METACOGNITIVE STRATEGY FOR ENHANCING THE GRADE XI STUDENTS' READING COMPREHENSION

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Abstract. *This is classroom action research (CAR) aiming to enhance the students' reading comprehension through metacognitive strategy for Grade XI students of Social Program (IPS) 2 at senior high school SMA Muhammadiyah 1 Yogyakarta in the 2016/2017 academic year. Involving 37 students, this study was carried out through two stages both of which consisted of seven meetings in total. The CAR stages included determining the problem, planning, action and observation, and reflection. The data were collected by two main techniques. The qualitative data were obtained from the field notes, interview transcripts, and portfolios, and were analyzed through data reduction, data display, and conclusion drawing. Meanwhile, the quantitative data were the reading scores analyzed by the Microsoft Excel program. The results of this study reveal that metacognitive strategy is somewhat successful in improving the students' participation, learning independence, and reading comprehension. In-group learning was believed to render higher improvement by the metacognitive strategy, from 72.19 in Cycle 1 to 76.43 in Cycle 2 or a gain score of 4.24, and it supports the teacher in variatively managing the classroom activities, learning materials, and reading instructions.*

Keywords: *classroom action research, metacognitive, reading comprehension*

A. INTRODUCTION

Reading skills are important in our daily life as they enable the readers to obtain some written information beneficial for living their lives. Through reading, readers can obtain a multitude of information for expanding knowledge. Regarding reading, Heilman, Blair, & Rupley (1981:2) state that reading can be defined as a thinking process and it can be a communicative skill. Further, they define reading as an interacting process with the language in the printed page. By reading, students learn much of what they need to know for various school subjects. Reading helps the students to develop their critical thinking as well, and finally it influences the success of their academic achievement. In accordance with the development of high-quality human career in teaching and learning field and the students' growing need for passing the national examination for English as a second or as a foreign language, reading gains a special focus. To be able to get a good mark in the national examination, the students have to be able to answer 15 items of multiple-choice questions for the listening test and 35 items of multiple- choice questions for reading. The National Education Standards Agency (2006) mentions that the aim of English subject taught in senior high schools (SHS) or Islamic SHS (*MA*) is to improve the communication competences both in spoken or written form to obtain the functional literacy. In addition, one of the scopes of English subject in this level is related to the discourse ability, i.e. the ability to comprehend and/or produce text, orally and/or in written, which is realized in the form of integrated skills, for instance listening, speaking, reading, and writing (Depdiknas, 2006).

Concerning the author's experience as an English teacher since 2004, low reading comprehension is the most influential factor that affects the students' performance in their reading class. This is also the case occurring in the school where I have taught since 2006, SMA Muhammadiyah 1 Yogyakarta. In this school, not only is the students' reading comprehension low, their motivation is also difficult to sustain. Thus, most of the students have low score in reading. Based on the observation, the Grade XI students of Social Program (IPS) 2 tended to ignore the importance of critical thinking and reading. When my collaborator taught them the types of text, their motivation to answer the reading exercises was low. They did not perform well in answering either the multiple- choice items or the essay exercises. The teaching and learning process was somewhat unsuccessful. This problem is supported by the data of the students' English scores in the 2012-2018 national examination in the respective

school applying the 2013 Curriculum, SMA Muhammadiyah 1 Yogyakarta.

Table 1. Students' English scores in the 2012-2016 national examination

Year	2012	2013	2014	2015	2016	2017	2018
Average	70.40	70.39	50.90	61.82	56.32	60.58	65.07
Maximum	90.10	90.10	90.20	91.70	84.00	86.00	94.00
Minimum	50.50	50.50	30.00	13.77	24.00	30.00	34.00

As shown in the above data, the students' scores from 2012 to 2016 were fairly getting lower and lower in average. On the other hand, their scores from 2016 to 2017 increased as the teacher taught them using a certain strategy, namely the metacognitive strategy. Metacognitive strategy builds the students' regulations and guides them in developing a good flow of thinking as well as providing instructions on what to do with their reading text. Thus, this paper aims to improve the students' reading comprehension through metacognitive strategy for Grade XI students of Social Program (IPS) 2 at senior high school of SMA Muhammadiyah 1 Yogyakarta in the 2016/2017 academic year.

B. LITERATURE REVIEW

Brown (2007) states teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, causing to know or understand. Meanwhile, learning refers to getting knowledge of a subject or skill through study, experience, or instruction.There are many components of the definition of Learning such as it is an acquisition process of getting information or skill which involves active, conscious focus and relatively permanent but subject to forgetting. Learning is also indicated if there is a change in behaviour of learners. (Brown, 2007:7) As a teacher, theory of teaching and learning is very needed to improve our professional teaching through our *teaching and learning activity in the class. Those Brown's proposed that second language learning, is affected by various aspects such as learners' first language, a new culture, a new way of thinking, acting new language, and have high understanding that learning language is learning globally. Specifically, from the process of teaching and learning, new culture and behavior have more focus to discuss, because of rapidly discussed as hot issues in this era*. From Brown's suggest that in teaching and learning process, an acquisition is the main of getting new information or skills which involves active teaching and learning.

Flavell (1976) describes that one's knowlegde concerning one's own cognitive process and products or anything related to them. He also asserts that metacognition includes "the active monitoring and consequent regulation and orchestration of information processing activities (Flavel 1976:232) Metacognitive or metacognition comes from two words of meta and cognition. Meta word comes from Greek which is translated as after, beyond, with, adjacent. It is a prefix which is used in English to show an abstraction from a concept. (Wikipedia, Free Encyclopedia, 2008). Besides, Cognition comes from the word "cagnnoscere" from Latin which is meant to know, and to recognize. Cognition is also the act or process of knowing including both awareness and judgement (Webster's Seventh New Collegiate Dictionary, 1972:161).

C. METHOD

Based on the problems to be studied, this research is action research which is classified into two main techniques. The qualitative and the quantitative were obtained. The qualitative data were gained from reading scores analyzed bt the Microsoft Excel program, and were analyzed through data reduction, data display, and conclusion drawing. This CAR was conducted in Grade XI of Social Program 2 at senior high school SMA Muhammadiyah 1 Yogyakarta in the 2016/2017 academic year, determining problems, planning, action, observation, and reflection. The population of this study were all students of Grade XI social program (IPS). They were 37 students in the second semester involved.
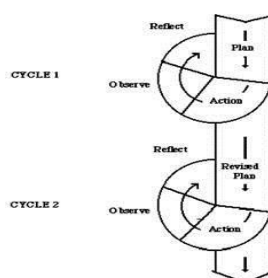

Figure 1. Action Research modeled by Kemmis and McTaggart

There are four steps that were developed in this research. They were planning, action, observation, and reflection. As this research is participatory and collaborative, therefore the design of this research will adopt the theory suggested by Kemmis and Mc. Taggart.

Further, Madya (2007:102) viewed more details on steps of an action research. They are: (1) identifying and formulation the problems; (2) analyzing the problem; making hypothesis; (4) planning actions and monitorings; (5) doing action and observing; (6) analyzing and interpreting

the data; and (7) reporting. I wrote the identification of the problem from my observation of collaborator vignette on Monday, February, 20 ^{th,} 2017. This identification was very important as a based way to continue the next step. Referred to Madya's, after I have done with the identification of the problem, I was doing formulation of the problem. Refering from madya's steps above, the seven steps were taken to enhance the students' reading comprehension through metacognitive startegy. The identificataion and formulation of the problems were taken from some early reflections. I have observed of the problems as a first vignette.

After doing observation of the class and writing the identification and formulation of the problem, I need to analyzing of the problems. Sometimes, in to other research, the data analysis in action research aimed not to generalize, but to obtain evidence of certainty whether there was improvement, and/or change as expected. This is because the issues raised in the action research are casuistic, meaning that the specific problem occured and faced by the teacher who did the action research and the alternative problem solving has done, would not necessarily give the same results for similar cases. Therefore, when an action of research succeeded in showing the improvement and/or change as expected, it means that the researcher (teacher) has succeeded in finding the model and procedure of action that give guarantee to the effort of solving the problem.

Steps of the Action Research

Cycle 1

In the planning stage of Cycle 1, the initial problem of the participants of this study was identified by using a casual interview which was conducted by the English teacher of the second grade and preliminary observation. The interview and preliminary observation identified that students often face difficulties in comprehending the text as whole. In order to cope with those obstacles, there was an effort to implement metacognitive strategy in enhancing the students' reading comprehension particularly narrative texts. Since this strategy provides the progress of information to control "the outcome of any attempt to solve a problem, planning one's next move, monitoring the effectiveness of any attempted action, testing, revising, and evaluating one's strategies for learning" (Salataci & Akyel, 2002, 2)

1. Planning

Research planning is the first step which must be done by the researcher. This activity is well organized; in addition, the concept needed in this research has also planned perfectly for the dedicated action. This research planning will cover two considerations as suggested by Madya (2007:58). First, the action in which considerate the risk happened in the social exchange and admit that there will be real constrains both in the form of materially and politically related to the context. Second, the action has considered that it will be possible for the students to be more effective in all conditions wisely and carefully.

Having done the planning activity, it was expected that the research was more easily conducted so that the problem which occurred in the field would be covered successfully. In this step, the researcher focused on 1) how the students involved in the learning process, 2) how the students reacted in facing new English text, 3) how the teacher helped the students to understand the content of the text, and 4) how the teacher motivated the students in interaction with the message of the text.

The result of the planning noted by the researcher then carefully identified and finally, the problem appeared would be overcome to enhance the excess of the class. Based on the researcher and the collaborator agreement, all the things concerned in the field will be used to be the guideline of the action. I have made this planning activities with metacognitive strategy learning for enhanching reading comprehension. Based on the three skills of Jacob (1978) for metacognitive regulation:

a.   Pre – reading

2. Action

The action research is meant as the awareness and controlled action. It means that the action in which done by the researcher is innovative that differs from commonly activity done on the previously. The main purpose of the action is for improving the students' ability on reading comprehension.

The action is guided by the planning. It means that the researcher will do the action with the boundary of the result of the planning. Yet, the action is not totally ruled by the planning. It is possible to be changed as the condition of the class. Thus, actions should be flexible and

tentative. The modification of the action should be considered for there will be a possibility of change in condition in the field caused by its demand.

In regards with the effort to improve the student ability in reading comprehension, therefore this action was done in the reading class. With assumption that by using the real text, the students would be more motivated.

3. Observation

The function of observation is to portrait the effect of action that has been done in classroom. The orientation of observation is for the future. It means that observation as the foundation for the next activity that is 'reflection'. The observation is truly needed in the process as it was used as the guideline. Considering the action very depended on the condition of the class and it was be limited by the class reality thus observation must be well organized.

The following are the aspects in which the observation covered: (1) how is the process of the action? (2) what is the effect of the action, (3) how is the classroom condition and what are the obstacle happened during the action?, (4) how to overcome the other problems occurred during the action. The four aspects have been chosen by the researcher as cited from Madya, (2007:63).

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4. Reflection

Having done the three steps, reflection was the further step that must be considered by the researcher. The purpose of the reflection session is for remembering and mediating all the actions in the classroom. The reflection tries to discuss all the findings in the class- activities during the action. It is held by the researcher and the collaborator.

Having done the discussion session between researcher and collaborator, it is expected to create reconstruction of the meaning in social situation and giving the basic improvement.

Madya (2007:64) states that reflection has evaluative aspect. It means that the reflection session forces the researcher to think again and again of what the action done by him/her. It is time to think about whether what the researcher target has already achieved or not. The suggestions are also necessarily for making any judgment. In addition, reflection can be understood as descriptive. It is the effort to describe to all the action happened in the class.

Procedures/Steps of the Action Research

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b. Cycle 2
1.Planning

In the planning session of this cycle, the researcher reviewed the result of the discussion and planned the teaching techniques to solve the problems appearing at the first cycle.

1. Action and Observation Cycle 2

As what the researcher did in the second stage of the first cycle, in this stage the researcher implemented the revision of the metacognitive strategy decided in the planning session, and observed its progress. The mistakes, weaknesses, changes and

improvements were discussed and written as a consideration to draw the conclusion about the whole teaching and learning process.

2. Reflection 2

In this stage, the implementation and observation of the Cycle 2 were reflected in the discussion between the researcher, and the collaborator. Furthermore, the whole problems, solutions, changes and improvements made in the Cycle 1 and Cycle 2 were discussed to draw the conclusion about the overall teaching and learning process.

2. Action and observation

These research actions were carried out in two cycles. Each cycle was done in two months. In the action stage, the lesson plans and the materials and other teaching media were used in the classroom. In this stage, the English teacher of grade XI IPS 2 SMA Muhammadiyah 1 Yogyakarta acted as the collaborator, while the researcher acted as the action taker, students acted as the subjects of learning.

In this stage, the plans were carried out in the classroom. Besides, the researcher also made some changes and revisions in the use of metacognitive strategy and the grouping techniques as solutions of the problems. The implementan of the teaching and learning process was observed by collaborator to give the researcher feedbacks on her teaching techniques.

3. Reflection

Since this research was done collaboratively, the reflection session was carried out collaboratively too. It means that the research team came to the deep thinking on how to improve the effectiveness of the teaching-learning process so that the improvement desired by the researcher and the collaborator can be achieved. The reflection session was expected to be useful in revising the plan and actions so that the efforts could be done in a better way.
The evaluations were done in three ways, the first was short term evaluation which was done in every meeting and the second one was long term evaluation which was done in every cycle, and the last one was the evaluation of the overall practices which was done in the end of Cycle 2. The evaluations involved the researcher and the collaborator.

B. Instruments and Data Collection Techniques

1. Observation

Observations of the implementation of the teaching and learning process provide useful information. According to Kutner et al (2007:28), there are two types of observations: structured and unstructured. Structured observations, which use systematic observation and a coding instrument, narrow the focus of the observation and provide data on specific instructional behavior. Items on a checklist, for example, can be related to the specific skills and knowledge addressed in the classroom activities, the students' behaviors, and the teachers' instructions. Unstructured observations, in which the observer viewed the overall classroom and assessed a wide variety of teaching behaviors, provide general information about instructional practice and student responses, and are informative when used in conjunction with teacher interviews (Kutner et al, 2007: 28).

There are various observation techniques that can be applied in the classroom setting. Some of those techniques provide a detailed description of what is occurring in the classroom. They include running transcripts, grids, tally sheets, lesson plans, time notation, dialogue recording, and videotapes. The observation data can be useful in giving the teacher feedbacks on his/her instructions. Observations also validates information collected through teacher interviews.

In this research, the researcher applied structured observation by using observation checklists in each meeting to focus on the information about the teacher's instruction, the students' behavior, and the classroom situation. Furthermore, field notes were used to gather information about the teaching and learning process in general as one of the unstructured observation techniques. The following is an example of field note taken in the second meeting of Cycle 1.

While for the structured observation, the observation checklists were used in every meeting. The sample of the observation checklists taken from the data is presented in the following page.

2. Interview
Interviews can be valuable evaluation instruments, as they provide, with the interviewer's ability to probe for answers, more in-depth information than do

questionnaires (Kutner et al, 2007:25). Interviews can be done with or without guidelines. However, guidelines may help the interviewer to focus the conversation on several items or data needed in the study. The questions may include both close-ended and open-ended questions.

C. FINDINGS AND DISCUSSION

Finding

This collaborative action research aims to enhance the students' reading comprehension by the use of the metacognitive strategy that was conducted through two cycles. The first cycle consists of four meetings and the second cycle compasses three cycles. In every meeting, the stages of planning, action, observation, and reflection were carried out. Each of the meeting was conducted as scheduled, from 18 April 2017 to 23 May 2017. I have scheduled and finished two cycles of action research with the detailed time schedule as follows. In Cycle 1, there werefour meetings, started from 18 April 2017 to 26 April 2017. For Cycle 2, there were three meetings held from 5 May to 24 May 2017.

As this is collaborative action research, the collaborator is my colleague at senior high school SMA Muhammadiyah 1 Yogyakarta, Mrs.Tituk Romadlona Fauziyah, M. Pd.B.Ing with whom I collaborated to find the problems and had some discussions on why I planned to use the metacognitive strategy to enhance students' reading comprehension. She has already taught English at senior high school SMA Muhammadiyah 1 Yogyakarta for around 20 years. She taught the students of Social Class XI and later informed that in this class students had many problems, such as students' low motivation, interaction, and involvement in doing the reading tasks. It was informed by the collaborator that they had poor reading performance as well. Thus, my first duty in the reading lessons was observing her reading class in February 2017. During the observation, I wrote a vignette based on my observation and found that few students at the corner did not answer the teacher's greeting, the teacher directly gave an instruction to read and asked about the text's details, and the teacher later gave the explanation about the text because the situation in the class was too crowded. The students who sat at the back neither paid attention nor answer the teacher's questions.

> ***Few students at the corner did not answer***. *Thus, the teacher replied them greeting again, "Good afternoon everybody?" with her sharp glance of eyes to them, and they answered: "I'm fine". With a slower tone. "Fine". Then, the teacher*
>
> ***"Now, we will know from you about what is explanation text using your book page 99. Now you are able to open it, and read the text carefully."*** *about **what a report text was, what the generics structure was about, how to differentiate of the explanation text**, and later discuss the written questions about the vocabulary.*
>
> ***informationand a bit explanation, the students did not pay attention especially the male students who sat at the back. When the teacher tried to check student's answers, the teacher just waited them and actually, the teacher herself who answered her question. Vignette, February,20th 2017***

Discussion

There were three skills of planning using metacognitive srategy that I have already done for Cycle 1 and Cycle 2, based on Jacob (1987). They are:

Doing **pre-reading** (as aplanning in metacognitive). In Cycle 1 and Cycle 2, I was conveying learning objective for each lesson plan. I designed three activities for this planning activity. They were creating learning objective, carrying out more actions and activating the students background knowledge, and introducing topic. Planning was one of the important activities to prepare the best learning and teaching English. The planning activity was also represent observation (*mengamati*) and questioning (*menanya*) activities in *Rencana Pelaksanaan Pembelajaran (RPP)*.

Doing **whilst reading** (as an observation and an action of learning in metacognitive strategy). The whilst reading were happened in observation and action phase of the research. This was also altogether happened with how to monitor the students' awareness and how to use metacognitive strategy. This monitoring refered to one's awareness of comprehension and task performance. I also divided the management class from invidual, pair work, or group work. Sometimes I gave instructions to the students by read it out loud; discussed the text to find the main idea, how to organize the group, how to answer metacognitive questions, how to identify the reading text, how to monitor the students' self awareness through understanding the text, how I would give attention and assist them with metacognitive, for this monitoring activity was represent of collecting data (*mengumpulkan data*) and association (*menganalisa data*) activities.

Doing **post reading** (as an evaluation in metacognitive). In Cycle 1 and Cycle 2, the evaluation contained the communicating activity in which the teacher reflected the learning to ask the students answered the questions or the students asked the teacher about the topic.

Those explanations had represented metacognitive area for teaching and learning that I had done using metacognitive strategy to enhance reading comprehension for grade XI in SMA Muhammadiyah 1 Yogyakarta. In Cycle 1 and 2, for each cycles have three activities, such as (a) planning, (b) doing action and observing, (c) reflecting.

Cycle 1

a. Planning

In this planning activity, there are four steps of activity, for instance: 1) designing the reading class using metacognitive strategy, 2) presenting reading text, 3) assigning reading text, and enhanching students reading comprehension and participation.

1) Designing the Reading Class Using Metacognitive Strategy

The planning section of the research firstly began with an observation in the class. I identified the process of learning during the English class and observed the interaction of the teacher and the students as well as the behaviour. It, then, led me finding out the problems that the students had in the learning process especially reading comprehension.

2) Presenting Reading Texts

After I gave the students the pre- question sheet, I would begin to lead them to the main section of the learning process: reading texts.

3) Assigning Reading Tasks

One of the main problems why the students found it hard to comprehend reading was because the students were reluctant . There was no innovative way to make them interested in learning further how to comprehend reading texts. In other words, they could easily get bored and even did not pay attention to the teacher. Therefore, I would try to make them work in pairs and threw them some questions to trigger them to be active in the class. In addition, I would give them some pictures before I go to the pre-question section. This was aimed to boost the students' interest as well as their attention.

Besides, I would give the main task, which was a question sheet of the reading texts, right after they finish reading the given texts. This was, of course, would be the main factor to notice whether or not they understand and comprehend the texts.

a. Enhancing Students' Reading Comprehension and Participation

Throughout the learning process, I would troll the students to have some discussions. It would

be with me and with the students themselves. I triggered them with some questions both related to the topic and the probable condition in the class. This aimed to encourage them to be active sharing their thoughts and ideas as well as questioning what they were curious about. By then, their reading comprehension could increase ploddingly.

b. Doing Action and Observing

As has been mentioned in the planning section, this cycle would be performed in four meetings. The action of the first cycle in the field was held as it had been planned to be, in four meetings. The first meeting was on April 18th, 2017, the second one was held on April 19th, 2017, the third one was on April 25, 2017, and the last one was held on April 26th, 2017. It took 90 minutes per meeting.
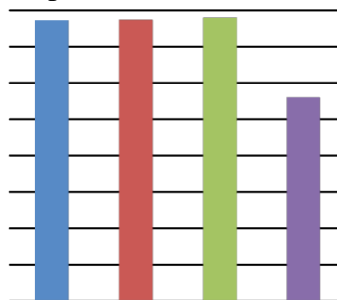
Figure 2. Graphic of Students Score in Cycle 1

Biru : Pertemuan 1

Merah : Pertemuan 2

Hijau : Pertemuan 3

Ungu : Pertemuan 4

The actions performed in the field were basically done based on the plannings in which each meeting had a certain purpose as has been mentioned above in the planning section. However, practically, things did not always go as it had been expected to be. The teacher, I, should be flexible in conducting the actions yet it should remain directional according to the purpose of the plannings.

Other than describing how I did the action based on the planning, this section provides the observation that I gained during the learning process. It describes how I tried to apply the planning and how the actions were really performed in the field.

Cycle 2
a. Planning

After the cycle 1 had been done, I started to prepare the cycle 2. I had some discussion with my collaborator trying to identify the problems I found in the first cycle. Then we tried to solve them and planned our best for the cycle 2.

The main problem occured in the first cycle was the time management. I did not think that it would take too long time for me to explain to the students realted to the metacognitive strategy. I also did not expect that the students would be so hard to follow my instruction. They were basically too active in class. Therefore, the top problem solving I would like to do in the second cycle was managing the time better. In addition, another significant problem I found was that the students found it a lot easier to work on their worksheet not individual. Thus, I would make them work in a group discussion.

b. Designing the Reading Class Using Metacognitive Strategy

The stages done in this cycle were basically the same as the first one. The students would perform pre-lesson, lesson, and post-lesson. The pre and post lessons would be to indicate the metacognitive strategy while the lesson would be the reading process and assigning the tasks.

In the first meeting, I would make the students re-arrange their placement seat no longer based on the student numbers, but I would free them to choose whoever they wanted to. I hope that it would trigger their enthusiasm in the process of learning. Also, I would ask them to work in a group discussion consisting of four students.

Example of individual pre- metacognitive questions above are happened for controlling self-regulation even with work in a group. In Hemas Galuh's worksheet, she wrote her self-regulation and how to do it well. She wrote: "Read carefully, I try to find out/know the meaning of the new vobabulary, I try to match the information of the text and my imagination, I'll understand the text, and I try to remember the information/story."

From her self-regulation above, we would know her own self-regulation and how to run this as her own instruction to finish reading tasks. This phase was very important to build self-awareness or self- regulation and the result was the students finished the work easier than before.

1) Presenting Reading Texts

In the first meeting, the reading text I used would be the same as the previous meeting: the biography of Soichiro Honda. It was because the students had not finished all the tasks in the previous meeting. In addition, the target was not attained and I thought the materials in the

reading text was still relevant so that I decided to use it once again in this meeting.

2) Assigning Reading Tasks

The tasks provided in the first meeting of this cycle would be the same as in the previous meeting. The students should continue to finish every task from the reading text entitled "*Suichiro Honda*". They had already finished activity 1-3 so that, in this meeting, they should continue the rest of the tasks.

3) Enhancing Students' Reading Comprehension and Participation

The focus of this cycle to increase the students' reading comprehension and participation was to make them work in a group discussion. In the previous meeting, the forth meeting of cycle 1, the result of the tasks and the interaction among students were better than the first three meetings when they worked individually. Thus, in accordance to increase their performance in the learning process, I would try to make the students work in group discussions. In addition, in terms of placement seat, I would ask them to sit wherever they wanted to. I would no longer ask them to sit based on the student numbers.

4) Doing Action and Observing

Unlike the first cycle, this cycle was only performed in three meetings. The first meeting was done on May 3rd, 2017; the second one was performed on May 20th, 2017; and the last one was on. It took the same duration as in the first cycle, 90 minutes. The actions performed were basically based on the planning considering the action and reflection in Cycle 1. However, there were several reasons that made me revise the planning during doing the action

Biru   :Pertemuan 1

Merah :Pertemuan 2

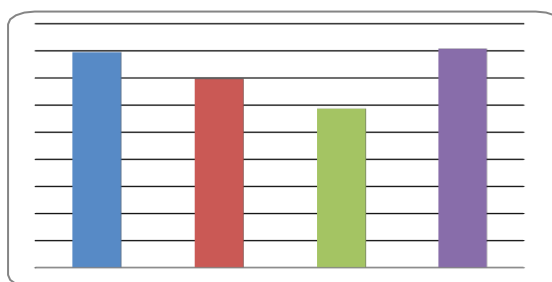Hijau   :Pertemuan 3

Ungu   :Pertemuan 4

Figure 3. Score Process in Cycle 2

5) Designing the Reading Class Using Metacognitive Strategy

In the first meeting, before I began the class, I asked the students to sit wherever they wanted to. I let them free to choose which friend they wanted to have the same table. They moved on and looked for their partners. I strictly asked them to get it quick. As soon as they had found their own partners, I began the class by greeting. I threw them some small talks then immediately brought them to the main focus on this meeting.

As in the two previous meetings, I asked the students to make the pre-lesson questions by their own. Unlike the previous ones that they took a long time to do it, in this meeting, they did it better. I could tell that they had noticed what to do in metacognitive strategy. It took much shorter time in doing this stage. Next, since the tasks in the previous meeting had not been finished, I tried to recall the material we had already had. I saw the students did not look excited. Most probably because the topic in this meeting was the same as the two previous ones. They did not really get motivated to continue it. Not all students were ready to study. I saw some of them were playing their phone. Some others did not bring their pens or pencils. Yet, I was trying my best to get them focused on the learning process. By this time, I asked them to do the worksheet in a group discussion. I let them free to choose whoever they wanted to have in their group discussion consisting of four students. It was quite noisy in the class since they moved here and there to find theirs. As soon as they got their group members, I immediately asked them to start doing the tasks.

The students re-read the text in the previous meeting with their new group. They sounded quite noisy whether discussing the meaning of words in the text or starting to answer questions in the task. I asked each group to have two words in which the other groups should find the meanings. By then, the students could really understand the text without missing any words.

The students that did not seem motivated to continue the class became a bit more excited. They no longer thought the learning process was boring since they could interact with other students. Also, they had no loads to finish the tasks because they worked in a group discussion. Thus, they could finish all the tasks faster compared to previous meetings.

1) Presenting Reading Texts

The reading text presented in the first meeting was the same as in the second and third meeting in Cycle 1. It is because the students had not finished every task in worksheet 2. Thus, I asked the students to re-read the text entitled "*Suichiro Honda*". However, by this time, the students no longer worked in pairs. They were split into groups consisting of four members per each. Even though they seemed bored at first, I found them more excited reading and finishing the tasks when they did it in a group discussion then.

2) Assigning Reading Tasks

As has been mentioned above, the material in the first meeting of Cycle 2 was the same as the

second previous meetings. The tasks assigned in the first meeting was the unfinished tasks of worksheet 2. The students could perform finishing the tasks much better and faster since they did it with their groups.

3) Enhancing Students' Reading Comprehension and Participation

It was not easy to manage the students' behaviour so that their reading comprehension could rapidly increase. Instead of trying to change their habit, I tried to embrace it by figuring out what way would suit them most. I found out that when they worked their tasks individually, they were hard to focus. The results of the tasks were not impressive as well. When I asked the students to work in pairs, I found out that they could perform better. Thus, by the first meeting in Cycle 2, I thought that I was going to apply group discussions for the learning process to which each group consisted of four members.

In the first meeting of Cycle 2, I had asked the students to make a group discussion consisting of four members. I let them free to decide which friends would be their members. However, I found out that some of students hardly found their members since they tended to pick up their close friends. Thus, in the next two meetings, it was me who decided which members they had in a group.

By the time they performed in group discussions, I could notice that they interacted way better than in Cycle 1. They finished the tasks assigned much faster compared to the meetings in the first cycle. Their understanding in metacognitive strategy and reading text significantly increased as well.

D. CONCLUSION

Based on the data, the phenomenon of the better situation for enhancing reading comprehension for grade XI of Social Class 2 at senior high school SMA Muhammadiyah 1 Yogyakarta from Cycle 1 to Cycle 2 looked that the metacognitive strategy helped to enhance the students' reading comprehension and self-regulated learning.

We take the position that the students succeeded in carrying out the metacognitive strategy for enhancing their reading comprehension from the first meeting to the fourth meeting of Cycle 1 as they were given some detailed information about the metacognitive strategy and the procedure to apply it in the class appropriately. Next, students were likely able to identify their

needs, regulations, and learning objectives. Third, students also commonly decided their needs on the reading comprehension learning, their self-regulation, and learning objectives of reading comprehension. The teacher usually tried to help students to write their own regulations before doing next step as well, and they sometimes had to guide the students to write their self-regulation in the planning or pre-reading phase. Besides, classroom management and the strategy to engage the students in using cued pictures, videos, questioning, or other texts that they have known are apparently needed to enhance the students' reading comprehension.

In Cycle 2, I observed some better results were somewhat found in the students' response when the pair and group work applied. To assess their learning achievement, I gave the students some instruction to make a group of four, and they might have a discussion to do the exercises, but they had to answer the worksheet individually.

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