A COMPARATIVE EFFECT OF METACOGNITIVE SELF-MONITORING STRATEGIES ON STUDENTS' READING COMPETENCY BASED ON TEXT TYPES

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ABSTRACT

This study attempted to find out a comparative effect of metacognitive self-monitoring strategies on students' reading competency based on text types. This study was carried out at the second semester of the second year students of SMA Negeri 2 Denpasar in the academic year of 2011/2012. The independent variable in this research was metacognitive self-monitoring strategies with two levels, namely KWL which stands for Know, Want and Learn and SQ3R strategy which stands for Survey, Question, Read, Recite, and Review, and text types as moderator variable. The dependent variable investigated in this study was reading comprehension. The study was an experimental study with posttest only comparison group design. The total number of population was 10 classes, which consisted of 411 students all together. From the population, two classes, consisting of 64 students, were used as samples. They were divided into two groups; KWL group and SQ3R group by multistage random sampling technique. In this study, the scores of students' reading comprehension were acquired by administering reading comprehension test. The data were analyzed by using two way ANOVA and LSD (least significant difference) test. The result of the analysis showed that: (1) There is no significant difference between the two metacognitive self-monitoring strategies on the students' reading competency. However, the students treated with KWL strategy consistently gained higher scores than the score of student streated with SQ3R. (2) There is no significant difference in reading narrative text competency between students who were taught by using KWL strategy and those who were taught by using SQ3R. (3) There is no significant difference in reading spoof text competency between students who were taught by using KWL strategy and those who were taught by using SQ3R. (4) There is no significant difference in reading hortatory exposition text competency between students who were taught by using KWL strategy and those who were taught by using SQ3R. (5) There was no interaction between metacognitive monitoring strategies and text types. Based on the result of the study, it can be concluded that KWL strategy was better than SQ3R strategy on students' reading comprehension for any text type.

Key words: metacognitive self-monitoring strategies, text types and reading comprehension

Perbandingan Pengaruh Strategi *Metacognitive Self-Monitoring* terhadap
Kemampuan Membaca Siswa Berdasarkan Tipe-Tipe Teks.

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ABSTRAK

Penelitian ini bertujuan untuk menemukan perbandingan pengaruh strategi *metacognitive self-monitoring* terhadap kemampuan membaca siswa dilihat berdasarkan tipe-tipe teks. Penelitian ini dilaksanakan pada semester gasal, siswa kelas sebelas SMAN 2 Denpasar, tahun ajaran 2011/2012. Variabel bebas pada penelitian ini adalah strategi *metacognitive self-monitoring* dengan dua level yaitu KWL singkatan dari *Know, Want And Learn* and SQ3R yakni *Survey, Question, Read, Recite,* dan *Review* dan tipe-tipe teks sebagai variabel pembeda. Variabel terikat yang diselidiki dalam penelitian ini adalah kemampuan membaca. Penelitian ini adalah penelitian experimen dengan rancangan *posttest only comparison group*. Total jumlah populasi 10 kelas yang jumlahnya 411 siswa. Dari populasi tersebut, dua kelas berjumlah 64 siswa terpilih sebagai sampel. Kemudian dengan menggunakan teknik *multistage random sampling,* mereka dibagi menjadi 2 kelompok; kelompok KWL dan kelompok SQ3R. Pada penelitian ini, skor membaca pemahaman siswa diperoleh dari tes membaca pemahaman. Data kemudian dianalisis dengan menggunakan *two way ANOVA* dilanjutkan dengan tes LSD *(least significant different)*.Hasil analisis menunjukkan bahwa (1) Tidak terdapat perbedaan yang signifikan diantara kedua strategi *metacognitive self-monitoring* terhadap kemampuan membaca siswa, tetapi dengan strategi membaca KWL secara konsisten siswa memeroleh nilai rata-rata yang lebih tinggi dibandingkan dengan rata-rata siswa dengan strategi membaca SQ3R. (2) Tidak ada perbedaan yang signifikan dalam kemampuan membaca teks narasi antara siswa yang belajar dengan menggunakan strategi KWL dengan siswa yang belajar dengan strategi SQ3R. (3) Tidak ada perbedaan yang signifikan dalam kemampuan membaca teks *spoof* antara siswa yang belajar dengan menggunakan strategi KWL dengan siswa yang belajar dengan strategi SQ3R. (4) Tidak ada perbedaan yang signifikan dalam kompetensi membaca teks *hortatory exposition* antara siswa yang belajar dengan menggunakan strategi KWL dengan siswa yang belajar dengan strategi SQ3R. (5) tidak ada interaksi antara strategi membaca siswa dengan jenis-jenis teks. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa strategi KWL lebih baik dibandingkan dengan strategi SQ3R pada kemampuan membaca siswa untuk berbagai jenis teks.

Kata Kunci: strategi *metacognitive self-monitoring*, tipe-tipe teks, kemampuan membaca

I. Background of the study

Reading is a fundamental competency for senior high school students. According to Burns et al. (1996) reading is not only a single skill but also a combination of many skills that lead to derivation of meaning. Moreover, learning to read is not natural and easy, learning to read is a complex linguistic achievement and for many students, it requires effort and incremental skill development (Moats, 1999). In other words, reading is a complex linguistic competency; it needs other language aspects to be mastered by the reader to comprehend the text such as vocabulary, grammar, pronunciation etc. Research shows that any student who does not learn to read early and well will not easily master other skills and knowledge. Therefore, reading is basic competency in mastering English.

The most fundamental responsibility of the English teachers then, is to teach students reading. Indeed, the future success of all students hinges upon their ability to become proficient readers (Moats, 1999). This argument is understandable since reading always connects with knowledge, maturation of thought, innovation, advancement, modernization and so forth (Hamdan, 2010). It can be said that the students who want to be successful in learning many things particularly in their daily life should learn to read. Moreover, Bowman (1991:265) stated that reading is an appropriate means to promote a lifelong learning. It means, reading gives the students a tool which provides a technique to explore how "the world" wherever he/she chooses, and provides the opportunity to get a goal in life. Thus, reading is very crucial competency to be promoted to the senior high school students.

National education department of Indonesia states that the aims of teaching reading for senior high school are limited into three scopes. *The first scope* is the ability to comprehend written text to achieve informational literacy level. *The second one* is the ability to comprehend short functional text, monolog and essay in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. *The last scope* is the ability to comprehend the supporting competencies such as linguistic competency

(using grammar and vocabulary, phonetic, writing rules), socio cultural competency (using expression and language act acceptance in various communication contexts), the strategy competency (overcoming the problems that arise in communication process with various ways in other to the communication still occurs), and speech constructing competency (using construction form of speaking). (*Permendiknas*, 2006). Those aims indicate that, at this level, students must read in order to elevate their knowledge, to get new information and to learn supporting competencies in the reading materials that the author used in the text to master reading competency.

However, though the teaching of reading has been developed for long periods, and many researchers had done researches to investigate appropriate reading strategies to help students to have better understanding, many students are still struggling to comprehend reading texts. There are many factors could influence the success of the students to comprehend text. From the preliminary observation which was conducted in grade 11 of SMAN 2 Denpasar, it was found that students had poor comprehension in reading. The finding also indicated that overall students had little interest in reading. The reasons for this low interest are varied. *First*, construction of the lesson plans which did not indicate that the students read in order to learn. *Second*, the teacher did not applied student-centered approach well in the teaching learning process. The students were mainly assigned to find out certain kind of text and the example of the text in the internet or other sources, to read the passage, to work on the given task, and then to summit the paper in a certain day through email. *Third*, the students have lack of vocabulary and they were not able to connect what they were reading with their prior knowledge. Hence, the students were unable to decode the written words. The decoding of the written words is a very important aspect of reading competency. Without being able to decode the written words, reading comprehension is impossible. These explain why some students can read without understanding what they are reading. *Fourth*, the students did not have interest with the topic of text. They were mainly assigned to find out certain kind type of text in the internet or other sources. However, they did not select an interesting text that they really want to read in

the internet. It caused many interesting texts that was hard to be understand by the students. Whereas in real life, reading competency in this contexts refer to students' ability to efficiently find information from a brochure, pamphlet, flyers or other authentic materials which are meaningful for their life. *Fifth,* learning facilities such as the classroom and English books collections in the school's library were not sufficient. The lack of facilities also influences the students' comfort in learning. From the observation done by the researcher, it was found that students of high school paid a little attention to read a reading material given at their school. They also paid just a little attention to reading activities in the classroom. This also affects their reading competency. *Sixth,* most of the students did not know how to read effectively. The students did not have effective reading strategy to help them to comprehend the texts.

To overcome student's low ability in reading, Fogarty (1994) suggested applying metacognitive strategies. He claimed that metacognitive strategies are effective strategies to improve students' reading comprehension. Metacognitive is rooted from the word metacognition. Metacognition literally means "big thinking." Students are thinking about thinking. During the process of reading, the students are examining their brain's processing. Questioning, visualizing, and synthesizing information are all ways by which students can examine their thinking process. Teacher works to guide students to become more strategic thinkers by helping them understand the way they are processing information through scaffolding and reciprocal teaching (Fountas and Pinnell, 2000).

Further, practicing and applying metacognitive strategies, students become good readers, capable of handling any text across a curriculum. Boulware-Gooden (2007) found out that the metacognitive reading comprehension instruction significantly improved the academic achievement of the third-grade students in the domains of reading comprehension and vocabulary over the other instruction that was offered to the students in the comparison school. In line with this, Bongolan et al. (2005) found out that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. Cubukcu (2008) provides further

evidence for the benefits of metacognitive strategies training. He notifies that, all the students, especially those who have comprehension problems, should have the tools that can help them understand what they read. It means reading strategy especially metacognitive strategies holds on important role in mastering reading competency.

Metacognitive strategies involve three parts emphasis in the area of reading; **planning**, **self-monitoring**, and **self evaluating** (O'malley and Chamot, 1990). These metacognitive strategies entail specifying a purpose for reading, **planning** how the text will be read, **self-monitoring** for errors in reading comprehension, and **self evaluating** on how well the overall objectives are being fulfilled, which allow for taking corrective measures if comprehension is not being achieved. This study is limited to the area of metacognitive strategies. It focused on self- monitoring only. Self-monitoring or comprehension monitoring as it is often called, helps the students to restore lost comprehension and to adapt reading strategies to handle failure when comprehension breaks down (Schunk, 1997). Conner (2002a) suggests that the following strategies provide students with the opportunity to **monitor** their own comprehension: (a) DR-TA, (b) KWL, (c) QAR, (d) ReQuest, (e) Semantic-Feature Analysis, (f) SQ3R, and (g) Think Alongs. Meanwhile, Jun (2000) cited in Jayanti (2010) found out that **KWL** and **SQ3R** strategies improve the students' reading comprehension. For that reason, this study implemented metacognitive self-monitoring strategies namely **KWL** and **SQ3R.** **KWL** stands for Know, Want, Learn is a reading instructional strategy used to guide students through a text (Ogle, 1986). This strategy also helps students monitoring their ability and checking their understanding of the text by helping them recognizing what they can use, what they know to determine, what they want to learn through reading. It was proven by Nofithawati in 2008. She found out that **KWL** strategy improves the reading competency of second year students of SMA Saraswati Singaraja in the academic year of 2007/2008. The second strategy is **SQ3R.** **SQ3R** is a reading comprehension method which stands for Survey, Question, Read, Recite and Review; it is a study system, as the name implies, providing system

students with a systematic approach for studying text (Robinson, 1946). SQ3R strategy helps the students to remember the contents of the text better than reading the text in a simple way. This strategy has proven to be effective and versatile and can easily be integrated into many content areas and across grade levels. Students develop effective study habits by engaging in the pre-reading, during-reading, and post-reading steps of this strategy. Further, The *SQ3R* strategy helps enhancing comprehension and retention information of the students. Ridiawati (2009) found that there is significant improvement of students' reading competency by using SQ3R strategy. Burns et al. (1996) suggests that material chosen for SQ3R instruction should be content-based material on which the students should normally use the method.

In this study, the writer compares the effect of the two self-monitor reading strategies derive from metacognitive strategies; KWL and SQ3R strategies which are considered to be effective strategies to be used to comprehend English reading text. Further, in this study the writer also tried to investigate the interaction of those strategies toward type of texts; hortatory exposition text, spoof text, and narrative text. The result of this study is expected to give contribution to the field of ELT especially in teaching reading and the use of metacognitive strategies. It is also expected that the present study could gives insight in choosing appropriate strategy to teach reading comprehension effectively in the classroom overcome the discrepancy of ideal situation in teaching and learning English with the real condition in the school.

II. **Methodology**

This study is an experimental research with Post-test only Comparison Group Design. The study involves three variables; The first variable was the independent variable, that is, Metacognitive Self-Monitoring Strategies (A) with two levels namely KWL and SQ3R. The second variable was the moderator variable, that is, the text types (B) with three levels namely narrative, spoof and hortatory exposition text. The third variable was the dependent variable, that is, reading competency (Y). This experimental

research applied factorial design. The construction of a factorial design is that, all levels of each independent variable are taken in combination with the levels of the other independent variables (Wiersma, 1986). The levels indicate the number of independent variables. Further, this experimental research used 2 x 3 factorial arrangements therefore; there are two independent variables, which are taken in combination with three moderator variables. The researcher also investigated the interaction between the variables

This study was conducted in SMAN 2 Denpasar. All students in grade XI of SMAN 2 Denpasar were selected as population. Eleventh graders were chosen because it is the most profitable academic year of senior high school years (Good and Brophy, 1987). There were ten classes in the eleventh grade. Five classes of natural science group and the other five classes of social science group. By using multistage random sampling, two homogeny classes as the experimental classes were acquired, they are; XI IPA 1 and XI IPA 2.

There are two types of research instruments applied in this study namely teaching instruments and instrument for collecting data. Teaching instruments used in this study are; experimental scenario, questioner for try out experimental scenario, reading materials, and observation sheet for preliminary observation. While the instrument for collecting quantitative data for testing the hypotheses consists of reading comprehension tests.

The data were analyzed by two forms of statistical analysis namely descriptive statistic analysis (to find the mean score, median, mode, range and standard deviation), and inferential statistic analysis (to draw inferences by using t-test and a two – way ANOVA). SPSS 17 was applied for both statistic analyses to automatically calculate the data. The data would be presented in histogram to clearly compare the groups' differences.

III. **Findings and Discussion**

The descriptive analysis for both metacognitive self-monitoring strategies for each text types can be seen below:

Strategy	Typeoftext	Mean	Std. Deviation	N
Kwl	Narrative	76.4063	7.95495	32
	Spoof	74.5313	7.55190	32
	Hortatory	72.3438	9.83611	32
	Total	74.4271	8.57996	96
sq3r	Narrative	74.6875	8.70090	32
	Spoof	72.1875	8.79310	32
	Hortatory	71.5625	8.92961	32
	Total	72.8125	8.82021	96
Total	Narrative	75.5469	8.31508	64
	Spoof	73.3594	8.21606	64
	Hortatory	71.9531	9.32726	64
	Total	73.6198	8.71577	192

The table shows that the average mean score of the students treated with KWL was 74.43 and the average mean score of the students treated with SQ3R was 72.81.

The histogram chart for both strategies and the three text types can be seen below:

	Narrative	spoof	hortatory exposition
KWL	76.41	74.53	72.34
SQ3R	74.69	72.19	71.56
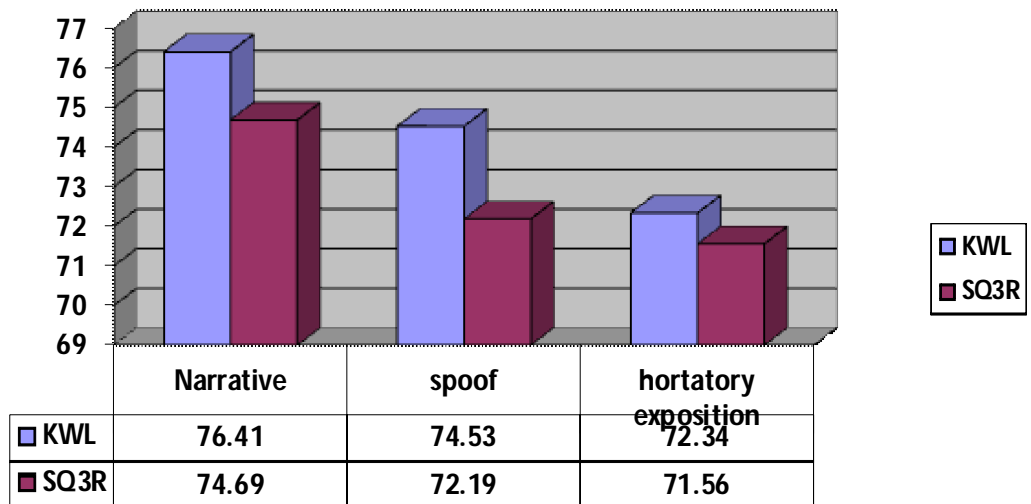
The histogram clearly shows that the mean score of the students treated with KWL were consistently higher for each text types.

Hypothesis 1

Descriptive analysis reveals that there was difference of the results between the score of the students taught by KWL strategy and the score of those taught by SQ3R strategy. To prove whether there was significant difference between the two reading strategies, two way anova calculation by SPSS 17 was applied. As the result, the sig. value was 0.198, which was higher than 0.05. It means that the difference between the two strategies was not significant. Therefore, it can be concluded that there was no significant difference between the students' reading comprehension taught by using KWL strategy and those taught by using SQ3R.

Hypothesis 2:

The value of t was 0.759 and sig value was 0.453. Since the sig value was greater than 0.05, it means that the difference was not significant. Therefore, it can be concluded that there was no significant difference in reading narrative text competency between students who were taught by using KWL and those who were taught by using SQ3R.

Hypothesis 3:

The value of t was 1.126 and sig value was 0.269. Since the sig value was greater than 0.05, it means that the difference was not significant. Therefore, it can be concluded that there was no significant difference in reading spoof text competency between students who were taught by using KWL and those who were taught by using SQ3R.

Hypothesis 4:

The value of t was 0.335 and sig value was 0.740. Since the sig value was greater than 0.05, it means that the difference was not significant. Therefore, it can be concluded that there was no significant difference in reading hortatory exposition text competency between students who were taught by using KWL and those who were taught by using SQ3R.

Hypothesis 5

The value of f was 0.132 and the sig. value was 0.876. Due to the fact that the sig value was greater than 0.05, means that, the interaction between metacognitive self-monitoring strategies and types of text was not existing. Therefore, null hypothesis on the interaction between the two variables was accepted.

There were two metacognitive strategies under the umbrella of Self-monitoring investigated in this study; the Know, Want, and Learned which is known as KWL strategy, and the Survey, Question, Read, Recite, and Review which is known as SQ3R. The average mean score of the students taught by using KWL strategy for all types of text was 74.43, while the average mean score of the students taught by using SQ3R strategy was 72.81. It indicated that KWL strategy consistently gained higher score than those taught by using SQ3R. Though inferential analysis showed that the difference between the two metacognitive self-monitoring strategies were not significant, the consistent better results of students' mean score of those taught by using KWL strategy proved that KWL strategy affects better on students' reading competency compared to SQ3R strategy.

The findings of this study supported findings conducted by other researchers. Jayanti (2010) identified the significant effect of three strategies; KWL, SQ3R, and POSSE on the students' reading comprehension. She found out that among the three strategies, KWL treated students in SMK Negeri 3 Singaraja performed better in comprehending text. Al Shaye (2000) and Piper (1992) in Al Khateeb (2010) reported that KWL is an effective reading strategy to be applied to improve reading comprehension of the students.

The group that studied the texts with KWL strategy surpassed the group that studied the texts with SQ3R. KWL strategy is considered more effective to be used in comprehending reading material since the first step of KWL leads to activate previous knowledge within the students and leads to enhance the students' ability to interpret the reading material and adapt it as to cope with their cognitive background.

The metacognitive strategy of self-questioning in KWL is used to ensure that students have already comprehended the text. When students set

their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema that lead to understanding of the new information presented in the text.

The second step of KWL has a great impact on enhancing the reading comprehension, since through the gap-filling process, the reader's knowledge about that particular subject is complemented, hence, better reading comprehension. In this sense, there is a connecting process between the knowledge the students possessed and the new information. The connection will build up logical relations among the ideas in the text. The students' self-made questions about the subject along with their own evaluation of what they want to learn is considered as a significant step towards comprehending the reading text.

The final step of KWL requires students to summarize learned information from the text. It helps the students to discover the writer thoughts deeper and more meaningful. It also helps students to monitor their progress toward their goals.

Students treated with SQ3R had lower mean scores compare to those treated with KWL. It means that SQ3R is less effective to be used to help students in comprehending text compare to KWL. One of the drawbacks of the strategy is that, it is time consuming. Students have to be willingly to invest sufficient time to work at comprehending the text. From the observation, it was found that they were reluctant to follow all steps of SQ3R which, indeed, quite lengthy and complicated.

Further, result of the two-way Anova calculation indicates that metacognitive self-monitoring strategies do not interact with the three types of text (narrative, spoof, and hortatory exposition). It means that types of texts do not contribute to the students' reading competency. Thus, the students got higher score in comprehending narrative text for both metacognitive self-monitoring strategies. Narrative text is a story like paragraph that intended to amuse or entertain the readers. Students, familiar with the nature as well as the

purpose of narrative text, will mentally feel motivated, less anxious, and quite curious about the plot of the story. Students with high motivation tend to have better understanding compared to those low motivated students. Theory also says that the less the students feel anxious, the more successful the learning will be. It can be concluded that students comprehend narrative text better due to the nature of narrative text that entertain and amuse readers.

The students' score on spoof text was insignificantly lower than their score on narrative. As narrative text, spoof text has purpose to entertain readers as well. However, the twist in the spoof text, which provides the punch line where there is unpredictable and surprising ending, often requires students' to think critically in order to make the whole story sensible. Failure in grasping the twist will result failure in comprehending the text. Then, it can be concluded that the students ability in comprehending spoof text was lower than narrative text because there is a twist which has a decisive element in defining their comprehension.

The students' score on hortatory exposition was the lowest compared to the other two types of text. The result of the LSD post hoc test between the three types of text showed that there was a significant difference between the students' score on the narrative text and the students' score on hortatory exposition (sig. value = 0.02). Differ with the other two types of text, hortatory exposition text is a type of written text that is intended to explain the readers that something should or should not happen or be done. Hortatory exposition text mostly found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. It is more likely to focus on the content rather than the language. Ever since the content of hortatory exposition is quite serious, students' motivation is weakening, they get bored easily, and it starts discouraging when plenty of scientific terms are not understood. In short, the students' score in comprehending hortatory exposition text was the lowest since the theoretical explanation usually found in such type of text is hard to digest by the students.

IV. **Conclusion and Suggestion**

Based on the research findings, the conclusion can be drawn as follows:

a. There was no significant difference between the two metacognitive self-monitoring strategies on students' reading competency. However, students treated with KWL strategy consistently gained higher scores than the scores of the students treated with SQ3R.

b. There was no significant difference in reading narrative text competency between students who were taught by using KWL and those who were taught by using SQ3R.

c. There was no significant difference in reading spoof text competency between students who were taught by using KWL and those who were taught by using SQ3R.

d. There was no significant difference in reading hortatory exposition text competency between students who were taught by using KWL and those who were taught by using SQ3R.

e. There was no interaction between metacognitive self-monitoring strategies and types of texts.

Based on the findings, discussion and conclusion, some suggestions can be given as follows:

a. Since KWL strategy consistently gives better result on any type of text, the English teachers in SMAN 2 Denpasar should take into account KWL strategy in teaching any type of reading text.

b. To other researches, the result of this study is expected to serve as guidance in conducting further researches on similar topics, probably involving other metacognitive strategies and other types of texts.

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