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The Implementation of Metacognitive Strategies in Teaching Reading Comprehension at SMK Telkom 2 Medan

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Abstract

An applicable strategy will help students to learn and remember the information for a long period and help them to solve the problem in reading comprehension. Metacognitive strategies play most significant role in success of independent learning in helping learners think about their learning process. Metacognitive strategy is based on the notion of metacognition that includes both metacognitive knowledge and metacognitive experiences. This study was conducted using descriptive qualitative research. This study investigated the implementation of metacognitive strategies in reading comprehension and teacher's difficulties in implementing metacognitive strategies at SMK Telkom 2 Medan. The data of this study were collected during learning and teaching activities in two classes: XII TB 1 and XII TKJ 2 by observing, recording audio, and taking a observation sheet. This study used Miles' theory about types of metacognitive strategies in reading comprehension and Mumary's theory about difficulties dealt by teacher in teaching activities. The result showed that English teacher at SMK Telkom 2 Medan implemented three metacognitive strategies: Draw, Visualize description, and Re-read at XII TB 1 and three metacognitive strategies: Anticipate, Visualize description, and Re-read at XII TKJ 2 in teaching reading comprehension. Furthermore, it was found that English teacher dealt with three difficulties in implementing metacognitive strategies: Lack of English exposure, Limited resources accessibilities, and Teaching methodology. There were found two similar metacognitive strategies implemented by English teacher in different class in teaching reading comprehension.

Keywords: Metacognitive strategies; teaching difficulties; English teacher

1. Introduction

The 2013 Curriculum Revised Edition has made several substantial improvements to the current curriculum. One of the recent curriculum improvements is shown in the syllabus's Core Competencies (KI) and Basic Competences (KD). The third core competence in the Senior High School syllabus for grades 10th, 11th, and 12th was created to give students practice utilizing English texts to comprehend and apply factual, conceptual, procedural, and metacognitive information.

For students to succeed in school, reading comprehension in a foreign language like English is essential. For Indonesian students to correctly learn new knowledge for academic goals, reading education is a need. Given the aforementioned circumstance, educators and learners must use a wider range of strategies and approaches to teach reading comprehension. By employing an efficient strategy, students may learn and retain information for a long time as well as solve reading comprehension issues. The instructor must employ an appropriate method to meet the learning aim for the Core Competence (understanding and applying metacognitive information) and student success in reading comprehension.

Although various studies have been conducted on Java Island to measure students' metacognitive abilities, the level of metacognition among Indonesian students today is debatable. Vianty (2007) conducted research on how students in Palembang used metacognitive reading methods in relation to one another. According to Vianty (2007), research on reading strategies has shown a shift away from focusing on the end result of reading (such as a reading comprehension test score) and toward process-oriented research that prioritized identifying the strategies that readers actually used while they were reading. According to Vianty, the students used pragmatic reading methods for English more frequently than metacognitive ones during their English teaching and learning processes.

In line with the problem of the study, the objective of the study was to identify metacognitive strategies implementation and implementation difficulties in teaching reading comprehension by English teacher at SMK Telkom 2 Medan. The implementation of metacognitive strategies by English teacher was expected to help teacher and students manage and improve teaching and learning quality and fulfill the Core Competence as stated in Curriculum 2013. Therefore, the objective of the study was to find out the types of metacognitive strategies implemented and metacognitive strategies implementation difficulties at SMK Telkom 2 Medan.

2. Study Literature

2.1. Metacognition

The term "metacognition" was created by John Flavell to denote "cognition about cognitive processes" or "thinking about thinking" (Lai, 2011). (Flavell, 1979, p. 906). The term's usage and subsequent development have amazingly maintained its original meaning. Metacognitive knowledge is one of two dimensions of metacognition (Cambridge Assessment International Education Official Website, n.d.). Examples of metacognitive knowledge include the learner's awareness of their own cognitive abilities (e.g., I have trouble remembering dates), the complexity of particular tasks (e.g., the concepts in this article are complex), and the appropriate times to use various strategies (e.g., if I break phone numbers into chunks, I will remember them) (Brown, 1987; Flavell, 1979). Metacognitive regulation describes a learner's capacity to keep track of and control their cognitive activities. Attempting an alternative approach after realizing that the method they are using to solve a mathematical problem is not working (Nelson & Narens, 1990).

The word "metacognition" is well-known in the context of education (Beach, Anderson, Jacovidis, & Chadwick, 2020). The context of certain cognitive processes, such as writing an essay, studying for an exam, or building a desk, is where metacognition is most frequently studied. Metacognitive experiences relate to the time frame in which students become aware of a certain cognitive process and the subsequent period of reflection. To successfully complete cognitive tasks, one needs a range of metacognitive abilities, such as self-awareness of one's strengths, task-specific knowledge, and procedural comprehension of various learning strategies. Students do a task to activate certain sorts of knowledge using specific learning approaches. At the end of the metacognitive process, students assess their performance and determine what they learned about their own approach by using internal reflection and external feedback

2.2. Metacognitive Strategies

The creator of the Metacognitive Reading Strategies Questionnaire (MRSQ) is (Taraban, Kerr, & Rynearson, 2010). The questionnaire draws on the methodologies examined by Taraban et al. (2000) and divided them into two subscales: analytical strategies and pragmatic strategies using factor analytic methods. The analytical scale focuses on cognitive strategies including inferences and text analysis (e.g., after I read the text, I consider other possible interpretations to determine whether I understood the text.). The pragmatic scale focuses on useful strategies for finding and recalling textual information (e.g., I try to underline when reading in order to remember the information.). The sorts of metacognitive strategies by Taraban et al. (2010) identify and characterize types of techniques that have been seen in teaching and learning across the world in more exact and depth. It offers further in-depth details about the problem at SMK Telkom Medan.

Table 1. Component 1 Strategies: Analytic

Types of Strategies	Description
Evaluate	As I am reading, I evaluate the text to determine whether it contributes to my knowledge/understanding of the subject.
Anticipate	After I have read a text, I anticipate how I will use the knowledge that I have gained from reading the text.
Draw	I try to draw on my knowledge of the topic to help me understand what I am reading.
Back	While I am reading, I reconsider and revise my background knowledge about the topic, based on the text's content.
Revise	While I am reading, I reconsider and revise my prior questions about the topic, based on the text's content.
Consider	After I read a text, I consider other possible interpretations to determine whether I understood the text.
Distinguish	As I am reading, I distinguish between information that I already know and new information.
Infer	When information critical to my understanding of the text is not directly stated, I try to infer that information from the text.

Reading goals	I evaluate whether what I am reading is relevant to my reading goals.
Search	I search out information relevant to my reading goals.
Present later	I anticipate information that will be presented later in the text.
Meaning	While I am reading, I try to determine the meaning of unknown words that seem critical to the meaning of the text.
Current information	As I read along, I check whether I had anticipated the current information.
Strengths	While reading, I exploit my personal strengths in order to better understand the text. If I am a good reader, I focus on the text; if I am good with figures and diagrams, I focus on that information.
Visualize descriptions	While reading, I visualize descriptions in order to better understand the text.
Hard	I note how hard or easy a text is to read.

Table 2. Component 2 Strategies: Pragmatic

Types of Strategies	Description
Notes	I make notes when reading in order to remember the information.
Highlight	While reading, I underline and highlight important information in order to find it more easily later on.
Margin	While reading, I write questions and notes in the margin in order to better understand the text.
Underline	I try to underline when reading in order to remember the information.
Read more	I read material more than once in order to remember the information.
Re-read	When I am having difficulty comprehending a text, I re-read the text.

2.3. Metacognitive Strategies Implementation Difficulties

The difficulties with English are quite special. The difficulties are typically related to Indonesia's location and socioeconomic status. Due to its distance from English-speaking nations and the fact that it is rarely used outside of the professional and academic spheres, Indonesia faces difficulties encouraging students to acquire the language. In addition, English is thought to be approachable for middle and higher socioeconomic levels since they have easy access to and the chance to improve their English through extracurricular activities. (Mumary, 2017) investigated the difficulties that Indonesian teachers face in their daily work.

- a. Severe shortage of training. There are issues with the availability of teacher training, which have been reported in numerous nations. This issue specifically affects teachers who lack the theoretical and practical preparation to use efficient teaching strategies. The fundamental teaching preparation is greatly impacted. Teachers' low language skills and inability to deal with obstacles in the teaching process are the main causes of the severe training shortage. For teachers with little training, education, or language competency, applying proper teaching approaches and techniques might be challenging. Low competences eventually have an impact on teachers' motivation, which results in subpar instruction.
- b. Crowded class. It has been noted that teaching English can be difficult in classes with permanent desk and chair arrangements due to overcrowding. The class structure and student disruption are both expected for teachers. It has been exceedingly challenging to manage disruption from kids who lack motivation and focus. When kids must sit near to one another, there is less room for teachers and pupils to move, and noises are increased. This circumstance resulted in limitations on the teaching methodology and methods used by teachers, who nevertheless had to modify their methods in order to keep pupils engaged and motivated.

- c. Lack of vocabulary. When learning English, pupils frequently run across this issue. Due to the fact that they do not need to learn terms that are uncommon and infrequently used in daily life, students tend to believe that learning new words is useless. Limited vocabulary makes it difficult for pupils to learn English as a foreign language, especially when it comes to understanding the substance of the teachers' materials.
- d. Lack of English exposure. As previously indicated, Indonesia's geographic location and socioeconomic status play a role in this issue. The majority of kids only regularly encounter English in class. Students lose motivation and their potential to learn and understand English more effectively when they are not exposed to it enough. The hardest part for teachers is getting kids interested in utilizing English in class when they have little opportunity to do so because of how little instruction there is in schools.
- e. Limited resource accessibilities. The instructional resource's accessibility is really beneficial. It greatly benefits teachers' methods and techniques for instruction. On the other hand, certain nations, including Indonesia, struggle with having enough resources for educating. To implement a successful teaching procedure, the four skills—listening, reading, speaking, and writing—need to be practiced. Giving teachers and students a variety of resources increases their opportunity to use. Students will benefit from exposure to a sufficient amount of English- language texts, and teachers will have a wider variety of teaching resources at their disposal.
- f. Linguistic problem. Mother-tongue language intervention dominates teacher-to-student communication, which results in inadequate English exposure and inaccurate English pronunciation. Students that face less than ideal linguistic conditions get demotivated and lose the ability to express themselves and their academic interests in English using morphology, syntax, and spelling. When using English words, language mixing between mother tongue and the target language can be troublesome because it can cause mispronunciation, stress, and intonation. When the majority of pupils occasionally perform well in writing but poorly in speaking, listening, and reading, it is not surprising.
- g. Psychological problem. The teacher is well aware that pupils believe English to be the most challenging topic out of all those covered in class. The terrible attitude has made it difficult for teachers to modify their methods of instruction so that their students are eager to learn. When speaking in front of their peers, students are frequently anxious and afraid, and the presence of competitive pupils in the class makes the situation worse. However, high academic level pupils who take additional English classes outside of school find it less interesting and monotonous. Teachers occasionally propose mixing diverse students in a group as a solution.

3. Research Method

This research used a descriptive qualitative method to answer the research question. The data source used in this study was English teacher (PS) of SMK Telkom 2 Medan. The teacher was teaching in twelfth grade of Senior High School, TKJ 2 and TB 1. The English teacher conducted the teaching and learning process in classroom. The technique of analyzing the data used in this study is Interactive Model by (Miles, Huberman, & Saldana, 2014). There are several steps to analyze the data, such as data condensation, data display, and conclusion: drawing/verification.

4. Results and Discussion

According to the research's findings, PS applied the Anticipate technique to help students get ready for what they could anticipate as the results of the reading comprehension test. Naturally, anticipating is utilized to understand the text's context and mentally note the material that is intended to be used in the questions that will follow. In order for the students to choose the best techniques to attain the intended outcome, PS modified the strategy by engaging their awareness of her expectations of them. PS just explained the cause and effects to her class as part of this method.

Second, the instructor used the Draw approach. By providing an overview or general introduction of the task during the teaching process, PS showed how to use this tactic. Readers are said to employ the Draw approach to quickly scan the entire text in order to understand its context. PS used the Draw method during the teaching process to provide a summary of the goal she had set for herself. The steps-to-do, overview, and intended outcomes were presented to students in order as PS applied this technique.

The visualize description method is the third metacognitive technique. When explaining to her students how to complete the work of writing a report, PS had a propensity to extend the Draw method by using this one. PS used her instructions as a picture to explain the task at hand more clearly and to set expectations and limitations. PS explained the purpose of the assignment, what the students should do, and the order in which they should be completed and submitted. The expectations for teaching and learning outcomes were clarified by expressing the precise requirements to complete the task, such as the qualification of writing scripts, presenting video, or adding more figures or pictures to enrich the video, as well as the scoring standards to final task that was provided by students.

Reread strategy comes last. PS only used this one practical metacognitive technique in the classroom. However, the teacher did not formally instruct or notify the students. By instructing the pupils to permit doing formative tests on the school website three times, it was applied implicitly. As stated in the transcription of the audio file, this was done to provide more opportunities for better text comprehension. By identifying their areas of weakness and making corrections, pupils were given more time and opportunities to do better in reading comprehension.

Based on Songbatumis' (Year) references on problems in the teaching process, findings indicated that there were two matches compared to (Mumary, 2017) references, namely a lack of exposure to English and limited resource accessibility, while there was one challenge related to the teacher's teaching technique. Lack of English exposure issues were impacted by the diverse backgrounds of the pupils and their access to English. When taking into account the varying academic levels of the kids, PS discovered this issue. Their lack of exposure to English in daily life or in classroom interactions may be a factor in their academic performance. It had an impact on the teacher's point of view and the way in which assessments were divided up based on academic proficiency.

The second issue was the accessibility issues. PS asserted that her teaching objectives slightly differed from the objectives of the institution. The primary objectives of the school were to preserve and improve students' abilities so that they would be prepared for careers linked to each major. Less authority was available to teachers, and evaluation criteria were marginally altered. English was included as a supporting subject for the applicable major's primary subject.

Comparing the list of challenges with the most recent challenge (Mumary, 2017). It was a method of instruction. Because of the mixed-ability class, PS found it challenging to implement metacognitive research. When using metacognitive techniques, it made her instructional strategy implicit. In some way, teaching pupils metacognitive methods in the ideal order for success required precise instructions. Explicit strategy training, according to PS, causes pupils to lose focus and become more confused. PS asserted once more that student intellectual inequalities were a factor. Three different categories of metacognitive strategy were listed by (Zhang, n.d.).

They are responsible for organizing, supervising, and evaluating. It has been discovered that teachers use metacognitive strategies as part of monitoring. S used a visual explanation to offer pupils an overview of their assigned assignment. Its goal is to keep students' attention while helping them visualize the task's conclusion and expectations so that they can do it successfully. S also employs the re-reading technique by allowing students three chances to complete a formative test so they may assess themselves. These two metacognitive techniques were used to keep the teaching process and results consistent with what was anticipated and stated in the lesson plan. The current state makes it difficult to encourage metacognitive strategies in reading comprehension instruction.

According to the data, S faces similar difficulties in the classroom due to his or her limited exposure to English and the availability of resources. The reason for students' limited exposure to English is a combination of factors, including background, low attentiveness, and a lack of vocabulary proficiency. These issues have an impact on both student learning outcomes and overall teaching effectiveness. According to (Gustiani, 2019), one of the difficulties in a heterogeneous class is the teaching and learning style. It frequently occurs during the instructional process. S discovered that she used a metacognitive technique during her teaching process. She discovered that using a direct and instructive metacognitive method causes confusion in students. The variety of students' English skill levels becomes a factor and a restriction for S's successful application of the metacognitive technique.

SMK Telkom 2 Medan's English instructor used a metacognitive style to teach reading comprehension in this study, which employed a descriptive qualitative methodology. The data analysis led to the conclusion that the instructors at XII TB 1 and XII TKJ 2 employed the same metacognitive teaching techniques. The range of academic levels among the pupils, the institutional learning aim, and the restriction on information interchange all place restrictions on the teacher's ability to use metacognitive tactics in teaching reading comprehension. The latest school policy for the teaching and learning process at the school makes these issues more harder. Teachers' poor performance in the teaching process is influenced by the existing educational environment.

The researcher has various points to offer based on the data above. (1) The teacher should be able to direct proper instruction in the application of metacognitive methods. Students who receive well-informed education are better able to visualize metacognition and how to use certain, so-called metacognitive techniques, to solve particular problems. (2) The availability and understanding of an individual to access their cognitive level form the basis of the metacognitive technique. Once a teacher or student is able to assess their academic standing, they should set up a plan of action to address their challenges in the teaching and learning process. (3) If a different researcher wanted to carry out the same study, they should have taken the institution's availability and most recent policy into account. The right amount of time should be taken into account to collect the data with the fewest obstacles.

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