

IMPROVING STUDENTS' SKIMMING AND SCANNING IN READING SKILL BY APPLYING METACOGNITIVE STRATEGY

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Abstract: Reading is one of the main four language skills that a learner needs to master in order to ensure success in learning English. To facilitate students in comprehending a text, the effective strategies should be used. One of the strategies is Meta-cognitive strategies. The objectives of the research are to identify students' responses during learned process by using Meta-cognitive strategies and to investigate how high students' improvement of skimming and scanning reading skill after learned by using Meta-cognitive strategies in recount text. Meta-cognitive strategies improve students to reflect on thought processes and to plan, monitor, and evaluate aspects of their learning. The participants were third semester of English department students of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University. The research design was Classroom Action Research with 1 preliminary cycle and 2 cycles. This research was conducted from March, 2th 2015 until March, 21th 2015. Data collection technique was tests. Observations were done in each cycle. Tests form was given the students, they should answer 20 questions of multiple choice test. Then, the data were analyzed using mean (descriptive statistics) to find out the improvements. Meta-cognitive strategies were applied in the teaching learning process by giving plan (giving task for students), monitoring, evaluating, and problem solving to the students. After collecting the data, the result showed the improvements of the students. Students' average score in pre cycle test was 60. In the first cycle, the average score increased became 70. This score hadn't met the minimum standard score yet 75. Therefore, second cycle was conducted. Students' average score increased became 82.16. Students' engagements also increased since the first cycle. Consequently, the objectives were reached. Based on the result, it could be concluded that Meta-cognitive strategy can improve the students' skimming reading comprehension of recount text.

**Keywords – Reading Comprehension, Skimming,
Scanning, Metacognitive, Language Skill,
Action Research**

INTRODUCTION

There are many strategies to teach reading. But, not all of them are effective, because the students usually have problem in practicing the strategies (Nurhayati, 2014:177). To facilitate students in comprehending a text, the effective strategies should be used. One of the strategies is Meta-cognitive strategies. In reading classes, Meta-cognitive strategies can help students to endorse skimming reading comprehension in recount text. Meta-cognitive strategies encourage students to reflect on thought processes and to plan, monitor, and evaluate aspects of their learning (Henia, 2006:2). This strategy can be valuable instructional tools, especially for the reading skill, because many English as Foreign Language (EFL) teachers find that there is insufficient practice time for students who are required to cope with studying a new language and to read for content. The goal of Meta-cognitive learning strategies is to strengthen students' awareness of what makes their language learning successful, it is especially important for the reading teacher to understand how to use such strategies.

METHOD

Research Design

In this study, Classroom Action Research (CAR) design was used in this research. Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process (Burns, 2010:5). It is carried out by teachers in their context, in their classrooms. Action research is a model for teaching with high transparency that enables teachers to determine student achievement on a daily basis rather than waiting for the end of a quarter (Pelton, 2010:7).

Research Place and Time

This research was conducted at third semester students of English department of Walisongo State Islamic University. The reason of choosing this subject of the study because the study was aimed to improve students' competence of reading skill.

This research was conducted in 4 weeks, from the 1st week of March 2015 until the 4th week of March 2015. During the research time, 3 meetings with the students were held. The first week was used to observe students' ability in reading comprehension, and to check students' interaction with the teacher during teaching learning process in the class. Consequently, the data about students' pre ability in reading comprehension, especially in recount text was gotten. The following week was used to teach reading comprehension

using meta-cognitive strategies. Pre-test and post-test were given to the students about reading comprehension especially in recount text to check their ability in comprehending a text. The last week was used to teach reading comprehension using meta-cognitive strategies, evaluate the strategies, and give post test to the students about reading comprehension. The rest time was used to analyse the data and make a research report.

Research Subject and Objects of Research

The objects of this research were the third semester students of English department of Walisongo State Islamic University in the academic year of 2015/2016. The reason for choosing the third semester students of English department of Walisongo State Islamic University because for improving their reading skill, so that their achievement will be good.

Focus of the Research

In this Classroom Action Research, the research focuses on:

1. Students

Students as subject of the study can be seen from students' activity in teaching learning process: students' understanding and comprehend about text which is indicated by students' achievement, students' activity during teaching learning process.

2. Teacher (as the collaborator)

The collaborator in this research was Nur Syafaah, M.Pd, one of English lecturer at English department of Islamic Education and Teacher Training faculty of Walisongo State Islamic University.

3. Teaching learning process

The improvement of students' comprehension and achievement in reading teaching learning process by using Meta-cognitive strategies is also the focus of this research.

Cycles of the Research

This research was conducted for two cycles and one pre-cycle. Pre-cycle was used to observe students' ability in reading comprehension text. The first cycle was used to teach the materials of recount text, and the second cycle was used to teach the strategy to teach reading comprehension.

The sequences of each cycle are:

1. Planning

In this stage, the researcher made a lesson plan and prepare teaching material.

2. Running

In this stage, the researcher did the teaching learning process. The researcher gave a test by giving 20 questions of multiple choice tests and give 20 minutes to answer the question. After that, the researcher applied meta-cognitive strategies to teach reading comprehension in recount text.

3. Observation

In this stage, the researcher monitored students' progress during the teaching learning process. During this observation, the researcher collected the data.

4. Reflection

In this stage, the researcher analyzed the data gotten during the cycle. Then, the researcher determined what had been done in the next step.

Data

In this research, the main data were general data and specific data. General data included student name list, school curriculum, lesson schedule and the picture documentation during the research. The specific data were used to analyse the result of this research. The specific data include data of implementation of Meta-cognitive strategy during teaching learning process, and students' skimming reading comprehension score in recount text in pre-cycle, cycle 1 and cycle II.

Data Collection Technique

During this research, the data were collected by using:

1. Observation

Observation is the activity of giving total concern to research object of the sense. It was used to know the condition of class and the obstacles appeared during teaching learning process and it was used to know students' difficulties, problems and understanding about material given. The researcher was observed the ability of the students and their motivation towards English. This observation was done in pre-cycle.

2. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group. There are two kinds of tests was used by the researcher: Pre-test and post-test. Pre-test was given before the researcher gave the

material to the students. The researcher gave pre test in each cycle, by giving 20 questions of multiple choice tests and give 20 minutes to answer the questions. Post-test was given after the researcher gives the material to the students. The researcher gave post test in each cycle, by giving 25 questions multiple choice test (the questions were different from the questions given in pre test), and gave 25 minutes to answer the questions.

3. Documentation

The researcher took pictures, videos, and recordings during the researcher conducted the research.

Data Analyzing Technique

Data analysis is an attempt by the researcher to summarize the data that have been collected in a dependable, accurate, reliable, and correct manner. After collecting the data, the researcher analyzed the data .It can be defined as the process of analyzing data required from the result of the research. The score of students' achievement can be calculated by using this following formula.

$$M_{xc} = \frac{\sum xc}{S_{max}} \times 100 \%$$

Where:

M_{xc} : The level mastery of content

$\sum xc$: The students' score of content

S_{max} : Maximum score of content

According to school's regulation, the scoring and category of the score of reading comprehension are as follow:

The Criterion of Reading Comprehension

Total Score interval	Category	Meaning
85– 100	A	Excellent
75 – 84	B	Good
< 75	C	Fail

The mean score of the class can be searched by using this following formula.

$$\bar{x} = \frac{\sum fx}{n}$$

Where: \bar{x} = the mean
 f = the sum offset score
 n = the number of students

Indicators of Achievement

This study will be said to be success if the research objectives' indicators are reached. In this research, the researcher formulates the research objectives' indicators as below:

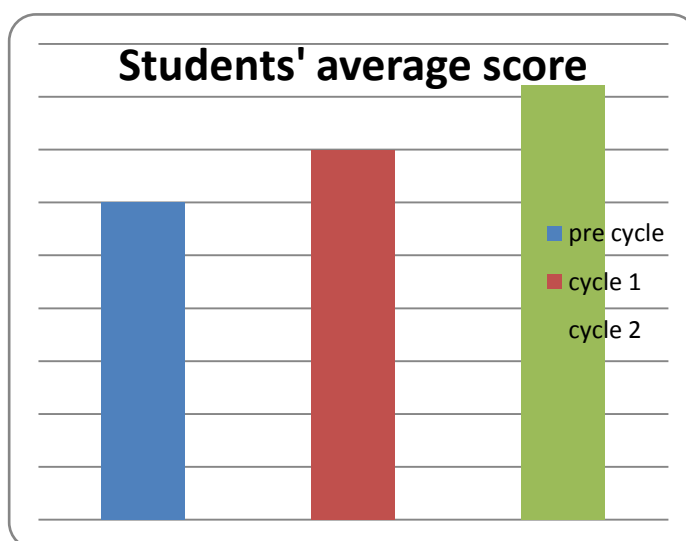
1. Students' average achievement in reading comprehension of recount text is equal to or higher than minimum score established by the English department (75).
2. Students reach the minimum score (75) are equal to or higher than 80% of total students in the research.
3. Students' interaction in skimming and scanning reading skill higher than 75% of total students in the research.

FINDINGS AND DISCUSSIONS

Findings

The findings of the research are students' improvements and student's interaction during the study. Since pre test until test in the second cycle, the increase of students' average score was shown as below:

The increasing of students' average score



The Result of Students' interaction from Preliminary until Second Cycle as follows:

No.	Cycle	Mean
1.	Preliminary	36.6%
2.	Cycle I	60%
3.	Cycle II	76.7%

In the pre cycle, all of the students have been doing the test, and the average result was 60. In this activity, the teacher still uses conventional method and didn't implement teaching strategy. He did not use meta-cognitive strategies as teaching aid. The students' interaction was 36.7%. It means that students' interaction were still low from the indicator of achievement (75%). In teaching learning process, only half of the students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sit down in backside. They like to talk with their pairs. The students look bored and sleepy.

In the first cycle, the average result increased became 70, and the students' interaction was 60%. The teacher began uses meta-cognitive strategies to teach the students. In beginning, students were still confused with the strategy. But, after several examples, they began to understand. In teaching learning process, many students joined the class enthusiastically. They sometimes paid attention, and sometimes didn't pay attention.

In the second cycle, the average result was 82.16. It was higher than result in pre cycle and first cycle. It showed that there was some significant improvement in students' achievement. The students' interaction in the class was also increased became 76.7%. Furthermore, there was also improvement from cycle 1 until cycle 2.

Teaching learning process in second cycle does not have many different with the previous one. The researcher just analyzed and gives more attention to some students that still have lower score. Before the lesson began, the teacher asked the students to give more pay attention to the lesson. Because the materials were quite difficult, the researcher would give reward to the students who can answer the question correctly, so it makes the students are more highly motivated to learn. In teaching learning process, majority of the students joined the class enthusiastically. All activities in this cycle run well.

The researcher felt that applying meta-cognitive strategies to endorse the students' skimming and scanning in reading comprehension for recount text was successful. Because meta-cognitive strategies encourage students to reflect on though processes and to plan, monitor, and evaluate aspect of their learning.

Discussions

Here, students' achievements would be discussed and students' progress in joining teaching learning process also would be explained.

This research is concerned with how students could comprehend a text through meta-cognitive strategy. Before implementing this strategy, the students were difficult to comprehend a text especially recount text. They also felt difficult to find information from the text. After meta-cognitive strategy was implemented, the students reflect on thought processes and planning, monitor, and evaluate aspect of their learning (Henia : 2006 : 2). In fact, the students' achievement of reading comprehension on recount text was improved. The average of students' achievement and students' interaction increased every cycle and it reached the indicator of achievement. This strategy encouraged students' interest and motivation. So, it could influence students' achievement.

In pre-cycle, students' enthusiastic was less, because the teacher used conventional method, where the students have to memorize the material from the teacher. It makes the students bored because the method is monotonous, and the students are not active in teaching learning process. When the teacher explained the material, there were some students talking with other, or doing something else, such as day dreaming, or writing something in the book. After pre-test test was conducted, the result of test was 60. It could be concluded that students reading comprehension was low. They translated the words one by one. It needed more time to understand the whole text and to find the information from the text. Here, teacher should be stimulus the students' motivation and interest in teaching learning process.

In the first cycle, meta-cognitive strategy was introduced to the students. They were asked to pay attention to metacognitive strategy rules. The students' interaction was good enough. It could be seen from most students actively in joining Meta-cognitive strategy and were able to appreciate the teacher's explanation. When the material was explained, they were looked a little confused, because this strategy was new for them. The explanation of recount text was connected with their background of knowledge. So it made them understand the material well. It could be seen in the result of test in this cycle. The score increased than before.

In second cycle, they were more enthusiastic than first cycle. They paid more attention when the materials were explained. They still made a noise, but it was still related to the material. For instance, before they comprehend a text, they have to found key word in each paragraph from the text. After that, teacher asked them to find the information from the text. The students' achievements were increased. They looked more enthusiastic in

implementing meta-cognitive strategy. In second cycle, the average result was higher than result in pre cycle and first cycle. It was because students were familiar better with metacognitive strategy in every cycle. Their motivation and interest were also better in every cycle. From the description of teaching learning process during the research above, it could be concluded that meta-cognitive strategy was effective to be implemented in teaching reading comprehension of recount text. In the learning process, some students were easy to be bored. So, the students' response in the class when teaching learning process was not maximally.

CONCLUSIONS AND SUGGESTION

After this research completed, it could be concluded as below:

1. The students' responses in the learning process: the students are enthusiastic in listening to teachers' explanation, the students show curiosity by asking the questions, the students are enthusiastic in teaching learning process, the students are active to present the material, the students are enthusiastic doing the test. The results of students' responses: Preliminary 36.6 %, Cycle 1 : 60 % and Cycle 2 : 76.7 %.
2. Based on the result of the study, the research drew conclusion that applying meta-cognitive strategies to improve students skimming scanning reading skill of the third semester students of English department of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University in the academic year of 2015 /2016 was to pass two cycles, whereas in each cycle consist of four steps. Planning, acting, observing, and reflecting. The steps of applying meta-cognitive strategies to improve the students skimming and scanning reading comprehension are: the first is planning. In this planning, there are giving the task for students. The task is about reading comprehension from the passage or text. The students began reading the text in the target language, they plan by setting the goals or thinking about what they want to get out of the text and making predictions about the text based on the title and the prior knowledge of the topic. The second steps are self- monitoring. The students mention the topic and make the conclusion from the text. As they read, check whether the text is making sense. However, as they read they decide that, based on new information in the text, they need to go back and revise some of the plan. The third steps are self-evaluating. The students continue reading and then decide to stop and evaluate themselves. And the last steps are problem solving. . If the students felt that they did not understand an important phrase or idea, they may need to go to the problem solving process. In other words, they are using each process as it is needed during the

task, although not necessarily sequentially. The student's achievement in reading comprehension of recount text were increasing significantly. Their progress during the teaching and learning activity by using meta-cognitive strategy was good. It can be seen by students' achievement in reading comprehension in each cycle. In the first cycle the average of the students' achievement was 69.8. In the second cycle the average of the students' achievement was 82.16. The students can find the information and main idea from the text using meta-cognitive strategies and how to skim reading comprehension. Students' reading comprehension increased as well as their motivation to learn English and they were understood reading English text well. Result of the research shows that the students improve their reading comprehension effectively.

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