METACOGNITIVE STRATEGIES IN STUDENT'S READING COMPREHENSION

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Abstract.
The aim of this study is to find out the process of using metacognitive strategies applied by introvert student in reading comprehension. This study used qualitative research in terms of descriptive study. In collecting the data, there were two instruments applied; interview, especially semi-interview because it was to find out the problem naturally and not only focus on taking notes during the research and the second instrument was observation. The setting of this study was conducted in outdoor room and the participant was an introvert student of fifteen years old in non-formal education. The study results were the introvert student used metacognitive strategies with three stages in the process of reading, they were planning before reading, monitoring during reading and evaluating after reading, it was removing shortcomings in reading especially in pronunciation and vocabulary, the introvert student thought what she was thinking to maximize her own productivity in reading, she asked herself what she already knew to focus her thinking of reading, and she evaluated what she has carried out in the process of reading, the introvert student fostered forethought and self-reflection in the process of reading so that she became aware of how she learned and evaluated and adapted skills to increase reading comprehension.

Keywords: Metacognitive strategies, Reading comprehension

INTRODUCTION

Reading is considered as one of the most important language skills. Through reading, students can develop their other language skills such as writing and speaking besides improving their language components, for instance vocabulary and grammar. When reading skill is not mastered, parts of the English language – vocabulary, spelling, grammar, and writing do not improve. Smith (2005) stated that reading is a process that builds a written understanding of the essence of the text. It means that the teaching of reading comprehension is one of the methods used to help students to answer questions related to finding the main idea of a text, getting specific information, comprehending the reading passage and understanding the vocabulary, references, inferences and so forth.

However, reading is not a favorite subject for some students. It can be seen from the way they behave when they are given a passage to read. This means learning of reading makes the students bored and uninterested. 7 from 10 students are influenced by environmental factors, such as playing games, watching TV, spending time by using social media like facebook, twitter, instagram and others. It causes reading is forgotten and uninterested to do. The ability to read is not an option, but an expectation of all children throughout their school career. However, there is no longer one literacy, but multiple literacies that children need to be well versed in (Cohen & Cowen, 2011).

According to the problem above, the solution for students' reading comprehension is the use of metacognitive strategies. Metacognitive strategies are categorized as self-monitoring and self-regulating activities of the students who can focus on both the process and the product of the reading. To put it simply, with metacognitive strategies, students are able to predict, monitor, and evaluate the content of the text even before they start to read. According to Keene (2007), to make students understand a particular text well, students do not have to use many metacognitive strategies. By using one or two suitable metacognitive strategies to read a text can give positive impact on the students' comprehension performance. Furthermore, in reading lessons using metacognitive strategies, students are seen to involve actively. Students' involvement in using metacognitive strategies to understand texts have turned them into a more motivated and high confidence readers (Wigfield, 2010). Thus, metacognitive strategies can increase a good motivation and confident in reading.

Numerous related studies have been conducted. First, Mahdi (2016) conducted a study of metacognitive strategies for teaching reading comprehension skills. This enhanced students' use of new vocabularies, in addition this enabled learners to employ a better method in dealing with different kinds of texts. Further this improved their comprehension skills. The students needed more time to change their learning habits and nurture positive attitudes towards reading in English. Second, Zhang and Seepho (2013) state that metacognitive strategies make use of knowledge of cognitive processes and constitute an attempt to regulate ones' own learning by means of planning, monitoring, and evaluating. Third, Memis and Bozkurt (2013) have emphasized that students who learn and use metacognitive strategies are more successful than others in reading, they learn to organize knowledge better; as a result, their academic success is affected positively. It means metacognitive strategies most effective in student's reading comprehension.

Based on the previous studies above, metacognitive strategies enhanced students and improved their reading comprehension skills. However, they did not analyze the process of metacognitive strategies in students' reading comprehension. Thus, in filling the gap this study focused on metacognitive strategies in an introvert student's reading comprehension

in non-formal education. This due to the reason that introvert students tend to focus on thoughts, feelings, moods, and internal compared to; looking for stimulation from outside. Therefore, this study investigates metacognitive strategies applied by introvert students in reading comprehension in non-formal education.

LITERATURE REVIEW

The theory associated for the study was based on the Constructivism Theory as suggested by Tracey and Morrow (McTavish, 2008 as cited in Othman, Mahamud & Jaidi, 2014). According to Tracey and Morro, when constructivism theory is applied during reading process, metacognition has a role in producing a constructive understanding. Moreover, through constructivism in reading process, students can build knowledge and concepts with the obtained information actively during reading and comprehension lessons. Students are also able to form understanding through the reflection based on interactions with objects and ideas displayed in the texts (Yahya, 2008 as cited in Yahya et al., 2014). Based on the descriptions above, the theoretical framework for the study is taken and modified from the Students and Teachers Actively Reading Text (START) Reading Strategies Diagram (Scharlach, 2008 as cited in Yahya et al., 2014).

The word of strategy is originally taken from an ancient Greek word, *strategia* meaning the art of war or war captain (Iskandarwassid and Sunendar, 2008:2). Dealing with that meaning, strategy is an art to design a plan in a war, such as, the way to arrange positions or war tactics. Regarding to the definition of strategy, The Oxford Advanced Learners Dictionary (2003) defines the 'strategy' into three kinds of definition. First, it is a plan intended to achieve a particular purpose. Second, it is the process of planning something or carrying out of plan in a skillful way. Third, it is the skillful of planning the movements of armies in a battle or war. In essence, it can be defined as a plan, a method or series maneuvers for obtaining a specific goal or result.

In line with metacognition, Oxford (2013) as cited in Al Shammari (2015), p. 49) states "metacognitive strategy helps the students in determining how they carry out the thinking processes". Ideally, the process of metacognitive strategy helps the students to be aware of their capabilities. Metacognitive strategy indicates one's thinking and facilitates more learning performance, especially among students who try extremely hard to understand the written text (Ahmadi, Hairul & Kamarul, 2013). It means that the readers who face difficulties in reading will utilize strategy for recognizing what they should do.

Reading comprehension is one of the most important English skills that should be developed by the students to be success in their academic life. According to Al Noursi (2014) as cited in Ahmed (2016), the ability to read for various purposes is a precursor of a successful learning in schools, colleges, and universities. Ahmed (2016) added that Daggett and Hasselbring (2007) consider reading as „the key enabler of learning for academic proficiency". Hence, not being able to develop effective reading can have adverse effects on learning across the curriculum, motivation to read, attitudes toward life, and performances in the workplace. Metacognitive reading strategy has a significant role in reading comprehension (Mytcowicz, Goss & Steinberg. 2014 as cited in Ahmadi, Ismail, Abdullah, 2013). Wang (2009) added that metacognitive strategy has various benefits on students' reading comprehension. The result of their research showed that the students who are able to utilize metacognitive strategies such as, planning, monitoring and evaluating are more successful than those students who do not use it in their reading process.

Iwai (2011) notes that metacognitive reading strategy regulatory skills have three essential skills, as follows:

1. Planning

Planning strategies are used before reading activity; stimulating learners" background knowledge to get prepared for reading. In addition, planning is a process of thinking about and organizing a reading activity in order to achieve a desired goal. For instance, previewing a title, picture, illustration, heading or subheading can help readers to have the overview of the text.

2. Monitoring

Monitoring strategies occur during reading activity. Monitoring refers to personal conscious awareness of comprehension and text performance. Some examples of these strategies are comprehension of vocabulary, self-questioning, summarizing, and inferring the main idea of each paragraph. Therefore, monitoring facilitates the readers keeping the work on track, and helps them to know when things are going wrong.

3. Evaluating

Evaluating strategies are applied after reading. Evaluating looks at what learners set out to do, what students have accomplished and the way they accomplished it. For example, after reading a text the readers may have better perspective of the situation in the text than they did at first.

Al Shammari (2015) explored the effect of using metacognitive strategies for achievement and the trend toward social studies for intermediate school students in Saudi Arabia. The sample was consisting of one-grade male students selected by purposeful sampling. They were divided into two groups such that the experimental group and control group. The study results indicate that metacognitive strategies help individual students in understanding the learning skills that they are required to have in their classrooms. It is proved that the students who use metacognitive strategies develop better learning skills compared to the others without such strategies.

METHODOLOGY

This study used qualitative research in terms of descriptive study. Descriptive study is used extensively in social science, psychology and educational research. It can provide a rich data set that often brings to light new knowledge or awareness that may have otherwise gone unnoticed or encountered. It is particularly useful when it is important to gather information with disruption of the subjects or when it is not possible to test and measure large numbers of samples. It allows researchers to observe natural behaviors without affecting them in any way. Fraenkel and Wallen (2010) stated that qualitative study is a method to investigate the quality of relationship, activities, or materials. They also say that descriptive method is a method used to explain, analyze and classify something through various techniques, survey, interview, questionnaires, observation and text. It is used to gain an understanding of underlying reasons, opinions, and motivations for student's reading comprehension in using metacognitive strategies. It is also used to uncover trends in thought and opinions, and dive deeper into the problem. Therefore, this study is conducted by descriptive qualitative study.

In collecting the data, there are two instruments applied; interview and observation because they are to assess their attitudes and motivations about reading during the project and to review the researcher's attitudes and observations. According to Sugiyono (2007:305), there are two main factors that determine the quality of the results of research. They are the quality of instruments and the quality of the data collection procedures.

The setting of this study is conducted in outdoor room because that is the way to make interested, not bored and getting a new atmosphere for teaching and learning process in reading. The participant in this study is an introvert student of fifteen years old to non-formal education. This study is conducted to introvert student because introvert student is more interested in her own thoughts and feelings than in things outside herself, and is often shy and unwilling to speak or join in activities with others. The introvert student tends to be quiet, imaginative, and more interested in ideas than in interacting with people.

FINDINGS AND DISCUSSION

The findings of the study referred to the research purpose at chapter 1 that was to find out the process of using metacognitive strategies applied by introvert student in reading comprehension.

In the process of the observation, she chose narrative text to be read. Before she read, she planned what she was needed. She took the dictionary to help if she had difficulty during reading. She prepared herself to be confident that she would comprehend what she would read. She focused her thinking to topic of the text. She previewed the title, picture, illustration, and heading of the text. She determined goal, it helped to improve performance by focusing attention, enhancing effort and increasing persistence to reading comprehension. She engaged actively in guessing and constructing questions before the reading process begin.

In the process of reading, she used skimming technique to read the text. She read rapidly in order to get a general overview of the material. She monitored and controlled her personal conscious awareness of comprehension and text performance. She comprehended the vocabulary, self-questioning, summarizing, and inferring the main idea of each paragraph. When reading the text on the other hand, she continued to interact actively by examining difficult words, associating the text with knowledge and existing experiences and answering formulated questions.

After she read all of the text, she evaluated what she set out to do, what she has accomplished and the way she accomplished it. She had better perspective of the situation in the text than they did at first. She could resume the content of the text. She could rewrite the text with own words. She could retell the story without the text. She could answer the questions in the text correctly. Meanwhile after reading, she processed information from the text by making summary and overall assessment on key of the ideas that occur in the text. This was where the application of metacognitive strategy helped her to build a constructive understanding in reading process.

Based on the process of observation above, the researcher described how metacognitive strategies were applied by introvert student in reading comprehension. She planned before reading, she monitored during reading and she evaluated after reading. Therefore, she controlled and understood the regulatory system of her own cognitive performance when she was reading the text. She involved awareness of how she learned and an evaluation of her learning needs. She showed an increase in self-confidence when she used metacognitive strategies. Her self-efficacy improved motivation as well as learning reading comprehension. Metacognitive strategies were crucial for efficient independent learning (introvert student) because it fosters forethought and self-reflection. In summary, metacognitive strategies were set of skills that enabled introvert student to become aware of how she learned and to evaluated and adapted these skills to become increasing in reading comprehension.

The interview focused on uncovering the introvert student in using metacognitive strategy in reading. Basically, this would be drawn in three points; student's barrier in reading, student's understanding of metacognitive strategy, and the process of conducting metacognitive strategy during reading. To accomplish this purpose, the researcher interviewed one of introvert student. She was a girl and fifteen years old.

The researcher asked some questions to her about reading. She did not like English when she first learned English, namely in elementary school. She did not like reading especially reading aloud. She had difficulty in pronunciation of the words. The factors of less in pronunciation of the words are she felt that the words of English were unknown by her so she was confused to read word by word in English. She had difficulty articulating some sounds because she simply did not exist in her native language. She was less of motivation in English so she did not want to try to improve his pronunciation. The teacher who taught her was not paying attention to her English pronunciation so she did not know how to pronounce the correct words in reading.

She was less in vocabulary of English. She learned a lot of new words in English but she forgot when she read the text. The different grammatical form of a word known as inflections was one of causes of her difficulties in learning vocabulary. Learning foreign language especially vocabulary became difficult since the target language had different system from the native language. When she learned vocabulary, she often faced interference when she applied her mother tongue or first language structure to structure of the foreign language which is different from her native language. She founded difficulties in choosing the appropriate meaning of the words. She also still confused in using the word based on the context.

She had a sense of shame to ask people who are around her neighborhood. She just learned English alone in her house. When she had homework of English especially reading subject from school, she just did that alone and with helping dictionary and she did not ask to her family or friends. She just learned reading from the movies, television and reading a book at her bedroom. Therefore, she was low of reading comprehension when she read a text or book.

When she was the first grade of Junior High School, she knew the metacognitive strategies from the internet, she learned these strategies because she wanted to repair her reading comprehension. She began to use it to learning reading comprehension.

She used metacognitive strategies in reading comprehension with three stages. The first stage was she could think about what she was thinking to maximize her own productivity in reading. When in the developmental part of the process in reading, she could ask herself what she already knew that she could use to help her, how she wanted - and needed - to focus her thinking of reading, and what preparations she should make before she began reading. Secondly, when she was reading the text, she asked herself: am I moving in the right direction? - how am I doing? She also thought about what she has done and thought that has been helpful, and what she has found out in the reading that she should remembered. At the last stage, she evaluated what she has carried out in the process of reading. she analyzed how she thought it went, what she could have done differently to make it better, and what knowledge she has acquired that she could possibly adapt to suit different circumstances in the process of reading.

Because she was accustomed to using metacognitive strategies in learning reading comprehension, she gradually removed her shortcomings in reading English texts especially in pronunciation and vocabulary. She always remembered new words when she found it from

reading. She learned pronunciation of the difficult words from the dictionary. She was more confident using metacognitive strategies for reading and understanding the meaning of the text.

Based on the interview, the researcher concluded that many factors she was low of reading comprehension. She did not like English when she first learned English. She did not like reading especially reading aloud. She had difficulty pronunciation and vocabulary when she read. She just learned English alone at her house because she had a sense of shame to ask people when she faced difficulty in learning English. But she never gave up to learning English better. She used metacognitive strategies with three stages to improve reading comprehension better. Those stages were planning before reading, monitoring during reading and evaluating after reading. So that she could remove her shortcomings in reading especially pronunciation and vocabulary.

Based on the result, the use of metacognitive strategies increased self-confidence and motivation of introvert student in reading comprehension better. It was caused by she controlled and understood the regulatory system of her own cognitive performance when she was reading the text and she involved awareness of how she learned and an evaluation of her learning needs. According to Iwai (2011), metacognition was the key to reading comprehension since it was found essential in the development of some linguistic, cognitive, and social skills. He added that metacognition was categorized into four components: 1) the metacognitive knowledge which refers to the person's awareness or perceptions about the factors (i.e. person, task, strategy) influencing cognitive activities; 2) the metacognitive experiences which refer to the individual's mental or emotional responses pertaining to any cognitive activity; 3) the goals / tasks which refer to the purpose or objective of any cognitive undertaking; and 4) the actions / strategies which refer to activities carried out by learners to fulfill their purpose or metacognitive objectives. Awareness and use of metacognitive reading strategies had positive and direct relationship with reading comprehension performance; thus, students who used these strategies perform better in reading proficiency tests/courses (Yuksel, 2012).

Metacognitive strategies influenced the introvert student's reading comprehension better, she could remove her shortcomings in reading especially pronunciation and vocabulary. Memiş and Bozkurt (2013) have emphasized that students, who learned and used metacognitive strategies were more successful than others in reading all kinds of materials; their problem-solving skills were better developed and they learned to organize knowledge better; as a result, their academic success was affected positively.

Based on the explanation above, the researcher concluded that the use of metacognitive strategies increased self-confidence and motivation of introvert student in reading comprehension better. It was caused by she controlled and understood the regulatory system of her own cognitive performance when she was reading the text and she involved awareness of how she learned and an evaluation of her learning needs. The use of metacognitive strategies influenced the introvert student's reading comprehension better, she could remove her shortcomings in reading especially pronunciation and vocabulary.

CONCLUSION

As explanation earlier, the purpose of the study was to find out metacognitive strategies applied by introvert student in reading comprehension.

Based on the findings derived from the results of this study, the following conclusions were reached:

1. The introvert student used metacognitive strategies with three stages in the process of reading. They were planning before reading, monitoring during reading and evaluating after reading. It was removing shortcomings in reading especially in pronunciation and vocabulary.
2. The introvert student thought what she was thinking to maximize her own productivity in reading, she asked herself what she already knew to focus her thinking of reading, and she evaluated what she has carried out in the process of reading.

The introvert student fostered forethought and self-reflection in the process of reading so that she became aware of how she learned and evaluated and adapted skills to increase reading comprehension.

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