

Usage of Metacognitive Strategy in Reading Skill of Malay Essay Text

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Abstract

This concept paper aims to identify learning using a metacognitive strategy in reading skill. The skill of reading and understanding text is a key goal to enhance knowledge and the key to success for an individual. In fact, in the learning of reading skill, a focus must be given to the aspects of comprehension and reasoning to achieve success in reading. In addition, the reader needs to know that the reading process is conscious and provides meaning to the reader. The reader needs to create awareness of his reading while focusing on the content of the text being read. By using an effective strategy while reading, the students may know and identify the level of reading comprehension. The metacognitive strategy needs to be applied during the reading process to make sense of the text. The metacognitive means the awareness of thinking or thinking about thought. The metacognitive strategy, too, refers to a way of improving the reading skill which is awareness that includes planning, monitoring, and evaluation. Students can apply the metacognitive strategy and control their learning through the process of designing what they want to learn, monitoring their learning progress and students can evaluate what they learn. The strategy found in the metacognitive can enhance students' learning and intelligence.

Keywords: Metacognitive, Planning, Monitoring, Evaluation, Reading Skill, Education

Introduction

Reading and understanding a text is something that is intertwined. Reading is one of the sources of knowledge and the foundation towards achieving knowledge for self-formation (Rahman et.al., 2017). By mastering the reading skill, a student can understand the content of the text information being read. However, reading comprehension is often influenced by the teaching effectiveness of a teacher because the ability to read and understand the text is a fundamental skill that needs to be taught in the Malay language subject. Reading and understanding are not only important for students to improve the performance of the Malay language subject, but other subjects are also important to master.

Reading skill is one of the four essential language skills an individual possesses in the language teaching and learning process. This skill is also a continuation of other basic skills such as listening, speaking and writing. The purpose of reading is to help broaden thoughts,

experiences, digest ideas and to enhance the creativity of an individual in various fields. Through mastering this language skill, students are able to communicate in a variety of situations more effectively. Through reading skill, students can improve vocabulary while developing reading interest (Peng, 2016). Reading is also a process of finding information. In accordance with the needs of students who must read, they access the information contained in the reading text. The reading process is in line with students' need to expand existing information in completing tasks (Othman, 2008).

Reading and understanding text is not an easy task for an individual to master. In the process of reading the text, the reader needs to understand each word, and the information contained or what the author would like to deliver. Without understanding the text being read, the reader is not considered to master the reading skill Mahzan (2008). He also pointed out that the reading skill is not limited to text comprehension skill and the ability to answer a variety of comprehension questions only. This is because the reading skill also needs to involve the skills of using the information contained in solving problems, relating information to the situation, commenting and making judgments and conclusions based on information obtained from reading materials.

Reading Skill

Reading skill needs to be mastered by each student. Therefore, reading and understanding of the text are crucial in determining learning success, critical and creative thinking ability, academic achievement, and individual intellectual ability. The importance and mastery of this skill are very important in the education system that values academic achievement as a measure of an individual's educational success (Surat, 2012).

However, in order to master the reading skill, teachers need to know various reading strategies especially for primary school students. Metacognitive strategy is one of the strategies that can be used to help students improve to the maximum their comprehension of the text they are reading (Lasan, 2017). In this regard, the Malay language teachers should redouble their teaching efforts to help students mastering the reading skill and to understand the content of the text. Students need to be exposed to a variety of reading materials such as literary and non-literary reading, electronic and non-electronic reading. Teachers need to teach reading techniques such as *mekanis*, mentalist, intensive and extensive reading.

A student's weakness in his effort of doing reading activities will negatively affect his or her individual language skills and may adversely affect his or her achievement in other subjects (Othman, 2003). According to Jamian (2011), the problem of mastering reading and writing skills has caused students to become weak and they are uninterested in the Malay language as a result of their inability to master it. Therefore, students need to understand their learning style with the guidance of teachers to adapt easily, have a positive attitude towards learning and achieve higher achievement (Mohamad et.al., 2013). In consequence of that, students need to use a variety of appropriate strategies to achieve their goals in learning. The metacognitive strategy, for example, can improve readers' understanding by the methods of planning, monitoring, and evaluating.

In addition, students who are poor at reading comprehension will have difficulties in learning, causing their thinking ability to be limited, and thus achieving a less favorable level of achievement in their learning. This leads to problems of not interested in learning, hopelessness and further discontinuance from the learning that happens in the classroom (Safiah, 1989). Apart from that, the weakness of the candidates who do not understand the requirements of the questions in the public examination will cause the candidates to be

unable to provide content that meets the title (Zamri, 2016). Therefore, the lack of mastery of reading comprehension skill is one of the reasons why students are not able to master the reading comprehension skill at a higher level (Kyairaniah, 2017). By choosing the right strategy, the goal of the reader to master the text quickly and effectively can be realized.

A proper reading skill will help improve comprehension with more effective. A student who can read but does not understand what is read is still considered as not able to read (Yunus, 2016). A variety of activities or assignments can be provided by the teachers so that the effective reading process can be implemented. Hence, reading behavior can be defined as a complex behavior and an individual who reads is required to think, feel and imagine what they are reading. Through reading, the students are able to acquire knowledge that cannot be gained through experience and help to develop ideas and enhance one's thinking ability in various fields.

The education system has now changed with the implementation of Primary School Curriculum (KSSR) that brings changes in the curriculum content and practice in the primary school system is the responsibility of educators and the students to master the reading skill holistically. In line with the implementation of this new KSSR curriculum, it is more empowered through a variety of teaching and learning activities inside and outside of the classroom. These include activities and campaigns related to reading programs. The content of Curriculum and Assessment Standard Document (DSKP) 2014, KSSR Primary School Malay Language outlines the objectives of the reading skill to ensure the students know and capable as follows:

1. Read and understand sentences containing affix words from various sources with the correct pronunciation.
2. Read various materials that contain different types of sentences in *mekanis* with smooth, clear pronunciation and right intonation.
3. Read and understand explicit and implicit information to identify key ideas and ancillary ideas, generate ideas and evaluate correctly.
4. Read, understand and reason explicit and implicit information from prose material and transfers it to poetry form correctly.
5. Reads and understands literary and non-literary materials to enhance creative thinking and to identify their value.

In addition of KSSR through Malaysian Education Development Plan (PPPM) 2013 until 2015 via second shift, touches on strengthening Malay language proficiency among primary school students. By mastering the reading skill at the primary school level, student excellence can have a significant impact on the country (KPM, BPK 2015).

Reading Skill Concept

The concept of reading skill refers to the ability of a student to speak with correct pronunciation, intonation, pause, and fluency. According to Kamarudin (1996), reading comprehension is a complex activity that involves several key elements, namely, the reader, the text read, and the context and task of reading. The concept of reading comprehension is the same as the concept of reading, which will only be complete and perfect with the presence of the text comprehension process (Osman, 1990; Savage, 1998; Arshad, 2008). The process of understanding this text requires the reader to respond to the text being read in order to formulate and define the meaning of the text based on their cognitive experience.

According to Yusoff (2014), the process of understanding or constructing this text can be divided into three main categories, namely, create, interpret and evaluate meaning. The

same view is presented by Yahya Othman (2008), who views reading comprehension as a cognitive process that involves the integration of new information from text with the reader's existing (schematic) information. Besides that, cognitive activities such as word recognition, choosing appropriate meanings, associating ideas with experiences and schemas, formulating ideas, generalizing and evaluating, all occur simultaneously in a process of reading comprehension (Yusuff, 2014). Therefore, the main factor is to understand the text by designing the reading activity and choosing the right type of reading.

In addition, the concept of reading skill covers mastery of basic alphabet recognition skill as well as the mastery of high-level cognitive skills, such as inference skills, assessment and appreciation of texts, the process of understanding and constructing meaning by the reader through the interaction of existing knowledge (schema) with the author's ideas. This publishing activity demands the active role of readers in integrating their schemata with linguistic backgrounds. Nambiar et. al. (2004), on the other hand, considers comprehension as the essence of reading activity and the importance of teaching comprehension is as important as the introduction of alphabet and spelling in *mekanis* reading activity.

According to Elers, et. al. (2006) reading comprehension is a complex activity that involves several key elements, namely, the reader, the text read, and the context and task of reading. The process of understanding this text requires the reader to respond to the text in order to formulate and define the meaning of the text based on their cognitive strength. Therefore, before discussing the teaching and learning practices of the reading skill, a teacher should understand what the reading skill means. Understanding of this reading skill is important for teachers as teachers are the most important factors that determine the success or failure of a teaching and learning reading (Marohaini, 2014).

Next, Marohaini (2014), also stated that teachers' understanding of the reading skill will also influence teachers' choice of teaching methods, materials, and tools used as well as determine techniques and focus on teaching the reading skill. There are several meanings given to reading. Azhar (2004), states that reading has a lot of meaning and depends on context and type of reading. According to Savia (2008), reading is a meaningful interpretation of printed or written verbal symbols. While reading comprehension is the result of the interaction between the perceptions of a graphic symbol representing a person's language and knowledge.

The concept of reading skill will only be understood if the students are able to achieve their learning goals through their own efforts. Heilman et. al. (2002), states that the reading skill is a process of constructing active meanings from written texts and are relevant to the reader's experience and knowledge. Marohaini (2014); Pragasam, Singh, Singh, Mostafa, Ja'afar, Abdullah, Khaja, (2018); Pihie, Dahiru, Basri, & Hassan, (2018), on the other hand, describes the process of reading as a complex process that must generate comprehension other than word recognition and utterance of words, involving the process of thinking, feeling and imagining what is read, not happening with empty thoughts that are without purpose, expectation, the knowledge or experience of the reader and involves a number of tasks in the reading process that require active thinking. The true reading skill also means a skill that can help the reader to understand and not just involve the process of uttering letters or words (Sakiah, 2016).

Definition and Element of Metacognitive

Metacognitive originates from the Greek word which is Meta that means anything that can be covered or achieved by the individual. Meta also involves higher understanding, more

abstract and everything outside of individual coverage Flavell (1981). Cognitive refers to thinking, mental and reasoning processes. In addition, metacognitive is a process by which an individual thinks about his or her mind during meaningful and effective cognitive activity (Flavel 1976, 1978). Metacognitive is also a process of thinking that governs and controls how one exercises his or her mind at a high level of thinking. Flavel also divides metacognitive into metacognitive knowledge and metacognitive experience. Metacognitive knowledge refers to a person's knowledge of cognitive process, which is knowledge that can be used to control cognitive processes. He also divided into three categories which are knowledge of self or individual, knowledge of assignments or activities on learning strategy.

Metacognitive is a term that means awareness of what is known and what is unknown. A person's metacognitive awareness varies by individual (Carreker, 2004). This reading skill based on the metacognitive awareness is not only believed to be born naturally but can be expected to be learned from one's learning experience. The metacognitive strategy refers to ways to improve thinking skills in the learning process. Therefore, when such awareness exists, an individual can control his or her mind by planning, executing, monitoring and evaluating. Reading activity is a very important learning activity and has been practiced since elementary school. The use of metacognitive strategy in teaching the reading comprehension has also been widely used by researchers in order to create maximum impact in teaching. According to Savia (2008), students with poor metacognitive status will benefit if given metacognitive training. Whereas, good metacognitive students show better academic achievement than the poor metacognitive students (Surat, 2012).

Fogarty (1994) states that metacognitive is the awareness of what is known and what is unknown. Metacognitive is the awareness and control of one's own thinking behavior. He lists three key components of metacognition, namely planning, detection and evaluation. Planning involves thinking about the whole problem-solving process. Detection involves thinking about rules and steps in solving problems and assessing / evaluating, including thinking about the processes used and their effectiveness. The metacognitive benefit for teachers and students is to emphasize self-monitoring and responsibility from teachers and students.

Metacognitive strategy is the awareness belongs to the students about their metacognitive knowledge and regulation. According to Beyer (1997), competent thinking involves two types of cognitive operations simultaneously; cognitive and metacognitive. Cognitive operation is an operation that uses various combinations of skills and strategies to achieve meaningful thinking goals. Whereas, the metacognitive operation is an operation that controls and directs the meaningful strategy and skill. During cognitive and metacognitive operations such as planning, monitoring, and evaluation are applied to cognitive skills to control the thinking process. This cognitive operation consists of the operations used to plan and find meaning. Cognitive operation involves a variety of complex strategies such as decision-making and problem-solving, analyzing, synthesizing, reasoning, and critical thinking.

Metacognitive Strategy in Malay Language Learning

Metacognitive is known as a construct that describes one's ability to reflect on thought, thinking about thought, knowing what is known and can be used to enhance learning activities (Surat, 2012). In Malay Language subject, during reading activity, the metacognitive strategy can be used to understand the content of text. The metacognitive strategy used is to plan, monitor and evaluate.

In learning as teachers and educators, teachers can develop and direct students' metacognitive behaviors. Fogarty (1994), proposing the strategy to strengthen the students'

metacognitive behaviors where there are four stages in classroom learning i.e. (i) Teaching For Thinking (satisfactory), (ii) Teaching of Thinking (Good), (iii) Teaching With Thinking (Excellent), dan (iv) Teaching about Thinking (Superior). All these four strategies can guide students' metacognitive behaviors that can be incorporated into the classroom learning process. Teaching about thinking is the best learning about thinking, in which the teacher provides instruction in thinking skill (converting cognitive to metacognitive).

As a teacher and educator in the learning process, they can foster and guide students' metacognitive behavior. Fogarty (1994); Triantafyllia & Katerina, (2015) explains in fostering and guiding students' metacognitive behavior using a calm and serious model, and true, a fantastic classroom model, which shows that we teach for, from, with, and about to think new ideas begin to understand teaching quality. The teachers use class model full with thought that shows the teachers teach; teaching FOR thinking (satisfactory), teaching Of thinking (good), teaching WITH thinking (excellent), and teaching ABOUT thinking (superior).

Teaching for *Thinking* is called a satisfied teacher. In classroom, the satisfied teachers set a condition where students will take care about being good of themselves and able to build confidence and belief in their abilities. This teacher observes the affective and cognitive development of students. Teaching of Thinking is referred to as a good teacher who is a teacher who sets a thoughtful atmosphere. This teacher discusses the ability to think and strictly teaches critical thinking and creative thinking in a live instruction model to ensure that students have skills and tools for lifelong learning. Teaching with thinking is called a diamond teacher. Diamond teachers not only create a caring and warm atmosphere in their skills, but also work to create strategies for a truly interactive classroom with their thinking. Teaching about thinking is called a great teacher. Great / superior teachers know the setting of teaching from cognitive to metacognitive. Great / superior teachers know that setting the atmosphere for thinking and teaching explicit skills through cooperative learning should be accompanied by a reflective discussion strategy to make sense of learning for students. By paying particular attention to not only what they do, but also how and why they do the activity (Fogarty 1994).

Conclusion

Reading skill should be mastered by each individual and should not be overlooked by every student. There are three phases used through the metacognitive strategies used in reading skills, namely the planning, monitoring and evaluation phases. These phases include statements of metacognitive awareness used during reading. Students can easily understand the text by using the phase. The reader is prepared by designing the readings so that the information required is easily understood. Readers are free to read through their own goals. The text monitoring aspect can also have a deeper impact on the reading process. Besides that, the aspect of assessment is also an important element in the implementation of metacognitive strategies. Repeated exposures will help readers improve their ability to understand text. Therefore, every student needs to know the right strategies for reading skill as this skill is vital in the learning process. The use of metacognitive reading can explicitly and implicitly increase the comprehension of a text. Choosing a strategy can also help readers plan and further evaluate the extent to which they are reading.

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