

For English education studies, the results of this research is expected to

1. be useful as a reference for other researchers in enhancing students' reading comprehension, and
2. be useful for further research about using metacognitive strategy to enhance reading comprehension.

For the teacher, the results of this research is expected to

1. be used as a guide in enhancing students' reading comprehension using the metacognitive strategy.
2. be a reference for English teachers to develop an innovative teaching method that can be implemented in their classroom.

For the students, the results of this research is expected to:

1. help them use the metacognitive strategy to comprehend their reading through text,
2. build their self-regulation and self-awareness that are useful for comprehending a reading text, and
3. help them know what they will do after the teacher gives a text.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents relevant literature. It includes few of sections. The first section describes about teaching and learning English, learning strategy, definitions of reading, types of reading, reading in microskills and macroskills, reading as an important and active skill, the importance of reading comprehension, reading comprehension in the classroom, and assessing reading.

A. Teaching and Learning English

Teaching and learning is two activities that can not be separated. We as English teachers have to know well about how to teach through teaching activity and how to engage student through learning activity, especially for enhancing students' skill of four, i. e. listening, speaking, reading, and writing. It is not only in the field of teaching and learning application in the class, but also in the area of theory. They have to fulfil each other.

According to the Cambridge International Dictionary of English, teaching means to give (someone), where as the Longman Dictionary of Contemporary English defines that it means to show somebody how to do something or to change somebody's idea.

Brown (2007) states teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, causing to know or understand. Meanwhile, learning refers to getting knowledge of a subject or skill through study, experience, or instruction.

There are many components of the definition of Learning such as it is an acquisition process of getting information or skill which involves active, conscious focus and relatively permanent but subject to forgetting. Learning is also indicated if there is a change in behaviour of learners. (Brown, 2007:7)

As a teacher, theory of teaching and learning is very needed to improve our professional teaching through our teaching and learning activity in the class. Those Brown's proposed that second language learning, is affected by various aspects such as learners' first language, a new culture, a new way of thinking, acting new language, and have high understanding that learning language is learning globally. Specifically, from the process of teaching and learning, new culture and behavior have more focus to discuss, because of rapidly discussed as hot issues in this era. From Brown's suggest that in teaching and learning process, an acquisition is the main of getting new information or skills which involves active teaching and learning.

B. Learning strategy

When I thought my students in my reading class, I have seen students' potential was different. Mostly, their potential was good for speaking, but had many difficulties for reading. Reading was the most difficult skill to understand because of their demotivation to join reading class. Their demotivation came from their environment, learning style, did not have strategy of learning and mostly was demotivation. If the learning style come from their born, it had not happened for the learning strategy. The learning strategy have taught by the teacher to students. The futur strategy have been identified by Oxford (1990: 9) referred by Madya

(2013: 181) such as (1) giving contribution to gain the main purpose, that is communicative competence; (2) giving opportunity to the students to develop more independent; (3) enlarge teacher's role; (4) problem- oriented; (5) special act done by the students; (6) involving many aspects of student, not only for cognitive aspect; (7) supporting direct and indirect learning; (8) not always to observed it; (9) conscious; (10) able to teach; (11) flexible; (12) influenced by various factor.

Oxford (1990 and 2001) have divided of learning strategy into direct and indirect strategy. The direct strategy are memorizing strategy, cognitive strategy, and compensation strategy. While, Indirect strategy are metacognitive strategy, affective strategy, and social strategy. In Madya adopted from Oxford (2001), cognitive strategy has relation.

Learning strategies is divided into two main types, Cognitive Learning strategies and Metacognitive learning strategies contributes directly to the development of the language system created by the language learner. Cognitive strategies refer to the steps or measures which are taken in learning or problem-solving that involves direct analysis, transformation, or synthesis of learning Robin's (1987).

Strategies were divided into three main categories, such as metacognitive, cognitive and socioaffective strategies. (1) The metacognitive strategies description are advance organizers making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity, about self-management understanding the conditions that help one learn and arranging for the presence of those conditions, self-monitoring correcting one's

speech for vocabulary or for appropriateness, and need self- evaluation checking the outcomes of one's own language learning agents an internal measure of completeness and accuracy, (2) Cognitive Strategies are repetition imitating a language model, including overt practice and silent rehearsal, recouring using target language reference material, translation, imagery relating new information, auditory representation retention, and elaboration relating new information to other concepts in memory, (3) socioaffective is cooperation working with one or more peers to obtain feedback, pool information, or model a language activity. ([https:// charttesl.wordpress.com/2011/02/10/brow-learning-strategies-134-135/](https://charttesl.wordpress.com/2011/02/10/brow-learning-strategies-134-135/)).

C. Definitions of Reading

Among the definitions of reading that have arisen in this decades, the expert have own definition from their own views about reading especially for English as a foreign/ EFL and English as a second language / ESL. Reading does not draw on one kind of cognitive skill, nor does it have a straightforward outcome. For foreign language learners to read, they have to be prepared to use various abilities and strategies they already possess from their reading experiences in their native language. Nor it can be different for second language use of English for language teaching. It can be easier to understand for using strategies or methods of teaching and learning. It is because of the exposure for English as a second language rapidly used. The learner will need the knowledge they possess to help orient themselves in the many dimensions of language implicated in any text.

There are many definitions of reading. Urquhart & Weir (1998: 22) as quoted by Grabe (2009:14) define reading as the process of receiving and interpreting information encoded in language from via the medium of print. Whilst in Snow's (2002: xiii) words, reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. A more comprehensible definition of reading is defined as a complex combination of processes (Grabe, 2009: 14 – 16) :

1. a rapid process: in the sense that readers read most materials at 200-300 wpm even if the materials are new for them (c.f Carver, 1990; Pressley, 2006; Rayner & Pollatsek, 1989)
2. an efficient process: in the sense that the overall reading rate and the ways that various processing skills work together smoothly. At the same time, readers coordinate rapid and automatic word recognition, syntactic parsing, meaning formation, text comprehension building, making inferences, critical evaluation and linkages to prior knowledge resource (breznitz, 2006)
3. a comprehending process: in case that readers understand what the writer intended to convey in writing
4. an interactive process: reading is an interaction between the readers and the writer
5. a strategic process: a number of skills are used to anticipate text information, select key information, organize & mentally summarize

information, monitor comprehension, repair comprehension breakdowns, and watch comprehension output to reader goals

6. a flexible process: as reader purpose shifts, as comprehension is impeded, or as interest varies, the readers adjust reading process and goals
7. a purposeful process: the alignment between processes and purposes points out that reading is a purposeful process
8. an evaluative process: readers evaluate how well they are reading, how they should respond to the text if they like what the author says or if they want to learn more, review and check a grocery list or see what information is required to fill out a form, ect
9. a learning process: in the sense that readers make decisions about how to respond to the text
10. a linguistic process: it is not possible to read without recognizing the words to be read and the structural phrase, organizing the words without having a reasonable store of linguistic knowledge of language of the text (morphology, syntax, and semantics)

Reading is one of four language skills: listening, speaking, writing and reading. In general, Grellet (1987:7) says reading is the constant process of guessing, and what one brings to the text is more important than what one finds in it. This is why, from the beginning students should be taught to use what they know to understand unknown elements. Thus reading is an active activity; not only looking at words carefully, and not following the sentences line by line, but

reading involves our critical thinking to understand what the writer wants to convey in the text.

Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Since reading is a complex process, Grabe argues that “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills” (1991, p. 379) in reading; consequently researchers proposed at least six general component skills and knowledge areas: 1) Automatic recognition skills, 2) Vocabulary and structural knowledge, 3) Formal discourse structure knowledge, 4) Content/world background knowledge 5) Synthesis and evaluation skills/strategies 6) Metacognitive knowledge and skills monitoring.

Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. (Nunan,2003: 69). Actually, if we catch the point what we were read, we will know everything we need from all the texts we have. Moreover, the point is the main idea of the significance information for our daily life. As a human, we need information for getting

benefit of this life, fast. All the opportunities is seemed unavailable for human, if we did not aware of the appears of those informations, we lost that opportunities.

D. Types of Reading

Reading is an interactive and productive skill that have to mastery every students. For getting maximum process reading theories are followed the teachers to:

1. Extensive Reading

There have been conflicting definitions of the term “extensive reading.” (Hedge, 2003:202) Some use it to refer to describe “skimming and scanning activities,” others associate it to quantity of material. Hafiz and Tudor state that: the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners’ command of the L2(1989,5). Inspired by Krashen’s Input Hypothesis, researchers have shown renewed interest in extensive reading in recent years. This is seen most clearly in various trends adopted by ELT institutions. Students are urged to read independently by using the resources within their reach (Hedge, 2003, 200-201). Besides, there has been a growing interest in researching the value of extensive reading. Hafiz and Tudor (1989) conducted a three-month extensive reading program as an extra activity. The subjects were Pakistani ESL learners in a UK school and 146 their parents were manual workers with limited formal education. The results showed a marked improvement in the performance of the

experimental subjects, especially in terms of their writing skills. The subjects' progress in writing skills may be due in part to "exposure to a range of lexical, syntactic, and textual features in the reading materials" as well as the nature of "the pleasure-oriented extensive reading." (Hafiz & Tudor: 8) Hedge believes that extensive reading varies according to students' motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activities books for the students. The Reading Teacher journal, for example, publishes a list (Appendix A) every November of over 300 newly published books for children and adolescents that have been reviewed and recommended by teachers. Hedge (2003) also states that since extensive reading helps in developing reading ability, it should be built into an EFL/ESL program provided the selected texts are "authentic" – i.e. "not written for language learners and published in the original language" (Hedge, 2003: 218) and "graded". Teachers with EFL/ESL learners at low levels can either use "pedagogic" or "adapted" texts. Moreover, extensive reading enables learners to achieve their independency by reading either in class or at home, through sustained silent reading (SSR). Carrell and Eisterhold (1983) argue that SSR activity can be effective in helping learners become self-directed agents seeking meaning provided an SSR program is "based on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty, and length." (p. 567) Hedge (2003), however, argues that one is not sure whether Krashen's comprehensible input hypothesis "facilitates intake" in SL learners since "it is difficult to know exactly how any learner will actually use the input

available” (p. 204). However, “it can be seen as an input-enabling activity.” (ibid) No one can deny the fact that extensive reading helps greatly in “exposing” SL learners to English and especially when the class time is limited. Hedge briefs the advantages of extensive use in the following lines: Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning. (ibid, 204-205).

2. Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.” (ibid, 202) These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies. Hafiz and Tudor (1989:147) differentiate between extensive and intensive reading: In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to ‘flood’ learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material. (p. 5).

3. Perceptive

Based on the Brown's reading type, perceptive is on his reading types or categories included. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied (H. D. Brown. 2004. Language Assessment. Principles and Classroom Practices. Pearson Longman. Chapter 8)

4. Selective

H. D. Brown. 2004. Language Assessment. Principles and Classroom Practices. Pearson Longman. Chapter 8 states on his book that this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within very short stretch of language, certain typical tasks are used: picture cued tasks, matching, true/false, multiple choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

5. Interactive

H. D. Brown. 2004. *Language Assessment Principles and Classroom Practices*. Pearson Longman. Chapter 8, among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Topdown processing is typical of such tasks, although some instances of bottomup performance may be necessary.

E. Reading in MicroSkills and Macroskills

a. Microskills for Reading

The microskills and macroskills are aside attending to the assessment of reading ability. It can represent the spectrum of possibilities for objectives in the assessment (H. Douglas Brown, 2004:142). Those microskills and macroskills are represent on Brown's spectrum for assessing reading comprehension:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.

2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macroskills for Reading

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written texts, according to form and purpose.
3. Infer context that is not explicit by using background knowledge and connections between events, deduce causes and effect.
4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such

relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5. Distinguish between literal and implied meanings.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

F. Reading as an Important and Active Skill

Reading is an important skill to help people learn from human knowledge and experience. Through reading, knowledge has greatly contributed to the growth of mankind. Reading is the fastest and simplest way to raise people's educational level (Hung & Tzeng, 2001). Reading also stimulates the development of brain's cells, reinforce.

Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' power of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs. A second aspect of reading as an active skill is its

communicative function. Exercises must be meaningful and correspond as often as possible to what one is expected to do with the text. We rarely answer questions after reading a text, but we may have to (1) write an answer to a letter, (2) use the text to do something (e.g. follow directions, make a choice, solve a problem), (3) compare the information given to some previous knowledge. (Grellet, 1981: 8-9)

G. The importance of Reading Comprehension

The main purpose reading is to comprehend the ideas the material. Without comprehension, reading would be empty and meaningless. We have all witnessed cases where students are capable of reading the words, out face much difficulty in expressing their comprehension the main ideas.

The successful comprehension does not occur automatically. Rather, successful comprehension depends on directed cognitive effort, referred to as metacognitive processing. During reading, metacognitive processing is expressed through strategies, which are “procedural, purposeful, effortful, willful, essential, and facilitative in nature” and “the reader must purposefully or intentionally or willfully invoke strategies”. (Alexander & Jetton, 2000:295). Through metacognitive strategies, a reader allocates significant attention to controlling, monitoring, and evaluating the reading process (Pressly, 2000; Pressly, Brown, El-Dinary, & Afflerbach, 1995).

The based question from this paragraph is about what is reading comprehension. (Grellet, 1981:3) defined about reading comprehension that the

understanding a written text means extracting the required information from it as efficiently as possible. For example: we apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal.

In my class, even I gave my students information that how do we read was different way for applying it. When you have to finish one text for four questions on reading task, you must apply reading strategies to finish it soon. The text which was given by teacher made differently every meeting. For example: if you have procedure text that contents of receipt or prescription, your reading strategies is detail reading and that was not enough to understand the gist of the text.

Reading comprehension should not be separated from the other skills. There are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. It is therefore important, to link the different skills through the reading activities chosen: (1) reading and writing, e.g. summarizing, mentioning what you have read in a letter, note-making, e.t.c, (2) reading and listening, e.g. comparing an article and a news-bulletin, using recorded information to solve a written problem, matching opinions and texts, e.t., (3) reading and speaking, e.g. discussion, debates, appreciation, e.t.c. (Grellet, 1981:8).

The importance of reading comprehension are how to understand the text. The understanding of students can be formed from the text and the comprehension questions. If the text is defined as general text, so teacher needs to

use extensive reading purpose. On the other hands, if the purpose is focused on intensive reading, teacher needs to use particular text. The focus of typical questions how to get comprehension, according to Nation (2009:34) to understand students' comprehension, teacher needs to focus from the following questions:

1. Literal comprehension of the text. At this easiest, such questions could be answered by quoting parts of the text. These questions would be more demanding if the learners were not allowed to look at the text while answering questions.
2. Drawing inferences from the text. This kind of questions are how to get messages of the text. This can involve working out the main idea of the text, looking at the organisation of the text, determining the writer's attitude to the topic, interpreting characters, and working out cause and effect and other conjunction relationships which might not be explicitly stated.
3. Using the text for other purposes in addition to understanding. This involves applying ideas from the text to solve problems, applying the ideas in the text to personal experience, comparing ideas in the text to personal experience, comparing ideas in the text with other ideas from outside the text, imagining extensions of the text, and fitting the ideas in the text into a wider field as in a review of the literature.
4. Responding critically to the text. This involves considering the quality of the evidence in the text, evaluating the adequacy of the

content of the text, evaluating the quality of expression and clarify of language of the text, expressing agreement or disagreement with the ideas in the text, and expressing satisfaction or dissatisfaction with the text.

H. Reading Comprehension in the Classroom

The applying of reading comprehension is in various way in teaching and learning process. The teacher will start to think about waht kind of text that will give and what is the objective of the reading lesson. As a teacher, for comprehending of reading, we need to set up exercises based on our students understanding. The first point is constructing exercises. There must be variety in the range of exercises. This is an important factor in motivation and it is necessary if different skills are to be covered. An exercises should never be imposed on a text. It is better to allow the text to suggest what exercises are most appropriate to it. (Grellet, 1981:10).

As a teacher have to know about the strategy for comprehending of reading to the students. There are a number of reading strategies which may use to some schoolars, comprehension strategies include the following item: (1) identifying the purpose of reading (Brown, 2007: 366-371), (2) Planning the steps to understand the text (Hedgcock & Ferris, 2009:152).

I. Assessing Reading

Assessing is a measurement of students work that implied teachers succeed. As a teacher will be required not only able to teach in teaching process, but also knew about how to measure student's as their daily earning progress and their achievement. The results of the learning process is a benchmark in starting ability of learners. There are two different ways of assessment such as informal assessment technique, in which teachers observe the students to see how well they perform the tasks and then give them comments on their performance (Spartt, Pulverness & Williams, 2005:71) and another one is called as formal assessment by which teachers assess students' learning using tests or exams. I have already used the two techniques of assessments.

Table 4. Assessment Types (Nation, 2009: 75 – 76)

Goal of assessment	Purposes	Ways of assessing
Motivate	Encourage learning	Reading logs Book reports Comprehension tests Speed reading graphs
Measure achievement	Monitor progress Guide teaching Provide feedback to learner Award a grade	Comprehension tests Speed reading graphs
Diagnose problems	Isolate reading difficulties Provide focused help	Reading aloud Vocabulary tests Receptive grammar tests Translation Speed reading tests
Measure proficiency	Award a grade	Comprehension tests

J. Designing Assessment Task

After we have known about reading assessment, the researcher needs to create the task as a tool to do those assessments. H. Douglas Brown (2003:190 - 215) defines how to design reading assessment tasks. This kind of tasks is very needed to help the reasearcher how to make tasks in lesson plan of the reading comprehension. The strategy of metacognitive as the main strategy in this teaching process through reading tasks that researcher made. From the task, I know how to measure and what tool that used in teaching and learning process whether to know my lesson is succeed or not.

a. Designing assesement tasks : Extensive reading

This type of reading have unique and additional tasks design. Among the categories of assesing extensive reading, it is essential to note the number of the tasks, such as impromptu reading plus comprehension questions, short answer tasks, editing, scanning, ordering, information transfer, and interpretation (discussed under graphics). In addition, to thoses applications are tasks that are unique to extensive reading, they are using skimming tasks, summarizing , responding to reading, and note taking.

b. Designing assessment tasks : Perceptive reading

Perceptive reading as a fundamental and basic level for the beginning, such as recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words, and grapheme-phoneme correspondences. These are tasks of perception often referred to as literacy tasks, for

instance reading aloud, written response, multiple choice, picture-cued items,

c. Designing assessment tasks: Selective reading

These assessments are focused on formal aspect of language, for instance lexical, grammatical, and a few discourse features. The category of formal language aspect includes what many incorrectly think of as testing “vocabulary and grammar”, for instance multiple-choice (for form-focused criteria), matching tasks, editing tasks, pictured-cued tasks, gap filling tasks.

d. Designing assessment tasks : Interactive reading

This interactive reading have a combination of form-focused and meaning focused objectives, but with more emphasis on meaning. It is a little more focus on top down processing than on bottom up. In the form of charts, graphs, and other graphics may be somewhat complex in their format. The sorts of interactive reading tasks are cloze tasks, impromptu reading plus comprehension questions, short-answer tasks, editing (longer texts), scanning, ordering tasks, information transfer: reading charts, maps, graphs, diagrams.

K. Metacognitive Reading Strategy

Flavell (1976) describes that one’s knowlegde concerning one’s own cognitive process and products or anything related to them. He also asserts that

metacognition includes “the active monitoring and consequent regulation and orchestration of information processing activities (Flavel 1976:232)

Metacognitive or metacognition comes from two words of meta and cognition. Meta word comes from Greek which is translated as after, beyond, with, adjacent. It is a prefix which is used in English to show an abstraction from a concept. (Wikipedia, Free Encyclopedia, 2008). Besides, Cognition comes from the word *cagnoscere* from Latin which is meant to know, and to recognize. Cognition is also the act or process of knowing including both awareness and judgement (Webster’s Seventh New Collegiate Dictionary, 1972:161).

Reading strategies can help students read in a very efficient way. It means that students can transfer the strategies they use when reading in their native language to reading in a language they are learning. If students face the difficult tasks and are able to use the strategies to overcome the problem. Effective readers often monitor their understanding, and when they lose the meaning of what they are reading, they usually select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Therefore, it’s necessary to know reading strategies which indicate how the readers understand the tasks they read.

Metacognition is one of the important concepts used to promote reading comprehension. Metacognitive strategies consist of connecting new information to former knowledge, selecting thinking strategies deliberately, planning, monitoring, and evaluating thinking processes (Brown ,1994; cited in Ozek&Civelek, 2006: 3). According to Anderson (2000), metacognitive strategies

can simply be defined as thinking about thinking. Students who are metacognitively aware and know what to do when they do not understand; that is they have strategies to find out of to figure out what they need to do. For example, they will determine and select strategies to define a difficult situation and investigate alternative solutions. They will evaluate time and energy as well as determine how well they can solve the problem until the satisfaction is met. Therefore, the metacognitive activities vary according to the current cognitive processing task. The following is the Metacognitive Reading Strategy Checklist conducted by Anderson (1999: 82-83) Journal of College Teaching & Learning – May 2011 Volume 8, Number 5.

From the Tesol Journal added from Paris and Winograd (1990) maintained that metacognition can promote academic learning and motivation. They also argued that such “consciousness-raising” has twin benefits: “(a) it transfer responsibility for monitoring learning from teachers to students themselves, and (b) it promotes positive self-perceptions, affect, and motivation among students. In this mannaer, metacognition provides personal insights into one’s own thinking and fosters independent learning” (p.15). Researchers have shown that students’ awareness of their own reading comprehension processes

a. The Difference between Cognitive and Metacognitive Strategies

1. Cognitive Strategies

These strategies refer to producers and activities which learners apply to improve their ability to learn or remember the materials, and solve the

problems, especially those actions which learners use with specific classroom tasks.

Referred Madya's (2013 :181) from Oxford (2001) the cognitive strategy is significantly has realltion with the mastery of English as a second language and English as a foreign language. The cognitive strategy enables students to manipulate language material in a direct way, for example through reasoning, analysis, recording, summary, synthesis, framing, rearranging information to create stronger schemes, practices in the natural arena, and formal practice of structures and sounds. According to some studies cited by Oxford (2001), cognitive strategies are significantly related to language proficiency of a second or a foreign language. The cognitive strategy enables students to manipulate language material in a direct way, for example through reasoning, analysis, recording, summary, synthesis, framing, rearranging information to create stronger schemes, practices in the natural arena, and formal practice of structures and sounds.

Carrell and Eisterhold outline the processes involved in this interactive processes where both bottom-up and top down processing occur simultaneously at all levels:

The data that are needed to instantiate, or fill out, the schemata become available through bottom up processing; tp-down processing facilitates their assimilation if they are anticipated by or consistent with the listener/reader's conceptual expectations. Bottom-up processing ensures that the listeners/ readers will be sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text; tp-down processing helps the listeners/readers to resolve ambiguities or to select between alternative data (1983:557)

2. Metacognitive Strategies

Metacognitive is an important concept in cognitive theory. It consists of two basic processes occurring simultaneously, monitoring your progress as you learn, and making changes and adapting your strategies if you perceive and you are not doing so well (Winn, W. & Synder. D., 1998).

It's about self-reflection, self-responsibility and initiative, as well as goal setting and time management. Metacognitive skills include taking conscious control of learning, planning, and selecting strategies, monitoring the progress of learning, correcting errors. Analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary.” ([Ridley, D.S., Schutz, P.A., Glanz, R.S. & Weinstein, C.E., 1992](#)).

The point of metacognitive is awareness of thinking about what I want to know and what i don't want to know. In the learning context, the students know how they learn, to know their own ability and their modality of learn they have, and knowing their best strategy effectively.

Metacognition is referred to the knowledge people have about their own thinking which is considered as an important key to learning and learning performance (Brunning, Schraw, & Ronning, 1995). By definition, metacognitive strategies surround the learning activity and are often triggered by the success or the failure of a learner's selected or habitual strategies (Roberts & Erdos, 1993). Metacognition clearly involves more executive components such as setting goals, selecting strategies and monitoring their effectiveness in the accomplishment of learning tasks. According to Kuhn (2000), metacognition has two components,

firstly, the students' self awareness of a knowledge base in which information is stored about how, when, and where to use various cognitive strategies and secondly, their self awareness of and access to strategies that direct learning (e.g. monitoring difficulty level, a feeling of knowing).

Basically, metacognitive strategies are effective tools which help learners to be consciously aware of what they have learned and recognize situations in which it would be useful. Anderson (2000) explains the connection between metacognition and reading comprehension that the ability to use metacognitive skills effectively and to monitor reading is an important component of skilled reading. Readers who are metacognitively aware know what to do when they do not understand because they have strategies to find out what they need to do. The use of metacognitive strategies ignites one's thinking and leads to more profound learning as well as improved performance. As for the benefits of metacognitive strategy use, teachers can help increase students' reading comprehension when reading a story by modeling different types of planning, monitoring, and evaluation strategies and these types are what most teachers recognize as before-, during-, and after- reading processes (Pressley & Afflerbach, 1995). Israel (2007) strongly agrees that metacognitive strategies increase readers' meaning construction, monitoring of text and reading comprehension, and their ability to evaluate the text they are reading. Metacognitively skilled readers are aware of knowledge, procedures, and controls of the reading process. They use this knowledge during the reading process to improve reading and comprehension ability.

According to Stevick (1996) explain metacognition is a Greco-Latin word that stands for what a person knows about his or her own knowing. They know what kinds of knowledge they have or lack. To large extent, they know when our attempts to use our knowledge are succeeding or failing and will know something about how they control or use knowledge.

b. The Importance of Metacognition

Wellman (1985) as his statement that is quoted by UsmanMulbar (2008) stated that Metacognition is a form of cognition, a second or higher order thinking process which involves active control over cognitive processes. It can be simply defined as thinking about thinking or as a person's cognition about cognition.

Taccasu Project (2008) has described that metacognition are part of planning, monitoring, and evaluating the learning process, metacognition is knowledge about one's own cognitive system; thinking about one's own thinking ; essential skill for learning to learning, metacognition includes thoughts about what are we know or don't know and regulating how we go about learning, metacognition involves both the conscious awareness and the conscious control of one's learning, and metacognition is learning how to learn involves possessing or acquiring the knowledge and skill to learn effectively in whatever learning situation learners encounters. From some statements of Taccasu Project above basically is person's ability in learning, involves how learning will be done by that person, what is before or after something whether it has done or not in the three

terms, for instance planning, monitoring and evaluating activity in the process of learning.

When the students are able to make planning, to control, and to reflect learning process consciously, in reality, the students feel more confident and have more self-awareness. Self-awareness is a possessive for themselves to run their long journey to fulfil the intellectuality need and finding their unlimited information needed. The teacher's job is able to develop their student's metacognitive capability as a learner without excuse.

c. The Types of Metacognitive

Flavell (2004:275) describes metacognition as any knowledge or cognitive activity that takes as its object, or regulates, any aspect of any cognitive activity. Therefore, metacognition consists of two dimensions, the knowledge and awareness of one's own mental processes towards a specific target (Baird, 1990; Harris & Hodges, 1995; O'Malley & Chamot, 1990). This journal has written that there are two metacognitive dimensions, they are metacognitive knowledge and metacognitive awareness. Metacognitive awareness is also known as metacognitive regulation. These are two kinds of metacognitive dimensions:

1. Metacognitive knowledge refers to knowledge and awareness of one's own learning processes (Wenden, 1998). It represents what individuals are aware of and know about themselves regarding cognitive processors, different learning and problem-solving techniques. Metacognitive knowledge is divided into three components (Paris, Lipson, & Wixson, 1983):

a) Conditional Knowledge

Conditional knowledge is refers to knowing “why” to use a specific strategy in a specific situation. It includes the learner’s evaluation for the use of a certain strategy at a certain time.

b) Declarative Knowledge

Declarative knowledge is refers to knowing “what” a certain strategy such as skimming or scanning is

c) Procedural Knowledge

Procedural knowledge is refers to knowing “how” to apply a particular strategy, for example, how to summarize or how to scan a text. A high degree of procedural knowledge can allow individuals to perform tasks more automatically. This is achieved through a large variety of strategies that can be accesed more efficiently.

2. Metacognitive Regulation

Then, the second dimension of metacognition – metacognitive regulation – has an “executive or regulatory function” (Carrell, 1998, p.5) as it involves control and adjustment factors. It refers to the planning, monitoring, testing, revising, and evaluating of the strategies employed during reading (baker & Brown, 1984). As the individuals make adjustments to their mental processes, they are actually controlling their learning. Monitoring comprehension, and asesing progress and goals are examples of metacognitive regulation (TEAL, 2012). Based on this journal article told that Metacognitive regulation is of a grewat significance, as it is one of the techniques learners or readers use to observe

and control their own comprehension, which therefore leads to better understanding and enhanced comprehension.

The dimension, components, and strategy above is very different definition and area, so I would like to complete the metacognitive strategy which is based on Madya (2013: 184) There are three indirect strategy which is a metacognitive strategy is included of indirect strategy. Those three metacognitive strategy are explained below:

Table 5. Indirect Strategy for Metacognitive

Indirect Strategy		
Metacognitive Strategy	Focusing on your teaching	reviewing in general and relate it to existing of knowledge
		paying attention
		delaying the production of the language in order to focus on listening
	Organizing and planning your learning	finding the information about language learning
		setting
		determining goals and objectives
		identify the purpose of the language task (listening, speaking, reading, writing for the goal)
		Planning language task
		Finding opportunity to practice
		Evaluating their learning
	Self-monitoring	
	Self-evaluating	

Source: (Oxford (1990: 20-21)

d. The Procedure in Applying Metacognitive Strategy

Metacognitive reading strategies are generally classified into three groups, they are planning (pre-reading), monitoring (during reading), and evaluating (post-reading) strategies (Alsheikh & Mokhtari, 2011; Anderson, 2003; Baker, 2008; Devine, 1993; Iwai, 2007), and each group has a variety of strategies that require metacognitive processing on the part of readers (Pressley, 2002;

Sheorey & Mokhtari, 2001). Metacognition is a process thinking about thinking and it is very close with the process of learning, especially for reading. Jacob (1978) similar to metacognitive knowledge, metacognitive regulation or regulation of cognition contains three skills that are essential:

i. Planning (pre – reading)

Planning refers to the appropriate selection of strategies and the correct allocation of resources that affect task performances.

There are three activities for this planning that covered:

- a. Conveying Learning Objective
- b. Carrying out more actions and activating the students background knowledge related to the topic by showing a picture and asking questions
- c. Introducing the topic

ii. Monitoring (Whilst – reading)

Devine (1993) and Flavell (1981) described metacognitive strategies in reading as strategies that are applied to monitor or regulate the cognitive strategies. Devined (1993) commented that skimming a text for key information involves “the usage of cognitive strategy, whereas assessing the effectiveness of skimming for gathering textual information would be a metacognitive strategy” (p.108). Monitoring refers to one’s awareness of comprehension and task performance

- ✓ Dividing the class into small groups (group of 4) as a leader, recorder/ secretary, checker & reporter and provides each of them with a reading text

- ✓ Asking a student to read the text loudly
- ✓ Asking the students to discuss the reading text and fill the main idea graphic organizer in their group
- ✓ Identifying the reading text through the questions given
- ✓ Monitoring students and giving them assistance.

iii. Evaluation (Post – reading)

Evaluating refers to appraising the final product of a task and the efficiency at which the task was performed. This can include re – evaluating strategies that were used.

- ✓ Asking the students to discuss the reading text and fill the cause and effect chart based on the result of their discussion/ sharing in their group.
- ✓ Developing the students’ understanding of the reading text by asking questions
- ✓ Teacher sum up the information of the text by asking questions
- ✓ Asking a representative students of each group to present what the group learned from the text.
- ✓ Asking the students if they have difficulties in comprehending the text by using metacognitive strategy
- ✓ Guide students to take conclusion of the lessons that they have learned and doreflections of learning process and
- ✓ Giving them the text task or home task.

However, according to Forgarty (1994) on International Journal of Applied Linguistics & English Literature (2016) already written that metacognition with its two dimensions (based on reading strategy) is a process that consists of three stages or phases, they are planning, monitoring and evaluating. Planning takes place at the pre-reading phase. The ability to plan plays a tremendous role in learning (Palinscar & Brown, 1984; Zimmerman & Pons, 1986). In Planning, are involved mastering strategies such as: previewing a reading text, activating prior knowledge, predicting, goal setting and creating an agenda or a plan for the reading process. After the planning stages, readers start to apply their plan while reading on monitoring phase. At this monitoring stage, the reading strategies selected in the planning. Monitoring is essential in order to maintain the effectiveness of the strategy use and the quality of comprehension. According to Schraw (1998;115) defined that monitoring as “one’s on-line awareness of comprehension and task performance. To be able to monitor their reading, readers should engage in critical thinking. This involves criticizing the progress of their comprehension towards previously set goals and scrutinizing their decisions about the use of strategies, allocation of time, and mental effort (Magno, 2010). As a metacognitive reading strategy, monitoring can be reinforced through strategies like self-questioning and self-regulating. Reading strategy for monitoring is the essential one. The purpose of activities is on the monitoring phase. This reading strategy was released plenty of decisions to the result. Finally, the last reading strategy is on the evaluating phase. According to Facione (1990) claims that examining one’s cognitive processes is included in the evaluating

stage. Scraw (1998:115) defines evaluating as “ appraising the products and efficiency of one’s learning. This explains that evaluating, as the last metacognitive phase of reading, involves assessing the overall quality of reading. In other words, thinking about the overall performance of the reader during the two previous phase.

L. Relevant Studies

Some studies about metacognitive strategy are not only held by English Department studies, but also it can be happened in other field for example in Math, Science. The following are the relevant studies are followed:

1. This study was intended to find out how metacognitive strategy improves students’ reading comprehension of narrative texts. Also, students’ responses toward the use of metacognitive strategy to help them improving their reading comprehension of narrative texts in descriptive text were investigated in this study. Evi Mardiani (2015) conducted action research study entitled “The Implementation of metacognitive strategy in improving students’ reading comprehension of narrative texts” in Senior High School in Karawang. The result of her study shows that the implementation of metacognitive strategy gave various effects to students’ reading comprehension especially in inferring main ideas, comparison, sequences, and figurative language (inferential comprehension), in organizing, analyzing and synthesizing ideas or information explicitly stated (reorganization comprehension), in giving

personal emotion (appreciation comprehension) and getting moral lesson (evaluation comprehension). Students' reading comprehension of narrative texts improved with average score of tests 79,5 (when they read a narrative text in the small group). In other words, students in this class could achieve reading comprehension of a narrative text better when they read the text metacognitively together with their friends.

The implementation of metacognitive strategy also had shown that the implementation of metacognitive strategy administered some advantages for students in understanding the text as whole such as the strategy helps students to activate their prior knowledge and experience related to the text and connect it to the text; the strategy helps students to skim the text before they read; strategy helps students to make prediction; the strategy helps students to become more motivated to read and understand the text, e.t.c. That was the result of the implementation of metacognitive strategy in improving students' reading comprehension of narrative texts from Evi Mardiani's action research on 2015.

2. The data analysis of action research of Luluk Afifah in 2014 stated that the observer applied by the researcher consists of planning, implementation, and evaluation. The researcher applied this process in the middle of second semester in the year 2013/ 2014. The subject of the research were students of class VIII (33 students) of MTs Al – Bidayah Candi Bandungan. Her paper entitled “The use of

metacognitive strategy to enhance students vocabulary mastery a study at the 2nd grade students of MTs Al- Bidayah Candi”. In order to collect the data, the researcher gave pre test to one class to measure the students vocabulary mastery before learning process. The finding showed that using metacognitive strategy is effective to enhance students’ vocabulary mastery. By the pre test to post test of the students vocabulary mastery of the class which are not taught with metacognitive (63.60). The students vocabulary mastery of the class which are taught with metacognitive strategy showed improvement (70.45) from the t-test result, it can be seen which were taught with metacognitive strategy get score (6.67) it is consulted to t-table with level significant of 5 %.

3. Another action research that discusses about metacognitive strategy is come from Alfiyani Khoiri (2012) with his thesis entitled “ The use of metacognitive strategy in teaching reading for the eleventh grade students of SMAN 2 Kudus in the academic year 2011/ 2012. The purpose of the research is to know the reading ability of the students before and after being taught by using metacognitive strategy. The findings of the research showed that the reading ability of the eleventh grade students of SMAN 2 Kudus before being taught by using metacognitive strategy, there were only 30 percent of the students passed the KKM score. The mean score was 71.16 and the standard deviation was 9.04. Based on the data, the reading ability of the students was categorized as sufficient. The reading ability of the

eleventh grade students in SMAN 2 Kudus after being taught by using metacognitive strategy, the students who did not pass KKM score were only 13 percent of the student. The mean was 82.56 and the deviation standard was 7.21. It means the reading ability of the students was good. So, there is significant difference between the reading ability of the eleventh grade students of SMAN 2 Kudus in the academic year 2011/ 2012 before and after being taught by using metacognitive strategy.

4. Mikhael Misa (2014) in his action research aimed to identify the implementation of metacognitive strategy to improve EFL of students reading comprehension of the English Department of University of Timor in an analytical exposition text. This is Collaborative Classroom Action Research (CAR). The data were gained through field notes, students' reading achievement and interview guide. The results showed that the implementation of metacognitive strategy improved the students' skill in reading analytical expository text especially in determining topic sentences, main idea and supporting idea. The result also revealed that using metacognitive strategy could employ the significant improvement of the students' reading comprehension skills of analytical exposition texts.

The above studies show that the use of metacognitive strategy can help student to comprehend their reading comprehension. The various effects to students' reading comprehension has been gotten of their learning result. And they

have successful result from group work, generally. I will use various topic depends on the english subjects' syllabus of grade XI to break down on my lesson plan.

M. Solution of the Classroom Problems

Based on the theories above, this action research study was developed according to the situation of learning and how to enhance reading comprehension through metacognitive strategy.

Sequences the tasks were given to the students to accomodate the interaccional and interesting learning through metacognitive strategy. My effosts as a teacher in their class to solve classroom problems is presented in the framework below:

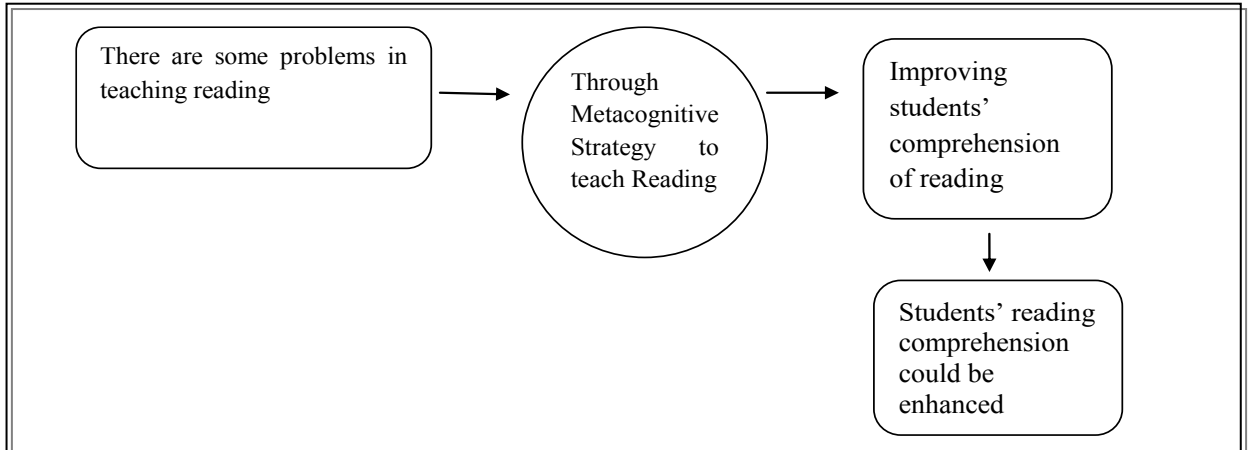


Figure 3 : the Action Research Framework

N. Action Hypothesis

This action hypothesis is “ the use of metacognitive strategy will enhance the reading comprehension of Grade XI IPS 2 students in SMA Muhammadiyah 1 Yogyakarta in academic year of 2016/2017.