

The Use of Metacognitive Strategy in English Reading Comprehension

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Abstract

Reading is considered as one of the most important language skill. In the reading comprehension process, students must understand the content of the text to get information from what they read. Metacognitive strategy, related to the students' logical sequences, allows them to use effective ways to overcome the difficulties while they are reading. The aim of this study is to delve into metacognitive reading strategies used among senior high students for comprehending reading texts. The study suggests that students should develop positive attitudes towards reading comprehension process and teachers are required to integrate a metacognitive reading strategy instruction to foster students' metacognitive strategies and comprehension abilities.

Keywords

Metacognitive Strategy; English; Reading Comprehension.

1. Introduction

1.1. Purpose and Significance of the Study

Reading is considered as one of the most important language skill. Lambe defines reading as a process of readers combining information from a text and their own background knowledge to build meaning. He emphasizes that reading is an active process of fluency that aims at comprehension[1]. Metacognition, one of the reading strategies, relates to students' logical sequences in the learning process. It allows effective ways will used by the students, how to overcome the difficulties while they are reading.

Plenty of studies have shown that metacognitive strategies have a significant positive influence in the process of reading comprehension. Some researcher highlighted metacognitive strategies that helped students to focus their attention on understanding the content and making connection between the prior knowledge and new information. The aim of metacognitive strategies is to teach students how to set objectives and how to be effective and independent was emphasized. Baker deepened that metacognitive strategies are related to how we think and learn including three skill techniques: planning, monitoring and evaluation[2010]. In the beginning of reading assignment students must be informed on how to use their planning, monitoring and evaluation skills. It is of great importance to improve the questioning skills of students in the process of teaching metacognitive strategies. Metacognitive strategies is a tool that not only involves students in the process of learning but also recognize their own learning duty. Students with metacognitive abilities can deal with their learning and its execution through managing thoughts, assessing learning, and evaluating the time required for study through the use of appropriate strategies.

Although previous research has shown that students in higher education are capable of monitoring and reflecting on their strategy use[3], the findings from a recent study by Anthonysamy et al. revealed that metacognitive knowledge is still lacking among senior high students[4]. Furthermore, Boser revealed that the biggest issue in learning is that students do not engage in metacognition enough[5]. They do not stop to ask themselves if they get a skill or

concept. These students who lack metacognitive strategies are not able to process the reading text well through planning, monitoring, and regulating. Therefore, the purpose of this study is to delve into the use of metacognitive strategies used in reading comprehension among senior high students and give some significant suggestion.

2. Problem Identification

2.1. Metacognitive Strategies

Metacognitive strategies is regard as the action to be ready to face learning, monitor their own understanding and comprehension and evaluate the advantages of achieving a learning objective[6]. The concept of thinking about the thinking process, self-awareness, understanding, and memory techniques and learning characteristics as noted Flavell, which are the key to getting students to learn with greater depths and understanding. Based on the taxonomy developed by Chamot, Zimmerman and Martinez-Pons defined metacognitive strategies into three basic steps as follow: monitoring, planning, and regulating, which respectively occur before, during, and after the reading process[7]. This study is based on the process classified by Zimmerman and Martinez-Pons, which is widely used and accepted.

The first process is planning. Planning enables students to search through and manage the vast information available in the reading context and use information to achieve learning goals in the reading process. Godaet al reported in their study that students with planning skills managed their time better in the aspect of timely assignment submission and this contributed to better learning performance(8).

The second process is monitoring. Monitoring the learning process contributes to a successful learning outcome, as students have the room to check their understanding compared with some self-set goals. Monitoring strategies include setting goals, optimizing attention, tracking progress as well as self-testing through questions[9]. Accurate monitoring enhances the regulation of learning because it provides feedback on what students already know and where they need to focus their resources.

The last process is regulating. Regulating are closely linked to monitoring strategies. As students monitor their learning progress, some continuous adjustments are needed to realign academic behaviour so that it is consistent with goal-attainment. Students should be given opportunities to reflect upon what they are accomplishing while reading through self-check questions.

2.2. Metacognitive Strategies Used in Reading Comprehension

Metacognitive strategy is the foundation for other reading comprehension strategies. Proficient readers usually monitor their own thoughts, controlling their experience with the text and enhancing their understanding. Teachers can help students develop this skill by modeling and providing concrete experiences to help students understand and apply the strategy to fiction or nonfiction text. Reading comprehension is a critical component of functional literacy. Since the propose of metacognitive strategies, many scholars have conducted a lot of studies, some researchers focused on the influence of metacognitive strategy in reading comprehension. For instance, Tabolt's experiment reported that the use of metacognitive strategies does have a positive impact on effective reading[10]. While others o trying to find out the frequency and difference of metacognitive strategies used by high-level readers and low-level readers respectively. Research has consistently shown that metacognitive reading strategies differentiates highly proficient readers from less skilled ones [11, 12]. Second language learners who know and understand their strengths and weaknesses and who know which controlled learning strategies work for them are better able to overcome the difficulties they encounter in second language reading tasks.

3. Problem Solving

3.1. The Development of Metacognitive Strategy Used in Reading Comprehension

For the purpose of improving students' application of metacognitive strategies, this study comes up with the following suggestions for senior high schools English teachers.

3.1.1. Integrating Metacognitive Reading Strategy Instruction

More metacognitive strategy instruction should be given to senior high students about the steps they have to take before, during and after a reading activity. First, Students should be informed about preparing a plan before any reading activity. For instance, before reading, previewing to making a decision whether to read a book, an article, or a text, and predicting to anticipate the content of a text. What's more, students should be provided more training to deal with unexpected situation while reading. When the comprehension breakdown, the ability of adopting repair method is the self-monitoring strategy that students need to learn. Students should be taught the steps to be taken and the strategies to be adopted in guessing the end of a class. This activity has the potential to clarify for the reader what the purposes for reading a particular text might be.

3.1.2. Setting Different Requirements for Different Level Students

In the light of the the analysis of the previous studies, it's clear that the use metacognitive reading strategies differentiates between senior high students' different level of . Thus, Teachers need to consider the significant differences between high proficiency students and low proficiency students in accordance with their aptitude. For low proficiency group students, senior high school English teachers should strengthen the training of selective attention strategies and monitoring ability so as to improve their ability of using metacognitive strategies in English reading. Only by taking the real using situation into account, cansenior high school teachers make suitable teaching plan to meet students with different

3.1.3. Changing Teaching Concept

In the traditional English reading class, teachers who work as the center are eager to teach students new words, new phrases and the related sentences or grammar. Students are busy at taking notes and they did not have enough time to think and practice their reading strategies. It seems that students can only be the listener in reading class. But the New English Curriculum Standard (2022) has clearly clarified the roles of teachers and students. Students should be regarded as the center of class, while teachers should act as the organizer, conductor, facilitator, and cooperater in class. What teachers need to do is to teach students how to learn by themselves. In other words, teachers' task is to cultivate students' independent learning ability. Metacognitive strategies play an essential role in cultivating students' independent learning ability. So, English teachers should accept the new teaching requirement and adjust the teaching methods and concepts in time.

4. Conclusion

This study is conducted to look into the metacognitive strategy used in reading comprehension among senior high students. The study suggests that teachers are required to integrate a metacognitive reading strategy instruction to foster students' awareness of using metacognitive strategies in reading comprehension process. What's more, teachers should set different requirements when teaching students to use metacognitive strategy, so as to cater for the different needs and English proficiency. At last, Teaching concept should always update with the ever-changing of the education and students'needs, always bearing in mind that students are the center of the class.

This study has limitations. First, the study limited the scope of the research by focusing on the literature abroad, less attention is paid to the research development at home because of the limited length. Second, due to the realistic constriction, there is no controlled experiment in this study to show how to apply metacognitive strategy in reading comprehension. Finally, this study also focuses mainly on metacognitive strategy in the context of reading comprehension, deeper exploration can be created in speaking, writing, listening field.

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