

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students social and emotional development. It can support them in learning all subject matters.

English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia.

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom.

Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before.

Reading comprehension is a good way to develop and to deriving meaning from written language ( including book and other forms of written language ) and

constructing meaning from written language. But, most of the students still reading comprehension difficult even though they have done it for many years.

Based on the writer's experience in observation since the writers PPL in SMP SWASTASA IMELDA, the material that the writers has been given to the students they think that the material was difficult for them to comprehend English texts. When the writer told them to tell some information in the reading text, most of them did not have any ideas or opinions to clarify the information in the reading text. It proved that they were not interested in learning reading comprehension and the process of teaching reading did not run well as term in the following table.

Table 1.1 The table of Rubric Score

No	Name	R	N	S
1	CZR	3	10	30
2	SR	3	10	30
3	RS	7	10	70
4	SNA	7	10	70
5	NTS	4	10	40
6	PT	6	10	60
7	PAP	3	10	30
8	NNA	4	10	40
9	YMS	7	10	70
10	YR	5	10	50
11	SU	6	10	60
12	RA	4	10	40
13	SRS	6	10	60
14	AL	2	10	20
16	JIS	5	10	50
17	UR	4	10	40
18	SM	4	10	40
19	NS	2	10	20
20	TR	2	10	20
21	PSP	6	10	60
22	YL	2	10	20
23	SAS	3	10	30
24	NAI	6	10	60
25	FA	2	10	20
26	DSI	7	10	70
27	DAS	4	10	30
28	MA	3	10	30

$$S = \frac{R}{N} \times 100$$

Where:

S = Score number of test

R = Number of the correct answer

N= Number of question

Based on the table of list of preliminary data reading comprehension test at SMP SWASTA IMELDA MEDAN at IX grade above, the writer got the mean score of the students. The writer gave reading comprehension test to the students with the number of students are 28 students and the total is 1,170. So, the mean of students score is 41,78. It proves that the students ability in reading comprehension test is still low.

Based on the problem above, the teacher should overcome what the strategy that they use. There are some strategies in teaching reading comprehension, monitoring comprehension strategy, metacognition strategy, graphic and semantic organizers strategy, answering questions strategy, etc. In this case, the writer chooses metacognition strategy.

## **1.2 The Problem of the Study**

Based on the background of the study, the problem of the study is formulated as the following :“Does Metacognitive strategies affect on students reading comprehension of IX grade in SMP IMELDA MEDAN ?

### **1.3 The Objective of the Study**

In the relation to the problem of this study is to investigate whether Metacognitive Strategy affects on students in reading comprehension of IX grade in SMP IMELDA MEDAN.

### **1.4 The Scope of the Study**

There are many strategies in teaching reading. They are monitoring comprehension strategy, metacognition strategy, graphic and semantic organizers strategy, answering questions strategy, generating questions strategy, recognizing story structure strategy and summarizing strategy. The writer will limit the study only use Metacognitive Strategy and this study will focus on teaching reading comprehension to the students. It will be taken of the third grade students in SMP IMELDA MEDAN.

### **1.5 Significances of the Study**

In result of this study are expected to be useful theoretically and practically.

#### **1. Theoretically**

For the reader, it is expected the reader will find some knowledges and can widen their knowledge after reading this thesis.

#### **2. Practically**

1. Teachers : it will give them an affective metacognitive strategy.
2. Students : it will increase the knowledge in rading. And make them understand the sentences and what they are saying. Finally, they have no to see how the sentences related to in other.

## 1.6 Hypothesis

The hypothesis of the study is that the metacognitive strategy affect on students reading comprehension. With reference to the theoritical framework and conceptual framework, hypothesis are formulated as follows :

Ha : “There is a significant effect of metacognitive strategies on students reading comprehension of third grade in SMP IMELDA MEDAN.

Ho : “There is no significant effect of metacognitive strategies on students reading comprehension of third grade in SMP IMELDA MEDAN.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In doing research, it is very important to clarify all terms that are related to the study in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in a particular context. In the case, the writer is going to elaborate the terms which are important for the purpose of this study.

#### **2.2 Language**

Human can use language to refer to various means of communication involving recognizable symbols, non-verbal sounds, or actions. The language of a piece of writing or speech is the style in which it is written or spoken. Language is a tool use by human being to communicate with each other. To communicate means to understand and to express any information, thoughts, feelings, and develop science, culture, and technology. Without language there is no communication. According to Knapp at al (2005:16) "Language is both natural and cultural, individual and social." Brown, H. Douglas (2007:19) stated that "language is a complex, specialized skills, which develop, in the child spontaneously, without conscious effort or formal instruction".

The writer concludes that language is a system of communication of people in daily life. From language people can understand and make relation with other people. By language people can express what the feel. Every individual can easy to get the information from books, internet, newspaper and soon. They can

develop their skill, and get knowledge. Language make the relation of people run well, they can build the connections of many using.

### **2.3 English**

English is an International language which is taught in most countries in the world. The status of English as a universe language and international language has made many people in the world need English. According to Patel and Jain (2008: 11) “English is the language of the global village. It is a language of trade and industry”. NurySupriyanti (2012) stated” English is put in bold and in bracket. It is because it is only added there. Therefore it is obvious that English is not to have any adequate attention from the government or other interested parties because to most Indonesian children, it is still a luxury. English is also known in Indonesia, nowadays the student who come from collage study English by certain media such as: book, newspaper, television, and others.

The writer concludes that English is a global language and it use in activities such education, technology, social status, and modernization. In Indonesia English is a foreign language. English is important in human’s daily life because English is international language in many countries. English help the people to communicate from different countries. By English all the people can communicate and make relation to build education and business.

#### **2.3.1 Identify Spesific Information of the Text**

Kligner at al (2006 : 5) stated that “reading is very complex reading.” It is a high level of muscular coordination, sustained effort and concentration. Not only must the reader see and identify the symbols in front of him but he must interpret what he reads in the light of his own background, associate it with past

experience, and project beyond this in terms of ideas judgment, applications and conclusion.

### **2.3.2 Identify Main Idea**

Patel, and Jain (2008: 122) stated that “Reading is an important activity in life with which one can update his/her knowledge”. However in fact, to reach the expectation in reading, student should comprehend more when reading to draw meaning or get information from printed or written text. Based on the explanations above, the writer concludes that reading is the process of take the information and identifies the symbol to draw the meaning.

### **2.3.3 Infer Meaning of an Unknown of the Text**

Lexical inferencing is referred to as guessing the meaning of unknown word using available linguistic. In reading, lexical inferencing is referred to as guessing the meaning of an unknown word using available linguistic and other clues (Haastrop (1991). Lexical inferencing is the primary lexical processing strategy (Fraser (1999:230) that learners rely on when encountering unknown word while reading (Wesche (1997:230)). Studies also reveal high correlation between lexical inferencing success and reading comprehension.

### **2.3.4 Making Inferences**

An inference is a conclusion you reach by applying logic to the evidence you are given. Making Inferences while reading is a strategy that will help you learn, remember and apply what you have read. To make inferences from reading material, take two or more details from the reading.



## 2.4 Reading

Reading is a manner to get knowledge, information from the book, magazine, newspaper and soon. It is a way for a child's success in school, and indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost. Most people read without giving much thought to how they do it.

Kligner at al (2006 : 5) stated that "reading is very complex reading." It is a high level of muscular coordination, sustained effort and concentration. But reading is more than just a visual task. Not only must the reader see and identify the symbols in front of him but he must interpret what he reads in the light of his own background, associate it with past experience, and project beyond this in terms of ideas judgment, applications and conclusion.

Patel, and Jain (2008: 122) stated that "Reading is an important activity in life with which one can update his/her knowledge." However in fact, to reach the expectation in reading, student should comprehend more when reading to draw meaning or get information from printed or written text.

Based on the explanations above, the writer concludes that reading is the process of take the information and identifies the symbol to draw the meaning. The knowledge, expectations and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning. The reader can easy to get the meaning of the text. It means that reading is an activity and ongoing process with the printed language.

### **2.4.1 Process of Reading**

Process of reading is way to make the reader become more effective and the reader can easy reading the text. According to Jonathan Anderson at all (2006: 5) there are three process of reading following manner:

1. In general, the eyes begin at the left hand side of the line of print.
2. Proceed with a series of pauses (fixations) along the line to the right hand side.
3. Move smoothly back in single sweep to the beginning of the next line.

### **2.4.2 How to Improve Reading**

It is important the reader to improve their reading when the reader read the text. Especially for the student in the school. Jonathan Anderson at all (2006: 14) stated that there are four manners to improve reading:

1. More accurate in what you see
2. Faster and more systematic in the way you read.
3. More flexible in your approach to reading
4. More able to concrete your attention on your reading.

### **2.4.3 The Purpose of Reading**

The purposes of reading are conducted by many authors with their own ways. According to Carnine et al (19990:46) there are some different purposes of reading, these :

1. To be able to identify and remember specific facts or main idea.
2. To be able to follow instruction to reach a goal, e.g., assemble a bicycle.
3. To be able to explain the content of passage to someone else.

4. To be able to accommodate the content into the reader's schema.
5. To critique the logic or data presented in a passage
6. To edit a passage according to stylistic and organizational criteria.
7. To study according to an assignment or test requirements.

Besides Carnine, another concept of purposes in reading to achieve the objective of reading successfully is said by Grabe, W and Stoller, Frederic (2002:27) there are four purposes of reading, they are:

1. Reading to search for simple information

Reading to search for simple information is a common reading ability; the reader only reads the surface to look for the simple information without having to think the material deeply through skimming and scanning strategy

2. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It is usually carried out at a reading rate somewhat slower than the general comprehension to connect text information with background knowledge.

3. Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple sources. Both reading to write and reading to critique text may be task variants of reading to integrate information.

#### 4. Reading for general comprehension

Reading for general comprehension is the most basic purpose for reading. It is also found as the most complex than it commonly assumed. It is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representative of main ideas, and efficient coordination of many processes under very limited time.

#### **2.4.4 Types of Reading**

Reading is getting the information meaning from the print. There are types of reading that know of reader when reading the text. According to Patel and Jain (2008:126-131) There are four types for reading:

##### 1. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will provide material for developing greater control of the language in speech and writing. Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorter text.

##### 2. Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment,

without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion.

### 3. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

### 4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

#### **2.4.5 Teaching Reading**

Teaching reading is not easy for the teacher. The teacher must be creative to choosing a good matery.Considering the reading process, it seems difficult teach reading. In Teaching reading the teacher must make approach to the student so that the leaning process did not bored.

The purpose of the students to learn reading is so that they know the basic of competence and achiement indicators in reading. Basic competence of reading: Understand transactional discourse, interpersonal discourse, and oral monologue especially in the forms of descriptive, narrative, anecdote, analytical exposition using oral language variation and achievement indicator, students can read continuous story, students can identify main ideas, supporting ideas, and detailed

information of the text, and students can identify and use the tense. Teaching is one activity to deliver knowledge from the teacher to the learners.

The teacher must be knowledgeable for the student. The teacher teach student for many hours each day of the school beside of their parents. One basic premise of effective reading instruction is that students be taught skills that will be enable them to learn on their own.

#### **2.4.6 Assessment of Reading**

In order to determine how well the reading is , the teacher as an evaluator has concept of reading assess the students' reading work appropriately. According to Brown (2004: 189) several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks, they are:

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemes symbols. Bottom - up processing is implied. For example the principles are not derived from sensation, but are "suggested" on occasion of sensation, in such a way as to constitute the necessary conditions of our having perceptive experience.

2. Selective

This category is largely an artefact of assessment formats. In order to as certain reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture – cued tasks, matching, true/false, multiple choice, etc. for example a test and the respond of the test.

### 3. Interactive

An interactive task is to identify relevant features (lexical, symbolic, grammatical, and, discourse) within text of moderately short length with the objective of retraining the information that processed, for example, an oral interview. The test-taker is required to listen accurately to someone else and to respond appropriately.

### 4. Extensive

Extensive reading, as discussed in this book, applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. for example If you have 200 grams of water in a glass and pour out half of the glass, you now only have 100 grams. This is because you have got rid of half of the amount of matter in the system. In much the same way, if you have a litter of water and pour out half, you now only have half of a litter.

## **2.5 Comprehension**

Comprehension is achieved gradually, as move from a general feeling about what something means to a deeper level of understanding. Alison Boardman at al (2006 :30) stated that "Comprehension is typically measured by requiring students to read a short passage and then answer multiple-choice or short-answer questions or by using a cloze task."

### **2.5.1 Reading Comprehension**

According to Heilman et.al, ( 1981: 242), reading comprehension is a process of making sense of written ideas through meaningful interpretation and

interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities. Another definitions come from Lines, (2005:71) reading comprehension refers to reading for meaning, understanding and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words, teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process.

Reading comprehension is dynamic interactive process of constructing meaning by combining the reader's exiting knowledge with the text information within the context of the reading situation, the key elements are reader, text and context, Cook (2003:6) reading comprehension is determined by the following:

1. What the reader brings to the act of reading comprehension
2. Ways the printed text has been written and organized by the author
3. The learning context that defines the task and purpose of the reader and the reading environment
4. Strategies the reader consciously applies to achieve comprehension

Reading comprehension involves an active communication between the writer and reader within meaningful context. It is presumed that an author has an audience, a message and a purpose in minds.

### **2.5.2 Three Level of Comprehension**

In reading comprehension there are some levels of comprehension, According Jonathan Anderson at al (2006:106) there are three important levels of comprehension:



1. Reading the lines : this is level of literal meaning

Understanding the ideas and information explicitly stated in the passage.  
Abilities : knowledge or word meaning, recall of details directly stated or paraphrased in own words, understanding of grammatical clues – subject, verb, pronoun, conjunctions, and so forth, recall of main idea explicitly stated, knowledge of sequence of information presented in passage.

2. Reading between the lines : This is the level of interpretation

Understanding of idea and information not explicitly stated in the passage.  
Abilities : reason with information presented to understand the author's, tone, purpose and attitude. Infer factual information, main ideas, comparisons, causes-effect relationships not explicitly stated in the passage. Summarization of story content.

3. Reading beyond the lines: This is level of interference and generalization.

Analyzing, evaluating and personally reacting to information presented in a passage. Abilities: personally reacting to information in a passage indicating its meaning to the reader. Analyzing and evaluating the quality of written information in terms of some standards.

In Barrett's classification system, the following five levels of comprehension are identified : literal comprehension, reorganization, inferential, comprehension, evaluation and appreciation.

### **2.5.3 Technique for Improving Comprehension**

Technique in reading is need for the reader. Technique can help the reader for improving comprehension to make easy of the text. According to Jonathan

Anderson et al (2006: 106) there are six techniques for improving comprehension namely:

1. Pay attention to awards.

A section in this book is devoted to words and their use. Each subject in the curriculum has its own special vocabulary and your success will depend to some extent on your mastery of this.

2. Utilize context clues.

The use of surrounding context can help you derive the full meaning from a passage. Take the following somewhat peculiar sentence which certainly does not contain any vocabulary difficulties.

3. Use the five W's and the one H in all reading.

Comprehension is based on questions on who, what, when, where, why, and how. Answers to the first four questions give you the facts. Why and how help you to interpret these facts and to make generalizations.

4. Learn to phrase read.

A previous chapter has been devoted to this technique. Phrase reading not only reduces the usual number of fixations per line but it also makes the meaning clearer.

5. Examine the structure of paragraphs.

Most paragraphs look something like this. A good reader can pick out the key quickly, distinguish the details supporting it, and recognize what are examples and illustrations.

## 6. Summarize and evaluate

If you are reading to study, you may have to make notes, underline key parts, and draw a diagram or a graph. But even in your general reading you should stop at frequent intervals and mentally recall the key points raised.

### **2.5.4 Processes Involved in Fluent Reading Comprehension**

Reading for general comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately. To understand the information the reader need process in fluent reading comprehension. According to Grabe and Stoller (2002:32) there are ten process involved in fluent reading comprehension they are:

1. A rapid process
2. An efficient process
3. An interactive process
4. A strategic process
5. A flexible process
6. An evaluating process
7. A purposeful process
8. A comprehending process
9. A learning process
10. A linguistic process

### **2.6 Metacognitive Strategy**

The study of metacognitive was introduced firstly by Flavell in Hacker et al.,(2009), whose initial focus was on the development of children's memory. Flavel traced the course of acquisition of the ability to reflect on and control one's

own memory processes. As they get older, children develop the ability to use strategies such as active rehearsing, organization into categories and later, elaboration. At the certain point, children become aware of their own memory processes and can begin to control them, by deliberately rehearsing the information they wish to remember or by organizing the information into categories. Some of this cognitive activity is done automatic level, as what child, asked to remember a word list, recites the words in categories without any intention and realization of doing so. But when a memory task is more difficult, a child may apply strategy with effort. At this point, he becomes conscious of what he is doing, and he is using a metacognitive strategy.

The simplest definition of metacognition is thinking about your thinking. A more complex definition that is widely cited within educational literature is an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation and to do so efficiently and reliably. This definition was originally written by Shawn Taylor in the book *Better Learning Through Better Thinking*. In simpler terms, this means that metacognition is being aware of what you know and don't know, understanding what you will need to know for a certain task and having an idea of how to use your current skills to learn what you don't know. The definition above is a mouthful, which makes it seem like a difficult concept, but we as adults use metacognitive strategies all the time to succeed at tasks in our personal and professional lives. Imagine that you are a graduate student who needs to write a dissertation. You already have years of experience in

academic writing and know how to cite sources, find research and write it up. But the format of the dissertation is different from the work you have previously done, and it's a daunting task because it's such a long paper. On the first day of your dissertation seminar class, you have a million questions for the professor. This is a perfect example of you using metacognitive strategies!

First, you have already considered what you know how to do and acknowledged that you have some experience with similar tasks. Second, it's clear in your head how you will apply your current knowledge to this new situation - the Works Cited page will be a breeze, you know which research search engines yield the best results, you know how to break big projects into manageable chunks and to create a timeline for this work. Third, you know how to fill in the blanks and where to turn to get the information you're lacking. Thanks to your metacognitive strategies at work here, you have everything you need to get started and to troubleshoot when problems arise during the process.

This how teachers want students to approach new learning, with students feeling empowered and not overwhelmed, armed with a toolbox of strategies that help them tackle new learning and easily make connections to what they already know. Because these strategies do not come naturally to a lot of students, we must explicitly teach them, and research shows it makes a big difference in their performance. In Hacker et al (2009), it is also said most definitions of metacognition have focused on two separate but related aspects: (1) knowledge/awareness of cognitive processes and (2) control of cognitive processes. Then, Papaleontion and Louca (2008) cite that "Metacognition" essentially means cognition about cognition that is, it refers to second order

cognitions: thoughts about thoughts, knowledge or reflections about actions. So if cognition involves perceiving, understanding, remembering, and so forth, then, metacognition involves thinking about one's own perceiving, understanding, remembering, etc.

Flavell in Papaleontiou et.al., (2008) refer metacognition as “knowledge” takes as its objects or regulates any aspects of any cognitive endeavor. Then, Moore in Papaleontiou, et.al., (2008) defines metacognition has also been described as “The abilities of individuals to adjust their cognitive activity in order to promote more effective comprehension.

Additionally, Brown et al., in Hacker et al., (2009) discuss within the four roots have relevance for reading related to the components of metacognition. The actions such as self-regulating, planning, evaluating, and monitoring align well with what researcher have come to see as the processes in which readers need to engage in order to achieve successful comprehension.

Brown (2007) states the strategies are those specific “attacks” that is made an a given problem, and, that very considerably within each individual. Chamot as a quoted by Brown (2007) defines strategies quite broadly “as procedures that facilitate a learning task. Strategies are most often conscious and goal driven.”

Briefly, based on the explanation above it can be defined metacognition refers to all processes about cognition, such as sensing something about one's own thinking, thinking about one's own thinking and responding to one's own thinking by monitoring and regulating it. So, metacognitive strategies used by the actions such as self-regulating, planning, evaluating, and monitoring.

### **2.6.1 Metacognitive Strategy Steps**

According to Blakey and Spence (1990), the strategies steps that are applied in metacognitive strategies:

#### **1. Identifying "What You Know" and "What You Don't Know"**

Students need to make conscious decisions about their knowledge at the beginning of activity. Initially students write "what I already know about..." and "What I want to learn about..." As Students research the topic, they will verify, clarify and expand, or replace with more accurate information, each of their initial statements.

#### **2. Planning and Self-Regulation**

Students must assume increasing responsibility for planning and regulating their learning. It is difficult for learners to become self-directed when learning is planned and monitored by someone else. Students can be taught to make plans for learning activities including estimating time requirements, organizing materials, and scheduling procedures necessary to complete an activity. The resourcecenter's flexibility and access to a variety of materials allows the students do just this. Criteria for evaluation must be developed with students so they learn to think and ask question for themselves as they proceed through a learning activity.

#### **3. Talking About Thinking**

Talking about thinking is important because students need a thinking vocabulary. During planning and problem solving solutions, teacher should think aloud so that the students can follow demonstrated thinking processes. Modeling and discussions develop the vocabulary students need for thinking and talking about their own thinking. Labeling thinking processes when

students use them is also important for students recognition of thinking skills.

#### **4.Keeping a Thinking Journal**

This strategy is through the use of a journal or learning log. This is a diary in which students reflect upon their thinking, make note of their awareness of ambiguities and inconsistencies, and comment on how they have dealt with difficulties.

#### **5. Debriefing the Thinking Process**

Closure activities focus student discussion on thinking processes to develop awareness of strategies that can be applied to other learning situations. A three step method is useful. First, the teacher guides students to review the activity, gathering data on thinking strategies used. Finally, they evaluate their success, discarding inappropriateness strategies, identifying those valuable for future use, and seeking promising alternative approaches.

#### **6.Self-Evaluation**

Guided self-evaluation experience can be introduce through individual conferences and checklist focusing on thinking processes. Gradually self-evaluation will be applied more independently. As students recognize that learning activities in different disciplines are similar, they will begin to transfer learning strategies to new situations.

### **2.7 Previous Research**

BustamiUsman and both of his friends (Zulfadli A. Aziz and Nova RiskaAbsida) (2017), made a research entitled “Improving Reading Comprehension Using Metacognitive Strategies” at Syiah Kuala University,



Banda Aceh. This research described about the use of metacognitive strategies to improve students' reading comprehension. The data was obtained from 50 students from two classes, one an Experimental Group (EG) and the other a Control Group (CG). The instruments used for collecting the data were tests (a pre-test and a post-test) and a questionnaire. The data collection was divided into four different phases of the research; the pre-test, the treatment, the post-test and the questionnaire. The results of the test were analyzed quantitatively to find any significant differences between the two groups. The results showed that there was a statistically significant difference after using metacognitive strategies in the reading comprehension of the EG students compared to those in the CG, who did not use metacognitive strategies for reading comprehension. The t-value (6.03) > t-table (2.01) meant that the alternative hypothesis was accepted. Further, the results from the questionnaires also showed the positive impact, viz: the positive classroom atmosphere, the improved motivation to learn, the improvements in students' knowledge and so on. Related to that, I took definition of metacognitive strategies from this thesis. And the purpose from this thesis is to improve the student's reading ability with metacognitive strategies.

The second research is studied by Mansoor Ahmed Channa and his friends (ZaimuariffudinShukriNordin, Insaf Ali Siming, Ali AshgerChandio and Mansoor Ali Koondher) (2015), their research is entitled "Developing Reading Comprehension through Metacognitive Strategies" at University Malaysia Sarawak, Malaysia. This paper has reviewed the previous studies on metacognitive strategies based on planning, monitoring, and evaluating in order to develop reading comprehension. The main purpose of this review in

metacognition, and reading domain is to help readers to enhance their capabilities and power reading through these strategies. The researchers reviewed articles, papers, and books related to the field. The studies indicated that the strategies used in reading comprehension are significant. The findings of this study reveal teachers scaffold to develop reading and comprehending abilities of students. This review study would help readers to consider metacognitive strategies as the input to design reading comprehension material and syllabus based on planning, monitoring, and evaluating strategies for students to improve reading skills for learners' better comprehension of the text according to their needs. This research described that metacognitive strategies in terms of reading help students to 'think about thinking' (before, during, and after) they read. Related to that, I took metacognitive strategies steps from this thesis.

In this research, the writer would like use metacognitive strategy in teaching reading comprehension. To make sure this research is original; the writer would like to present the other researches that have close relation with the study. In this graduating paper, the writer reviews a related research to support this paper. The writer wants to present the previous research that deals especially with metacognitive strategy in teaching reading comprehension. First, the teacher prepares the lesson plan. It is used as guidance for teacher to make the teaching learning teacher selects the material. That is appropriate with syllabus and curriculum, and then the teacher prepares the media that will be use learning process, like pictures, videos or advertisements. It can help students more understand about the lesson. The students have several times to make plans to select a topic that will be discuss with their team. By making plans, the students

who have low reading proficiency will be helped. It also develops the students' own thinking to give and share their opinion or argument. By implementing this strategy, the students are motivated to participate more actively. In other words, using Metacognitive is a good strategy to improve junior high school students' ability in reading comprehension. Teaching reading comprehension alternative way to be implemented in the classroom steps depend on the need or situation. Also, the teacher that he or she needs in teaching and implemenentering the classroom. Then, the teacher should control the students during they work in pairs. It will help the students discussion.

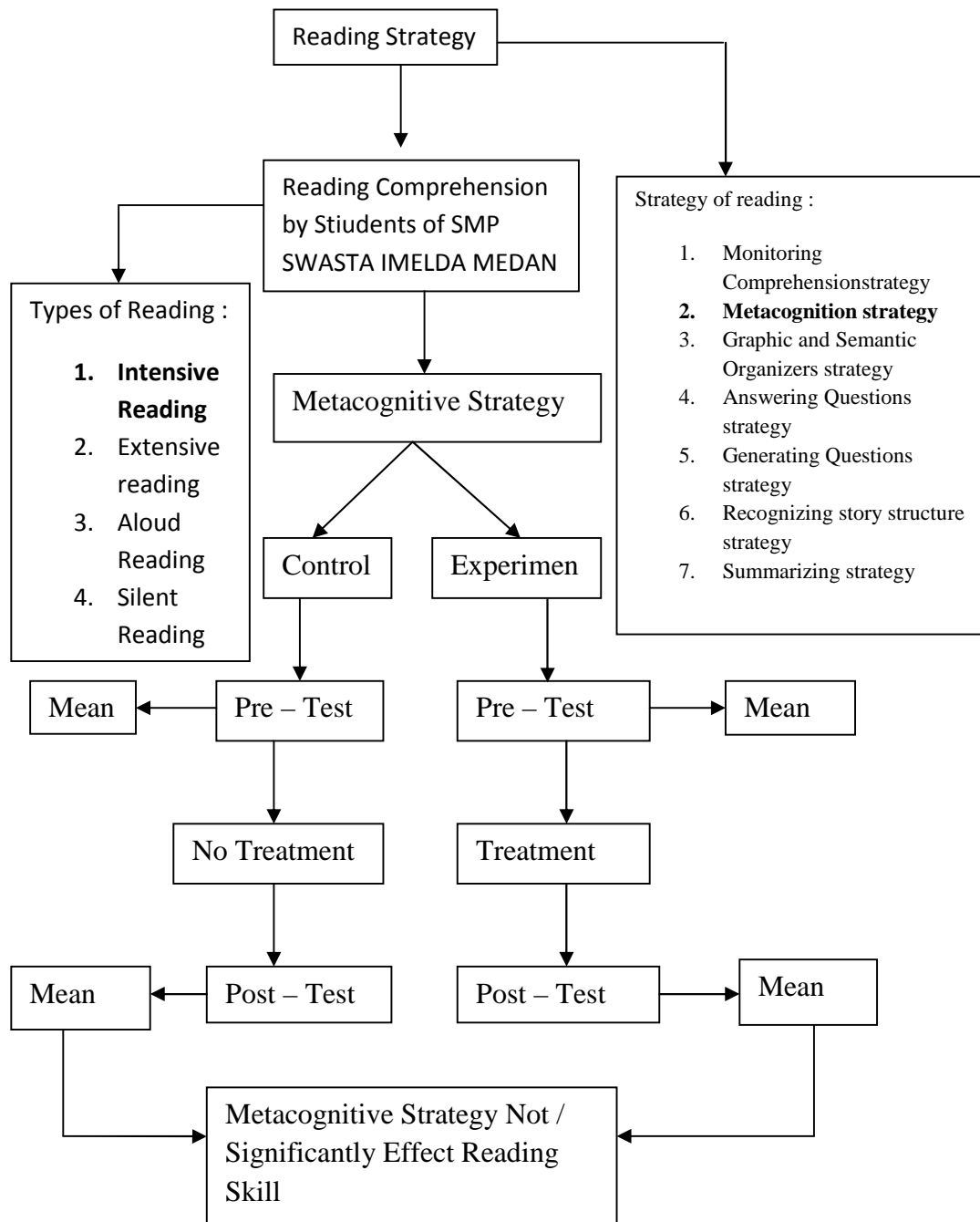
So the previous researcher is never done by the writer about The Effect Of Metacognitive Strategies in Teaching Reading Comprehensionof SMP SWASTA IMELDA MEDAN Year of 2018 / 2019.

## **2.8Conceptual Framework**

Reading comprehension is an interactive process in which reader interacts with the text. Reading comprehension is an active cognitive that involves schemata of the reader while interacting to the text. In the process of reading,each reader has different understanding of the text regarding to factors affecting reading. They are schemata, the motivation and interest, reader skills and ability, reader pupose in reading, and the character of readers. To achieve the objective of reading comprehension, it is needed the suitable teaching-learning process.Metacognitive strategies have basics which support of achieving the objective of reading comprehension. First it connects new information to former knowledge. It happens while learners are questioning themselves “what do i know about his subject or topic?” and “Do I know what I need to know?” These can

make students aware about their knowledge while beginning the activity of reading. The activity while beginning reading enables students to activate their prior knowledge or background knowledge about their strengths and weaknesses while accomplishing reading as well as their motivation for finishing reading. Second, the students can select thinking strategies to define a problem situation and research alternative solutions. By modeling and discussion, it can develop the vocabulary students need for thinking and talking about their own thinking. Paired problem - solving is also useful to do in this part for them. One student talks through a problem, describing his thinking processes while his partner listens and asks questions to help clarify thinking. At last, these strategies guide students to plan, monitor, and evaluate their thinking processes. It means the students are asked to regulate their whole activities while reading.

Therefore, the students who are applying metacognitive strategies on reading will have higher achievement than who are not applying metacognitive strategies.



*Figure 2.8 The Conceptual Framework of Metacognitive Strategy On ReadingComprehension (Sihol Manurung,2018)*

## CHAPTER III

### RESEARCH DESIGN

#### 3.1 Research Design

This research will apply an experimental research design. It aims to find the effect of independent variable (Metacognitive Strategies) on dependent variable (Students Reading Comprehension). This study will conduct with two randomized groups namely experimental and control group. The research design will apply in order to compare the data which are gain from both of the groups. According to Ary (1979:8), The research design presents in the table 3.1

**Table 3.1 Randomized Groups ( Pre-test and Post Test Design)**

Group	Pre – Test	Independent Variable	Post – Test
Experimental	Y 1	X	Y 2
Control	Y 1	-	Y 2

#### 3.2 Population and Sample

The population of this research is the students in SMP SWASTA IMELDA Medan. The samples will take from the Grade IX Students of the Junior High School which consists of five parallel classes and each class consists about 30 Students in one class. The sample of this research are the students in Grades IXA & IXB year . The total of the sample are consits 60 students. The researcher will use random sampling. The technique of sampling use the simple random

sampling. The first sample consists of 30 students for the experimental group and the second sample consists of 30 students for the control group.

### 3.3 Instrument for Data Collection

In collecting the data, The writer gives multiple - choice question which consist of 25 item to measure students reading comprehension. According to Gronlund(1993:9), multiple choice items use the most widely and highly regard among the selection-type of items for test development. They can be design to measure various learning outcomes ranging from simple to complex, and they offer the highest quality items. Chain and Oakil (2006:8) state that multiple choice format is usually suitable for group administration. They use in pre-test and post test instrument. Each item of the test consists of five option namely A,B,C,D, and E. The arranging and producing the instrument are taken from english material of class eleven of Junior High School. Therewere some consideration why the writer use the multiple choices. First, it is effective to measure. Second, it is objective scoring which are pratical and consistent. Third, it consists of a relative large number of question which is need. Lastly, it usually encourages students to develop a comprehensive knowledge of particular test.

### 3.4 Scoring the Test

To score the test, the researcher uses score ranging from 0 to 100 by counting the correct answer and applying the formula:

$$S = \frac{R}{N} \times 100\%$$

Where: S= the score

R= the right answer

N= number of test items

### **3.5 The Procedure of Research**

#### **3.5.1 Pre-Test**

The pre-test gives to both classes (control and experimental group) before the treatment conduct. It is to find the out the homogeneity of the sample. First, teacher shares the test that consists of 25 items. Then, the students took it in 45 minutes. After Finishing the test, the students gives the paper to the teacher.

#### **3.5.2 Treatment**

Writer give the treatment to the experimental group in four meetings. The experimental group will teach by applying metacognitive strategies. then, the control group are teach by applying conventional method in reading comprehension. Both of the groups get the same reading material. The activities during the treatment to the experimental group candescribe briefly as follows.

#### **3.5.3 Post-Test**

The post-test are functioning to get the mean score of experimental and control group. It apply to know the effect of teaching presentation to both classes. The teacher shares the test that consists of 25 items. The test is exactly same as the pre-test. The students take it in 45 minutes. After finishing the test, the students gives the paper to the teacher.



### 3.6 Validation of Instrument

To validate the instrument of this study, this researcher has validity and reability of the test. These two factors will fulfill by a test before it can use to derive valid data in a research. The establishment and procedure of each aspect will discuss in the following parts:

#### 3.6.1 Validity of the Test

Validity concerns with the extent to which a test measures what is suppose to measure. According to Ary (1979:7), states that validity refers to the extent which an instrument measures what it is intend to measure. So, the researcher will use construct validity. It concerns with the extent to which a test measures a spesific trait or constructs. The construct validity can see when scoring which weights the factors related to the subject (Brown,2004:6) to achieve the construct validity to measure students reading comprehension in particular objective, it make the test spesification. The tested text will take from the reading texts of test entrance of Universities that had more on interpretative and ciritical comprehension. This also aimes to show the reading test which are commonly held for many SMP students.

Table 3.6.1 The table of the test spesification

No	Indicators	Items	Number of Items	Score	Max. Score	Kinds of Text
1	Orientation	5	1,6,8,12,16	5 x 4	20	Multiple Choice
2	Evaluation	5	2,5,7,21,24	5 x 4	20	Multiple Choice
3	Complication	5	9,10,17,18,19	5 x 4	20	Multiple Choice

4	Resolution	5	3,11,14,22,23	5 x 4	20	Multiple Choice
5	Re – orientation	5	4,13,15,20,25	5 x 4	20	Multiple Choice
	Total	25			100	

### 3.6.2 The Reliability of the Test

The reliability of the test is crucial to give the consistent result. To obtain the reliability of the test, the writer applies Kuder-Richardson (KR-21) formula:

$$R = \frac{K}{K - 1} \left( 1 - \frac{M(K - M)}{KS^2} \right)$$

Where:

R= reliability of the whole test

K = number of items in the test

$s^2$  = variance of the scores (squared standard deviation)

M= mean of the scores

### 3.7 The Technique of Data Analysis

The researcher will use a test in order to find out the difference mean of the scores between experimental and control group as following:

$$t = \frac{Ma - Mb}{\sqrt{\frac{Da^2 + Db^2}{Na + Nb - 2} \left( \frac{1}{Na} + \frac{1}{Nb} \right)}}$$

Notes:

t : the effect

Mx : the mean of experimental group

$M_y$  : the mean of control group

$d_x$  : the sum of standard deviation of experimental group

$d_y$  : the sum of standard deviation of control group

$N_x$  : the total sample of experimental group

$N_y$  : the total sample of experimental group