



The efficacy of metacognitive and paraphrasing strategy in teaching reading on 11th grade students' comprehension at SMA Methodist 5 Medan

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ABSTRACT

Background: In search of a solution to the problem that students in Indonesia face in learning English as a foreign language, a strategy called Metacognitive and Paraphrasing strategy is considered to be helpful in helping students develop reading skills.

Purpose: This study aims to determine the effect of using the metacognitive and paraphrasing strategy on students' reading comprehension.

Design and methods: This study was conducted by using experimental research. The population of this research was the students of the eleventh grade of SMA Methodist 5 Medan. The sample was 80 students of two classes chosen by using cluster random sampling. They were divided into two groups, 40 students in the experimental group and 40 students in the control group. The experimental group was taught using metacognitive and paraphrasing strategy while the control group was taught using the conventional method. The instrument for collecting data was 20 items of multiple-choice tests. It was given in pre-test and pos-test. After collecting the data, then the researcher analyzed the data by using t-test formula.

Results: The finding showed that the t-observe was 4.099 and t-table 1.990 at the level of significance ($\alpha = 0.05$) and the degree of freedom (df) 78. It means that observe is higher than t-table ($4.099 > 1.990$). Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It is proven that there was a significant effect of using metacognitive and paraphrasing strategy on students' reading comprehension of narrative text.

Keywords: Metacognitive, Paraphrasing, Strategy, Teaching, Reading Comprehension.

Introduction

Students in Indonesia face so many difficulties in learning English as a foreign language. Most students have difficulty comprehending what they are reading, due to a lack of vocabulary and prior knowledge. Therefore, a strategy is needed to help students develop reading skills. There are many strategies to interact and improve the achievement of students' reading comprehension. One of them is Metacognitive and Paraphrasing strategy. Using this strategy, students can become more active and critical in comprehending the text. This strategy has some procedures when it is applied in the classroom. Metacognitive and Paraphrasing give students the opportunity to learn to link the new concepts, often in unfamiliar relationships, and to talk about the new ideas.

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Yunitasari (2015) studied the improvement of reading comprehension through metacognitive and paraphrasing strategy in which the subjects were 36 eighth-grade students. The research was conducted systematically in two cycles following the four phases of action research namely: planning, acting, observing, and reflecting. With regard to the application of the two cycles, the results of the research reveal that the use of metacognitive and paraphrasing strategy successfully improves the students' reading comprehension skills. This strategy helps the students improve their enthusiasm and attention in the process of teaching and learning English, especially reading comprehension.

Their vocabulary and understanding of new words also improved. In relation to their comprehension of narrative texts, the students are able to identify the main ideas and supporting details of paragraphs correctly. Their interaction and involvement in the reading class also improve. In addition, the students become more active and enjoy the process of teaching and learning reading. The improvements were supported by the results of classroom observation, interviews, and students' test scores. Their post-test scores were higher than their pre-test scores. The mean of pre-test scores was 61.11, while the mean of post-test scores was 85.57. The gain score is 24.46. It shows that students' reading comprehension skills are improved.

The usage of metacognitive and paraphrasing strategy is not general in Indonesia. So, that is one of the reasons why the writer wants to conduct this study. The implementation of a metacognitive and paraphrasing strategy will be perceived to see if it increases the students' comprehension. However, in the context of teaching reading comprehension, the effectiveness of the evidence needs to be investigated. The aim of the current paper is to investigate the effect of metacognitive and paraphrasing strategy on students' comprehension of reading narrative text. The subjects are eleventh-grade students. It is hypothesized that there is a significant effect of using metacognitive and paraphrasing strategy on the students' achievement in reading comprehension.

Metacognition has received considerable attention from language teaching theoreticians and researchers for three main reasons. The first reason is that metacognitive knowledge develops thinkers and life-long learners who can cope with new situations in this rapidly changing world (Eggen and Kauchak, 1995). The second reason is that integrating metacognitive knowledge into language instruction develops learners who can take charge of their own learning (Bonds et al., 1992; Garb, 2000). The final reason is that a metacognitive knowledge base is essential for effective language learning. As Devine (1993) puts it, a successful language learner is "one who has sample metacognitive knowledge about the self as a learner, about the nature of the cognitive task at hand and about appropriate strategies for achieving cognitive goals". There are two processes going on around learning how to learn. Most often students (and adults) are unaware of what they are and what is required to improve them.

The interactive process by which learners make use of background knowledge, text schema, lexical and grammatical awareness, related knowledge, real-world knowledge, as well as their own personal purposes and goals, to arrive at an understanding of written material. At the same time, readers' views of the nature of reading are seen to be shaped by their own social, cultural, and personal histories.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. That reading comprehension is a multiplication affected by various skills based on the statement. In comprehending text, readers have to find the main ideas that will determine the quality of their reading comprehension. Allan states that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction

and motivational involvement with the text. Comprehension entails three elements: The reader who is doing the comprehending; the text that is to be comprehended; and the activity in which comprehension takes place.

The comprehension process involves an understanding of words and how those words are used to create meaning. It involves contextualizing, analyzing, synthesizing, and evaluating words, phrases, sentences, and longer passages during reading. It involves integrating prior experiences and knowledge of the word to construct meaning. The process also involves the ability to remember (short-term or long-term) what was read, for purposes of discussion or taking a test. Reading interest is needed to improve understanding. Therefore, improving literal and inferential comprehension should be enhanced students' interest in reading. As shown by Johnson & Pearson (2000), interest is one of the factors in the reader that influence reading comprehension, as well as linguistic ability, motivation, and also a collection of reading.

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Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Otto states that reading comprehension is a multiplication affected by various skills based on the statement. In comprehending text, the reader has to find the main ideas that will determine the quality of their reading comprehension.

According to Heilman (1988), a reader needs to know the four levels of comprehension skill namely: literal level, interpretive level, critical level, and creative level.

1) The Literal Level

Heilman (1988) defines this level as the simplest level. It means that what the reader needs to do is reproduce the facts as they are related by the author. The skills needed for this level of understanding are noting factual data, sequence, chronology, and enumeration. To answer the question of this level, the students can state in a parrot-like manner what the author has written with little or no understanding.

2) The Interpretive Level

This level requires the reader to go beyond the information given by the author. The reader is now required to see the significance of the data, note various relationships such as cause and effect and the relation of the part to the whole, make comparisons, draw conclusions and inferences, and make a generalization. At this level, class discussion is vital for the development of competence the comment and ideas of the students help the development of competence. The comment and ideas of the students help develop each other's interpretation.

3) The Critical Level

At this level, the student learns to evaluate and judge the information and the author's presentation of it. Skills at this level are aimed at evaluating the author's bias, qualification, point of view, intent, and truthfulness. Class discussion is valuable since the students need help in making evaluations and judgments. This standard may come from factual evidence, from societies, and from their own scale of values.

4) This Creative Level

This level requires the student's involvement with the information presented as the reader used it to formulate or rethink ideas of his own. Obviously, the reader is able to think creatively about the information which the reader has read. When the reader knows what the author has written. She or he has made an interpretation of her/his purpose, and she/he has evaluated the pertinence of the information. Questioning at this level might consist of open-ended queries for the student to include his own knowledge, views, and values. Relate to this study, the levels of reading comprehension are literal and interpretative levels. The students are asked to understand the idea of the text directly and indirectly stated on the printed page.

In education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal. Kemp (1995) explains that the learning strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiently. In line with the above opinion, Dick and Carey (1985) also mention that learning strategies it is a substance and procedures of learning materials that are used together to inflict on student learning outcomes. There are two things we should look at from the above understanding, first, a learning strategy is a plan of action (set of activities) including the use of methods and utilization of various resources. This means that the preparation of a new strategy to the process of preparing the work plan has not come to act. Second, is the strategy designed to achieve certain goals. That is, the direction of all decisions and preparation of the strategy is the achievement of objectives. Thus, the preparation of the study, the use of various facilities, and learning resources are all directed towards the achievement of objectives. Therefore, the strategy needs to be formulated with clear objectives that can be measured for its success, since the purpose is the spirit in the implementation of a strategy.

Strategy metacognitive and paraphrasing is a simple strategy that is easily incorporated into the existing curriculum without taking time away from critical content instruction. This two-step strategy metacognitive and paraphrase can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used for elementary, middle, and high school students across many different content areas. The strategy requires students to engage in reading materials through metacognition and paraphrasing to increase their comprehension of the material. From metacognition and paraphrasing, students process information for a better understanding of what they read. Studies using the metacognitive and paraphrasing strategy have shown it to be effective. Students can wrap the text ideas together by chunking and then putting what has been read into their own words.

In the Literature, some educators (e.g., Biehler and Snowman, 1993; Egen and Kaucbak, 1995) argue that metacognition is one's knowledge about one's own cognition. For example, Biehler and Snowman (1993) define metacognition in relation to cognition in the following way: the term cognition is used to describe the ways in which information is processed – i.e. the ways it is attended to, recognized, encoded, stored in memory for various lengths of time, retrieved from storage and used for one purpose or another. Metacognition refers to our knowledge about these operations and how they might best be to achieve a learning goal.

Some other educators (e.g., Collins, 1994; Leahey and Harris, 1997; Maitland, 2000) expand the definition of metacognition to include self-regulation of one's own cognition. As defined by Leahey and Harris (1997) metacognition is “the knowledge, awareness, and monitoring of one's own cognition”. As indicated-from, from the aforementioned definitions-metacognition can be defined as the conscious awareness of one's own cognition and the conscious control of one's own learning.

Interest in second language acquisition, particularly as it relates to reading in the second language, has burgeoned in the past decade. This has resulted in a growing demand for both

effective reading courses as well as high-quality second language materials. Research has demonstrated that in essence, reading in a second language is dynamic and according to Grabe (1991), reading is an essential skill and probably the most important skill for second language learners to master in academic contexts. Since reading comprehension has been distinctively important both in first and second/foreign languages, reading strategies are of great interest in the field of reading research. Reading research has also shed light on metacognitive awareness of reading strategies, perception of strategies, and strategy training and use in reading comprehension.

Methods

Participants

The population of this study was the eleventh grade of SMA Methodist 5 Medan. The experimental group was class XI-1 and the control group was class XI-3.

Assessments and Measures

The data of this research to be analyzed was obtained by giving the multiple-choice test to the students in order to know their ability in reading comprehension. The scores of the test for both the experimental and control group were calculated by using the formula that had been stated in chapter III. The analysis was intended to get the significant differences between the group taught with metacognitive and paraphrasing strategy and the group taught with conventional strategy in achieving reading comprehension. The pre-test was administered to measure the student's ability before giving the treatment. The treatment was given to both groups after administering the pre-test. After administering the treatment, the post-test was then done on both groups to measure the students' comprehension of reading narrative text. After conducting the research, the researcher got the data on students' scores on the test. Comparing both of groups during the teaching process, students in the experimental group had better comprehension than in the control group. Before the researcher analyzed the data, the researcher had calculated the score in statistic calculation. Their searcher makes the calculation tables to get the Mean, Variant, and Standard Deviation of two variables

Findings & Discussion

Findings

To obtain the reliability of the test items, the researcher used Kuder Richardson 21 (KR-21). The calculation shows that the coefficient reliability of the test is $R = 0.71$. The analysis was obtained by giving multiple-choice tests to the students in order to know their ability in reading narrative text. The analysis was intended to get the significant differences between the students in the experimental group and the control group. From the score of the test, a calculation was made to find out whether the using Metacognitive, Paraphrase, and Reading strategy has a significant effect on reading narrative text. In this research, the researcher found that the value of t -observed (4.099) is higher than the value of t -table (1.990) at the level of significance and at the numerator degree of freedom (df) 78 (obtained from, $na + nb - 2 = 40 + 40 - 2 = 78$), so Hypothesis Alternative (H_a) is accepted.

The formula of t -test and the table of t -distribution were applied in testing the hypothesis. The testing of the hypothesis was conducted to find out whether the hypothesis is accepted or rejected. H_a (alternative hypothesis) is accepted if to observe $>$ t -table which at once rejects H_0 . Based on the result of the data analysis, the researcher found that the value of t -observe (4.099) was higher than the value of table (1.990) at the level of significant and at

the (df) 78. The result shows that t -observe is higher than t -table (t -observe $>$ t -table, $df = 78$, $4.099 > 1.990$, with $df = 78$). Therefore, the hypothesis of this study is accepted.

Discussion

The result of this research shows that the mean score of the experimental group is higher than the mean score of the control group. From the data analysis, the researcher found that the value of the t -observe (4.099) was higher than t -table (1.990) at the level significance. So, H_a is accepted. This indicates that the use of Read, Ask, and Paraphrase (strategy has a significant effect on students' comprehension of reading narrative text.

The data in this research was taken from reading tests in the form of multiple choices. The research was conducted in two classes. The data was taken from the second year of Grade 11 SMA Methodist 5 Medan. The exact number of students in both classes is 40 students. The research shows that the result of the test that was given to the students after the teaching-learning process by using metacognitive and paraphrasing strategy got higher results than the result of the students taught by using a conventional method. The finding indicates that the use of metacognitive and paraphrasing strategy is proven effective to increase the students' reading comprehension. By studying with metacognitive and paraphrasing strategy, students can find many synonyms from one word, develop ideas with the student's own words, and understand the students better.

Conclusion

Based on the result of the data analysis and discussion, the researcher concludes that the use of metacognitive and paraphrasing strategy significantly affects the students' reading comprehension, since the score of the students who were taught by metacognitive and paraphrasing strategy is higher than using a conventional method. And from the t -test calculation, it was found that the t -observe is higher than t -table. Therefore, the t -observe $>$ t -table ($4.099 > 1.990$; $df = 78$). This means that the hypothesis alternative (H_a) is accepted which shows that metacognitive and paraphrasing strategy significantly affects the students' reading comprehension.

Based on the finding, English teachers are suggested to use metacognitive and paraphrasing strategy in their teaching-learning process in order to improve the students' reading comprehension. The students follow the steps of metacognitive and paraphrasing strategy to improve their achievement in reading comprehension. The other researcher, who wants to study more about metacognitive and paraphrasing strategy, this research could be an advisable reference in conducting similar language skills reading with a different genre.

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