

**THE EFFECT OF APPLYING METACOGNITIVE STRATEGY
ON THE STUDENTS' ACHIEVEMENT IN READING
COMPREHENSION**

SKRIPSI

*Submitted In Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
English Education Program*

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MEDAN
2017**

ABSTRACT

Tanjung, Fitri Anggraini. 1302050299. *The Effect of Applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension*. Skripsi. English Departmen of the Faculty of Teacher Training and Education of University of Muhammadiyah Sumatera Utara, Medan, 2017.

This study deals with The Effect of applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension. This objective of the research was to investigate the effect of applying Metacognitive Strategy on the students' achievement in reading comprehension. This research was conducted at SMP Swasta Imelda Medan, on Jl. Bilal no 24 Pulo Brayan Darat in the even semester 2016/2017 academic year. The population of this study was the eight grade students which consist 4 clases, VIII-A(29) VIII-B(30) VIII-C(32) VIII-D(32) with 123 students By using Cluster Random Sampling and the research chooses 2 clases, VIII-A(29) and VIII-D(32), consists of 61 students. Were class as the sample. Class VIII-A as Experimental group was taught Metacognitive Stragety and class VIII-D as Control group was taught Lecturing Method. Multiple choice test with 20 item were administrated to the students. The researcher gave a pre-test, treatment and post-test to both of the groups. Having collected the data, they were analyzed by using T-test formula. The result shows that T-observe was 2.09 and T-table was 1.671. the fact shows that T-observe was greather than T-table. It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. The result of this research concludes that, there was a significant effect on the students' achievement in reading comprehension after being taught by applying Metacognitive Strategy.

Key Word : *Metacognitive Strategy, Reading Comprehension, Expository Text*

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum *Wr. Wb*

In the name of Allah S.W.T, the most gracious and the most merciful. First of all the researcher would like to thank to Allah, who has given her strength, patience, healthy and chance to finish this study. Second, Sholawat and Salam to the prophet Muhammad SAW who has brought human beings from the darkness into the brightness. Third, the reseacher would like to thank to her beloved parents, Zulkifli Tanjung, and Kasiyem who always pray for her, give her suggestion, support her spiritual and material especially for academic years at FKIP UMSU. Her true love is very much given to ther parents.

Next, the researcher would like to thank to many people who gave supports and suggestion in finishing the study, they are :

1. Dr. Agussani, M.AP the Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd the Dean of FKIP UMSU who had given the recommendation and permission to carry out the research.
3. Mandra Saragih, S.Pd, M.Hum the Head of English Department and Pirman Ginting, S.Pd, M.Hum the Secretary of English Department of FKIP UMSU, who had allowed and guided the researcher to carry out the research.
4. Dr. T. Winona Emelia, S.Pd, M.Hum her Supervisor, who gave invaluable thought, advice, comments, guidance, support, and suggestion for the writer to complete this study

5. Try Suyetyo, SH the Head Master of SMP Swasta Imelda, Medan and all the teachers and staff who had given permission and support her in doing the research.
6. Juni Tanjung, Ramadhani Tanjung, Ilham Tanjung, Putri Riski Dini Hari Tanjung her family that giving motivation.
7. Mala Yunita Sari, Widya Kurnia Sari, Mega Wati Harahap, Atika Sarah Siregar, Rina, Ayu Ashari Tanjung, Mila Karmila, Khairani Dwi Astuti Nasution, Gadis Ummaya Tanjung, Rainaldi Septianta her friends thay always stay beside her from the first until the end of writing this study, happy and sad, we are always together.
8. Thanks to her Classmate of B Afternoon, who have cared and supported in finishing thid study. Our friendship is never forgotten forever, may Allah S.W.T., always bless them all.

Medan, April 2017

Fitri Anggraini Tanjung

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:9). Many students are able to read the text without understanding the meaning of the text, it only passes by their eyes without comprehending the text about. It is necessary for the student to comprehend their reading text. But the most of the student still find many difficulties in reading comprehension even though they have done it for many years. They do not know how to comprehend a text and get some information from the text. Consequently, the students become slow down. Not infrequently, they feel bored if they must comprehend the text. For them, reading comprehension is a task of little concern. So it is a problem for teacher in teaching in the classroom.

The purpose of reading is to connect ideas in the page to what you've already known. By reading the students are able to gain information and to improve their knowledge. And then by reading, they can get the informations again if they forget next time than they just listen to them. The main goal of reading process is comprehension. According to Kurikulum Tingkat Satuan Pendidikan (KTSP) about the standart competence in reading, it refers to enable the learners to comprehension the meaning (intention) of both interpersonal and transactional written text formally in the forms of recount, narrative, procedure, descriptive, expository and report in the context of daily life. It is supported by the

data from balitbang, “English as a formal subject is given to Junior High School (SMP) level, which the goals are translated as follows:

the mastery of the productive skills (speaking and writing), within a specified word level and relevant grammatical structures and nations, in the context of the specified themes which are for Junior High School (SMP) students” (Balitbang Depdiknas, 2002).

English has always been one subject tested in National Examination, which is supported by Government Regulation No. 19/2005 about Standarts of National Education (SNP). In English Examination, the test items are derived from the Graduate Competence Standart for National Examination (*Standar Kompetensi Lulusan Ujian Nasional/SKLUN*) which is the form of the intersection between main/sub main part of 1994 curriculum, Competence Standart, Content Standart and Basic Competence in 2004 curriculum. Since the school year 2003/2004 the english National Examination (*Ujian Nasional Bahasa Inggris*) in Indonesia has included listening and reading skills with number of the problem were 15 listening questions and 45 reading question. The time allotted to do the exam was 120 minutes. It means that there are more reading comprehension test. Even in the SPMB test, the English section has more reading comprehension test form. Therefore the Junior High School Students must have a good skills in reading comprehension.

According to the research’s experience in the teacher’s SMP SWASTA IMELDA Medan at eight grade. There were in the problem or difficulties faced to the students in learning reading comprehension they were:

1. The students did not know about the meaning of word. It caused by the vocabulary mastery of the students' in reading comprehension. They just read a text but did not know what the text was actually especially English.
2. The students were lazy to open their dictionary if they found difficult vocabulary, they just guessed and cheated by copying their friends.
3. The students cannot answer the question from the text. Because the students' difficulties to understand main idea the text. They did not understand meaning the text, they just saw the text it is similarity with the question, they choose it be the answer.

Reading lessons using Metacognitive Strategies give good towards student's understanding. The exposure among primary school students can be very suitable to train students to understand the text that they are reading more meaningfully (Jafari & Ketabi, 2012; Kamari & Hashemian, 2012). This study concluded that reading lesson using the metacognitive strategy can help to enhance students with moderate level of understanding on expository texts to understand better and more effectively compared to conventional approach.

B. The Identification of the Problem

Based on the background above, the problems were formulated as follows:

1. the students have less interesting in English, they are difficult to comprehend the reading text, especially in Expository Text.
2. the students did know about the meaning of words.
3. the students did not have idea and opinion if the teacher asked re-tell the text.

C. Scope and Limitation

Based on the problem are identified previously, the scope focused on reading skills and the subject is limited on Literal comprehension in reading of expository text.

D. The Formulation of the Problems

The problems of this research can be formulated as the following:

1. Is there any significant effect of applying Metacognitive Strategies on the students' achievement in reading comprehension?

E. The Objectives of the Study

Based on the problem above, the objectives of the research are as follows:

1. Find out the significant effect of applying Metacognitive Strategies on the students' achievement in reading comprehension.

F. The Significant of the Study

The findings of this research are expected to be useful theoretically and practically.

1. Theoretically

Add the knowledge, experiences and insight, as well as in the application of materials research by using Metacognitive Strategies in reading comprehension of expository text.

2. Practically

- a. The students, the result of this study can make the students easier to understanding, creative, interested in learning process especially expository text and increase the knowledge of reading comprehension.
- b. English teacher, to give them more information how to apply in teaching reading comprehension by Metacognitive Strategies.
- c. The researches, this study is also useful as are ference, for anyone who gets the problem in reading comprehension of expository text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

A research may be based on existing theories of certain fields' science and need explanation about the concepts that used in this research. In order to enable the reader avoid misinterpreting the concep of this study should be clarifying. The following description of the concepts and terms were consider part of the theoretical framework that would be support the analysis of the data.

1. Reading

According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In reading process, the reader is not only understand the text on the reader's knowledge to build meaning but also transfer ideas and information expressed by writer. Therefore, the reader background knowledge should be integrated with the text to create meaning. So, everyone get the information and knowledge not only from what they write and what they listen. But also, from reading a text. In reading, the writer can transfer information to the readers. It means that there is an interactive process between the reader and text. From a text, the reader can build meaning by their background knowledge.

Furthermore, Seyler (2004) states that reading is the process of obtaining or constructing meaning from a word or cluster of words. This statment gives three ideas about reading. First, meaning is foundin cluster of words, not

necessarily in complete sentences. Second, reading involves getting meaning from the words, understanding the ideas, information or feeling the word convey when put in particular pattern. The third, meaning is thinking about the verbs obtaining or constructing. The task of the reader is to obtain the meaning that the writer want convey. Reading not only demand students having high knowledge and abilities, but also having cognitive capacities. So, from word to word in the text, the reader can get meaning and information what the writer means. It will make the readers easy to get comprehend the information.

Then, Brown (2004) gives opinion that reading is likewise a skill that teacher simply expect learner to acquire. It indicates that reading is a process that expects the reader to get information or knowledge by reading the texts. Actually, when students read the text, they will get new information of knowledge. Moreover, information or knowledge will be gotten in many aspects, such as technolog, newspaper, and education. So, reading can be perceived as the receptive skill of communication by relating the readers' experiences and the written information to produce comprehension. It means reading is one of communication to transfer information between the writer to the readers.

Additionally, when the readers read the text, it is not just read, but the readers should get comprehend what the text talking about. According to Jonathan (2006) comprehension is the person went through the motions of reading, pronouncing the words or casting the eyes from left to right across the page. McNamara (2007) emphasizes the comprehension refers to the ability to go beyond the words, to understand the ideas and the relationship between ideas

conveyed in a text. So reading the text readers should understand what the meaning of the writer convey in the text. It means comprehension is need the reader when a text.

Based on some definition of reading describe above, it can be concluded that reading is one important language skills to be mastered. It is skills that bridges readers to meaning of texts. Through reading a text, the people can enlarge their knowledge. Everybody needs to read in order to improve their knowledge and to gather any information. It is important to reading comprehension because reading comprehension is not just reading with a loud voice but reading is established understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is.

1.1. Reading Skills

In order to be active reader, the learner should develop various reading skill. Which she/he can employ for the purpose of gaining a full comprehension of what is read. Reading involves a variety of skills :

1. Skimming

Skimming is high-speed reading that can save time and help the readers get through lots of material quickly. It is different from other kinds of high-speed reading, such as previewing, and scanning. By skimming, the readers can get general sense of passage or book, not specific details. The goal in skimming is not to read the text thoroughly, but it is used to find out the kind information that the readers seek, and if it does determine what to read more closely.

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

2. Scanning

Scanning is very high-speed reading that the reader do when they are looking for specific piece of information. When the readers scan, the readers have questions in mind. In scanning, we do not read every word but only key words that will answer our question.

Scanning is quickly reading to find the specific information Brown (2000:308) stated that, scanning is quickly searching for some particular piece or pieces of information in a text. By scanning, a reader means to glance rapidly through a text either to search specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose. When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or specific information. To enable the students to scan effectively, he or she need, also, he or she should have the strong belief where he or she will find such information needed from the text.

3. Previewing

Previewing is something that we already do in our daily life. For example, when we receive a letter, we usually look first at the return address or the stamp to find out where it came from and who sent it. Then, we will make some guesses

about what it will be about. By previewing for just a few second, we can pick up a great deal of information about the text we are going to read.

By previewing for just a few second, we can pick up a great deal of information about the text we are going to read. We can preview any kind of text, including pleasure reading books, magazine articles, tests, and textbook assignments.

4. Closing Reading

Close reading requires careful attention to all the words and sentences in a selection to understand its full meaning (Laher and Osborn,2001:45). After we have skimmed a source and decided to read all or part it closely, we read carefully to comprehend ideas and record information. While these to purpose can undoubtedly overlap, awarness of them a separate activities will help to focus.

5. Guessing from Context

Guessing from context is the best strategy to do when we come to a word that we do not know when we are reading. Using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

6. Paraphrasing

Richard and Schmidt (2002:384) state that paraphrase is an expression of the meaning of a word or phrase using other words or phrases, often in an attempt to make the meaning easier to understand. Paraphrasing stopping at the end of a section to check comprehension by restating the information and ideas in the text.

1.2. Types of Reading

Brown (2004) states that the types of reading. In this case of reading, variety of performance is derived from more the multiplicity of types of the text than from the variety of every types of performance. Never the less, several types of reading performance are typically identified as follows:

a. Perceptive

Perceptive reading task involved attending to the components of larger stretches of discourse: letters, word, punctuation and other graphemic, symbols. Bottom-up processing is applied.

b. Selective

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

c. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in psycholinguistics sense, interact with the text. That is reading is a process of negotiating meaning, the reader brings the text a set of schemata for understanding it and take in the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

1.3. Steps of Reading

According to Hill (2008), there are three main steps in reading comprehension, namely before reading, during reading and after reading.

- a. Before reading. The teacher build up the students prior knowledge and link to the book bring read. Sometimes teachers talk through the book or build up semantic webs to that the new vocabulary in book can discussed and classified.
- b. During reading. Teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print.
- c. After reading. Teachers plan a range of activities for the sudents to practice what they need so they can become more independent readers.

Based on the statements above, it is important to know the steps of reading comprehension. They are used as guidance for the teachers of how to teach reading through good steps. It means that the process of teaching and learning should be arrabnged as systematically. There are three steps in reading, before reading, during reading, and after reading which will be used in this research.

1.4. Purposes of Reading

The teacher has to realize that reading is purposeful and meaningful for the students. According to Grabe and Stoller (2002) classify as follows:

- a. Reading to search for simple information and reading to skim

Reading to search for simple communication is a common reading ability thought some researchers see it has relatively independent cognitive

process. In reading to search, we typically scan the text for a specific word piece of information or specific word. Similarly, reading to skim is a common part of many reading tasks and useful skills in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

(a) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text

(b) Link the text to the readers' knowledge base. In addition, it makes stronger inferring demands than general comprehension to connect text information with background knowledge.

c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodate information from multiple sources. In this respect, both reading to write and reading to critique abilities to compose, select and critique information from the text.

d. Reading for general comprehension

Reading for general information is the most basic purpose of reading underlying and supporting most other purpose for reading. General reading

comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills of forming a general meaning representation of main ideas and efficient of man, process under very limited time constraints.

Based on the purpose of the reading above, reading can enhance comprehension to obtain knowledge, or receive the experience, insight, or imagination of others. The purpose of reading is to get required and accuracy information in the text by thinking individually, discussing it in pair then trying to share the accuracy information which reader got to others. Reader does this process as efficient as possible.

2. Reading Comprehension

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is an interactive process. According to Snow (2002) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other word, when reading activity the students have to find the meaning of the text, because if the students do not understand the text, it means that they have no interaction with the author. Therefore, they have to comprehend what they have read because, comprehension is really needed in reading 3activity.

Level of comprehension refers to the degree in which a reader can be categorized as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieved. According to Brown (2004) states there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

a. Literal Comprehension

Literal Comprehension included the process to take in ideas or understanding the ideas and information explicitly in the passage. The basic of literal comprehension is recognizing stated main idea, details, cause, effect and sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what is actually said. In this level, the reader knows the words meaning or to recall directly in own words.

b. Interpretative Comprehensions

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension is the ability to get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage.

c. Critical Comprehension

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the researcher offers in a passage. The critical comprehension must be active reader, question, searching for fact, and suspending judgement until students considered all of the materials.

d. Creative Comprhension

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage. Skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producing the creation.

So, from these explanation above can be concluded that all four levels of reading comprehension are important and need to be foster for the readers. These levels of comprehension are important, but in this research the research only focus on the one, namely is literal comprehension.

3. Expository Text

This type of text tells a story and generally uses a lot of emotion. The opposite of this is expository text, which exists to provide facts in a way that is educational and purposeful. The text is fact-based with the purpose of exposing the truth through a reliable source. True and deliberate expository text will focus on educating its reader. Other descriptors of exposition are clear, concise, and organized writing. Expository text gets to the point quickly and efficiently.

When we read fiction novels, we are taking in narrative text. This type of text tells a story and generally uses a lot of emotion. The opposite of this expository text, which exists to provide facts in a way that is educational and purposeful. The text is fact based with the purpose of exposing the truth through a reliable source. True and deliberate expository text will focus on educating its reader. Other descriptors of exposition are clear, concise, and organized writing. Expository text gets to the point quickly and efficiently.

Imagine a parent is exposing a child to the thrill of riding a bicycle. They would speak in the form of expository text, providing directions that fact-based and focused: hands on the bars, one foot on the pedal, push off... and so forth. Most likely, this would have to be done repeated several times before a child could be off biking alone, but the same phrases would be repeated and the child would be learning.

If a parent tried to teach a child ride a bike in narrative form, such as only telling the story of when and how they themselves learned to ride or what the weather was like that day, the bike-riding lesson would be less successful. The child would get frustrated and not be exposed to necessary skills for riding a bike. Emotions would take over through the narrative (story telling).

3.1 The Characteristic of Expository Text

1. Social Function

Expository text is to convince the reader that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic.

2. Generic Structure

a. Thesis

In section thesis, the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical expository.

b. Arguments

The topic discussed by the author is a very important topic or the author is a very important topic or need attention. In this section this section the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical expository have more than two arguments. The more arguments appear, the more confident the reader.

c. Reiteration or Conclusion

This section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

3.2 Advantages of Metacognitive Strategy

1. Metacognition enhances and enriches the learning experience (St. Clair, n.d.).
2. Applying metacognitive strategies such as self-awareness and self monitoring is to develop independent learners who can control their own learning and learn how to learn for life (Papaleontiou-Louca, 2008).
3. Metacognition provides self-monitoring, which is a step-by-step process of evaluation during the learning process.

4. Metacognition develops higher learning and problem solving skills

3.3 Disadvantages of Metacognitive Strategy

1. Difficulty in problem solving
2. Poor reading comprehension
3. Poor language and communication skills
4. Difficulty in obtaining success in society

4. Metacognitive Strategies

Metacognition basically refers to thinking about thinking. Louca (2003) describes metacognition as cognition about cognition because it entails examining the brain's processing during the reading/thinking process. Reading as a cognitive process implies that metacognition or awareness and regulation of one's thinking during the reading process could lead to better comprehension. According to Iwai (2011), metacognition is key to reading comprehension since it is found essential in the development of some linguistic, cognitive, and social skills.

In the field of reading, metacognitive strategies are those activities that make students aware of their thinking as they do reading tasks. The New South Wales Department of Education and Training (2010) defines metacognitive reading strategies as planned, intentional, goal-directed, and future-oriented mental activities and processes that help a reader think about and check how he progresses in fulfilling a cognitive task. In fulfilling a task using metacognition, a learner plans and activates, then monitors, controls, reacts, and reflects (Pintrich,

Wolters, & Baxter, 2000). Iwai (2011) summarizes the process of metacognition in three steps: 1) Planning; 2) Monitoring; and 3) Evaluation.

Metacognitive reading strategy awareness plays an important role in reading comprehension and educational process (Ditzel, 2010; Mytrowicz, Goss, & Steinberg, 2014; Ahmadi, Ismail, & Abdulla, 2013). Awareness and use of metacognitive reading strategies have positive and direct relationship with reading comprehension performance; thus, students who use these strategies perform better in reading proficiency tests / courses (Yuksel & Yuksel, 2012; Pressley, et al., 1998; Ahmadi, Ismail, & Abdullah, 2013; Al-Sobhani, 2013; Tavakoli; 2014; Magogwe, 2013; Hong-Nam, 2014; Zhang & Seepho, 2013; Memis & Bozkurt, 2013; Phakiti, 2006; Kummin & Rahman, 2010). Therefore, learning metacognitive reading strategy skills can be one solution to the problem of poor reading comprehension, hence, the need for it to be developed and emphasized in the EFL teaching and learning processes.

In the study of Estacio (2013), it was revealed that the use of the metacognitive reading strategies is a predictor of reading comprehension test scores. Ilustre (2011) also investigated if metacognitive reading strategies are better predictor of text comprehension and she found out that Problem Solving Strategies correlated positively with reading comprehension.

Ismail and Tawalbeh (2015) conducted a quasi-experimental study examining the effect of the metacognitive reading strategies on EFL low achievers in reading. The study revealed that training on the use of metacognitive strategies among low achieving EFL readers improves reading comprehension performance.

Sen (2009) also conducted a similar study in Turkey. His study revealed the potential of metacognitive reading strategies in developing effective and successful readers. Royanto (2012) also examined the effectiveness of an intervention program based on scaffolding to improve metacognitive strategies in reading. She found out that the program activated unused metacognitive strategies, leading to the conclusion that the learners have the metaknowledge.

While most studies found positive correlations and effects of metacognitive strategies on reading comprehension, some found quite the opposite. In Indonesia, Pammu, Amir and Maasum (2014) found out that Indonesian EFL learners use different metacognitive reading strategies but their use of metacognitive reading strategies did not bring corresponding improvements in the observed reading performances. In Russia, Korotaeva (2012) examined the metacognitive strategies in reading comprehension of education majors and found out that the respondents exhibited extremely ineffective metacognitive strategy use.

Alsamadani (2009) explored the frequency and type of metacognitive reading strategies used by the Saudi EFL college-level students and correlated them to their EFL reading performance. He found out that Saudis more frequently use planning strategies than attending and evaluating strategies. He also found out that the students' use of metacognitive reading strategies does not influence their comprehension level. Also, in the study of Pei (2014), it was revealed that metacognitive reading instruction did not result in better reading comprehension performance of Chinese students. Mehrdad, Ahghar, and Ahghar (2012) also

found out that use of cognitive and metacognitive instruction does not always have a positive effect on the EFL students' reading comprehension performance.

B. Previous Research

The following studies address the question: Can EFL/ESL learners improve their reading English comprehension using metacognitive strategy?

Ismail and Tawalbeh (2015) conducted a quasi-experimental study examining the effect of the metacognitive reading strategies on EFL low achievers in reading. The study revealed that training on the use of metacognitive strategies among low achieving EFL readers improves reading comprehension performance. Sen (2009) also conducted a similar study in Turkey. His study revealed the potential of metacognitive reading strategies in developing effective and successful readers. Royanto (2012) also examined the effectiveness of an intervention program based on scaffolding to improve metacognitive strategies in reading. She found out that the program activated unused metacognitive strategies, leading to the conclusion that the learners have the metaknowledge.

While most studies found positive correlations and effects of metacognitive strategies on reading comprehension, some found quite the opposite. In Indonesia, Pammu, Amir and Maasum (2014) found out that Indonesian EFL learners use different metacognitive reading strategies but their use of metacognitive reading strategies did not bring corresponding improvements in the observed reading performances. In Russia, Korotaeva (2012) examined the metacognitive strategies in reading comprehension of education majors and found

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C. Conceptual Framework

As in the theoretical framework, reading is one of the important skills which have to be learned by the students in order to master English well. Reading is very important because through reading, the students will get more information around the word such as education, economics, politics, social, science and etc. Then, the student can add their knowledge such as the students are able to find the topic of the text and the students also identify supporting details of that text. Also, the students can share information to their friends from what they read. Besides that, by reading the students can increase their vocabulary and grammar.

In the field of reading, metacognitive strategies are those activities that make students aware of their thinking as they do reading tasks. The New South Wales Department of Education and Training (2010) defines metacognitive reading strategies as planned, intentional, goal-directed, and future-oriented mental activities and processes that help a reader think about and check how he progresses in fulfilling a cognitive task. In fulfilling a task using metacognition, a learner plans and activates, then monitors, controls, reacts, and reflects (Pintrich, Wolters, & Baxter, 2000). Iwai (2011) summarizes the process of metacognition in three steps: 1) Planning; 2) Monitoring; and 3) Evaluation.

D. Hypothesis

Based on the conceptual framework, the research hypothesis can be formulated as follows:

Ha: There is significant effect of applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension.

Ho: There is no significant effect of applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension.

CHAPTER III
METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Swasta Imelda Medan, start from February to March 2017. The reason for choosing this school that the researcher the observasion in this school, and it was found that students' achievement in this school in learning English was still low, they were not motivate and less interest when learning English especially in reading comprehension. It was to find out the effecct of applying Metacognitive strategy on the students' achievement in reading expository text.

B. Population and Sample

1. Population

The population of this research was taken from eight grade students of SMP Swasta Imelda Medan in academic years 2016/2017, which consisted of four classes. VIII-A consist of 29 students, VIII-B consistof 30 students, VIII-C consist of 32 students, VIII-D consist of 32 students. So the total of the population of this research is 123 students. The populations can be seen table 3.1.

Table 3.1
The Population of SMP Swasta Imelda Medan

No	Class	Population
1	VIII-A	29
2	VIII-B	30
3	VIII-C	32
4	VIII-D	32
Total		123

2. Sample

The sample in this research are VIII-A which consist of 29 students and VIII-D which consist of 32 students which are taken by Cluster Random Sampling Technique by cards. After the researcher mixed these cards for a moment, two cards are taken randomly as the sample of the research and first chosen is VIII-A as Experimental Group as while the second chosen is VIII-D as Control Group. The sample can be seen in table 3.2.

Table 3.2
The Sample of SMP Swasta Imelda Medan

No	Class	Population
1	VIII-A	29
2	VIII-B	-
3	VIII-C	-
4	VIII-D	32
Total		61

C. Research Design

The experimental research was used to carry out this research. It deals with quantitative design. It has different groups, experimental and control groups. The experimental group was taught by applying Metacognitive Strategy. The control group was taught by using lecturing method, opening the dictionary on the students' reading comprehension.

Table 3.3
Research Design

No	Group	Pre-Test	Treatment	Post-Test
1	Experimental (x)	✓	Applying Metacognitive Strategy	✓
2	Control Group (y)	✓	Lecturing Method	✓

a. Pre-Test

Both of two groups, the experimental group and control group was given pre-test before treatment. The function of the pre-test is to measure the main score of both groups.

b. Treatment

In reading comprehension, different treatment was used to experimental and control group. The experimental group was given by applying Metacognitive strategy, which the control group was given by applying lecturing method.

Table 3.4
The Process of the Treatment Design as Follow

Meeting	Experimental Group	Students Activities
1	Teacher greets the students to open the class.	Students answer greets the teacher.
2	Teacher gave pre-test to the students	Students did the answer pre-test
3	Teacher explained what was applying Metacognitive Strategy for the students	Student listen carefully to the teacher explained strategy
4	Teacher ask the students about the material to perform the tracking of the learning experience and basic skill students	Students answer ask to the teacher. In this phase start question and answer process
5	Teacher gave the test reading expository text to the students and think about what happend of the text	The students decide for themselves the problem of the text

Table 3.5
Treatment in Control Group

Teacher greets students	Students answer the teacher's
Teacher gave pre-test for the students, and explain the genre of the text and ask them to read text	Students listen carefully to the teacher explanation carefully and then students did the pre-test
The teacher ask the students to find out the difficult words in the reading text and looked for the meaning in the	Students found difficult words in the reading text and looked for the meaning in the dictionary

dictionary	
Teacher ask the students to read the text	Students read the text
Teacher concludes he lesson by summarizing what they learn	Students listen carefully to the teacher conclusion

c. Post-Test

The post – test was to each group. The items of post- test were exactly the same as the ones in the pre – test, it was intended to discover the means score the experimental group and the control group.

D. Instrument of the Research

The instrument of collecting data in this research used multiple choice. The test consist of 20 items, each item of the test consisted of 5 options, namely a, b, c, d, e. The test will be taken from <http://www.sekolahbahasainggris.com/contoh-dan-pembahasan-soal-bahasa-inggris-tentang-exposition-text/>.

Each correct will be given 20, and an incorrect answer will be given 0 score. The highest score is 100 calculated by using this formula: $\text{Score} = \frac{R}{N} \times 100$

Where:

S = Score

R = true item which students answer

N = number of items

E. Tehcnique of Analyzing Data

In analyzing the data, some techniques will be take as follow:

Sudijono (2010:314) stated that to test the hypothesis:

1. Reading the students' answer sheet.
2. Identifying the students' answer sheet.
3. Scoring the students' answer.
4. Listing their score in two scores table; first for experimentalgroup scores as X variable and second for control group scores as Y variable.
5. Calculating the mean of the students' score
6. Measuring Standart Deviation of variable X and variable Y
7. Finding out a standart error of mean of both variable
8. Finding out the standart error differential between M_x and M_y .
9. Testing the hypothesis by applying T-test:

F. Statistical Hypothesis

H_a : There is a significant effect of Applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension

H_o : There is no a significant effect of Applying Metacognitive Strategy on the Students' Achievement in Reading Comprehension

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

This study was conducted by applying Cluster Random Sampling research. It deals with quantitative design. There were two groups in this research, namely experimental group and control group. The data of this research was taken by giving the tests that were divided into pre-test and post-test. The population of this research was the eighth grade students of SMP Swasta Imelda Medan. Class VIII-A and VIII-D was decided as experimental VIII-A and control VIII-D based on some consideration.

Experimental group and Control group was given multiple choice test from which is consist of 20 items on the pre test and post test. The pre test was given before the treatment and the post test given after the treatment. The researcher gave the treatment to the students experimental group by applying Metacognitive Strategy and Control group by applying Lecturing Method. Table the score of pre test and post test of the experimental group and control group it can seen in appendix.

B. Data Analysis

Based on the data pre test and post test, the score was changed into the table of calculation of standart deviation of experimental group and control group table seen in appendix.

Table 3.6
Students Achievement Score Pre-test and Post-test

Statistical Calculation	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Highest	80	95	70	85
Lowest	60	70	55	70
Mean score	69,82	86,72	62,96	77,65
N	29	29	32	32

The data showed that the highest score of pre-test in Experimental Group was 80 and the lowest was 60 while the highest score of post test group was 80 and the lowest was 70. It can be seen in appendix

Table 3.7
The Hypothesis

Standart Deviation	Testing Hypothesis
SD ₁ = 4.04 SE _{M1} = 0.77	T ₀ = 2.09
SD ₂ = 4.05 SE _{M2} = 0.73	T _t = 1.671
	$\alpha = 0.05$
SE _{M1-M2}	
Df = 59	

Based on the calculating of standart deviation, the following formula was implemented to find out the critical value of both grups as the basic to test hypothesis of this research. It can be seen in appendix

C. Testing Hypothesis

The result previously then was applied T_0 test the hypothesis

$$\begin{aligned} t_0 &= \frac{M_1 - M_2}{SEM_{1-M_2}} \\ &= \frac{17.06 - 14.84}{1.06} \\ &= \frac{2.22}{1.06} \\ &= 2.09 \end{aligned}$$

After the data above were calculated by using T-test formula, it was found the result that the observed was 2.09 and t-table 1.671. its means that t-table at the table of significant 0.05 with the degree of freedom (df) 59. Based on this, its conducted that alternative hypothesis (H_a) is accepted. Its mean that there is a significant effect applying Metacognitive Strategy on the students' achievement in Reading Comprehension.

D. Findings

After conducting the pre-test and post-test for both experimental and control group, then the finding of this study could be report as follow:

1. There is significant effect of applying Metacognitive Strategy on the students' achievement in reading comprehension, which had been proven from the result of T-test $t_{critical} > t_{table}$ (2.09 > 1.671)
2. Based on this research, it was found the students' achievement in reading comprehension by applying Metacognitive Strategy were increased well, it looks from post-test experimental that has given to the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, conclusion can be drawn as the following there was significant effect of applying Metacognitive Strategy on the students' achievement in reading comprehension that they could be find easier to express their ideas and thoughts to read the text especially in Expository Text. It showed the final result $T\text{-observe} > T\text{-table}$ from significant $2.09 > 1.671$, $\alpha = 0.05$ $Df = 59$ it means that there was a significant effect towards the students' achievement in reading expository text.

B. Suggestion

Based on the conclusion drawn above, it is the suggestions are staged as the following:

1. The English teacher have to:
 - a) Improve their technique in teaching reading, in this case applying Metacognitive Strategy, so that the students can comprehend on what they read.
 - b) Prepare themselves to manage the learning teams/group, before applying Metacognitive Strategy.
2. Stimulate and motivate the students to make the activity of reading as a pleasure while applying Metacognitive Strategy on the students advised to have more practices in reading comprehension.

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