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THE USE ONLINE METACOGNITIVE STRATEGY TO READING STUDENT'S SKILLS

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Abstract

Metacognitive techniques are considered to be essential for developing reading skills. This research investigates whether there are major variations in student reading comprehension scores using metacognitive approaches techniques and investigates what metacognitive strategies are applied to students reading comprehension. Many of the participants in this study were high school eleventh-grade students. Data collection is carried out in the manner of the Reading Comprehension Test and Metacognitive Strategy Questionnaire. The findings showed that metacognitive strategies have a positive impact on student reading achievement. Based on the estimation of the eta-squared effect size of the paired sample, the t-test of the experimental community was 0.141. This indicates that there was a broad impact, with major changes in student grades before and after treatment. There are nine subcategories of metacognitive methods for student understanding. For example, Advance Organizer, Self-Management, Tracking Awareness, Output Monitoring, Self-Assessment Self-Assessment, and Self-Reflection. Although the applicability is strong Metacognitive techniques for reading comprehension fall into two subcategories: Selective treatment and organizational preparation. And the most significant use of the method is Selective focus, though self-reflection is the least technique.

Keywords: *Online Metacognitive, Metacognotive Strategy, Reading Skills*

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A. Introduction

The rising use of the Internet in teaching and learning has far outstripped our understanding of how learners' independence affects online learning. Due to its multiple information and representation environments, the online reading environment is becoming more popular among learners (Mesgar & Tafazoli, 2018). You need to be aware of online reading techniques for reading text online to maximize reading text's efficacy and creativity online. Implementation of online reading strategies for better text comprehension is still an important concern (Mesgar & Tafazoli, 2018).

General studies suggest that those who begin to learn English are likely to have significant difficulties in building meaning and reading texts. This problem has been a long-standing concern of academics. In recent years it has been indicated that metacognitive reading strategies are a significant factor in promoting student reading skills among readers—the use of metacognitive reading techniques and the use of research aids in predicting academic achievement. The implications for university student service providers are under consideration (Chevalier et al., 2017). The purpose of the study was to establish metacognitive online pre-service reading strategies. EFL teachers and illustrate their context through techniques (Veenman & van Cleef, 2019). Several methods and procedures have been suggested to improve student understanding. Each of these is a metacognitive reading technique. The metacognitive reading approach is successful in promoting students' awareness of second/foreign language studies. In light of the clarification, the researcher is inspired to conduct a research entitled "The Use Online Metacognitive Strategy On Reading Students' Skills".

B. Research Method

In this analysis, the scientist used quantitative research that implemented a pre-test plan with one pre-test and post-test structure and non-randomized collection. It argues that experimental research is the main method of discovery that can really validate the theory of cause and effect relationships. This research design would like to discuss classroom issues related to language learning. Prior to care, the pre-test was given to the understudy. The post-test was given to the post-treatment graduates to find out the motivation of the students and their reading skills. The design shows that the teacher gave them a pre-test before using a metacognitive strategy and then gave them a post-test after encouraging the widespread use of a metacognitive strategy.

Population and sampling

The subject of this exploration is the second grade of MTs HASYIMIYAH. The study is chosen by HASYIMIYAH VIII-I, which consists of 30 students.

Teqnique of data collection

The researcher used a questionnaire and a pre-test and post-test in this study. The researcher made 20 statements concerning students' motivating qualities and the capacity of students to read their skills. The researcher also gathers information from pre-test and post-test rankings. The specialist carried out a pre-test before the learning process and a post-test after the learning process had been completed.

Data Analysis Technique

After collecting information from the questionnaire and the pre-test and post-test scores, the researcher analyzed the data. The researcher used a methodology of quantitative analysis using a statistical approach. This approach is used to identify a remarkable distinction between student motivation and student skills before and after teaching student skills. The researcher used the application of IBM SPSS Statistics for windows to analyze the data. In analyzing the results, the researcher evaluated normality before measuring the t-test to assess the normal distribution.

C. Result

This section presents the subtleties of the inquiry and the details obtained during the information analysis process. Looking at motivation and ability compares with reading students' abilities before and after using an online metacognitive technique utilizing a t-test. The analyst attempted the normality of the knowledge before computing the t-test.

The analysis of the t-test

Table 1- Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
PRETEST	51,3333	30	7,76079	1,41692
POSTTEST	81,6667	30	6,98932	1,27607

From the table over, the pre-test and post-test scores showed that the pre-test average was 51,3333 and the post-test mean was 81,6667. It implies that the post-test score was higher than the pre-test score.

Table 2 – Paired Samples Correlation

Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	30	,275	,141

The table above shows the relation between the pre-test and the post-test was r=0,275 with probability (sig) = 0,141. This suggests that the pre-test and post-test had a strong relationship because r esteem was close to 1. As per, r = 0.10 was of little impact, r = 0.3 was of medium impact and r = 0.5 was of great impact.

Table 4 – Paired Samples Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-30,33333	8,89918	1,62476	-33,65634	-27,01032	-18,669	29	,000

From the table, the unique value (sig. 2 followed) was 0.000, the cost < 0.05 was subsequently crucial, and the acquisition was 6.796 at an extraordinary level of 0.05 and the level of opportunity 41. It implies that it has been registered as a hard copy elucidating text using online gamification learning. If the value is less than 0.05, the means of the two conditions are substantially different.

Discussion

Reading is the ability to identify and comprehend the contents of anything written (written symbols) by reciting or digesting it in the heart. The task is the process of contact between the reader and the writer through the text he wrote. Thus there is a clear cognitive connection between spoken language and writing(Ostovar-namaghi, 2014). About the study carried out in the VIII I MTs. HASYIMIYAH Gresik considered that there is a substantial difference between student reading skills taught using an online metacognitive. Based on the post-test calculation, the mean post-test scores for their reading students' skills were 80.2143, while the pre-test score was 66.3810. It can be interpreted that the average post-test score was higher than the pre-test score.

The researcher also found that there was a considerable amount of metacognitive online Strategy. The test of the hypothesis that there was a Sig can be seen. (2 tailed) 0.000 less than 0.05 degree of importance. It was meant that Ha had been accepted as long as Ho had been rejected.

In essence, from the questionnaire's data, none of the students were in disagreement and strongly disagreed. We should count that from statement 1 to statement 10, the percentage of strongly agreed is 224 with a mean of 53.333 percent, 196 with a mean of 46.6667, and 0 percent disagrees and strongly disagrees. In line with this questionnaire data, we can conclude that students are very interested and enjoy online metacognitive Strategy in the teaching-learning phase, especially reading skills.

D. Conclusion

Based on the study's findings and discussion, it can be inferred that there are discrepancies in student motivation and student motivation through an online metacognitive approach. Also, the researcher noticed a substantial amount of reading skills among students after being taught online metacognitive techniques. It appears to be shown that the significant value (Sig. 2 tailed) was 0.000, the value < 0.05, which was therefore substantial.

As is evident from the questionnaire's after-effects, most students were involved in online metacognitive strategy thinking. They are motivated in terms of inspiration since none of the students feel bored when learning. Online metacognitive learning strategies may improve student interest in reading skills; online metacognitive learning strategies are increasingly being used to convince and attract students in training. The influence of online metacognitive learning strategies will improve students' ability and motivation to read skills. Learning metacognitive techniques online can inspire students to be more dynamic and to make students enjoy reading activities. Students are positive about engaging in reading programs since this approach contributes a lot to growing student motivation. Also, online metacognitive strategy learning is exciting and helps students with their reading skills.

Based on these research results, the effects of the exploratory examination showed that students' and students' enthusiasm for reading skills was higher than when they were taught online metacognitive strategies.

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