a good metacognitive, they will pass the reading comprehension test with the good score. Metacognitive strategy plays a crucial part in achieving readers' comprehension. The result was equal with the theories above researcher assumption. The result of this study provides several different areas such as listening and writing for future investigation.

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