

EFFECTIVENESS OF METACOGNITIVE READING STRATEGY IN NARRATIVE TEXT OF GRADE 9 FOR INDONESIAN EFL SECONDARY LEARNERS

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ABSTRACT

During the past decades, numerous research has been undertaken in particular how the effectiveness of teaching reading. However, relatively few studies report on examining metacognitive strategy in teaching reading. To fill this gap, this study is aimed to examine the effectiveness of the metacognitive strategy in teaching reading situated in a secondary school context. The subjects of this study were two classes with 34 students each in 9th-grade junior high school at one of the best schools in Surabaya, East Java. This research is grounded in quantitative approach research design. The students were obliged to respond to a certain based question on a narrative text in order to determine their pre-test and post-test scores as well as fill out the (Survey of reading strategies) SORS to get the students' perceptions of the use of metacognitive reading strategies. The Independent Sample T-test was then used to assess the pre-and post-test data. The results showed that the experimental group's post-test mean score was 81.11, whereas the control group was 75.55, according to the researcher's findings. Drawing on the findings, this study implied that a metacognitive strategy can be adopted in teaching reading in the secondary school context.

Keywords: *Reading Strategies, Metacognitive, EFL Learners.*

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INTRODUCTION

Educating and learning the English language in schools has become a significant concern. Teaching and learning activities in English are very important, especially in basic skills in English such as reading, listening, speaking, and writing. Many researchers came up with teaching techniques and educational suggestions for teaching ESL, and it included the language learning techniques among ESL learners (Razak et al., 2017). English is not the first language of our country but a foreign language or a second language after Indonesian (Bahasa Indonesia), so, in learning and teaching activities, it takes several ways or techniques to introduce English.

Reading comprehension is fundamental to language security and data research. In reading comprehension, metacognitive strategies are one the effective ways of reading (Rosnaeni et al., 2020). Ahmadi (2013), reading comprehension is a crucial factor in the EFL/ESL learning process and should emphasize disparate

levels of education. In this case, it reveals a concern area, and indeed one of the needs of ESL/EFL students after completing an introductory English course is reading comprehension.

Even though reading is referred to as a pastime, it is not a top research focus. Reading is important for both academic and personal growth. We can therefore draw the conclusion that reading for non-native speakers of second languages is not always the greatest for amusing ourselves. Nevertheless, it has an impact across a wide variety of sectors.

During the past decades, prior research on exploring students reading comprehension provide an important finding in particular how the students struggle with the text. For example, Several students of EFL/ESL have "predominant problems" with English reading comprehension, certainly after a long term of mastering the English language. It frequently occurs when they are struggling to apply for work or a better interest (Ahmadi, 2013). They can examine content material, but the authors' message frequently enjoys challenges for recognizing or expertise. Numerous factors influence comprehension potential even in reading: the complexity of studying textual content, environmental impacts, anxiety in the course of reading comprehension, interest and motivation, decoding or pace of word popularity, and scientific problems.

Other problems confronted by EFL learners is the ability to apprehend complicated sentences in reading texts. Jayanti (2016) argues that there are several different elements concerning the reading problem: the well-known low information of previous readers and the shortage of variations in vocabulary mastered. The student may have trouble expertise the reading text in a foreign language because of the opportunity the student to experience many factors in reading, accuracy, comprehension, and speed in reading (Qrgez & Ab Rashid, 2017). Additionally, the same problem is felt using Iraqi students who have trouble expertise the reading text in English because their first language is Arabic. They have to use Arabic in any factors (Al-qahtani, 2020).

Reading comprehension serves as the basis for understanding the approach, according to the current and other considerations. According to Karizak and Khojasteh, students who read without understanding the subject have a lower chance of succeeding academically than those who study with comprehension. As mentioned by Al-Jarrah & Ismail (2018), similarly acknowledged factors include useful learning tactics, students' study habits, text formats, and efficient reading comprehension techniques applied. Reading techniques and procedures connected to textual content comprehension are revealed by reading methods (Razak et al., 2017). According to conventional wisdom, reading is a solitary, private method of learning the statistics that is carried out by the readers themselves.

These inquiries approximately on the reading approach had exposed the complexity of the reading control. In the end, in an educational setting, teachers got to be aware of the techniques that both practical and much fewer effective students use to assist them. Mokhtari and Sheorey (2002) classify reading techniques into three classes: cognitive, metacognitive, and assisting strategies. Cognitive strategies shape planned movements that readers take to improve the text of expertise while reading, including utilizing preceding expertise and adjusting reading tiers. Support techniques are tools readers take to help with knowledge, including taking notes and using references simultaneously as reading. At the same time, metacognitive

techniques take the form of advanced making plans and expertise monitoring, such as setting goals for reading and previewing texts.

Metacognitive strategies are one of the coordinate methodologies that may be employed in acquiring English data, particularly in reading comprehension (Razak et al., 2017). Metacognitive reading approach mindfulness has ended up one of the successful approaches to encourage students reading comprehension inside the subject of second/foreign language research. In the previous study, researchers tried to research what methodologies do to inspire their reading mastering of the methods included in EFL/ESL learning. this technique offers help to the reader in managing the difficulty while the content material receives be challenging to recognize. Such an approach can nevertheless be famous in one way teachers introduce one of the strategies that might be easy to use when students are reading (McTavish, 2008).

Regarding the problems above, the researchers formulated research questions to be taken into consideration:

1. How can the effectiveness of this metacognitive strategy can successful for reading strategy especially in the narrative text?
2. How are students' perceptions of metacognitive strategy in reading learning activities?

LITERATURE REVIEW

In EFL teaching, reading competencies are crucial necessities to the student's success and advancement. Reading plays a central part in our educational, working, recreational, and social lives. The ability to be examined is exceedingly valued and vital for social and financial progression (Qrgez and Ab Rashid, 2017). They do not only direct learners to choose valuable lives, but they also keep them careful of modern advancements, improvements, and upgraded thoughts.

Reading is one of the language capacities which need to be aced by students of English as a foreign language (EFL) other than listening, speaking, and writing abilities. Reading skills can be accomplished in additional time when the readers can understand the meaning of the reading text and employ a strategy in their reading (Deliany and Cahyono, 2020).

Reading and writing challenges have been the center of various considers since the 1960s. They have centered on children with poor translating abilities (Vellutino et al., 2004) as cited by (Qrgez and Ab Rashid, 2017) for example is dyslexia. The challenges in reading comprehension are summarizing, note-taking, supporting thoughts, and managing the time for the reading test (Samad, 2013). Jayanti (2016) stated that one of the most vital components that block students' reading comprehension is phonemic mindfulness, the capacity to prepare the individual sounds of letters, which is required for word acknowledgment. There are strong contrasts between the language we use in regular discussions and the language we used in school (Westby and Robinson, 2014), where regular meetings are initially used to realize daily assignments and share individual information. Academic language includes diverse words, more complex linguistic structures, and diverse text organization to the specific substance that portrays complex connections (Kevin and Connor, 2015). Teachers and learners should have suitable education and learning strategies to accomplish a great reading advancement. Many researchers have revealed the difficulty of understanding students' reading,

especially those whose first language does not use English. Most students find it difficult to read when they have words so difficult or complex that they do not understand the text they are reading (Al-Jarrah and Ismail, 2018). When learning English, especially reading, students may not be equipped by their teachers with specific strategies to overcome the problem of difficulty understanding the reading context.

For the most part, narrative text may be content that tells a story or a mischance within the past. As uncovered by Arise as quoted in Musarofah (2020), the story content could be a story with complications or tricky occasions and it tries to discover the resolution to illuminate the issue. Besides, narrative text is one of the content sorts that students should learn. The narrative text is curiously story content, and the students can learn from it. The reason for story text is to entertain, tell a story, or supply literary involvement. Narrative text will give the solving problems of the issues within the conclusion of the story, and it also provides a moral lesson to the reader at the end of the story.

The narrative text has social functions besides entertaining us with their various stories and experiences and containing many moral values that we could not receive before. The narrative text also taught us how the problematics time or events leads us into a crisis turn point and how we can find solutions to the problems.

RESEARCH METHOD

To simplify processing the facts, the researcher decided to apply quantitative research. The subjects of this study's quantitative research, which used a quasi-experimental design, were not randomly allocated to conditions; instead, an independent variable was modified (Ary et al., 2014). The sample for this study came from the ninth grade at junior high school at one of the best schools in Surabaya.

Dependent and independent variables were used in this investigation. The usage of metacognitive strategies was the independent variable, and reading ability was the dependent variable. Additionally, narrative reading texts were provided to both groups, with the experimental group being taught using metacognitive strategies and the control one being taught using other strategies.

Participant

There are two classes consisting of students in the age range of 34 participated in the research for each class. Two groups were created out of them. One group was in the experimental group, and the other was in the control group. The participants were recruited from the reputable high school in Surabaya, East Java, in the academic year 2021-2022.

Data Collection Technique

To build up assisting information closer to discovery comes approximately. The pretest and posttest scores and the student's perception scores were the two types of data the researcher gathered to respond to the research questions. The data in the form of narrative reading texts comprehension test consisted of 20 questions, including ten multiple-choice and ten informative questions had been created. The result of the test was collected to address the first research question of whether there

is any significant difference score between students taught by metacognitive reading strategies and those led by other kinds of techniques.

The researcher also used personal information by accomplishing a self-check list and SORS (Survey of reading strategies) questionnaire by Mokhtari and Sheorey (2002) in order to respond to the second question about the students' perceptions toward the use of metacognitive reading strategies. SORS become carried out as a method to get participants' data using Likert scales.

Data Analysis

An independent sample T-test was employed in this study to illustrate the data analysis. By contrasting the outcomes of the posttest results with a descriptive statistics analysis, the data were quantitatively analyzed. The researcher demonstrated the significance difference in the students' reading skill attainment. The researcher also employed a descriptive statistic for the SORS questionnaire data by displaying the mean score of the students' perceptions for each item. The researcher developed the interpretation of the level of agreement based on the range table of Likert scale measurement when analyzing the results of the students' perception questionnaire.

FINDING AND DISCUSSION

The researcher gave the treatments and then, as was already noted, gave the reading comprehension post-test. According to the results of the independent sample t-test, students who used metacognitive reading strategies had much better reading skills than those who used other techniques. The following table is the data of students' pre-test and post-test scores:

Table 1. Descriptive Statistics of post-test between control and experiment classes

	Groups	N	Min	Max	Mean	Std. Deviation
Students' Score	Experimental	34	73.00	92.00	81.11	3.90
	Control	34	60.00	85.00	75.56	6.80

Based on table 1, it can be seen that the results of the post-test showed a significance different. The average score of students after the reading test was given using the metacognitive reading strategy turned into 75.55 (SD = 6.8) in the control class and 81.11 (SD = 3.9) in the experimental class. This result answers the first research question that the use of metacognitive reading strategies is really effective to be implemented in reading class. It may be interpreted that the score is in a high category so students got a better score by using this strategy and shows a significant increase over the previous score.

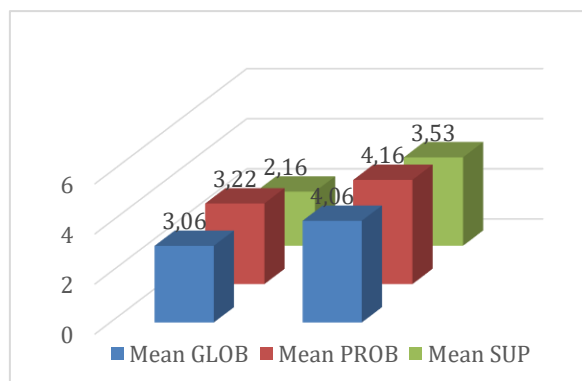
Table 2. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	.139	.711	5.402	56	.000	5.72059	1.05894	3.59928	7.84190
	Equal variances not assumed			5.471	51.795	.000	5.72059	1.04567	3.62211	7.81907
Posttest	Equal variances assumed	5.246	.026	6.412	56	.000	6.56373	1.02367	4.51307	8.61438
	Equal variances not assumed			6.907	55.515	.000	6.56373	.95035	4.65957	8.46788

$t_{table} = 1.671$

Based on the output in the table above, the value of $t_{table} = 1.671$. It shows that the Ttest result is $6.412 > 1.671$. It can be said that the effectiveness in the experimental class is acceptable. To support the data above, the researcher can conclude that the effectiveness of metacognitive reading strategies has been applied significantly when reading the narrative text by proving and showing the data. To answer the next research question on students' perceptions of using metacognitive reading strategy in learning reading, the SORS survey used to identify the students' preference using the metacognitive strategies as it is seen on the following table:

Table 3. students' performance in using metacognitive strategies



The above table shows the preference use of students utilizing the metacognitive reading strategy in the narrative text that identified higher usage and some of them are applying this strategy.

The table data above shows three important components in the metacognitive reading strategy, namely Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP).

Global Reading Strategies (GLOB) is a technique that is created very carefully and detailed techniques by which students monitor such as having a purpose in their minds, previewing the text such as the length and structure of the text, as well as tables and numbers. Students preferred using this strategy as their first choice while they read the story by using the skimming technique and this strategy got the highest mean with a score of 43.97.

Problem Solving Strategies (PROB) is an action and many procedures that readers use when they do it directly in the text. they translate, focusing on several techniques used to build an understanding of textual information such as adjusting the speed of reading when the material is difficult or easy, guessing the meaning of words or vocabulary, or re-reading text to improve comprehension. This strategy was also students' second choice and got a medium mean with a score of 29.03.

Support Strategies (SUP) are basic supports mechanism for readers in mastering the reading text such as highlighting textual information or difficult vocabularies, finding difficult vocabularies in the dictionary, taking notes, and underlining the meaning (Shokouhi and Jamali, 2013). Unfortunately, this strategy is not students' favorite and got a lower mean with a score of 25.41.

In this study, the overall result indicates that the low English proficiency students are less likely to be aware of the strategies. Most of them responded "never" to the strategies. This indicates that there is a lack of knowledge of the students of the strategies even when reading academic textual content. Except that, none of the students responded high employment for skimming and studying the reading material significantly. This is probably because low English proficiency students do not longer want to spend much time examining the reading material that they no longer understand. Consequently, they employed the reading strategies when they assume are important but not necessarily all the time and due to the fact, that they do not usually skim the reading material or wonder seriously to help them recognize the reading material better.

The high English proficiency students are usually aware of the strategies. most high English proficiency students do not answer "never" for this strategy. This might be because they do employ the strategies even in reading. The majority of them responded that they constantly employed the strategies. Most high English proficiency students usually consider what they understand to assist them understand what they read. This might be because high English proficiency students tend to understand the reading material and relate their previous understanding to what they recognize. In this study, most of the high English proficiency students re-read the reading material to grow their knowledge when the reading material is hard to understand.

The mean rankings of overall strategies obtained through students may be analyzed similarly by the use of the three sub-scales of strategies (Global Strategies, Problem-Solving Strategies, and Support Strategies) result, which were mostly utilized by the students.

Based on the result above it showed that students have applied 3 subcategories in metacognitive reading strategies, especially in narrative text reading. Students more often use the *Global Reading Strategies* (GLOB) and the *Problem-solving Strategies* (PROB) as it was also found by Razak et al., (2017) and Aziz et al., (2003). However, the SUP strategy gets the lowest utilization among the 3 subcategories in the metacognitive strategy. The effectiveness of this strategy had influenced students' reading style especially in reading narrative text. In other hand, test score for the experimental group was 81.11 whereas that for the control group was 75.55. Duman & Arsal (2015) also found that the usage of the metacognitive reading strategy to teach reading text turned into effective after being taught using this reading strategy.

In short, the second research question, which got a positive perception toward using metacognitive strategies, revealed why the control group scored better on the narrative text reading comprehension test than the control one.

CONCLUSION AND IMPLICATIONS

After conducting several experimental research, the researchers have concluded that the 9th graders have well applied the metacognitive reading strategy at school. It can be seen from the students' scores while answering the questions based on the narrative text. In other words, the adoption of a metacognitive reading strategy is effective. Only a few students consider that reading does not need specific techniques, whereas using the metacognitive reading strategy can help students read narrative stories. The most effective metacognitive strategy in reading used is the GLOB type. The use of this strategy can help the students to comprehend the narrative text This finding supported by Razak et al., (2017) shows some students generally understand these strategies and use them when reading academic texts in ESL classes.

Practically, the result of this study is expected to be useful for EFL Secondary students to increase their awareness of the usage of metacognitive methodologies, it is vital for them to understand the significance of the metacognitive techniques that are used in reading academics as well as it is anticipated that this study will benefit EFL Secondary students in a variety of ways. Pedagogically, the teacher could adopt metacognitive strategy as the scaffolding to gain better students reading comprehension situated in Indonesia EFL teacher education.

Drawing on the findings, the researcher recommends a metacognitive reading strategy for secondary high school students, especially to read both narrative texts and other texts effectively to make it easier for students and are expected to attract students' reading interests. Some students may use visual aids to better understand the text because reading requires more attention than visual aids. In addition, students also use typography because it can attract attention and have specific meanings. For the next research, the next researcher can gain deeper information about other causes of the use of metacognitive strategies in reading.

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