

## **CHAPTER IV**

### **THE RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion that refer to the use of metacognitive strategy to enhance the reading comprehension of Grade XI students at senior high school SMA Muhammadiyah 1 Yogyakarta in the 2016/2017 academic year.

This collaborative action research aims to enhance the students' reading comprehension by the use of the metacognitive strategy that was conducted through two cycles. The first cycle consists of four meetings and the second cycle compasses three cycles. In every meeting, the stages of planning, action, observation, and reflection were carried out. Each of the meeting was conducted as scheduled, from 18 April 2017 to 23 May 2017. I have scheduled and finished two cycles of action research with the detailed time schedule as follows. In Cycle 1, there were four meetings, started from 18 April 2017 to 26 April 2017. For Cycle 2, there were three meetings held from 5 May to 24 May 2017. The detailed dates are presented in Table 7.

As this is collaborative action research, the collaborator is my colleague at senior high school SMA Muhammadiyah 1 Yogyakarta, Mrs. Tituk Romadlona Fauziyah, M. Pd.B. Ing with whom I collaborated to find the problems and had some discussions on why I planned to use the metacognitive strategy to enhance students' reading comprehension. She has already taught English at senior high

school SMA Muhammadiyah 1 Yogyakarta for around 20 years. She taught the students of Social Class XI and later informed that in this class students had many problems, such as students' low motivation, interaction, and involvement in doing the reading tasks. It was informed by the collaborator that they had poor reading performance as well. Thus, my first duty in the reading lessons was observing her reading class in February 2017.

Table 7. Schedule for taking Cycle 1 and 2

| No.            | Meeting         | Day, Date                     | Time          | Theme             | Basic Competence |
|----------------|-----------------|-------------------------------|---------------|-------------------|------------------|
| <b>CYCLE 1</b> |                 |                               |               |                   |                  |
| 1.             | 1 <sup>st</sup> | Tuesday, April, 18 th, 2017   | 11.10 – 13.30 | Food              | 3.10 & 4.14      |
| 2.             | 2 <sup>nd</sup> | Wednesday, April, 19 th, 2017 | 11.10 – 13.30 | Food              | 3.10 & 4.14      |
| 3.             | 3 <sup>rd</sup> | Tuesday, April, 25 th, 2017   | 08.30 – 10.00 | Biography         | 3.7 & 4.15       |
| 4.             | 4 <sup>th</sup> | Wednesday, April, 26 th, 2017 | 11.10 – 13.30 | Biography         | 3.7 & 4.15       |
| <b>CYCLE 2</b> |                 |                               |               |                   |                  |
| 1.             | 1 <sup>st</sup> | Wednesday, May, 3rd, 2017     | 08.30 – 10.00 | Biography         | 3.9 & 4.15       |
| 2.             | 2 <sup>nd</sup> | Wednesday, May, 20 th, 2017   | 08.30 – 10.00 | Endangered Animal | 3.9 & 4.13       |
| 3.             | 3 <sup>rd</sup> | Tuesday, May, 23 rd,          | 10.20 – 11.45 | Endangere         | 3.9 &            |

| No. | Meeting | Day, Date | Time | Theme    | Basic Competence |
|-----|---------|-----------|------|----------|------------------|
|     |         | 2017      |      | d Animal | 4.13             |

During the observation, I wrote a vignette based on my observation and found that few students at the corner did not answer the teacher's greeting, the teacher directly gave an instruction to read and asked about the text's details, and the teacher later gave the explanation about the text because the situation in the class was too crowded. The students who sat at the back neither paid attention nor answer the teacher's questions. When the teacher gave the explanation, the students ignored it, and what I wrote based on observation was "Now, we will know from you about what is explanation text using your book page 99," and "Now you are able to open it, and read the text carefully." When teacher gave information and some explanations, the students, especially the male students who sat at the back part of the classroom, did not pay attention. When the teacher tried to check student's answers, she just waited them and even she herself answered her question.

*The teacher came to the classroom after the bell rang at 11.00 a.m. on 20 February 2017. Some students sat on their own chair, but some of them joked and chatted with their classmates and they shouted a bit when they knew that the teacher came to the classroom. Then the teacher stood up in front of the class and greeted them. "Well, good afternoon everybody?" Students in choir answered, "Afternoon, Mam." **Few students at the corner did not answer.** Thus, the teacher replied them greeting again, "Good afternoon everybody?" with her sharp glance of eyes to them, and they answered: "I'm fine". With a slower tone. "Fine". Then, the teacher mocked them for having no lunch or spirit to answer. "We have not already lunch mam." "So you take your break time well after one hour lesson as*

usual, we have two hours lesson per lesson is forty five minutes and continued with your take break for pray dhuhur and I hope you will come again to this class after second break at 13.00 p.m., are you oke with this? Oke..." she gave them information and motivation to continue the lesson.

**"Now, we will know from you about what is explanation text using your book page 99. As the meeting before, we discussed about whatan explanation text is about, what the generic structure or pattern of an explanation are, and what the language features of an explanation text are. Now you are able to open it, and read the text carefully."** When the students read the text carefully, the teacher sat down on her chair waiting. The teacher gave 15 minutes for the students. After the time had finished, the teacher checked if the students understand her explanation about what the students thought about **what a report text was, what the generics structure was about, how to differentiate of the explanation text, and later discuss the written questions about the vocabulary.**The teacher then gave the explanation on the reading text and checked if the students read the text. She explained, "The generic structure of the explanation text is something that identifies the topic to be explained, an opening statement that identifies the process to be explained, a clear order of paragraphs that describe how and why a certain phenomenon happens, a concluding paragraph that puts all the information together, and finally, a visual text (a labeled image). The explanation text was described as a type of text used to describe how or why a certain phenomenon happens. It is because of a systematic observation and analysis. She gave the explanation about what the generic structure that was received from one source was, and what the definition of report texts is. **When the teacher gave information and a bit explanation, the students did not pay attention especially the male students who sat at the back. When the teacher tried to check student's answers, the teacher just waited them and actually, the teacher herself who answered her question.**

Based on the condition of this class, the teaching and learning process still needed some strategies or techniques to improve the whole learning process. Before deciding what actions to act at this research, I came to the class in order to find out what problems the students encountered in reading lessons. Besides, I did have some discussions with the English teacher to talk about the learning process

in the English class. By then, I could do the planning so that the actions would be appropriate and feasible to achieve the objectives of the research. The planning was begun before I entered the class as my first cycle at the first meeting. The planning activity seeks to find materials for the reading texts, develop the lesson plans, formulate the questions as the metacognitive aid, design the actions to carry out, design the teaching aids such as videos, pictures, and power point slides, classroom observation sheets, and develop worksheets for the exercises.

I also prepared lesson plans based on the syllabus from the government and searched the materials appropriate to the syllabus. I decided the indicators to support the achievements of the learning objectives. The pre-lesson and post-lesson questions were designed to answer self-awareness or self-regulation of the students when they used the metacognitive strategy in their learning. For developing the pre- and post-lesson questions, I structured the questions from the easier to the difficult ones according to the reading texts. Those questions were made by the teacher, and the students were supposed to enhance the students' reading comprehension. They had to answer all the pre- and post-lesson questions.

Besides, I prepared the media for the teaching and learning process by using the metacognitive strategy, for instance cards, power point slides, videos, the internet sourced materials, and paper-based questions. Firstly, the students had to know the teaching and learning objectives, especially what the purposes and indicators are, what the metacognitive strategy is, why we use metacognitive strategy, and how to answer their own questions related to their understanding about metacognitive strategy.



Figure 6.

Teacher's Explanation about What Metacognitive Strategy is

There are three skills on the planning of the use of metacognitive strategy that I have already done for Cycle 1 and Cycle 2, based on Jacob (1987). They include the followings:

- a. Doing pre-reading (as a planning in metacognitive strategy). In Cycle 1 and Cycle 2, I conveyed the learning objective for each lesson plan. I designed three activities for this planning activity. They were formulating the learning objectives, carrying out more actions and activating the students' background knowledge, and introducing the topic. Planning was one of the important activities to prepare the best English teaching and learning process. The planning activity also represents the observation and questioning activities in *Rencana Pelaksanaan Pembelajaran (RPP)* or lesson plans.
- b. Doing whilst-reading (as an observation and an action of learning in the metacognitive strategy). The whilst-reading was carried out in observation and action phase of the research. This was also altogether held to seek the possible ways on how to monitor the students' awareness and how to use the metacognitive strategy. This monitoring refers to one's awareness of comprehension and task performance. I also divided the class into individuals, pairs, or groups. Sometimes I gave instructions to the students by reading them aloud; discussed the text on how to find the main idea, how to organize the group, how to answer metacognitive questions, how to identify the reading text, how to monitor the students' self-awareness through understanding the text, and how I would give attention and assist them with metacognitive things for this monitoring activity represents the data collection and association (data analysis) activities.
- c. Doing post-reading (as an evaluation in the metacognitive strategy). In Cycle 1 and Cycle 2, the evaluation covers the communication activities in which

the teacher reflected on the learning to ask the students answers to the questions or the students may ask the teacher about the topic.

Those explanations had represented the metacognitive area for teaching and learning that I had done using the metacognitive strategy to enhance the grade XI students' reading comprehension at senior high school SMA Muhammadiyah 1 Yogyakarta. In Cycle 1 and 2, each cycle has three activities, such as (a) planning, (b) action and observation, (c) reflection.

## **1. Cycle 1**

### **a. Planning**

In this planning activity, there are four steps of activities, for instance:

1) designing the reading activities using the metacognitive strategy, 2) presenting the reading text, 3) assigning the reading text, and 4) enhancing students' reading comprehension and participation.

#### **1) Designing the Reading Activities Using the Metacognitive Strategy**

The planning section of the research firstly began with an observation in the class. I identified the learning process during the English class and observed the interaction of the teacher and the students as well as their behavior. It, then, led me find out the problems that the students had in the learning process, especially those associated with the reading comprehension.



Based on the observation, the researcher found several problems occurred in the class. During the learning process, some students sitting at the back did not pay attention to the teacher standing in front of the class. Most of students were lack of confidence to do the reading test or worksheet and did reading exercises reluctantly. They had minimum interaction both among students and between the student and their teacher. Besides, they have low grades on the national exam with the predicate “C” and have low vocabulary. Moreover, they seemingly in demotivation to improve their reading comprehension. Besides, the teacher taught the students in a conservative way in which there was no innovative method for triggering the students to have better interaction during the learning process.

As in the objective of the research, I designed the learning process by using the metacognitive strategy in order to enhance the students’ reading comprehension. The activities in the planning of Cycle 1 were preparing reading materials, determining the syllabus for grade XI in the 2013 Curriculum, developing the lesson plan, and designing the steps for doing action research. When I prepared the reading materials, I also choose the Basic Competences from the Grade XI syllabus. The basic competences were 3.10 and 4.14. The Basic Competence 3.10 deals with analyzing the social function, text structure, and linguistic elements of the analytical exposition texts on topics that were warmly spoken publicly, in the context of their use, while Basic Competence 4.14 was about capturing meaning in the text of an analytical exposition on topics that were warmly spoken of publicly.

As I read my preliminary observation sheet or vignette written on Monday, 20 February 2017, there were some problems in the reading class. (1) Firstly, students could not answer reading questions in spoken or written responses, and secondly, (2) students did not have any strategy or way to finish their reading exercises. (3) The next problem are that students were confused to answer the teacher's questions so they could not answer them, (4) and when their teacher (my collaborator) gave them homework for reading, the students never

obeyed the schedule for collecting the homework. (5) Besides, the teacher did not find the way to engage the students with the teacher's rules and they did not have good socializing skill and loyalty as a team, so that their spirit to compete with each other in the class was low. The preliminary observation through vignette were written partly as follows.

*“Now, we will know from you about what is explanation text using your book page 99. As the meeting before, we discussed about what an explanation text is about, what the generic structure or pattern of an explanation are, and what the language features of an explanation text are. Now you are able to open it, and read the text carefully.”* When the students read the text carefully, the teacher sat down on her chair waiting. The teacher gave 15 minutes for the students. After the time had finished, the teacher checked if the students understand her explanation about what the students thought about what a report text was, what the generic structure was about, how to differentiate of the explanation text, and later discuss the written questions about the vocabulary.

 **Project Summary**

**Read the text given below:**

**Introduction**

Education is the most important factor in the development of a country. It is the key to progress and prosperity. It is the foundation of a nation's future. It is the only way to create a better world for ourselves and for our children. It is the only way to ensure that every child has the opportunity to learn and to grow.

Education is the key to a better future. It is the only way to create a better world for ourselves and for our children. It is the only way to ensure that every child has the opportunity to learn and to grow.

Education is the key to a better future. It is the only way to create a better world for ourselves and for our children. It is the only way to ensure that every child has the opportunity to learn and to grow.



**Conclusion**

Education is the key to a better future. It is the only way to create a better world for ourselves and for our children. It is the only way to ensure that every child has the opportunity to learn and to grow.

Figure 7. Screenshot of the Vignette's Material 1

*The teacher then gave the explanation on the reading text and checked if the students read the text. She explained, “The generic structure of the explanation text is something that identifies the topic to be explained, an opening statement that identifies the process to be explained, a clear order of paragraphs that describe how and why a certain phenomenon happens, a concluding paragraph that puts all the information together, and finally, a visual text (a labeled image). The explanation text was described as a type of text used to describe how or why a certain phenomenon happens. It is because of a systematic observation and analysis. She gave the explanation about what the generic structure that was received from one source was, and what the definition of report texts is. When the teacher gave information and a bit explanation, the students did not pay attention especially the male students who sat at the back. When the teacher tried to check student’s answers, the teacher just waited them and actually, the teacher herself who answered her question.*

*(Vignette Material 1, on 20 February 2017)*

From the vignette above, the teacher was still gave explanation, even the students were not needed of explanation from the books’ materials. Those materials talked about the text type, but the teacher gave explanation of the generic structures. In the beginning, the student paid the teacher’s explanation, but when the teacher gave them worksheet and did their exercises, they did not have motivation to finish the exercises. The portion of explanation was still dominated by the teacher.



Figure 8. Screenshot of the Vignette's Material 2

Some bold sentences show that I have already found problems in the reading class of Social Class XI 2 in the 2016/2017 academic year at senior high school SMA Muhammadiyah 1 Yogyakarta. My collaborator and I had define how to cope with the reading problems in that class. Based on the problems, we discussed how to solve those problems, and our discussions were started from my draft to use the metacognitive strategy. Why do I use metacognitive strategy as my strategy to solve reading problems in her class? It is because the teacher was

lack of strategy in teaching the students, while the students themselves did not know how to solve their own problems related to the reading lesson in the class.



Figure 9.

#### Information about Metacognitive Strategy to the Students

Before the students knew about what the metacognitive strategy for reading was, teacher gave an information and description about what it was. There

are three areas of the metacognitive strategy that we used; they are planning, monitoring, and evaluation.

The main program of the metacognitive strategy was to provide the students a pre-question sheet before they would start reading the given texts. It would consist of several questions related to how they would focus on the reading text during the reading section. The teacher herself created the teacher aid for this metacognitive strategy, and this kind of sheet was supposed to guide the students first. The questions are as follows.

Table 8. Sample of Metacognitive Guard's Questions

| NO | SELF-QUESTION                           | YES | NO |
|----|---|-----|----|
| 1. | I will focus on the picture             |     |    |
| 2. | I have to give respond for the picture  |     |    |
| 3. | I listened to the recording very well   |     |    |
| 4. | I listened with the script very well    |     |    |
| 5. | I will answer all the teachers question |     |    |

Metacognitive questions make the students aware about what they would do and what they had to focus on, so that they could gain better reading comprehension. Besides, each meeting in the cycles was designed to have a certain purpose. Those purposes were aimed to make the design from directional to the objectives. The identification of the planning of the purposes in each meeting is described below.

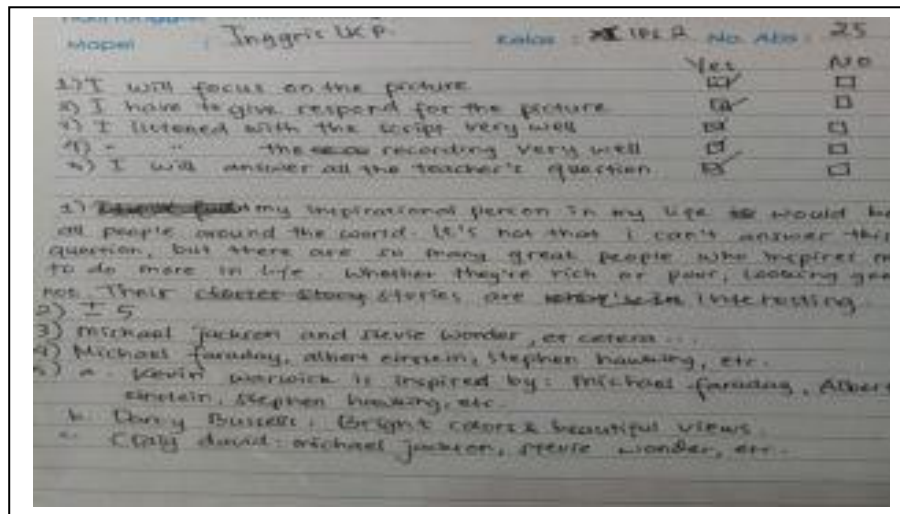


Figure 10.

Students' Exercise Using the Pre-question Sheet Made by the Teacher

The purpose of planning at the first meeting was to introduce the metacognitive strategy in reading comprehension to the students. I would give pictures about food to the students and then asked them questions related to the topic. Next, I would give them a question sheet to answer. Its purpose was to build



their self-regulation so that they would be aware about what they would do and make them ready to follow the learning process. The students would be given some time to read a text that was provided by me on which then they would be asked to answer questions related to the text.

In the second meeting, the planning aimed to apply the metacognitive strategy in the learning process in order to enhance the students' reading comprehension. The steps were almost the same as those in the first meeting. I would show up pictures to the students that they should guess and describe what they were. They should fill up the pre-lesson question sheet in order to raise their awareness, so that they would know what to do and focus on during the learning process. Then, they were asked to read a text and finish the worksheet by then.

In the third meeting, the students should make the questions of the pre-lesson sheet by their own. This aimed to make their self-regulation improved. The students would have similar stages in the learning process. I would give them some pictures and trigger them to share their ideas and thoughts. Then, I would provide a new reading text on which they should finish the worksheet after the reading process. Lastly, the fourth meeting would be the same.

## **2) Presenting Reading Texts**

After I gave the students the pre-question sheet, I would begin to lead them to the main section of the learning process, reading the texts. I got the texts from <https://www.gov.uk/government/publications/the-eatwell-plate-how-to-use-it-in-promotional-material/the-eatwell-plate-how-to-use-it-in-promotional-material>. The title of the first reading text is “The Unhealthy Fast Food,” consisting of 182 words. The second reading text entitles “Soichiro Honda” which consists of 256 words. The first reading text, the students brought the teacher with more than one slides, and teacher gave visual examples.

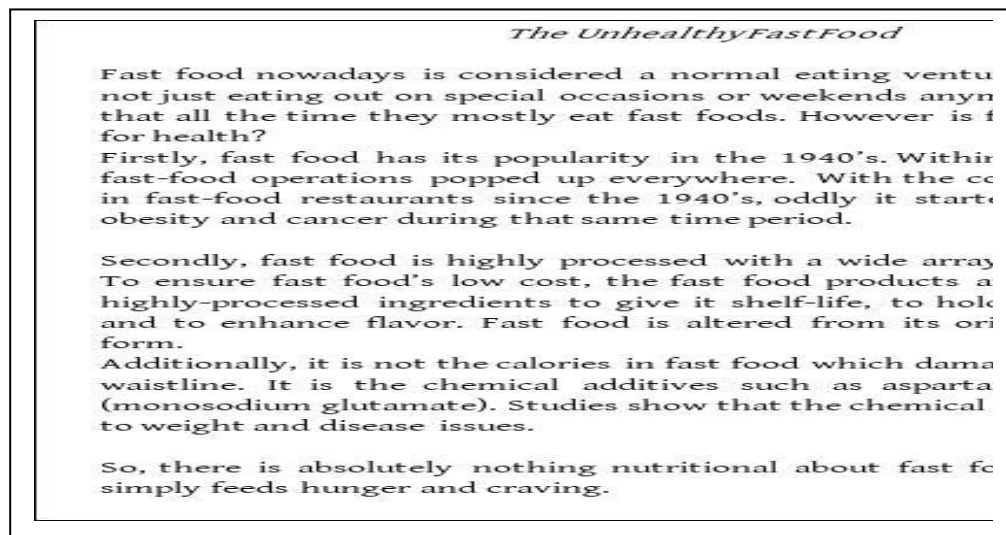


Figure 11.

The Reading Text that Teachers' Used in Learning Process

### **3) Assigning Reading Tasks**

One of the main problems why the students found reading comprehension is hard was because the students were reluctant in doing the tasks. There was no innovative way to make them interested in learning further how to comprehend the reading texts. In other words, they could easily get bored and even did not pay attention to the teacher. Therefore, I would try to make them work in pairs and asked them some questions to encourage them to be active in the class. In addition, I would give them some pictures before I went to the pre-question section. This aimed to boost the students' interest as well as their attention.

Besides, I would give them the main task, which was a question sheet of the reading texts, right after they finished reading the given texts. This was, of course, would be the main factor to notice whether they understand or comprehend the texts.

### **4) Enhancing the Students' Reading Comprehension and Participatio**

Throughout the learning process, I would invite the students to have some discussions with me and with the students themselves. I triggered them with some questions both related to the topic and the probable condition in the class. This aimed to encourage them to be active in sharing their thoughts and ideas as well as questioning on what they were curious. By then, their reading comprehension could increase ploddingly.

#### **b. Doing Action and Observing**

As has been mentioned in the planning section, this cycle would be performed in four meetings. The actions in Cycle 1 in the field was held as it had been planned to be, in four meetings. The first meeting was carried out on 18 April 2017, the second one was held on 19 April 2017, the third one was on 25 April 2017, and the last one was held on 26 April 2017. It took 90 minutes per meeting.

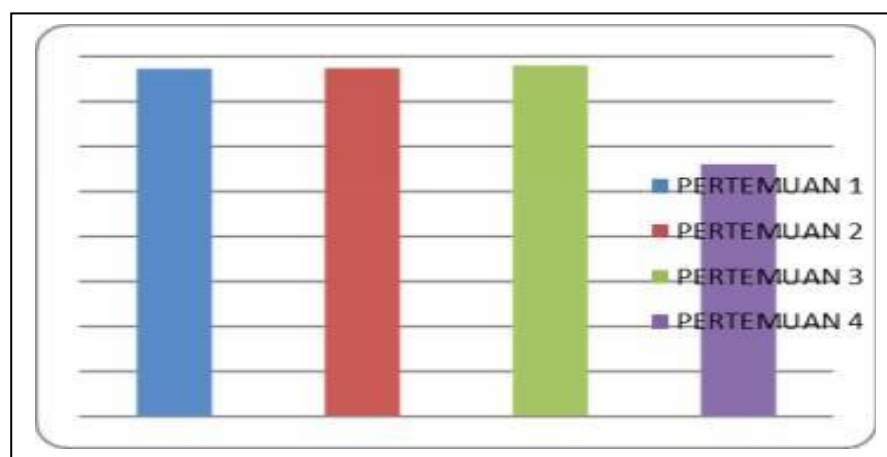


Figure 12.

### The Graphic of Students Scores in Cycle 1

The actions performed in the field were basically done based on the planning in which each meeting had a certain purpose as has been mentioned above in the planning section. However, practically, things did not always go as it had been expected to be. The teacher, I, should be flexible in conducting the actions, yet it should remain directional according to the purpose of the planning.

Other than describing how I did the action based on the planning, this section provides the observation that I gained during the learning process. It describes how I tried to apply the planning and how the actions were really performed in the field.

#### **1) Designing the Reading Activities by Using the Metacognitive Strategy**

Before entering the classroom, I prepared the materials that I would give during the learning process. I did rechecking to make sure that everything I needed was ready. I also had some discussion with the English teacher on how my teaching plan using the metacognitive strategy would be applied. She showed an excitement that this might be interesting for the students then she gave me some suggestions that might be beneficial for me to use in the learning process.

In the very first meeting, when I entered the classroom, the condition of the class was crowded. The students seemed not ready yet that the class would begin soon. They kept talking to each other and did not seem to realize their English teacher and I had already been in the class. A few minutes later, while I was preparing my laptop and turning the LCD on, the English teacher, my collaborator, began the class by introducing me and telling the students that I would take over the class with an interesting method for next some meetings. Then a few moments later, I started taking over the class.

I began the class by greeting the students and asking them how they were doing. Then I introduced myself to the students as well as delivered my purpose of this learning process. During the introduction stage, I could see that the students paid attention to me. When I asked them how they were doing, they gave me various answers. Some answered, "I'm ok," some others answered, "So so," and the others, mostly from the back, answered, "I'm not ok." I supposed that they got excited because I was a new teacher for them. The students at the back seemed having less motivation to begin studying than those who sat in front of or in the middle of the class.

After having some small talk, I started to drive them to talk about the topic on that day which was about food. I threw several questions related to the topic, such as “Have you ever heard about junk food or fast food?” Then I continued, “What do you think about fast food?” and some more questions related to the topic. I found the students a bit confused in answering my questions. They seemingly had difficulties in answering my extended questions. Instead, they could answer me when the questions were close-ended questions. Most probably, it was because they did not know how to answer in English. This simple question-and-answer went for about 15 minutes. This aimed to trigger their attention to go to the next step.

Next, I opened my power point slides and asked the students to pay attention to them. I maintained the interaction with them by showing them some pictures related to the topic and gave them some questions again. Then, I asked the students what types of reading texts they already knew and I began to introduce the metacognitive strategy that I was going to use for the learning process. It took a long time for me to explain the metacognitive strategy to the students. They did not seem to quite understand about it, so that I should make it repeated for several times. This explanation took so much longer time than I had planned it to be.

In this meeting also, since this was the first time the students recognized the metacognitive strategy and they did not seem to understand how to work on the pre-question sheet, I gave them the pre-question sheet with five questions I

had prepared. The students were only required to answer “yes” or “no”. This stage aimed to make the students aware and focus on what to do in the reading texts.

In addition, in the second meeting, the actions performed were almost similar to those in the first meeting. I began the class with the basic greeting, “Asasalamualaikum,” and they responded it by “Waalaiikumussalam.” “How are you?” “I’m fine, thank you. And you?” “I’m fine, too. Thank you”. After the greeting, I checked the students’ attendance and found that some students did not attend the class without any permission and some others were sick.

Since I saw the students sitting at the back did not focus on the lesson during the class on the previous day, in this meeting I asked them to rearrange their seat based on the student number on the attendance list. Yet, apparently, it took quite a long time to rearrange the seat. They were basically a bit hard to be regulated, so it did not go as fast as I expected to be. Next, I gave the students the results of the psychological test they had taken. Somehow, the results made them motivated and enthusiastic to continue the class. They seem more excited to proceed with the materials I would give. However, before I continued to the main topic, I asked the students one by one about what goals they wanted to achieve in the English class. Their answers were various. Some wished to be able to speak in English fluently, some wished to have good scores, some others wished to have good understanding in English, and the other wished the similar things. This substantively aimed to increase their awareness in learning English so that they would have better focus in the learning process.



The topic in this meeting was the same as the previous one since at the last meeting we had not finished all the process. To be specific, the task stages had not been completed yet. Therefore, I tried to recall the material we had had the day before. I showed some pictures to the students, asked them to guess, and gave them some thoughts about the pictures.

The purpose of this meeting was to apply the metacognitive strategy, therefore I tried to do it properly. The students had to answer the pre-lesson questions before they read the text. I saw the students more focused during the learning process by this meeting. They paid more attention to me and performed the pre-lesson question sheet better.

Next, in the third meeting, as I entered the class, I eventually asked the students to sit where they sat in the second meeting. They immediately moved based on the student numbers. Since they already knew where to sit, it took lesser time. I began the class by greeting and giving them some small talks, and they answered well. Then I continued by asking them, “What good things have you done today?” This was aimed to trigger their excitement before the learning process.

The topic in the third meeting was different from the previous ones. After having a discussion with my collaborator, I thought that I needed to present a more interesting topic so that the students could enjoy the learning process more

as well as the reading process. Thus, in this meeting, I gave them a topic about the biography of Soichiro Honda which I thought would be more interesting to them.

In this meeting, I found the students less confused in following the instruction I gave. Instead, they got more confident about what they were doing. They knew what to do and got more directional during the learning process. I could see the students more focused than they were in the previous meetings. Moreover, in this meeting, the students had made the pre-lesson questions by their own so that their self-regulations were higher than before. However, since this was the first time they made the pre-lesson questions, it took a longer time to finish this stage.

Meanwhile, in the fourth meeting, I decided to apply the metacognitive strategy by making the students work in pairs. When I entered the class, the students had moved to the predetermined sitting arrangement based on their student numbers. I found them not as noisier as the first time I was with them. I spent less time organizing their seats and explaining how to work with the metacognitive strategy.



Figure 13.

The Teacher checked with Metacognitions' Questions

I began the class by greeting and asking them, "How's life?" The students answered quickly with various answers. I told them that today they would work on their worksheet in pairs as in the previous meetings. They seemed enthusiastic as I could hear their cheers and excitement. I threw some small talks, then I started to continue the material we had in the third meeting. I could tell that more than 50% of the students participated throughout the interaction, meaning that it was way better than their participation in the previous meetings.

I continued the class by recalling the materials we had had in the previous meeting. Then I tried to trigger their attention by initiating a discussion related to the topic. Their enthusiasm was good. The interaction between the students and I increased. Since we had not finished the worksheet at the third meeting, I gave the reading text, asked them to re-read the text, and made them work in pairs. I asked them to work with a friend sitting next to them.

## 2) Presenting Reading Texts

One of the most important stages of this action research was presenting reading texts since the purpose of this research was to enhance the reading comprehension of the students. This section was taken after I gave the pre-lesson question sheet that I have explained earlier.

In the first meeting, after the students answered the pre-lesson questions, I handed them out the reading text. The reading text was entitled “The Unhealthy Fast Food”, consisting of 182 words. I gave them 10 minutes to read it. In addition, in the second meeting, I gave the same reading text since we had not finished Worksheet 1 in the first meeting. The same went to the second reading text entitled “Soichiro Honda”. Thus, basically, each of the reading texts was presented in two meetings.

### Soichiro Honda

Honda was born in Tenryu, Shizuoka, a small village under Mount \_\_\_\_\_ Fuji near Hamamatsu on 17 November 1906. He spent his early

childhood helping his father, Giheiwho had bicycle repair business. At the time,his mother, Mika, was a weaver.

At 15, without any formal education, Honda left home and went to Tokyo look for work. He obtained an apprenticeship at a garage in 1922. He worked as a car mechanic before returning home to start his own auto repair business in 1928 at the age of 22.

In 1937, Honda founded Tokai Seiki to produce piston rings for Toyota. During World War II, a US B-29 bomber attack destroyed Tokai Seiki's Yamashita plant in 1944 and the Itawa plant collapsed in the 1945 because ofMikawa earthquake. After the war, Honda sold the salvageable remains of the company to Toyota for ¥450,000 and used the proceeds to fund the Honda Technical Research Institute in October 1946.In 1948, he started producing a complete motorized bicycle, and the Aand Type was sold until 1951. As president of the Honda Motor Company, he turned the company into a multinational billion-dollar that produced the best-selling motorcycles in the world. In 1959, Honda Motorcycles opened its first dealership in the United States. Soichiro Honda died on 5 August 1991 of liver failure.

Soichiro Honda was a hard worker. He never gave up even his factory, even though it collapsed many times. Because of his achievements and efforts, he finally became one of the most successful man in the world.

*Taken from [http://en.wikipedia.org/wiki/Soichiro\\_Honda](http://en.wikipedia.org/wiki/Soichiro_Honda)*

When I presented this texts to the students, most of them did not quite understand the text word by word. I saw some students confused and clueless about what they read. Thus, sometimes I found them a bit noisy whispering here and there and asking what actually the reading text was about.

### **3) Assigning Reading Tasks**

The tasks given in the class were varied. At first, as I mentioned earlier, the very first task was the pre-lesson question. At the first and second meeting, I gave them the sheet to which all they should do was to tick on “yes” or “no”. Meanwhile, at the third and fourth meeting, the students made the questions for the pre-lesson sheet on their own. Next, after they read the reading texts, I gave them several tasks to which I describe as follows.

a) Worksheet 1

The first worksheet was to cover the first reading text, “The Unhealthy Food”. The students were asked to do several tasks rightafter they finished reading the text.

b) Worksheet 2

The second worksheet was to examine the second text which was about the biography of Soichiro Honda.

#### **4) Enhancing Students’ Reading Comprehension and Participation**

In this stage, I observed whether the actions performed in the class were directional according to the plans in each meeting or not. Further, the observation was used to identify the success and the failure of the implementation of metacognitive strategy to enhance the students’ reading comprehension. In addition, the observation in this section was gained by the sheets that the collaborator wrote during the learning process and the question sheets that the students filled in in the learning process. The first sheet helped to record the

actions and experiences during the class from which I could evaluate the process of learning in each meeting. Meanwhile, the second sheets were gained from the pre-lesson question and task sheets. It helped me to identify the self-regulation of students and the improvement of their reading comprehension from one meeting to another.

The purpose of the planning in the first meeting was to introduce the metacognitive strategy to the students. In the class, I performed the actions well as in the planning. I explained how the metacognitive strategy would work to the students and how they would perform using the strategy in order to enhance their reading comprehension. However, the students in the class did not seem to focus on the learning process. They came into confusion when I asked them in the appraisal stage before encountering the main material. Thus, I decided to make them work in pairs in hope that they could continue the learning process better. Yet, it did not seemingly work well. The students did not finish the task given after reading the text. They even left it blank. By the end of the class, I asked the students orally in order to make them understand about the text, yet they had to answer it by themselves instead. Finally, the students and I made a conclusion altogether about the topic in the reading text.

In the second meeting, I aimed to apply the metacognitive strategy to the students in the learning process. The students seemed motivated when the teacher announced the results of their psychology tests. As a result, it helped me to gain their awareness and attention to involve in the process of learning. Compared to the students' involvement in the first meeting, their involvement

during this class was much better. They discussed and interacted well by asking and answering questions about the topic that day. Also, they did the True-False task well after they read the text. However, it took a long time to condition the students, especially to make them focused both in the beginning of the class and during the learning process i.e. conducting the metacognitive strategy and doing the task. The students did not seemingly too understand about how the metacognitive strategy worked so that the teacher had to explain it again. Moreover, the students in this class were, indeed, hyperactive so that it took a longer time to coordinate them to remain focused on the learning process.

After some meetings had been encountered, I found that the students might need a new way of learning in order to make them improved. Thus, I tried to make the students more organized by arranging their seat placement and make them work in a group discussion for applying the metacognitive strategy which became the purpose of the last meeting in Cycle 1. As in the third meeting, the new seat placement made the students more effective in the learning process. Some students who used to sit at the back also seemed able to get involved. Further, I found that the students could work better when I tried to make them work in pairs back in the first meeting. Therefore, I decided to make the students work in a group discussion in order to make their reading comprehension better.

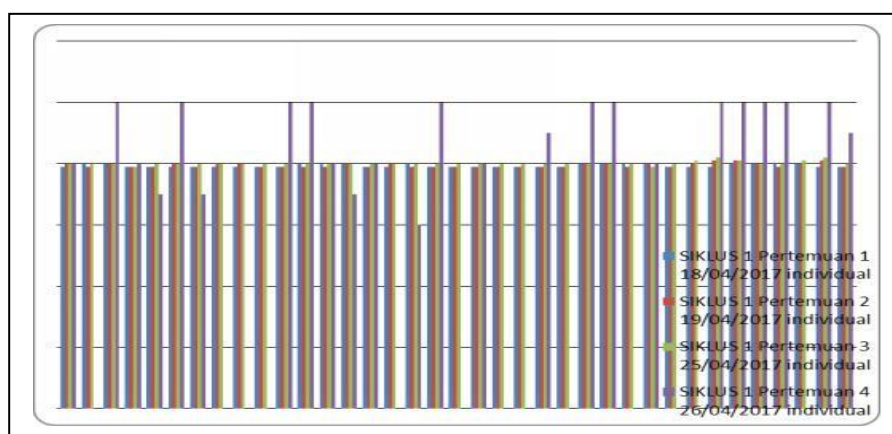




Figure14. Graphic of Scoring Result in Cycle 1

Overall, the students' reading comprehension increased by the end of the last meeting. They could focus on the learning process, got involved, and did the task much better than before. However, there were several points that should be improved by me as the teacher. I tended to let the students pronounce and write English words incorrectly. It would be better if I showed them how to pronounce and write the English words correctly so that they would not mispronounce and misspell them in the long future. In addition, I might have to find a better way in giving instructions, conditioning sitting arrangement, and grouping students, so that they could immediately know what to do during the class and would not take a long time. Last, since some parts of the learning processes took a lot of time, there were only a little time to wrap up the lesson by the end of the class. When I tried to check the students' understanding, I tended to choose 'smart' students to

answer the questions so that it would not take a long time. In addition, I ought to distribute the questions and interact with students fairly.

### **c. Reflecting**

The last stage of this research was reflection. I reflected how I dealt with everything that happened during the learning process and how I regulated it to decide which was good to do and which was not for the following meetings by the end of the learning process. In other words, in this stage, I concluded how the learning process was going on in the class to which I could decide what was suitable to perform based on the reaction and condition in the class.

#### **1) Designing the Reading Class Using the Metacognitive Strategy**

From the first time I came to the class during the early observation to recognize the problems, I could immediately realize that the students in this class were quite active and a bit noisy. Moreover, I found that the students were a bit hard to be led. I thought this was going to be quite challenging.

In the first meeting, I had to take more effort to adapt how to handle the students. They kept being noisy while I was preparing my stuff before the class began. Yet, when the English teacher, my collaborator, introduced me to the students, they seemingly paid attention to her and got focused. As I continued the class, I found that the students had difficulties in answering my extended-

questions. Meanwhile, when I asked them some open-ended questions such as, “Do you know what junk food is?” or “What junk food do you often eat?” they could answer them fast and well. I could relate that the students were more active in answering open-ended questions rather than in answering the extended-questions. This was probably because most of the students were not able to speak in English fluently. Thus, they could not answer the extended-questions well. This means, as the teacher, I should have found a way that could enable the students to deliver their thoughts and ideas in the class either when I gave them some English words related to the context or when I let them to answer questions in English or *Bahasa Indonesia*.

In addition, another main problem during the actions was the time management. In the first meeting, according to my collaborator, the appraisal I gave to the students was too much. I should have let it simpler. Moreover, since this was the first time I explained to the students about the metacognitive strategy, it took so much time. I had to explain it multiple times. As a result, by the end of the class, I had not finished all the steps that I had planned in the planning. Also, the worksheet which consisted of the reading tasks had not been finished by the students so then I asked them to finish it in the next meeting. By the end of the class, I should have had some time to evaluate and give the students some questions related to the topic. However, because the time was over, I made it so fast that I did it far away from perfect.

Meanwhile, in the second meeting, the students were more focused on the process of learning compared to the first meeting. They seemingly started to understand how to deal with the metacognitive strategy. However, in this meeting, I made the students have a new seat placement based on their student numbers. Therefore, it took some more time to manage them. The time that should have been spent to do the worksheet was wasted away.

The time management problem was also found in the third meeting. Even though the students had already known that they should sit the way they did in the previous meeting, I still found it hard to make them do it quickly. In addition, in this meeting, I asked the students to make the pre-lesson questions on their own to which they found it confusing and a bit difficult. They still had no idea what to write and what to do. Therefore, I had to give extra explanation to them in making the questions. This stage took so much time that at last, the worksheet they should have finished had not been done. Meanwhile, as in the planning, I should have given some more questions

related to the topic. However, since the time was almost over, I tended to ask “smart” students so that the question and answer session could finish quickly.

At the fourth meeting, the time management in setting the seat placement was no longer a problem. The students had moved to their seat since I entered the class. The students focused much better on the learning process compared to the previous meetings. They interacted with me and the other

students well when I asked them questions and did a little bit of discussion. In addition, I decided to make the students work in pairs to which I found that they performed so much better compared to the previous meetings. They did the tasks faster and got a bit more enthusiastic during the learning process.

## **2) Presenting Reading Texts**

When I provide the first reading text to the students, they responded in a common way. There was no significant excitement in them. I told them they had to finish reading the text in 10 minutes. However, I could witness some students had difficulties in understanding the text. It was probably because not all students had good ability in English so that they had no idea about the meaning of the text. Some students whispered here and there asking their friends the meaning of some difficult words in the text. As a result, they needed more than 10 minutes to finish the reading.

After the class was over. My collaborator suggested that I might have to find a more interesting topic for the next reading text. Thus, I chose a biography of Soichiro Honda that would be interesting to the students. This article, however, consisted of many more words compared to the first one. I gave 15 minutes to the students to finish the reading. Yet, as in the first reading, some of them had difficulties in understanding English, and it took longer time. I still found several students ask other students the meaning of the words in the text. All in all, my

collaborator said that in this reading text, the students were seemingly more enthusiastic during the process of reading as well as the discussion.

### **3) Assigning Reading Tasks**

In this cycle, there were 2 worksheets for the four meetings. Each worksheet was to cover each of the reading texts. There were five tasks in the first worksheet. The first task was pictures. I asked the students to look at the pictures and give thoughts about them. Then, I provided several questions related to the pictures. Some were open-ended questions and the others were closed-ended questions. The students found it difficult to answer when the question was an open-ended question. They did not actively interact with me. Instead, they just mumbled and sometimes gave answers in *Bahasa Indonesia*. Meanwhile, for the open-ended questions, they could do it easily for they did not have to answer those questions in complex sentences.

The following tasks in the first worksheet were done after the students read the text. They basically had to do four tasks that were quite overwhelming for them. They could not finish all the tasks when the class was over. As a result, we needed to continue it in the next meeting.

The same case went to the second worksheet. In the first task, I asked the students to look at the pictures and guess who they were. Next, the following tasks were done after they finished reading. Since I found the students had difficulties in understanding the meaning of the text in the previous meeting, I

provided the translation of some difficult words in the text. This helped the students to understand the text. Yet, they had the same difficulties when they should answer the questions that required complex sentences.

#### **4) Enhancing Students' Reading Comprehension and Participation**

The students' reading comprehension and participation constantly increased meeting by meeting. In the first meeting, the students did not seem to understand what to do in the class and how to deal with the metacognitive strategy. Also, the condition of both the students and the class was not effective. In the second meeting, after I asked the students to rearrange the seat placement, they could be quiet and focused on the learning process. In addition, by the third meeting, the students were able to make the pre-lesson questions on their own.

Lastly, in the fourth meeting, the increase of students' participation and reading comprehension was the most significant. This was because they worked on the worksheet in pairs. Therefore, it can be concluded that the students in this class would be more active when they work together. They found it difficult to study individually. In other words, the findings in Cycle 1 represent the social class itself. They would perform better when they do it socially.

## **2. Cycle 2**

### **a. Planning**

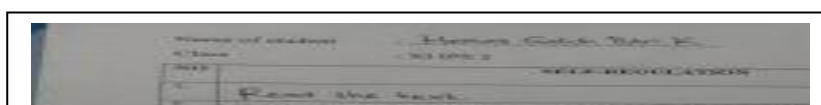
After Cycle 1 had been done, I started to prepare Cycle 2. I had some discussion with my collaborator to identify the problems I found in the first cycle. Then we tried to solve them and planned our best for Cycle 2.

The main problem occurring in the first cycle was the time management. I did not know that it would take too long for me to explain to the students about the metacognitive strategy. I also did not expect that the students would be so hard to follow my instruction. They were basically too active in class. Therefore, the top problem solving I would like to do in the second cycle was managing the time better. In addition, another significant problem I found was that the students found it a lot difficult to work on their worksheet individually. Thus, I would make them work in a group discussion.

### **1) Designing the Reading Class Using the Metacognitive Strategy**

The stages done in this cycle were basically the same as those in the first one. The students would perform pre-lesson, lesson, and post-lesson. The pre- and post-lessons would be to indicate the metacognitive strategy, while the lesson would be the reading process and task assignment.

In the first meeting, I would make the students rearrange their sitting arrangement. They sat no longer based on their student numbers, instead they freed to choose wherever they wanted to sit. I hope that it would trigger their





enthusiasm in the process of learning. Also, I would ask them to work in a group discussion consisting of four students.

Figure15.

A Students' Answer with Their Self-Regulation

Examples of individual pre-metacognitive questions above are designed to control self-regulation, even when the students worked in a group. In Hemas Galuh's worksheet, she wrote her self-regulation and explained how to do it well. She wrote: "Read carefully, I try to find out/know the meaning of the new

vocabulary, I try to match the information in the text with my imagination, I'll understand the text, and I try to remember the information/story.”

From her self-regulation above, we would know what her own self-regulation is and how to run this as her own instruction to finish the reading tasks. This phase was very important in building self-awareness or self-regulation, and the result was that the students finished the work easier than before.

## **2) Presenting Reading Texts**

In the first meeting, the reading text I used would be the same as the previous one: the biography of Soichiro Honda. It was because the students had not finished all the tasks in the previous meeting. In addition, the target was not attained and I thought the materials in the reading text were still relevant so that I decided to use it once again in this meeting.

## **3) Assigning Reading Tasks**

The tasks provided in the first meeting of this cycle would be the same as those in the previous meeting. The students should continue finishing every task from the reading text entitled “*Soichiro Honda*”. They had already finished activity 1-3 so that, in this meeting, they should continue the rest of the tasks.

## **4) Enhancing Students' Reading Comprehension and Participation**

The focus of this cycle was to increase the students' reading comprehension and participation through a group discussion. In the previous meeting, the fourth meeting of Cycle 1, the result of the tasks and the interaction among students were better than that of the first three meetings when they worked individually. Thus, in order to increase their performance in the learning process, I would try to make them work in group discussions. In addition, in terms of sitting arrangement, I would ask them to sit wherever they wanted to. I would no longer ask them to sit based on their student numbers.

### **b. Doing Action and Observing**

Unlike the first cycle, this cycle was only carried out in three meetings. The first meeting was done on 3 May 2017; the second one was on 20 May 2017; and the last one was on 23 May 2017. It took the same duration as that in the first cycle, i.e. 90 minutes. The actions performed were basically based on the planning considering the action and reflection in Cycle 1. However, there were several reasons that made me revise the planning during doing the actions.

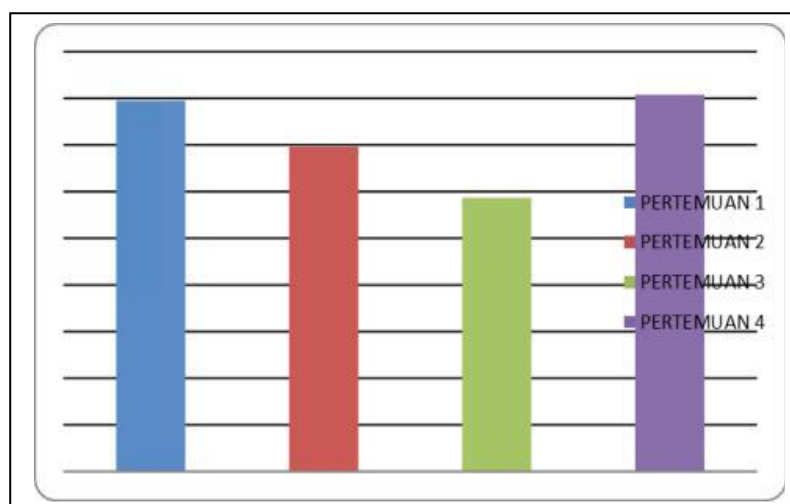


Figure16. The Score Process in Cycle 2

### **1) Designing the Reading Class Using Metacognitive Strategy**

In the first meeting, before I began the class, I asked the students to sit wherever they wanted to. I let them choose which friend they wanted to have the same table. They moved on and looked for their partners. I strictly asked them to get it quick. As soon as they had found their own partners, I began the class by greeting. I threw them some small talks then immediately brought them to the focus of this meeting.

As in the two previous meetings, I asked the students to make the pre-lesson questions on their own. Unlike the previous ones that they took a long time to do it, in this meeting, they did it better. I could tell that they had noticed what to do in the metacognitive strategy. It took much shorter time in doing this stage.

Next, since the tasks in the previous meeting had not been finished, I tried to recall the material we had already had. I saw the students did not look excited. It was probably because the topic in this meeting was the same as the two previous ones. They did not really get motivated to continue it. Not all students were ready to study. I saw some of them were playing with their cellphone. Some others did not bring their pens or pencils. Yet, I was trying my best to get them focused on the learning process. By this time, I asked them to do the worksheet in a group discussion. I let them choose whomever they wanted to have in their group discussion, consisting of four students. It was quite noisy in the class since they moved here and there to find theirs. As soon as they got their group members, I immediately asked them to start doing the tasks.

The students re-read the text in the previous meeting with their new group. They sounded quite noisy whether discussing the meaning of words in the text or starting to answer questions in the task. I asked each group to have two words in which the other groups should find the meanings. By then, the students could really understand the text without missing any words. This class management was needed to engage the students better than before, especially the engagement between teacher and all students and among students themselves.



### Figure17. Work in A Group

The students that did not seem motivated to continue the class became a bit more excited. They no longer thought the learning process was boring since they could interact with other students. Also, they had no loads to finish the tasks because they worked in a group discussion. Thus, they could finish all the tasks faster than they did in the previous meetings.

#### **2) Presenting Reading Texts**

The reading text presented in the first meeting was the same as that in the second and third meeting in Cycle 1. It is because the students had not finished every task in Worksheet 2. Thus, I asked the students to re-read the text entitled “*Soichiro Honda*”. However, by this time, the students no longer worked in pairs. They were split into groups consisting of four members. Even though they seemed bored at first, I found them more excited reading and finishing the tasks when they did it in a group discussion.

### **3) Assigning Reading Tasks**

As mentioned earlier, the material in the first meeting of Cycle 2 was the same as that of the second previous meetings. The tasks assigned in the first meeting were the unfinished tasks in Worksheet 2. The students could finished the tasks much better and faster since they did it with their groups.



Figure 18. The Observation and Question-Answer Session

#### **4) Enhancing Students' Reading Comprehension and Participation**

It was not easy to manage the students' behavior so that their reading comprehension could rapidly increase. Instead of trying to change their habit, I tried to embrace it by figuring out what way would suit them most. I found out that when they did their tasks individually, it was difficult for them to focus. The results of the tasks were not impressive as well. In contrast, when I asked the students to work in pairs, I found out that they could perform better. Thus, by the first meeting in Cycle 2, I thought that I was going to apply group discussions for the learning process in which each group was comprised of four members.

In the first meeting of Cycle 2, I had asked the students to make a group discussion consisting of four members. I let them decide which friends would be their members. However, I found out that some of the students hardly found their members since they tended to pick up their close friends only. Thus, in the next two meetings, it was me who decided which members they had in a group.

By the time they performed in group discussions, I could notice that they interacted way better than in Cycle 1. They finished the tasks assigned much faster compared to the meetings in the first cycle. Their understanding in metacognitive strategy and reading text significantly increased as well.

#### **c. Reflecting**



### **1) Designing the Reading Class Using the Metacognitive Strategy**

Compared to the meetings in Cycle 1, the time management in this cycle was better. Although conditioning the students was still hard, their understanding and awareness of metacognitive strategy had significantly increased so that it did not take too much time to explain it again and again. In addition, ever since I had made the students work in a group discussion, they interacted with me and other students pretty well. They could perform better in finishing the tasks. Their confidence in answering the questions increased as well.

In terms of conditioning the students, I had to say that it was still hard to manage them even when in the last meeting, for they were basically very active. It was impossible to make them quiet so that it was no longer important to know how to make them less noisy. The most important thing was that how to make their concentration was directed to the right way. In this case, after I had made them to work in three various ways: individual, in pairs, and in group discussion, I figured out that the students performed so much better in group discussions in both interacting during the learning process and doing the tasks. They found it easier when they could interact with other students.

### **2) Presenting Reading Texts**

The reading text provided in the first meeting of this cycle was the same as that in the previous meeting so that the students seemed bored and not excited. I should have provided a new reading text to trigger the students' excitement. The

tasks that had not been completed in the previous meeting should have run as it was. Fortunately, I asked the students to work in a group discussion in which it then could trigger their excitement back.



Figure 19. The Students' Engagement in a Group of Discussion

### **3) Assigning Reading Tasks**

The tasks assigned to the students in the first meeting were Activity 4 to Activity 5 from Worksheet 2. In Activity 4, they had to bold the past verbs and

italicize the time connectors. Also, they should find other examples and decide whether they are past verbs or time connectors. Meanwhile, in Activity 5, the students should answer the questions based on the text. At first, the students were not excited to continue the same reading text. However, when I asked them to work in a group discussion, they became more enthusiastic as well as excited. They sounded quite noisy during finishing the tasks. Yet, they could finish all of them faster.

#### **4) Enhancing Students' Reading Comprehension and Participation**

Overall, the students' reading comprehension and participation had significantly increased ever since I made them work in group discussions. It had been seen since the first meeting of this cycle. Even though at first they did not seem too motivated, I could bring their excitement back by modifying their sitting arrangement and grouping them. Their sitting arrangement was also gave some results of the teachers' fieldnote. Those result were arrangement of sitting was also as the key of success of teaching and learning, their sitting arrangement gave better result for various way positions.

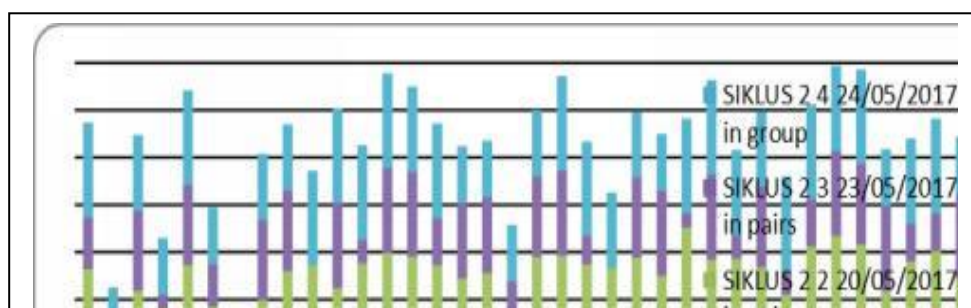


Figure 20. Scores of the Students' Enhancement in Cycle 2

In the first meeting, the students chose their seat on their own. They seemed quite excited that they could freely decide which friend they could share their table. However, since they could decide wherever they wanted to sit, I found that some students had no friends to share the table with. Each student seemingly had a tendency in choosing his/her group members. Therefore, in the next two meetings, I decided to rearrange the seat placement based on my list. This made the interaction during the class and group discussion more effective.