

CHAPTER IV

RESEARCH FINDING AND DISCUSSION OF RESEAERCH

A. Research Finding

In this part the researcher is going to explain the finding of the research that has been gotten. It is about how does the students use metacognitive strategy in reading comprehension and to describe which level of metacognitive strategies used by students in reading comprehension.

The researcher held the research to collect the data since 6th -27th October 2022 that is consist from C, and D classes of the third semester of TBI IAIN Madura. The researcher conducted the observation by two time, the first is on Thursday 6th October 2022 and the second is Thursday 27th October 2022.

1. How the students use metacognitive strategies in reading comprehension.

Based on first observation, from the researcher on Thursday 6th October which the researcher observing at the third semester, started from 07.00 AM until 10.22 AM. In this case, the researcher was a passive participant to carried out the observation , the researcher found out about the metacognitive strategy that the use by students in reading comprehension. There are four steps to use metacognititve strategy in reading comprehension.

- 1) Understanding the problem
 - a. The students read the text
 - b. The students do not understand the meaning of the text.
 - c. The students started to asking friend
 - d. The students trying to use the dictonary on the cellphone
- 2) Thinking of plan
 - a. The students try to determine the meaning of unknown words, that seem critical to the meaning the text.
 - b. The students try to use startegies
 - c. The students trying took the cellphone
 - d. The students underlining the reading text
- 3) Carry out the plan
 - a. The students opened dictionary on the cellphone
 - b. The students asking the classmate
 - c. The students makes note from the result of reading the text
 - d. The students write the main idea of the text
- 4) Looking back
 - a. The students evaluate their reading
 - b. The students read the text over and over
 - c. The students corrected the reading with google translate

The the second observation was carried out on Thursday 27th October 2022 at 07.00 AM-10.22 AM. Where this obseravtion was carried out in four steps namely, Understanding the problem, thinking of plan, carry out the plan, and looking back.

- 1) Understanding the problem
 - a. The students read the text
 - b. The students trying open the dictonary
 - c. The students asking friend
- 2) Thingking of plan
 - a. The students trying took the cellphone
 - b. The students trying opened the dictonary
 - c. The students trying to asking lecturer
- 3) Carry out the plan
 - a. The students opened the dictonary on their cellphone
 - b. The students asking the classmate
- 4) Looking back
 - a. The students took and their text, and re-read the text
 - b. The students checking the reading by using the dictonary

2. Level metacognitive strategies used by students in reading comprehension.

In the first observation on 06th October 2022 researcher have made observation. Based on the observation, the researcher found out about the level metacognitive strategies that the used by students at third semester in reading comprehension they apply some of the level they has choosen.

1) Awerness use

From the first level of metacognitive strategies used by studentsa at third semester is awerness use. The students realized that they did not understand the meaning of the text, because after the lecturer ask the student the text book then the students opened the dictionary to find out the meaning of the reading, and also asking friend.

2) Strategic use

The second level is strategic use, the students are aware and select startegies to solve the problem, the students opening the dictionary, making small notes, and asking friend and lecturer.

3) Reflective use

The third level of metacognitive strategies used by students in reading comprehension is reflective use. At this level, the students re-evaluate their reading, the students reread the text, the students matching the meaning of the text, with their friends.

Based on the second observation from the researcher on Thursday 27th October 2022, which the researcher observing at the third semester started from 07.00 until 10.22 AM. For the next observation the students still used the same level of metacognitive strategies.

1) Awareness use

The students try to use her cellphone, and opened the dictionary, because she do not understand the meaning of the text.

2) Strategic use

The students read the text, and they took the pen for underlining the main idea of the text. Then, the students opened the dictionary on google translate.

3) Reflective use

After the students translate their reading on dictionary, they re-read the text to evaluate the reading. And also there are some student asking lecturer.

Based on the data of observation that had conducted, in this case there are no students do tacit level. Because based on research all students are aware of their respective problem, so tacit level is not applied by students in reading comprehension.

B. Discussion

In this part, the researcher is going to explain about how the students' use metacognitive strategy in reading comprehension and to describe which level of metacognitive strategy used by students' in reading comprehension. With the data was discussed in the previous study using the theory which was discussed in chapter II. The researcher classified the data based on the research focus.

From all observations from students in grades C and D, the researcher found several finding that were in line and not in line with the theory described in chapter II about how the students use of metacognitive strategies and which level used by students of metacognitive strategies.

1. Steps of students to apply metacognitive strategies in reading comprehension.

In this research, the steps of metacognitive strategies are applied by the students in reading comprehension have different steps. The researcher was collected by observation and documentation with some of students at the third semester of TBI departement IAIN Madura that consist C, And D classes at some times. In this case, the researcher found some types that used by students in reading comprehension.

Based on the research that had conducted, the steps of metacognitive strategies do by the students in reading comprehension, that the researcher found at third semester of TBI students.

The first step is understanding the problem, the students know that they do not understand the meaning of the text. Then they are trying to open a dictionary, google translate ask their classmates and lacturers. They know the problem from themselves.

The second step, thinking of plan. The students think about what steps will be taken to solve the problem from themselves, such as wanting to open google translate on their cellphone, and wanting to ask their seatmates also asking the lecturer.

The third step is carried out the plan. Where the students apply the strategic that they have gained from thinking of plan, the students make small notes on paper after they finish interpreting the text. There are also those ask their friends and open a dictionary.

The fourth step is looking back, the researcher found a few students evaluate their reading results. Here, the students try to reread the text they have understood, match it with friends, and make sure the reading is correct as they understand it.

So, the researcher found that the results of observing the use of metacognitive strategies by students in reading comprehension at third semester of TBI, were understanding the problem, thinking of plan, carrying out the plan and looking back, were in accordance with the theory have descibed in chapter II, that the steps to use metacognitive startegies in reading comprehension carried out as follows:

1. Undertanding the problem
2. Thinking of plan
3. Carry out the plan
4. Looking back¹

¹ Gurner, P & Erbay, ” *Metacognitive skill and problem solving ‘ ‘ Internatinal Journal of Research In Education and Science (IJRES)* 718 NO. 3, vol. 7, 2021, <https://doi.org/10.46328/ijres.1594>.

2. Level of metacognitive strategies do by students in reading comprehension.

Based on the data presented above who get from researcher when the researcher do observation, and documentation, it was found that which level of metacognitive strategies do by students in reading comprehension. Every students has metacognitive abilities are different and each student also has speed think differently.

The first step is aware use, And awarness use is the use of thinking with awarness. In this case the students realises that must using a problem solving step by providing an axplanation and why they chooses to use this step the students are aware of their respective problems such as not knowing the meaning of reading the text, and they are also aware of the steps or strategies that must be used. In this case the students realises that must using a problem solving step by providing an axplanation and why they chooses to use this step.

The second level is strategic use is the use of strategic thinking, and the students are aware and able to select strategies to solve the problem. At this level students perform several strategies to solve their problems, such as opening a dictionary, making small notes, and asking friends or lecturers.

And the third level is reflective use. At this level, the students re-evaluate the results of their reading, such as reread the text, matching the meaning of the text with their friends and evaluate their reading. Based on the data of observation that had conducted, in this case there are no students do tacit level. Because based on research all students are aware of their respective problem. So, tacit level is not applied by students in reading comprehension.

At this time, the level used by students at third semester of TBI is only a few, namely the awerness level, strategic level and reflective level and is not in accordance with the theory described in chapter II on this finding. Because the researcher found that students at third semester of TBI, did not use the tacit level. The level of metacognitive startegies used by students in rading comprehension are carried out as follows:

1. Awerness level
2. Strategic level
3. Refelctive level²

² Ade Ira Nur Jannah, ‘*Analisis Level Metakognitif Siswa Dalam Memecahkan Masalah Kelarutan dan Kali Kelarutan.*’ (Disertasi, UIN Syarif Hidayatullah, Jakarta, 2017), 17.

A. Research Attendance

Attendance of the research was crucial thing to conduct in order to get the research data. It is important because the researcher is not only as an instrument but also as the data collector. The researcher at this research as the observer participants that will be observe the students. The presence of researcher is also known by the informant as the researcher.

B. Research Setting

Generally, the research setting is describing the location and reason of the research. This research is located at IAIN Madura and the respondent is students at the third semester of TBI.

C. Data Source

The researcher explained the types of data, data sources, and data capture techniques. These are the data sources in completing the research:

a. Subject of the Research

The researcher will focus on the students at the third semester of TBI departement that consist of C, D. The researcher taken only the respondents that the researcher has known their number from each class.

b. Object of the Research

The object of this study is the metacognitive strategies used by the students in reading comprehension.

D. Data Collection Procedures

The data collection qualitative is to identify the type of data that will address your research questions. The researcher collect data information through observations, interviews, and documentation procedures.

a. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.³ Observation is very important to do before we arrange the study. It aims to make sure that our study is really obtained in the field or not. In this study, the researcher tried to investigate the use of metacognitivev strategies in reading comprehension.

1. Participant observation, is an observation process carried out by the observer by taking part in the lives of the people to be observed.

³Creswell Educational Research,2012.

2. Non-participant observation, is where the observer does not participate in the life of the person to be observed, and is separately located as an observer. In this case, the observer only acts as a spectator without having to go directly to the field. In this case, researcher use non-participant observation.