The Correlation between Students' Metacognitive Reading Strategy and Reading Comprehension at the Second Year of SMA Serirama YLPI Pekanbaru

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Abstract

This research was conducted because some problems were faced by students in reading, especially in metacognitive reading strategy and reading comprehension. The problems were: most of the students are lazy to read the text, most of them feel bored when studied English especially in reading the text, most of them still have less metacognitive strategy in reading text, and most of them have low ability in reading comprehension. The objective of this research was to investigate the correlation between metacognitive reading strategy and reading comprehension at second year of SMA Serirama YLPI. This research was a quantitative research. The population of this research was all of the students at second year. The total number of population was 30 students. Total sampling is the best way to obtain a representative sample. The instruments were questionnaire and test. Person product moment correlation coefficient was used to analyze the data. The result so this research showed that the coefficient correlation was 0.109 and the p-value was (0.565) which was greater than 0.05 (0.565 > 0.05). It means that Ho is accepted and Ha is rejected. Based on the result of the research it could be concluded that there was no statistically significant correlation between students' metacognitive reading strategy and reading comprehension at second year of SMA Serirama YLPI Pekanbaru.

Keywords: metacognitive reading strategy, reading comprehension

Introduction

Zhang and Seepho (2013, P. 55) state metacognitive strategy is self monitoring and self regulating activities that focussed on the process and the product of reading. In addition, Larkin (2010, p.6) states that metacognition is often seen as the reflective part of a teaching session. If practised at all, it is usually in the final section of a lesson.(Shokrpour&Fotovatian:2009). As a result, they cannot self plan, self-monitor, self-regulate and self-evaluate their own reading skills properly. In reading strategy context, the significance of the metacognitive strategies cannot be neglected. While, according to McNamara (2007, P. 3) asserts that reading comprehension is the interpretation of the information and construction in the text and it uses a prior knowledge to interpret the information and construction in the reader's mind of what text is talk about. Furthemore, reading comprehension is also the center of reading (Tankersly, 2003, P.90).

Senior High School Serirama YLPI is one of the schools in Pekanbaru city. Similar to other school in indonesian, this school uses 2013 curriculum as guidance in teaching and learning process. According to 2013 curriculum senior high Serirama YLPI Pekanbaru, the aim of leaning English is to develop the students' true potential to have the communicative competence in interpersonal, transactional, and functional text by using many kinds of English text in spoken and written.

Students' problems in learning English from the teacher, the researcher continued to interview some of second grade students. The researcher wants to check whether the teacher's

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answers are exact with students' answers. The result of interview showed that some students have difficulty in understanding text or reading comprehension. The students also stated that vocabulary mastery was the factor that affect their reading comprehension. The researcher thinks that students also apply an effective strategy while reading a text and the strategy of reading that is applied by the students to enhance reading comprehension is Metacognitive reading strategy. As explained before, this strategy is effective for the students in reading comprehension. Therefore, the researcher wants to know how well the eleventh grade students of SMA Serirama YLPI Pekanbaru the language skill. Especially the ability of reading comprehension and some important factors that affect them in reading such as metacognitive reading strategy.

Methodology

This research used correlation method on processing the data. Correlation methods are used to asses' relationship and patterns of relationship among variables in a single group of subject. In addition, Creswell (2012) correlational research is quantitative designs in which investigate the use of correlation statistical technique to describe and measure between two or more variables or sets of scores.

The data were collected by giving questionnaires to the students about students` metacognitive reading strategy, and their reading comprehension was taken from the reading test.

Furthermore, to choose the sample of the research, the researcher took 30 students from the total population of second grade students, and in collecting the data the researcher used two instruments namely: the first was questionnaire for metacognitive reading strategy in which taken from Zhang&Seepho (1990) that consisted of 14 questions, and the second was test for reading comprehension that was taken based on syllabus of the school that consisted of 24 questions. And the last, The researcher would use the data which was analyzed by statistically to find out the there is a significant correlation or there is no significant correlation between two or more variables and it would be helped by using product moment correlation SPSS version 20.

Result and Discussion

1. **Students' Metacognitive Reading Strategy eleventh grade students of Senior High School Serirama YLPI Pekanbaru**

In gaining the data of the students' Metacognitive Reading Strategy at eleventh grade students of Senior High School Serirama YLPI Pekanbaru, the researcher used questionnaire with total items of the questionnaire were 14 questions. Moreover, the result show that no students are at very good category, with the percentage is 17%. 5 student is at good category, with the percentage 33%. And 10 students is at enough category, with percentage 30%. 9 students are at less category, with percentage 20%. 6 students are at failed category, with percentage 0%.

Based on the table statistics of metacogniteve reading strategy, according to the result score, the level of their score was in "high" level with the percentage 72.68%.

2. **Students' Reading Comprehension at eleventh grade students of SeniorHigh School Serirama YLPI Pekanbaru**

In finding the data of the students' reading comprehension at eleventh grade students of Senior High School Serirama YLPI Pekanbaru**,** the researcher used test with total items of the test were 24 questions. And the result showed 4 students are at very good category, with the percentage is 13%. 11 students are at good category, with the percentage 40%. And 12 students are at enough category, with percentage 37%. 3

students are at less category, with percentage 10%. 0 students are at fail category, with percentage 0%. Furthermore, Based on the result of students' reading comprehension was in "enough" level with the percentage 66%.

3. **Correlation between Students' Metacognitive Reading Strategy and Their Reading Comprehension**

     For normality test, if the significance level (Asymp. Sig) is bigger than 0.05, the data distribution is normal. It can be concluded that both data distribution are normal. Therefore, the analysis of correlation for metacognitive reading strategy and students' reading comprehension could be continued. The significance level 0.473 > 0.05. It means that, there is a linear relationship between metacognitive reading strategy and their reading comprehension of narrative text.

     For analyzing data of students' reading comprehension, the writer obtained the further analysis description by using SPSS 20.0. The mean of students' reading comprehension is 65.67 it means that the category for students' reading comprehension is fair. Next, the variance is 42.644, the standard deviation is 6.530, the minimum score is 50, and maximum score is 80.

     Furthermore, to find out the correlation between students' metacognitive knowledge and their listening comprehension, the researcher also used SPSS 20 to analyze the data, and presented as follows:

Table 1
The Correlation between Metacognitive reading strategy and Reading Comprehension at Second Year of SMAS Serirama YLPI Pekanbaru
Correlations

		Metacognitive Reading strategy	students' reading comprehension
Metacognitive Reading strategy	Pearson Correlation	1	.109
	Sig. (2-tailed)		.565
	N	30	30
students' reading comprehension	Pearson Correlation	.109	1
	Sig. (2-tailed)	.565	
	N	30	30

     Person correlation was conducted in this research in order to determine any or not a significant correlation between Metacognitive reading strategy and reading comprehension. Based on the table above, there is no symbol *. It means that the coefficient correlation is not a significant at both levels.

     In order to know whether there is no significant correlation between Metacognitive reading strategy and reading comprehension can be seen from the value of r-table. Based on the result of the data analysis, it showed that the correlation coefficient orr-obtained (0.109) was lower than (0.361) in significant standard 5%, and (0.306) in significant standard 1%. Then, the level of probability (p) or significant (sig.2-tailed) 0.565 was higher than 0.05. It means that there was no statistically significant correlation between Metacognitive reading strategy and their reading comprehension at second year of SMA Serirama YLPI Pekanbaru.

Discussion

First, according to the result of mtacogniteve reading strategy score, the level of their score was in "high" level with the percentage 72.68%. Second, the result of students' reading comprehension was in "enough" level with the percentage 66%. Third,significant correlation between Metacognitive reading strategy and reading comprehension at second year of SMASerirama YLPIPekanbaru.was in "very weak" level (0.109). It can be said that metacognitive reading strategy has not contribution on their reading comprehension. In the other hand, students' reading comprehension was not influenced by their metacognitve reading strategy

Furthermore, the R determination should be founding order to find out how significant correlation between Metacognitive reading strategy and their reading comprehension at second year of SMA Serirama YLPI Pekanbaru. According to Riduwan (2010) determinant coefficient is the value that is used to know the contribution given by variable X to variable Y the following is the process of getting the R determinant:

R : $(r)^2$ x 100%

R : $(0.109)^2$ x 100%

R : 1.18%

Eventually, the R determinant obtained was 1.18%. It means that 1.18% reading comprehension at second year of SMA Serirama YLPI Pekanbaru wasn't influenced by metacognitve reading strategy. Then, the other 98.82% was influenced by other factors.

Based on the analysis above, the finding indicates that the null hypothesis (Ho) was accepted while the alternative hypothesis (Ha) was rejected as the correlation coefficient was 0.109 and the p-value was .565 which was greater than .05 (.565 > .05). It can be implied that there was no statisticaly significant correlation between Metacognitive reading strategy and reading comprehension at second year of SMA Serirama YLPI Pekanbaru.

Conclusion

From the results and discussion obtained, finally the researcher would like to concludes that First, according to the result of mtacogniteve reading strategy score, the level of their score was in "high" level with the percentage 72.68%. Second, the result of students' reading comprehension was in "enough" level with the percentage 66%. Third, significant correlation between Metacognitive reading strategy and reading comprehension at second year of SMA Serirama YLPI Pekanbaru.was in "very weak" level (0.109). It can be said that metacognitive reading strategy has not contribution on their reading comprehension. In the other hand, students' reading comprehension was not influenced by their metacognitive reading strategy

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