TEACHING READING BY USING METACOGNITIVE STRATEGY: *IN MY HEAD* AT SENIOR HIGH SCHOOL

PAPER

Submitted as a Partial Fulfillment of the Requirements to Obtain
Strata One (S1) Degree at the English Department

By:

<u>**DIAN TRINOVIYANI**</u>

96498 / 2009

Advisor:

Yuli Tiarina, M.Pd

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF PADANG

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HALAMAN PERSETUJUAN

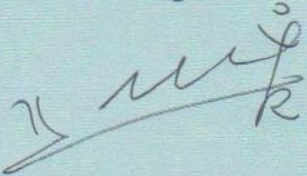## TEACHING READING BY USING METACOGNITIVE STRATEGY: *IN MY HEAD* AT SENIOR HIGH SCHOOL

Nama	:	Dian Trinoviyani
NIM/BP	:	96498 / 2009
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Bahasa dan Sastra Inggris
Fakultas	:	Bahasa dan Seni

Padang,   Agustus 2013

Mengetahui,
Ketua Jurusan

Disetujui Oleh,
Pembimbing

<u>Dr. Kurnia Ningsih, M.A.</u>
NIP. 195406261982032001

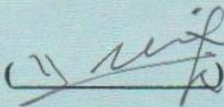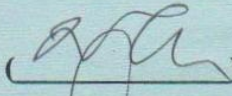<u>Yuli Tiarina, M.Pd</u>
NIP. 197707202002122002

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang**

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NAMA	: Dian Trinoviyani
NIM/BP	: 96498 / 2009
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JURUSAN	: Bahasa dan Sastra Inggris
FAKULTAS	: Bahasa dan Seni

Padang, Agustus 2013

Nama	Tim Penguji	Tanda Tangan
1. Yuli Tiarina, M.Pd	Ketua	( )
2. Drs. Zainuddin Amir, M.Pd	Anggota	( )
3. Drs. Jufri, M.Pd	Anggota	( )

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama	:	Dian Trinoviyani
NIM/TM	:	96498/2009
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Bahasa dan Sastra Inggris
Fakultas	:	FBS UNP

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METERAI
TEMPEL
C90B7AAC233378569
3000 DJP

Dr. Kurnia Ningsih, M.A
NIP. 19540626 198203 2 001

Dian Trinoviyani

ABSTRAK

Trinoviyani, Dian. 2013. "*Teaching Reading by Using Metacognitive Strategy : In My Head at Senior High School*". Makalah. Padang: Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang

Membaca merupakan salah satu aspek dalam pengajaran Bahasa Inggris. *Kurikulum Tingkat Satuan Pendidikan* yang saat ini digunakan di Indonesia mengharuskan siswa SMA memiliki kemampuan memahami berbagai jenis teks monolog, salah satunya teks naratif. Makalah ini akan membahas tentang penggunaan strategi *In My Head* dalam memahami teks naratif. Dalam strategi ini guru terlebih dahulu memberikan sebuah teks naratif dan *In My Head handout* kepada setiap siswa. Setelah itu guru meminta siswa untuk membaca teks dan menuliskan informasi yang terkait dengan isi teks pada *handout* yang diberikan, bisa berupa gambar atau uraian kata. Setelah itu siswa diminta untuk mengungkapkan secara lisan apa yang telah mereka tuangkan di dalam *In My Head handout*. Masing-masing siswa akan memiliki informasi yang berbeda karena informasi tersebut merupakan hasil pemahaman mereka secara individual. Pada akhirnya guru akan merangkum berbagai informasi tersebut menjadi sebuah kesimpulan yang benar, sehingga semua siswa mendapatkan pemahaman yang baik mengenai isi teks secara keseluruhan. Melalui penerapan strategi *In My Head* ini diharapkan dapat membantu siswa dalam meningkatkan pemahaman membaca.

Key words: reading comprehension, metacognitive, *in my head* strategy.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

By saying *Alhamdulillahirabbil 'Alamin,* the writer would like to express her praise to Allah SWT, who has given the writer chance, knowledge, and strength in finishing this paper entitled "Teaching Reading by Using Metacognitive Strategy: *In My Head* at Senior High School". She also sends *shalawat* and *salam* along with greetings to the prophet Muhammad SAW, the last prophet and the greatest leader of human being.

Moreover, she would like to dedicate her sincere gratitude and appreciation to her advisor, Yuli Tiarina, M.Pd for her professional help, a great deal of time, guidance, and valuable advice in the completion of this paper from the beginning until final revision of this paper. A sincere gratitude also due to the lecturers that involved in her examination: Drs. Zainuddin Amir, M.Pd and Drs. Jufri, M.Pd for the valuable suggestion and comments.

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<div align="right">
Padang,   August 2013
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<div align="right">
The writer
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CHAPTER I

INTRODUCTION

A. Background of the Problem

As one of language in the world, English is applied as an international language. This language is very popular and has been spoken and learnt by almost people in the world to communicate each other. It means that English has an important role in almost aspects of life: economy, education, health, technology, etc. English is also highly necessary to be learned and mastered by everyone in order to compete in the globalization era. Thus, English was taught at most of schools as a students' effort to master this international language.

In learning English, there are four skills that should be mastered by the students: listening, speaking, reading, and writing. Listening and reading are called as receptive skills, while speaking and writing are called as productive skills. Those four skills are related to each other. According to the 2006 English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills. Because of that, English is decided to be one of the compulsory subjects in the curriculum of education.

As one of the four basic skills in learning English, reading must be mastered by the students in order to be good at English. Through reading, the students can increase their knowledge and also enrich their English vocabulary. If the students have been familiar with some kinds of English text, they will not find many

difficulties anymore while they are reading. In order to understand the meaning of a text, the students must have the reading comprehension skills.

In the School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* 2006, the teaching and learning process should be done by using genre based approach. In genre based approach the students are required to be able to communicate both in oral and written competence by using many kinds of the texts. In this case, the students of senior high school learn various genres of text.

Senior high school students have done some reading activities since they were in the elementary level, but most of them still get any problems in reading. The problems not only come from the students themselves, but also from the teachers who manage teaching and learning process. From the students' side, first, they are not able to comprehend the whole text individually because they have limited background knowledge about the text. They need others' opinion to complete their comprehension about the whole text. Second, the students feel difficult to document their thought after they read a text. Third, the students have lack confidence to think-aloud about what they have read. Furthermore, the students also have other problems such as poor vocabulary and find any difficulties with the sentence structure and word order.

Besides the students' problem in reading, the problems also come from the teachers. First, the teachers tend not to invite the students to work together in comprehending the text. The teachers usually focus on individual learning rather than collaborative learning. Thus the students cannot understand the text well. Second, in

teaching and learning process, after the students read a text the teachers do not provide any materials that make the students become more expressive in comprehending the text. The teachers tend to give some multiple choice questions which are related to the text, so the students can comprehend the points on the questions given only, they do not have a chance to express what are on their mind. The last, the teachers do not give any feedback to the students about the material that they have learned.

Because of the conditions above, the teachers have to be able to handle those problems in order to help the students in reading, especially in reading a monolog text. The teachers are expected to be more active in facilitating their students with the materials that can help them to improve their reading comprehension. Actually, the teachers can use some strategies: cognitive strategies, social/affective strategies, and also metacognitive strategies. In this paper, the writer use *In My Head* strategy as one of the metacognitive strategies in reading for senior high school students. The writer chooses the metacognitive strategy because the learning process will be more effective if the students do not only receive the lesson from the teachers, but they can also participate actively in learning process. One of the form of participation is the students can analyze and correct their own thinking by themselves.

In My Head strategy is a kind of metacognitive strategies that can help the students to comprehend a monolog text. In this strategy the students are expected to think about their own thinking. This strategy can help the students to engaging with the text well. The teachers give a monolog text to the students and the students are

asked to read it first. After read the text the students documenting their thought in an *In My Head* handout. Then, they are asked to think-aloud about what they have written in their handout. The students' thought will be different each other. The different opinion of the students will be clarified by the teachers. Teachers' clarification will help them to produce a good comprehension about the text. By using *In My Head* strategy, the writer hopes that the teachers and the students can have a good collaboration in the learning process in order to help the students' in comprehending a text.

B. Limitation of the Problem

In conducting this paper, the writer limits the problem to make it easier. In senior high school, there are many strategies that can be used by the teacher to teach reading, but the writer only focuses on using *In My Head* strategy in teaching reading at senior high school.

C. Formulation of the Problem

Based on the limitation above, the formulation in this paper is "How is the implementation of teaching reading by using *In My Head* strategy at senior high school?"

D. Purpose of the Paper

This paper is expected to give some contribution to the English teachers in teaching reading by using *In My Head* strategy at senior high school.