METACOGNITIVE MODEL IN TEACHING READING AND WRITING

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Abstrak

Belajar dan pengajaran membaca dan menulis dalam bahasa asing dianggap kompleks dan menantang baik bagi guru dan siswa bahasa Inggris sebagai bahasa asing di SMK karena materi pelajaran mengandung jenis kata-kata khusus untuk tujuan komunikasi tertentu. Dipacu oleh teori metakognisi, penelitian ini bertujuan untuk menggali bagaimana guru mengajar dan siswa belajar keterampilan membaca dan menulis dengan dipandu oleh model metakognitif pada sekolah vokasi. Desain penelitian kualitatis digunakan untuk meneliti dua sekolah vokasi di Tangerang, Provinsi Banten, Indonesia. Setelah pengumpulan data melalui observasi, interview dan studi dokumen, temuan menunjukkan bahwa siswa lebih percaya diri dalam meningkatkan kemampuan membaca dan menulis dan lebih kreatif dalam meningkatkan pengetahuan dan percaya diri. Namun demikian, batasan juga ditemukan yang menyebabkan perasaan bingung dan sulit.

Kata Kunci: *Pengajaran Membaca, Pengajaran Menulis, Model Metakognitif*

Abstract

Teaching and learning reading and writing in foreign language should be considered complex and challenging for both EFL vocational teachers and students since content materials offer specific register and lexis for communication purposes. Driven by metacognitive theory, this present research aims to explore how teachers and students teach and learn reading and writing skills guided by metacognitive model particularly in vocational schools. Qualitative research design was conducted in two vocational schools in Tangerang, Banten Province, Indonesia. After collecting the data from observations, interview and documentation, the findings show that students are more independent in developing their ability in reading and writing and more creative in increasing their knowledge and confidence. However, some limitations were also occurred resulting in a feeling of complication and confusion.

Keywords: Teaching reading, teaching writing, metacognitive model

INTRODUCTION

English, as an international language, has four major skills: listening, speaking, reading, and writing. Reading and writing skills play an important role in language learning because of the information, knowledge, and ideas to be applied in other skills. Reading is the ability to read and try to comprehend the meaning of a text. Reading is an important skill in our daily lives because it can give so many advantages for us. Through reading, students get more information to improve their knowledges. When a teacher

gives texts to answer, they possibly cannot answer them well if they do not comprehend the reading passages. In fact, comprehending a text is absolutely needed.

Most students have some difficulties in reading and writing books or passages in a foreign language. One of them is to find out main idea of a text they read. Students can read the words well but cannot get the main idea. As a result, they sometimes feel sleepy in the class because they are not able to catch the meaning of the text. In other case, some students also find it difficult to rewrite what they have read and make a summary. Students do not know how to start rewriting the information of the text. Thus, they cannot answer the questions correctly. The problems appear because the teacher only asks them to read the text and write without giving clear explanation to comprehend the text and rewrite it as a summary. As stated, reading and writing play an important role in language learning, because they convey information, knowledge, and ideas to be applied in other skills especially in written languages. In fact, students face some obstacles especially in understanding and creating sentences because of the differences between two language systems. Metacognitive model is one of the ways in teaching reading and writing skills. Teaching is a way of how teacher delivers to improve knowledge of the students. The process of educating students is not just the theory, but how to educate and train them to manage themselves effectively in the learning process.

Reading plays an important role in language learning, conveys information, knowledge, and ideas to be applied in other skills. It is the way to understand written text. At school, reading becomes a skill that has strong attention. It is a main element that used as a test in most educational field. Reading is the best way for students to get information to increase their knowledge. Heilman, et.al, (2001: 2) proposed, "Reading is interacting with language that has been coded into print". Similar to the previous statement, reading is a way to interact and understand a text. Reading is a way in which something interpreted or understood. Reading does not mean that reading only understanding the words or grammar and translating but also thinking.

Writing is the most important skills that foreign language students need to develop. It is the last stage in language learning after listening, speaking, and reading. In other words, the researcher can say that writing is an indicator whether the students have gained all skills or not. Pope (2002: 255) defined writing as "The activity of making verbal marks on paper or some other substance (stone, wood, plastic, computer screen, etc.), also what results (i.e, a piece of writing)". Writing is one of the most significant cultural accomplishments of human beings. It allows us to record and convey information and stories beyond the immediate moment. Writing is not only the way to communicate to each other but also as means of ideas and emotional expression. Writing makes word permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library.

Brubacher (in Kumar, 2006: 99) stated that "Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will learn in the course of doing so". It means students are more active than teacher. Teacher's job is creating the situation for the students. Students can decide what they want to do, it is the way to assist and train any people especially students to find out the potential skills that can be developed for their lives. In this case, teaching is the process how to find the core potential from all aspects. In addition, a teacher guides student to find out their potential and gives the opportunity to choose which is better for themselves. Teacher assists students based on their potentials.

The fact that most students still face difficulties in mastering reading and writing. In relation to this, it can be described the use of metacognitive model to help students and teachers to solve problems in improving reading and writing skills in the class. According to Quirk (2006: 4) "Metacognition is the ability to think about one's thinking and feeling and to predict what others are thinking". In other words, metacognitive is about the ability to think that the object of thinking is the process of thinking. Metacognition combines various thought processes and reflective processes. It can be divided into five primary components: (1) the preparation and planning for learning, (2) the selection and use of learning strategies, (3) the use of strategies for monitoring, (4) the organization of different strategies, and (5) the evaluation of strategies for use and learning. Teachers should model the strategies for learners to follow in all five areas (Anderson, 2002).

Metacognitive strategies have a more crucial role than other learning strategies in this process because once a learner understands how to regulate his/her own learning through the use of strategies, language acquisition should be accelerated. Strategic learners should have metacognitive knowledge of their own thinking and learning approaches (Rahimi & Katal, 2012). Metacognition, or reflecting on one's own thinking and learning, is the hallmark of the successful learners. The goal is to assist students in developing awareness of their own metacognition and thus control of their own learning. Metacognitive is concerning on the process of learning, students must give the efforts to find out new knowledge, try to find in any resources and also analyze the information that they get. And the last, students evaluate themselves about learning process that have faced before.

Moreover, Rahimi and Katal (2012) concluded that metacognition can be referred as a construct that refers to thinking about one's own thinking or human ability to be. Awareness of one's own mental processes. The result of scholarly work shows that those learners who take conscious steps to understand what they're doing and use a wider range of strategies tend to be the most successful learners. In a similar vein, Wang, Spencer, & Xing (2009) who investigated metacognitive strategies in China summed up that major factors related to overall foreign language performance in this study show that those students who are confident about their ability to learn the language, and accept responsibility in planning their learning, do well in achievement tests. The study recommended that foreign language instruction should direct students' metacognitive beliefs and strategies so that they realize that they have both the ability to learn the language well, and effective strategies in place, such as setting goals, thinking about appropriate actions and persevering at the ensuing tasks. It was evident that strong metacognitive beliefs and strategies empower second language learners.

In addition, motivated by metacognitive concepts in students learning, Karpicke, Butler, & Roediger (2009) surveyed 177 college students and asked them (1) to list strategies they used when studying (an open-ended, free report question) and (2) to choose whether they would reread or practice recall after studying a textbook chapter (a forced report question). The results showed that most of students repeatedly read their notes or textbook despite the limited benefits of this strategy, but relatively few engage in self-testing or retrieval practice while studying. They also proposed that many students experience illusions of competence while studying and that these illusions have significant consequences for the strategies that students select when they monitor and regulate their own learning.

The numerous studies in metacognitive model and strategies have been resulted that this model of teaching and learning benefits teacher and students. However, the

investigation of how teacher teaches, and students learn English language skills, particularly reading and writing, at vocational schools is still unknown. Therefore, this current research aims to explore how reading skill and writing skill are taught and learned by the teachers and students at vocational schools informed by metacognitive model of teaching and learning. Then, it was addressed to answer the following research questions: how do teachers teach, and students learn English reading and writing skill as informed by metacognitive model of teaching and learning at vocational schools?

RESEARCH METHOD

Guided by qualitative research paradigm (Creswell, 2012), this present research addressed to explore how students learn and teacher teach reading and writing skills in the lens of metacognitive theory model in vocational schools. To answer the research question and context proposed, research site was at two vocational schools (SMK A and SMK B) in Tangerang, Banten Province.

The participant pool were teachers who teach English and 81 students from those schools. For data collection, observations were conducted several times followed by interview and documentation. Observation sheets were written after finishing the sessions. The data gathered were then analysis and coded based on content analysis procedure.

RESULT AND DISCUSSION

After analyzing the obtained data, observation, interview and documentation at SMK A and SMK B. Generally, metacognitive model is supposed as one of the models in teaching and learning process. Metacognitive model is also as the way how the people, especially students, control and manage their mind about themselves. After analyzing all the findings, it can be seen that the procedures of this model were mostly used by the teacher and students.

Based on the research finding, teaching reading and writing observed by metacognitive model was effective. SMK A has applied planning phase, and problem solving. In monitoring phase, students of SMK A did not apply manipulate or act out because the teacher only teaches some concepts. Evaluating phase was also not held effectively as students sometimes made summary and checked goals of learning.

Meanwhile, SMK B applied metacognitive model such as problem solving, but there are some effective steps. Firstly, in planning phase such as activate background knowledge, predict and organizational planning. Secondly, in monitoring phase such as deduction, personalization, and manipulation or action out. And the last, in evaluating phase such as making summary and checking goals of learning. Based on the explanation above, there are some steps that cannot be held because students are mostly less in motivation. Based on implementations, the students set the goals by preparing themselves, do pre-learning, managing themselves such as controlling their mood, and having breakfast to get the lessons. When the class begins, teacher greets students and lest them to pray before.

Teacher stimulates students by reminding the previous lessons and giving the clues, by talking about inside the class. The students try to guess it to catch the points. In this session, teacher teaches writing practice and gives some themes from books to accomplish. Teacher asks the students to find out other sources to make sure of their understanding, both in dictionaries and internets. In learning process, students also discuss some similarities about perception on the tasks given. Later, students collect the

tasks and ask them some. Teacher checks the students' tasks about description and paraphrases the text they have read. At the end of study, teacher asks them for the next materials.

In reading session, teacher also lets students to read, catches the points of translates, and answers the questions based on the text. Teacher can measure students' understanding from comprehending the text and answer in the questions. Based on the research data, advantages of teaching reading and writing observed by metacognitive model are students are more independent in learning process. They can explore and develop their ability to do the tasks especially in reading and writing and can increase their knowledge. At the same time, they can increase their confidence and bravery on expressing their own ideas and information. Additionally, they are more creative to choose what they want to do in learning based on their interest.

Despite the positive impacts given on the teaching and learning process of reading and writing in vocational schools, students felt stressful because of the limitation of time in two hours in a week to teach the lessons. They also felt confused to find the right answer in the tasks since there is sometimes different explanation between the source that they got and explanation from the teacher. The students still could not adapt the learning system, such as managing the interaction in their mind. At last, they still cannot avoid their bad habit, such as laziness, to focus. As a consequence, it affects to their learning process.

All processes are already applied, but there are some problems in the process. Based on the result of the research, it shows that teaching reading and writing observed by metacognitive model was covered on the following phases.
a. In planning phase, it trains students' background knowledge, prediction, and organizational planning but not effective at SMK B:
   1) Students sometimes activate their background knowledge because they only depend on the way how the teacher presents the lessons.
   2) Predicting phase is not well held because students follow their interest in certain lessons, the way teacher explains, and understands the materials.
   3) Organizational planning is not effectively held because of the students' lack of information and knowledge. Thus, they face obstacles to accomplish some tasks.
b. In monitoring phase, there are deducting or inducting, personalizing, and manipulating or acting out:
   1) Deduction or induction are well-held because students of SMK A apply rules such as using tenses to make easier to accomplish the tasks, meanwhile students of SMK B only take time allocation without applying the rules of language.
   2) Personalizing is not well-held at SMK B because of the students' difficulties to relate their information or background knowledge especially in vocabulary to do the task of biography given by the teacher.
   3) Manipulating or acting out is not held because students from both schools never do that. Students get the reading materials such as how to read correctly, guess the topic and information and translate the text.
c. In problem solving phase, students generally prefer to ask questions to the classmates rather than the teacher. They feel easy to understand when they ask to their classmate. Meanwhile, when students ask the teacher, they feel less embarrassed and confident.
d. In evaluating phase, students were seldom to make conclusion because they underlined the material; it was similar to summarize them.

e. In the process of checking goals, most students do not apply it. In their mind, the effective learning is what they have already done, not in learning process itself.

Based on the data, it was showed that students are more independent, to develop their ability and become creative increase their knowledge and confidence, anything in learning process. This result support the study by Wang et al. (2009). On the other hand, the result of this study also found that metacognitive model in teaching reading and writing also have some limitations in which students feel complicated to manage everything and confused to choose the right answer to do something. The similar voices were also confirmed on the research by Karpicke et al. (2009).

CONCLUSION

This current research reported the enactment of metacognitive model of teaching particularly in teaching and learning reading and writing skills at vocational schools. Based on the data, students are more independent in developing their ability in reading and writing and more creative in increasing their knowledge and confidence. However, metacognitive model in teaching reading and writing also have some limitations if it is not well-applied: students feel complicated to manage everything, confused to choose the right answer to do something.

The present study was conducted in two vocational schools. Accordingly, the results of the research should be wisely generalized in other contexts. For further investigation, it is highly advised to doing a research for longitudinal study to figure out how the implication of metacognitive model strategies towards learning and teaching in long-term. It is also recommended to conduct quantitative approach to see the effectiveness of this model upon several affective filters in language learning, such as anxiety and motivation.

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