

**THE USING OF METACOGNITIVE STRATEGIES
IN READING BY SECOND YEAR STUDENTS
AT STKIP YDB LUBUK ALUNG PADANG**

Thesis



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Abstrak

Risa Jasmen. 2010. The Using of Metacognitive Strategy In Reading by Second Year Students at STKIP YDB Lubuk Alung

Penelitian ini bertujuan untuk mengetahui sejauh mana mahasiswa-mahasiswa tingkat dua di STKIP YDB Lubuk Alung menerapkan fase-fase yang ada pada strategi metacognitif dalam belajar reading. Jenis penelitian yang dilakukan adalah penelitian deskriptif. Responden pada penelitian ini adalah mahasiswa-mahasiswa yang belajar reading III. Setelah peneliti mengadakan survey di kampus tersebut selama satu bulan, peneliti melihat bahwa mahasiswa yang belajar reading III menerapkan fase-fase dari strategi metakognitif. Adapun fase-fase tersebut adalah: planning, monitoring, problem solving dan evaluating. Penelitian ini dilaksanakan pada semester empat selama dua bulan yaitu dari bulan Mei - Juni 2010. Untuk mengumpulkan data dilapangan peneliti melakukan observasi, kuisioner dan wawancara yang dibantu dengan menggunakan alat perekam. Berdasarkan penelitian tersebut, peneliti menemukan bahwa mahasiswa-mahasiswa tersebut menerap kan fase planning, monitoring, problem solving dan evaluating dengan cukup baik. Jadi dapat disimpulkan bahwa metacognitive strategy telah digunakan sebagai strategy dalam belajar reading.

Abstract

Risa Jasmen. 2010. Using of Metacognitive Strategy in Learning Reading of Second Year Students at STKIP YDB Lubuk Alung padang.

The purpose of this study is to find out how far the second year students at STKIP YDB Lubuk Alung have applied all phases in Metacognitive strategy in learning reading. Then, the respondents of this research was the students who learn reading III. After the researcher conducted the preliminary study in that institution for 1 month, the researcher concluded that students who learn reading III applied phases in metacognitive strategy. There were four phases in metacognitive strategy, they are: planning, Monitoring, Problem Solving and Evaluating. This study conducten in fourth semester for two months. That was between May –June 2010. And in collecting the data, the researcher used observation, questionnaire and interview by using recorder. Based on the research, she obtained that students use all phases in metacognitive well. In addition, she concluded that metacognitive strategies have used by students as learning strategies in reading

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Padang, 26 Agustus 2010

Saya yang menyatakan,

Risa Jasmen

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CHAPTER I

INTRODUCTION

A. Background of the Problems

In mastering English, students should consider about four skills and two elements. They are reading, speaking, writing, listening, vocabularies and grammar. Reading is an important activity in learning process, through reading students will get so many benefits. First, it can help them to search and learn new information. It can be a way to enlarge their knowledge. Second, reading also can be a basis to improve language ability. It can facilitate students to increase their other skill because through knowledge they get from reading, they will find new ideas to develop their way of thinking.

The other reasons for students to read because they have special purposes. They are academic purpose and for pleasure. For academic purpose, they need to read English material to improve their academic ability. So, they must accomplish this activity. Then, students do reading for pleasure or hobby. Most students do reading to spend their time or to get nice time. This phenomenon proves that reading is significant and cannot be ignored.

During reading process, students find many problems, one of them is finding difficult words. It is also faced by students at STKIP YDB Lubuk Alung Sumatera Barat. Preliminary observation was done by researcher to find out the problems faced by students there. By interviewing some students, she knew that most students have problem in reading, it was unfamiliar words. This condition sometimes makes them lose concentration and give up to finish a task.

Meanwhile, helping students to finish their task, they must find ways to solve their problem. They should realize about using reading strategies to make them more motivated while reading. Strategies use not only help them to reach a goal but also improve their learning performance. So, they have to find their learning strategies and try to develop it.

There are some learning strategies can be used in learning, they are cognitive strategy, memory strategy, social affective strategy and metacognitive strategy. Among those strategies, metacognitive strategy can be a strategy to improve learning process. It is learning strategy that make students use their own knowledge or strategies to help them accomplish a task by planning, monitoring, problem solving and evaluation. In other word, we can say it is about a process of using some strategies to reach a goal. Student can use metacognitive strategy for all modalities such as, reading, speaking, writing, and listening. It means that this strategy is useful for them to improve their learning process. Metacognitive strategy can help student to think to higher level. Because they can monitor their thinking process. It means they will find the solution about the problems exist and develop their thinking. Beside that, metacognitive strategy can improve learning performance, through all process in metacognitive, they can think critically. Like Anderson (2001) stated that

” Metacognition can be defined simply as thinking about thinking. Learners who are metacognitively aware know what to do when they do not know to do; that is they have strategies for finding out or figuring out what they need to do. The use of metacognitive strategies ignites one’s thinking and can lead to more profound learning and improve performance.”.

It means that, through metacognitive strategies, students realize about their weaknesses and try to find solution. So, they will know about their strengths and try to keep it because there is monitor here, by doing it, they will find their weakness and their strengths.

Metacognitive strategy consists of four phases, they are planning, monitoring, problem solving and evaluating. In planning phase, student can set some action in preparation to do a task. This activity helps them to focus about what they must do during a task. Next, monitoring phase, students can monitor their comprehension about a text. If they find a problem, they must change their strategy use to solve a problem occur. Through metacognitive strategy, they can select and decide what strategy use during reading process base on their need to accomplish a task. In addition, the last one is they can evaluate it whether they get a goal or not.

Based on preliminary observation at STKIP (Sekolah Tinggi Keguruan Ilmu Pendidikan) YDB (Yayasan Dharma Bakti) Lubuk Alung, Sumatera Barat, the researcher found that students who take reading III have learned about learning strategies at semester I. based on the syllabus, they learn about metacognitive strategy in reading. Consequently, they have knowledge about metacognitive strategy. Then, in reading, they used strategies before, during and after reading. In which, in metacognitive, there is planning phase which is like strategies before reading, monitoring and problem solving phase is like strategies during reading, and evaluation phase is like strategies after reading. So the situation in learning reading at STKIP YDB Lubuk Alung can conduct to her

research. The researcher wants to know about metacognitive strategies used by students in reading and how well they use this strategy.

STKIP YDB Lubuk Alung is chosen as the site of the research because the students will be teachers, so they must know about learning strategies to help themselves and their students later on. The application of learning strategies in teaching and learning process can be an important knowledge for them. Based on informal interview with the lecturers, she found the students are lead to use learning strategies in reading.

B. Identification of the Problems.

Reading is one important activity for foreign language students. They do reading to add their knowledge. Therefore, based on preliminary observation at STKIP YDB Lubuk Alung was obtained that students have problems in unfamiliar words and sometime lose concentration. There are some learning strategies students use in learning process. They are cognitive strategy, memory strategy, social affective strategy and metacognitive strategy. Meanwhile to help students to comprehend reading text and improve their reading performance, there is Metacognitive strategy. It can be used as a strategy to improve students' language performance. It can be done for all modalities, such as reading, speaking, writing and listening. For all, the learning processes are same, metacognitive strategy involved some phases, they are: planning, monitoring, problem solving and evaluation. For planning process, students can activate their background knowledge before they go to the task, and monitor they activity along the task and finding solution when they find problem about the task. However, based on curriculum at semester I, there is language learning strategies subject. It

is compulsory subject. Then, in reading, they are also taught about reading strategies. So, based on this situation, the researcher do research there, because she wants to know about the using of metacognitive strategies in reading and how well they do it.

C. Focus of the Research

Based on some problems faced by students in reading process and how many strategies they used to help them to comprehend a text, the researcher limits it in using metacognitive strategy reading. Metacognitive strategy is some strategies used by students to help them to accomplish a task. Therefore, She focuses her research on metacognitive strategy used of students in reading

D. Formulation of the Problem

Related to background, identification and focus of the research, the researcher formulated research question as follow:

How do students use metacognitive strategies in reading ?

E. Purposes of the Research

Based on the research question, the purposes of this research was To explain the using of metacognitive strategies by students in reading

F. Significant of the Research

The results of this research are expected to be beneficial for theoretical, practical and operational significances. Theoretically, the research finding will add the database of teaching and learning Reading. For the lecturers, it will be useful for improvement of teaching quality by revising their teaching strategies. Besides, it will develop lecturer's sense of sensitivity toward the problem found in teaching and learning process. For the students, it will be helpful to improve their

reading ability and performance. In turn, it will be also valuable for the institution where this research is conducted. Operatically, this research is going to answer the research questions.

G. Definition of the Key Terms

1. Reading is an activity of students to get knowledge by comprehend it well.
2. Metacognitive strategy is the strategy used by students in planning, monitoring, problem solving and evaluation in learning reading.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

This chapter conclude what has been discussed in the previous chapters. In addition, to the conclusion, the researcher will give some suggestions so that the application of metacognitive strategy in learning reading will be applied well for all students

A. Conclusion

After doing the research for two months, the researcher can take conclusion that the using of metacognitive strategy in reading is good. It can be seen from the data, most students can give answers and comments about their application. Because they have known about metacognitive strategy before so they can apply it very well. The data gotten from interview show that they have been taught about it before. But the result will be better if they knew about many reading strategies. Because they did not apply all strategies suggested by experts, The limitation of knowledge was the reason of it. The problem that students face

while reading can be solve through metacognitive strategy. So it can be said metacognitive strategy can be a way for students to improve their reading ability.

B. Implication

The research finding of this research has some implications deal with language learning strategies. Firstly, the students know that metacognitive strategies which consists of some phases can be used for reading. Some students can develop metacognitive strategies to reach good learning performance. Beside that, students can choose among various strategies involved in Metacognitive strategies. They can choose the good and appropriate strategies for them. Secondly, for teachers who teach language learning strategies and reading strategies can develop students' strategies through their instruction.

C. Suggestion

The research finding suggests that the lecturer who teach reading III should teach many reading strategies for students to solve problem, so they have tool to solve problem in reading. Because students have limitation of knowledge about reading strategies. Beside that, they must be given the variation of reading text so they can compare and learn about text structure. Moreover, Relate to metacognitive strategy, the lecturer should facilitate students to develop their thinking. Because metacognitive is a thinking process. So that, by giving them good instruction in classroom they can be more creative to develop their metacognitive behavior. Next for the students, they must force themselves to perform their learning very well. So that they can improve their knowledge.

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