

CHAPTER IV

FINDINGS AND DISCUSSION

This Chapter presents and discusses the result of the research based on the data that collected from observation and interview ten students. The findings of this research are design to answer the research question related the study. The subject of this research is students from SMPN 5 Sampit.

A. FINDINGS

In this part, the researcher would like to present the data related to the research questions: (1).What is the role of Metacognitive reading awareness on students' reading comprehension? (2). How does generation Z students understanding metacognitive reading strategies in reading comprehension? To investigate the research question the research use three technique of collecting the data, there are observation, interview and documentation. There were ten students from SMPN 5 Sampit. The researcher discussed with 4 people for an interview whose answers were very satisfactory and appropriate to answer the problem formulation of the role and understanding metacognitive reading in reading comprehension. Then from the interview 6 students were not included in the research results because they were unsatisfactory, inaccurate, and had no explanation, only giving yes or no answers. The researcher using the data

the role of metacognitive reading awareness for generation Z students in reading comprehension interview with students.

1. The Role of Metacognitive Reading Awareness in Reading

Comprehension

Before doing the lesson, the teacher greets, reads a prayer together, introduces himself, and checks student attendance first. Then the teacher asked some questions to students about reading stories, many of the students liked reading stories, the teacher also asked about narrative texts which according to students were imaginary stories or fiction. After that, the teacher asked questions about various types of narrative stories, the students' answers varied from Timun Mas, Malin Kundang, Bawang Merah, and Bawang Putih. The teacher also asked if the students had read the story of Snow White, some students said yes and some said no. The teacher said that the story of Snow White is included in a fictional narrative text.

During the learning process, the researcher also as a teacher discusses narrative text with students, the teacher explains in advance what narrative text is and its social function, the structure of the narrative text, and the linguistic elements of narrative text. The teacher also instructs students to write from what is explained by the teacher. Next, the teacher distributes a sheet of story paper about Snow White. The sheet of paper is distributed to all students to be read. After a few minutes the students finish reading the teacher selects several students

to read per paragraph then the teacher asks what the ending of the story is, one student raises his hand and answers Snow White and Prince they were married and happily ever after. And the teacher asked all students about their understanding of the reading from the story, many of the students did not understand the context of the reading. Then the teacher asked if you had a learning strategy in reading comprehension, almost all of the students answered that they did not have a strategy in learning, especially in reading comprehension. Many of them are confused about how to determine learning strategies.

Then the teacher recommends a learning strategy for students, especially in understanding the reading strategy delivered by the teacher, namely the metacognitive reading strategy. After the teacher explains what a metacognitive reading strategy is. The teacher explains 'Learning strategy is a method that students use to understand and make it easier for them to understand the lesson. Metacognitive Reading Strategy is a strategy based on the concept of metacognitive as one's ability to manage their own cognitive. Metacognitive skills emphasize planning activities before reading, monitoring during reading, and evaluating after reading. Cognitive is related to perception, thought, memory, and processing of information that enables a person to acquire knowledge. The teacher also explains the content of planning before reading, monitoring during reading, and evaluating when finished reading. Then the teacher gives a conclusion

for the day's lesson. After that, the teacher gives assignments to students to understand and apply metacognitive reading strategies. The teacher says Assalamualaikum.wr.wb.

Researchers have done PPL 2 by teaching for 6 times at SMPN 5 Sampit in class VII and now they are moving up to class VIII. Researchers found problems as well as observing students' understanding of reading, especially when they read story texts, read greeting apologizing conversations, and read from sentences provided by the teacher when playing pocket card games. They can read but do not understand the content of the reading unless they slowly use the dictionary then they will understand.

| Table 3 | | | |
|---------------------------------|------------------------|---|-------|
| <i>Reading Skill Assessment</i> | | | |
| No | Rated Aspect | Criteria | Score |
| 1. | (pronunciation) | Almost perfect | 5 |
| | | There are some errors but no interfere with meaning | 4 |
| | | There are some errors and annoying Meaning | 3 |
| | | Lots of errors and annoying Meaning | 2 |
| | | Too many errors and annoying Meaning | 1 |
| 2. | (intonation) | Almost perfect | 5 |
| | | There are some errors but no interfere with meaning | 4 |

| | | | |
|----|-------------------|--|---|
| | | There are some errors and annoying Meaning | 3 |
| | | Lots of errors and annoying Meaning | 2 |
| | | Too many errors and annoying Meaning | 1 |
| 3. | <i>(fluency)</i> | Very Fluent | 5 |
| | | Fluent | 4 |
| | | Fluent Enough | 3 |
| | | Not That Fluent | 2 |
| | | Not Fluent | 1 |
| 4. | <i>(accuracy)</i> | Very Fluent | 5 |
| | | Fluent | 4 |
| | | Fluent Enough | 3 |
| | | Not That Fluent | 2 |
| | | Not Fluent | 1 |

Seeing from the teacher's observations during class by giving a sheet of story paper about snow white and instructing students to read after reading the teacher appointed several students to read per paragraph that time the researcher saw that most of them were fluent in reading and their intonation could be said to be good. However, when they finished reading they were asked by the teacher about their understanding of reading, many of them complained that they did not

understand the content and ending of the story. Judging from the reading assessment they are lacking in understanding. Therefore they need learning strategies for their reading comprehension.

After finishing, the researcher found 10 students who would be interviewed about metacognitive reading strategies. The researcher chose students who had a strong desire to build their reading comprehension learning strategies. Many of them do not have learning strategies in reading comprehension. After the learning time was over, the teacher interviewed 10 students during their break time with the permission of the principal and the English teacher at the school. Researchers prepared 22 questions of Metacognitive Reading Strategy with 6 questions before reading, namely planning, 10 questions during reading, namely monitoring, and 6 questions after reading, namely evaluating. The researcher conducted one by one interview with students. Another 10 students were asked to bring the Snow White story paper that was previously distributed by the teacher.

Then the researcher asked first about planning questions before reading. The first planning question asked the students if they had read the title of a story. The students answered yes, because reading the title of a story was very important before the student read the whole story. By reading the title first it will be easier for me to get the information the student want to find. The second planning question asked if you saw the picture before reading their answer, on the grounds that looking at

the picture is because it is more interesting when there are pictures in a story than the absence of pictures makes things boring. Seeing the title and picture when planning to read is the first thing everyone does, the reason is that if you don't see the title and picture first it will be difficult to understand the content of the story and especially make reading less interesting if you don't see the title and picture first. Based on the results of interviews and discussions with students at SMPN 5 Sampit, before reading, look at the title and pictures first because according to students, apart from making it easier for them to understand, it is also an important thing to attract their interest to read and to see what stories will be told in the story.

Researchers conducted further questions about whether they predicted what the essence of the story was, the students answered yes by looking at the picture, looking at the title, looking at the main character, and other roles and by looking at the generic structure of the Snow White story. Then the other question, do you need to read a sentence from the reading/story, the student's answer is yes, with the reason that you know everything that is conveyed in a sentence so that it is not easy to misunderstand the reading. Predicting the essence of the story is something that needs to be done before reading to understand the content of the reading. It is necessary to predict the content of the reading by looking at the pictures, reading the titles, subtitles, and looking at the organizational structure of the reading. Reading a

sentence first also needs to be done to see how the story begins. According to students predicting the content of the story by looking at the picture and reading the title is a good way for their understanding. According to students reading sentences in planning reading is necessary to know what they will use in understanding the reading.

The researcher then directed the students to read the Snow White story that had been prepared earlier. Then while the students were reading, the researcher asked permission to ask students about monitoring questions during reading. The first question about whether you imagine in your mind about the people, places, and events that you read the student's answer is yes the reason is necessary because you can position yourself and can imagine as the main character from that the student feel the story is fun by doing that the student become more interested with the ending of this Snow White story. The next question is whether you use a dictionary if you don't know the word, sentence, or part of the story, the student's answer is yes with the reason it is necessary to know word the student don't know by knowing the meaning and meaning in this Snow White story. Using a dictionary and understanding people, places, and events in a story are things people do when monitoring their reading to achieve reading comprehension activities. From the discussion with students, it can be seen that they use a dictionary while reading to translate the meaning of words they do not know so that they can easily understand the contents of the context.

Students also understand the people, places, and events in the story so that they better understand the content of the story.

The next question to monitor while reading is whether you have analyzed the contents of the reading, the student's answer is yes, because this needs to be done to find out the part of the Snow White story and to make it easier for the student to predict from a Snow White story. The next question is whether you translate the information you have read in your own words, the student's answer is yes, because translating the information in your own words makes it easier to remember the story and makes it easier to understand the contents of the story in its own way. Analyzing the contents of the reading and translating the readings that have been read in their own words are important things in understanding the contents of the context of the reading by analyzing the person seriously to find the contents of the context of a reading. According to students, analysis needs to be done to find keywords from the story. Translating a reading with your own words also needs to be done to make it easier to understand and remember the contents of the reading.

Then the teacher instructs the students to continue reading until the students are finished. After finishing reading, the teacher asks evaluation questions when finished reading. The first question is whether you need to do something with the information you have studied the student's answer is yes with the reason to make sure that it is

correct and to better understand it. The next question is whether you compare what you have just read with what you already know, the student's answer is yes with the reason to seek the truth of what the student get with what the student know. For success in understanding reading, everyone must continue to read in a story not just read half of it. To have more reading knowledge the reader must distinguish and develop the readings that have been read and the stories that will be read. According to students, continuing to read and reading the whole story needs to be done to better understand the contents of the reading context. By comparing and developing what has been read with what will be read, it adds knowledge and knowledge to reading.

The next question, do you repeat reading the text again, the student's answer is yes, with the reason to find out what the student have not understood with one reading, therefore the student need to repeat reading again. The next question, do you think about what you have read, the student's answer is yes. By thinking about what the student have read, you can draw a good conclusion to take as an example. Reading the reading will improve understanding of the reading that has been read. When just finished reading someone should reflect on the contents of the reading by thinking about what the student have read. From the students read the text again, namely to find out what the student did not understand from the reading. And to think

about what the student have read students say to find out the extent of their understanding of the contents of the reading.

2. Generation Z Students' Understanding Metacognitive Reading Strategies in Reading Comprehension

So from the result of the research found by researcher about Generation Z students' understanding of metacognitive reading strategies in reading comprehension. From observation, interviews, and documentation with generation Z students, the researchers found that namely by reading titles, looking at pictures, predicting stories, and using reading organizational structures. Students also think about what they read as well as imagine people, places, and events from a story, review what they have read, analyze the reading, translate the text in their own words, use a dictionary, and repeat reading again. According to the researcher, the findings above are important for students' strategies in understanding reading.

B. DISCUSSION

After the data are processed in the form of description, this section presents a discussion of the findings from questionnaire and interview with the theories collected in chapter two about “The role of metacognitive reading awareness for generation Z students’ strategies in reading comprehension”. The researcher discussed the findings into two objectives of the study: (1) The role of metacognitive reading on reading comprehension and (2) Generation Z students’ understanding

metacognitive reading strategies in reading comprehension. From here the researcher focused discussion according to the theory in chapter II.

1. The Role of Metacognitive Reading Awareness in Reading Comprehension

Based on the research results the role of metacognitive reading in reading comprehension by conducting interviews with 10 students of SMPN 5 Sampit class VIII metacognitive reading has an important role in reading comprehension. The role of metacognitive reading in reading comprehension is important because it provides good learning strategies for students and has various advantages in students' reading comprehension. Students will be directed to organize their own learning by planning before reading, monitoring during reading, and evaluating when finished reading.

In line with the statement, according to Mytowitz, Goss, & Steinberg (2014, pp 51-62) Metacognitive reading strategies have an important role in reading comprehension. According to Wang (2009) state that metacognitive strategies have various advantages in students' reading comprehension. The results of their study showed that students who were able to use metacognitive reading strategies such as planning, monitoring, and evaluation were more successful than students who did not use them in their reading process.

2. Generation Z Students' Understanding Metacognitive Reading Strategies in Reading Comprehension

Seeing the title and picture when planning to read is the first thing everyone does, the reason is that if you don't see the title and picture first it will be difficult to understand the content of the story and especially make reading less interesting if you don't see the title and picture first. Based on the result of interview and discussion with students of SMPN 5 Sampit. Before reading, look at the title and pictures because according to the students, apart from making it easier for them to understand, it is also something that interests them to read and to see what stories will be told in the story.

According to Benchmarkeducation (2016) Learning requires the ability to plan learning strategies. Reading can be divided into three parts, namely: pre-reading, while reading, and post-reading. As metacognitive Planning strategy takes place in the pre-reading phase or before reading. In course planning, the student will consider studying reading topics and other characteristics that can help them decipher the initial idea about the content of the text. Images, graphics, titles, and subtitles also play a tremendous role in helping readers create predictions about the content of the text and they utilize as part of the planning strategy.

Using a dictionary and understanding people, places and events in a story are things that people do when monitoring their reading in

order to achieve effective reading activities. From the discussion with students, it can be seen that they use a dictionary while reading to translate the meaning of words the student do not know so that the student can easily understand the contents of the context. Students also understand the people, places and events in the story so that they better understand the content of the story.

According to Wardah (2014, pp.1-10) Inferring meaning (through word analysis or other strategies): While I am reading, I try to determine the meaning of unknown words that seem critical to the meaning of the text. Using background information: While I am reading, I reconsider and revise my background knowledge about the topic, based on the text's content.

For success in understanding reading, everyone must continue to read in a story not just read half of it. To have more reading knowledge the reader must distinguish and develop the readings that have been read and the stories that will be read. According to students, continuing to read and reading the whole story needs to be done to better understand the contents of the reading context. By comparing and developing what has been read with what will be read, it adds knowledge and knowledge to reading.

According to Israel (2007) Evaluating strategies are employed after reading. For example, after reading a text, learners may think about how to apply what they have read to other situations. They may

identify with the author, a narrative, or main character, and may have a better perspective of the situation in the book than they did at first.

Predicting the essence of the story is something that needs to be done before reading to understand the content of the reading. It is necessary to predict the content of the reading by looking at the pictures, reading the titles, subtitles, and looking at the organizational structure of the reading. Reading a sentence first also needs to be done to see how the story begins. According to students predict the content of the story by looking at the picture and reading the title in a way effective for their understanding. According to students reading sentences in planning, reading is necessary to know what they will use in understanding the reading.

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Analyzing the contents of the reading and translating the readings that have been read in their own words are important things in understanding the contents of the context of the reading by analyzing the person seriously to find the contents of the context of a reading. According to students, analysis needs to be done to find keywords

from the story. Translating a reading with your own words also needs to be done to make it easier to understand and remember the contents of the reading.

According to Fogarty, (1994) there are several strategies that students can use to This aspect Monitoring, such as: making connections, predictions, inferences, use indications from the background, use text features, select text structure, use graphic handlers to define certain types of text information, and write comments or questions on sticky notes or in the margins.

From reading will improve understanding of the reading that has been read. When finished reading someone should reflect on the contents of the reading by thinking about what they have read. From the students read the text again, namely to find out what they did not understand from the reading. And to think about what they have read student say to find out how far they understand the contents of the reading.

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Generation Z students understand metacognitive reading strategies in reading comprehension, namely by reading titles, looking at pictures, predicting stories, and using reading organizational structures. Students also think about what they read as well as imagine people, places, and events from a story, review what they have read, analyze the reading, translate the text in their own words, use a dictionary, and repeat reading again.

According to Iwai (2011, p.11) notes that Understanding Metacognitive Reading Strategies has three important skills. First planning strategies used before reading activities; background of students to get ready to read. In addition, planning is a process of ideas and organizing a reading activity to achieve the desired goal. For example, previewing titles, images, illustrations, headings or subtitles can help readers to have an overview of the text. Second strategy Monitoring occurs during reading activities. Monitoring refers to personal awareness of text comprehension and performance. Some examples of such strategies are word comprehension, self-questioning, summarizing, and summing up the main idea of each paragraph. Therefore, monitoring the maintainers to keep the work on a track, and help them know when something goes wrong. Third, the evaluation strategy was applied after reading. Evaluating sees what students are doing, what has been achieved, and how to achieve it. For example,

after reading the text, readers may have a better perspective on the situation in the text than they did initially.