Implementing Metacognitive Strategy Instructions Training in The Reading Class

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ABSTRACT
Teacher knowledge refers to the ways teachers know themselves and their situational. This paper applies a narrative inquiry method to illuminate teacher’s activities. Regarding on its vignette to this paper the writer inquiries into what I know and feel about English teaching learning process and illuminate my teacher knowledge by referring to what educations expert says regarding to learning strategies “Metacognitive Strategy Instruction Training in the Reading Class”. This paper described the metacognitive strategies Instruction which is implemented in the academic reading class.

Keywords: Metacognitive strategies, reading.

INTRODUCTION
Reading is promoted for students which is beneficial for their language development. The importance of reading for second or foreign language learners is to lead them as skillful users of the target language.

In reading, metacognitive strategies are self-monitoring and self-regulating activities which focused on the process and the product of reading. Inside the activities on metacognitive strategies, the readers are aware whether they can comprehend what they read or not, they employ ability to judge the cognitive demands of reading task, they possess knowledge of when and how to employ a specific cognitive reading strategy according to text level and knowledge of situational constrains (Baker & Brown, 1984; Gourgey 2001; Hamdan, Ghafar, Sihes&Atan (2010) as quoted in Zang and Seepno (2013).

Before starting any reading assignment, students must be informed on how to improve and use their planning, monitoring and evaluation skills. Hung and Thao (2014) explained that planning strategies in terms of reading are used before reading. Almasi, (2003) and Israel (2007) as quoted by Hung and Thao (2014), described that activating learners’ background knowledge to make them prepared for reading is an example of planning strategies. It includes: previewing a title, picture, illustration, heading, or subheading can help readers grasp the overview of the text. Readers may also preview the general information in the text and its structure (Almasi, 2003); Paris et al. (1991) as quoted by Hung and Thao (2014). The other examples is when the learners in planning strategies check whether their reading material has a certain text structure, such as cause and effect, question and answer, and compare and contrast. Further examples, setting the goals for reading also categorized as a planning strategy (Paris et al., 1991); Pressley (2002) as quoted by Hung and Thao (2014).

Strategies, such as organizing, setting goals, considering the purpose and planning for a language task, help learners arrange as well as plan for their language learning in an efficient way. According to the definitions of metacognitive strategies above, it can be concluded that metacognitive strategies involve planning for learning, thinking about the learning process, monitoring of comprehension and self-evaluating after the learning activities are finished. It is also
known that they are higher-order executive skills which may make planning, monitoring or evaluating become an important part of a learning activity.

**THEORETICAL FRAMEWORK**

a. **Reading Comprehension**

McNamara (2007: 4) asserted that comprehension is not effortless and fast. When novice readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. Cognitive strategies are especially crucial when there is a failure at every level of comprehension. Purposeful, conscious, effortful, time-consuming strategies are applied to reconstruct or elicit a reading component that is not intact will be employed by the successful reader (McNamara, 2007: 4).

RAND Reading Study Group (2002: 11) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and engagement with written language. The words ‘extracting’ and ‘constructing’ is asserted to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. There are three elements of comprehension. They are the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is part.

b. **Guided Reading as the Ideals of Teaching Reading Comprehension**

Guided reading is a crucial approach in literacy education. Applied equivalently by other approaches such as shared reading, reading aloud, and independent reading, guided reading facilitates teachers in terms of the availability of effective support for students’ literacy learning (Pacific Learning, 2002).

A teacher supports for learners in guided reading approach are: 1.) to select a text that is appropriate for a particular group of students who have similar reading ability, 2.) to introduce the text being talking to the students which is about the relevant experiences that they may have had, and 3.) to provide sensitive support for the students to “talk, read, and think their way purposefully through” the text (Reading for Life, 1997: 80) as cited by Pacific Learning (2002).

c. **Stages in Reading Lesson (Pre reading, During Reading and Post Reading)**

Reading teachers commonly interpret three well-defined stages in the reading lesson namely the pre-reading, during reading (while reading or guided reading) and postreading (after reading) stages (Hedgcock and Ferris (2009), Laverick (2002) as cited by (Grabe and Stoller, 2013: 247). It is appropriate that the reading stage offers a definite set of instructional purposes which followed by attention to specific strategies used by skilled readers in every stage. (Hedgcock and Ferris (2009), Hudson (2007) as cited by Grabe and Stoller, (2013: 248).

How the use of pre-reading supported by many reading methodologists and it is followed by some benefits for students to: a.) foster the activities to students’ background knowledge; b.) to provide information that students are not likely to have but need to comprehend the text; c.) to build up student reading desire; d.) to stimulate student interest in the text topic, and e.) to introduce students to pre-reading strategies often used by skilled readers (Taboada and Guthrie, 2006), Hedgcock and Ferris (2009) and Hudson (2007) as cited by Grabe and Stoller (2013: 249).

Last stage particularly post reading question unluckily deprive the teacher from a realistic assessment of students’ reading abilities and steal students from developing their
reading and critical thinking abilities from reading comprehension and the experience is having to be accountable for learners’ reading and responses.

comprehension was not enhanced.

d. Learning Strategy Instruction

McNamara (2007: 4) claimed that people could argue that reading strategies are also important for many adults who want to be considered as skilled readers. There are basically three arguments to shore up the claims why reading strategy is important. First, many readers do not know whether they are adequately comprehending text. Second Baker (1985); Otero & Kintsch, (1992) as stated by McNamara (2007: 4) explained that many readers have a false impression of comprehension when they read text because they insist on low levels of analysis as a criterion for adequate comprehension. McNamara (2007: 5) later added the third argument that nearly all adults have trouble in comprehending technical expository text at deep levels even though they are skilled readers.

Boulware-Gooden, Carreker, Thornhill, and Joshi (2007) as cited by Pressley et al. (1998) found that when students read many kind kinds of paper without strategy their comprehension was not enhanced. Boulware-Gooden, Carreker, Thornhill, and Joshi (2007) cited Pressley et al. (1998) stated that they proved it by conducting how one strategy affects the students reading comprehension.

O’Malley & Chamot (1995: 201) suggested the theoretical model that CALLA is based on the suggestion that language is a complex cognitive skill. It needs extensive practice and feedback in order to operate at an autonomous level.

Furthermore, CALLA concentrates in the acquisition & use of procedural skills that facilitate academic language and content learning also on the learning to understand and communicate in the new language to lead students be more proficient in the language.

The most critical feature in cognitive theory in corporate in the CALLA model is the identification and training of learning strategies.

O’Malley & Chamot (1995: 203) propose three components of CALLA model in instructional design: topics from the major content subjects, development of academic language skills, and direct instructional in learning strategies for both content and language.

They also propose that in CALLA language is used functional as a tool for learning academic subject matter. Students need instruction on how to transfer previously learned language skills to English.

They put more attention in the third development of CALLA system, the instruction in learning strategies. The use of learning strategy instruction in CALLA seem to be as effective for learning a language as they are for learning in other areas.O’Malley and Chamot classify learning strategies into three types (1995: 207): (a) Metacognitive strategies, (b) Cognitive strategies, (c)Social / affective strategies. In this study, social / affective strategy doesn’t include in the research.

e. Metacognitive Strategy


Before starting any reading assignment, students must be informed on how to improve and use their planning, monitoring and evaluation skills. Hung and Thao (2014) explained that planning strategies in terms of reading are used before reading. Almasi, (2003) and Israel (2007) as quoted by Hung and Thao (2014), described that activating
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O’Malley and Chamot (1990) point out that metacognitive strategies is higher order executive skills which involve knowledge about cognitive processes, regulation of cognition, self-management, planning for learning, monitoring and self-evaluating after the learning activities have been completed.

As for classification of metacognitive strategies, it began in the 1970s. O’Malley and Chamot (1990) classify metacognitive strategies into three categories on the basis of their functions in general language learning. The sub-categories of metacognitive strategies are listed in the following Table. Table below is not directly taken from O’Malley and Chamot (1990), but it is made on the basis of what they said in their books.

f. **Strategy Training**

Once teachers know how students are currently learning, they can help students learn effectively. Training of language learning strategies is called many things: ‘strategy training’, ‘learner training’, ‘learning to learn training’, learning methodology training’ and ‘methodological initiation for learners’ (Oxford, 1990).

Oxford (1990) claimed that the best strategy training not only teaches language learning strategies but also deals with feelings and beliefs about taking on more responsibility and about the role change implied by the use of learning strategies. Unless learners alter some of their old beliefs about learning, they will not be able to take advantages of the strategies they acquire in strategy training. Therefore, strategy training can cover more general aspects of language learning.

Language learning strategies can be taught at three different ways, awareness training, one-time strategy training, and long term strategy training. Oxford (1990: 202) explained that awareness training in its situation, participants become aware of and familiar with the general idea of language learning strategies and the way such strategies can help them accomplish various language tasks. Awareness training is prominence due to the introduction for individual to the concept of learning strategies. Participants of the training can be teachers, students and anyone else interested in language learning process.

**RESEARCH METHODOLOGY**

a. **Participant**

The participants in this sixteen weeks training were 25 of forth semester students of the English Education Department of the Teacher Training and Education Faculty of the State Institute for Islamic Studies (IAIN) Salatiga. Simple random selection of participants was taken from the third semester of the 2015 academic year. The participants were the classified into high and low level of learning autonomy based the score of the questionnaire.

The participants of the metacognitive strategy instruction are 25 students which classified into 14 students in high level of learning autonomy and 10 students in low level of learning autonomy.

There is a research collaborator who teach academic reading and uses metacognitive strategy instruction.
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Reading Stage</th>
<th>Categories</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacognitive</td>
<td>Pre Reading</td>
<td>Planning</td>
<td><strong>Advance organization.</strong> Deciding what the objective of a specific reading task is and making a plan on how to finish it.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td><strong>Directed attention</strong> Paying attention to the main points in a reading task to get a general understanding and ignoring irrelevant information.</td>
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<td></td>
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<td></td>
<td><strong>Selective attention</strong> Paying attention to particular details which related to the reading comprehension tasks.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Self-management</strong> Understanding necessary conditions for reading and managing their own motivation for tasks as well as adjusting reading rate.</td>
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<tr>
<td>During Reading</td>
<td></td>
<td>Monitoring</td>
<td><strong>Comprehension monitoring</strong> Monitoring understanding of the reading materials and checking or verifying one’s understanding.</td>
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<td></td>
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<td><strong>Task monitoring</strong> Monitoring completion of the tasks.</td>
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<tr>
<td>Post Reading</td>
<td></td>
<td>Self-Evaluation</td>
<td><strong>Performance evaluation</strong> Judging how well they have done on the reading task.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Problem identification</strong> deciding on what problems they still have with the reading task.</td>
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**DISCUSSIONS**

a. Pre-Reading

The lecturer and the students pray together by reciting *Basmallah* and *AlFatihah* together. He later invents the students to do the game. Contrastively with the last week game, the game on that day is successfully done by the students. After the game is conducted, the lecturer decides to continue to the training process. He fosters the students to think about the strategy to read the passage entitled “Federal Policies for Natives People”.

1. Planning

   a) Advance organization (Deciding what the objective of a specific reading task is and making a plan on how to finish it)
   
   *In this stage, the teacher gave the vocabulary game to stimulate the students' concentration.*

   b) Directed attention(Paying attention to the main points in a reading task to get a general understanding and ignoring irrelevant information)
   
   *In this stage, the teacher asked students to write down their reading target on that day, and gave three minutes to finished it.*

   c) Selective attention (Paying attention to particular details which related to the reading comprehension tasks)
In this stage, the teacher checked the students' target by asking them one by one, then some of the students told their targets, such as they would like to read passages without opening the dictionary, they would like to read the main idea only, and the other one would try to underline the new vocabularies.

d) Self-management (Understanding necessary conditions for reading and managing their own motivation for tasks as well as adjusting reading rate.)

In this stage, the teacher gave fifteen minutes to the students to read a text with five paragraphs and ten questions, then asked them to finish it using their own ways on their target for that day.

b. During Reading
The lecturer checks the students' reading comprehension during the lesson, then after comprehension monitoring is ended the post reading activity is held.

1. Monitoring
   a) Comprehension monitoring (Monitoring understanding of the reading materials and checking or verifying one's understanding)
   b) Task monitoring (Monitoring completion of the tasks.)

   In this stage, the teacher went around the class during fifteen minutes reading to checked the students' activity.

c. Post-Reading
The lecture moves to the evaluation process of reading.

1. Self-evaluation
   a) Performance evaluation (Judging how well they have done on the reading task)
   b) Problem identification (deciding on what problems they still have with the reading task)

   In this stage, the lecturer instructs the students to write the reading problem in the white board and reflect on the problem. On the post reading activity the lecturer and the students acquire solutions toward the reading problem that the student found.

The lecture is ended by reciting hamdalah and the lecturer checks the students' attendance. The lecturer called the students' name and the students raise their hand. The lecturer leaves the class after the students have lefted the class.

PEDAGOGICAL IMPLICATIONS

Firstly, it is recommended that EFL Indonesian students must be trained using the learning strategy instruction to improve their reading comprehension. In this way, they could develop their reading comprehension skills.

The success of the strategy instruction training is depended on initiatives of English autonomy level. For high learning autonomy level students, teachers should challenge their ability by encouraging them to read articles and create an active learning environment to motivate them to read more. Meanwhile, the low learning autonomy level students, ones need more support from their teachers in terms of reading strategies and motivation.

Secondly, students should be permitted to take responsibility for their own learning inorder that they could learn independently and, ultimately, become autonomous learners. Therefore, proper training was the key. The students should learn how to apply ER strategies in selectingsuitable
reading materials and developing good reading habits to enhance their reading habit in the long term. Hence, the teacher was a key factor in the success or failure of students’ learner autonomy development. So training sessions (e.g., reading methodology, extensive reading activities, and learner autonomy strategies) before ER implementation were also essential for the teachers. As a result, it could be said that ER integrated with learner autonomy training strategies in this particular research was an alternative way for teachers to apply for the greatest benefit of Thai undergraduate students and, importantly, for their long-term improvement of English proficiency as a whole.

**CONCLUSION**

This study investigated students’ use of learning instruction strategies including metacognitive and cognitive strategy instruction on English Reading Comprehension. The findings should that strategy instruction training on learning strategy instruction effects on improve students’ comprehension especially for high level of learning autonomy students. The students had to select their own books, read silently by themselves, and took the responsibility for their own learning. Therefore, they were expected to go along the path toward the learner autonomy improvement to a certain degree. By the end of sixteen-week program, the students had better understand of learning strategy instruction, could draw what steps they should take to achieve their reading goals or to evaluate their reading performance. Once students could be responsible for their own learning, they were ready to become autonomous learner sooner or later.
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