

IMPROVING STUDENTS' READING INTEREST AND PARTICIPATION THROUGH METACOGNITIVE STRATEGY

Suhaimi

English Lecturer of IAIN Kerinci

Corresponding author, email: suhaimi.kerinci@gmail.com

Abstract

Lack of students' interest and participation in learning reading at English Department of IAIN Kerinci were caused by two problems. First, low creativity, lack of participation, and low discipline of students in reading. Second, the teacher's strategy used were less variety and interactive. So, the students were easy to get bored and reluctant to read. To solve those problems, the researcher conducted the classroom action research by implementing Metacognitive Strategy with fabulous three strategies namely; planning, monitoring, and evaluating. The research results showed that the implementing of Metacognitive Strategy could stimulate students to be participated in reading. Besides that, this strategy increased the students' interest in reading activities. Based on the result of observation analysis of students reaction, it was found that almost all of students were participated and interested in reading. Those data were also supported by the questionnaire result which was indicated that 80,55% students were interested in reading, and 75,94% students were participated in reading. In conclusion, Metacognitive Strategy could improve students' interest and participation in reading English text at the third semester students English Department of IAIN Kerinci. Hopefully, the research result could be positive input for other researchers and teachers to conduct the research and teaching program, particularly on reading issue.

Keywords: *Reading Interest and Participation, Metacognitive Strategy*

INTRODUCTION

Reading is the meaningful interpretation of written or printed verbal symbols. It can be applied to interpret the mathematical symbols, musical notation, codes, and other symbolic systems, but we are not concerned with them.

The purpose of reading is to connect the ideas on the page to what we already know. If we don't know anything about the subject, then pouring words of the text into our mind are like pouring water into our hand. We don't retain much. For example, try reading these numbers:

7516324 This is hard to read and remember.

751-6324 This is easier because of chunking.

123-4567 This is easy to read because of prior knowledge and structure.

Similarly, if we like sports, then reading the sports page is easy. We have a framework in our mind for reading, understand and storing information.

In addition, reading as a process involving meaning is self-evident, but it can hardly be overemphasized that meaningful response is the very heart of reading process. It can and should be embraced all types of thinking, evaluating, judging, imagining, reasoning, and problem solving. Not only intellectual meaning involved, but also feeling of considerable intensity may be aroused and emotional attitudes may be profoundly altered through reading. It means that each of students must be able to predict further more meaning what they read.

Good readers should employ effective strategies as they read. Effective strategies are tools to help students to get deeper understanding about the text. In order to read effectively, students must be provided with some models of successful strategies. In other words, reading teacher plays and important role in modeling their students with good strategies. So, by giving good models, it is expected that students can apply these strategies as they read the text.

The nature of reading – how people learn to process textual information – has been researched by cognitive and behavioral scientists for many decades, and their work has contributed contrasting theories about what work best in teaching of reading. As a result, language education can choose among a wide variety of teaching methods and techniques for students learning to in their second language.

Reading is a crucial skill for students of English as a second language and English as a foreign language, and understanding the rationale behind these methods is essential for teachers who want to improve their reading lesson.

Many students should have read a lot of material in English. Reading materials are provided in textbook at any level of education including third semester of English Students of IAIN Kerinci. In other words, It is an integral part of English skill. Because of its importance, students' reading improvement should become an emphasis.

However, the process of teaching and learning reading at third semester of English students there, were dealing with some problems. It was indicated from the teacher's

observation; it was found some reading problems. The problems did not only come from students but also from teacher. From those problems, the classified into two, they were as follows: the first problem came from students. Most of them were still using their traditional reading technique, which was a slow linear reading of the text. It seemed that the students were only focused on: reading the text, finding the difficult words them based on the dictionary, answering the questions based on the text. So, the students' ability comprehend a passage were still low. Most of the students were still passive, and they were generally not motivated and interested in reading. It meant that, there were only some students who got involved in discussion. Some of them looked afraid of making mistakes and felt in doubt in connecting other groups' answers. Besides, there were not many of them did tasks instructed by the teacher. Moreover, it was quite difficult to manage them in-group work discussion. Their movements were very slow when they were asked to make a group. They tended to work individually.

The second problem was about the teachers themselves. It was still difficult for the teachers to find choice an interesting and meaningful strategy in teaching reading. It seemed that teachers gave passive reading tasks that included silent reading to respond to multiple choice exercises, true-false statements, vocabulary, and dictionary work. Such tasks involved silent reading and they did not require students located the information in the text; they were likely to find the correct answer. Thus, these tasks offered limited potential for learning. As a result, the students were not interested in learning reading.

The problems above appeared because the teacher did not apply effective strategies yet. To make students involved optimally in the learning activities, the teacher should create more tasks or activities in teaching – learning reading.

According to O'Malley and Chamot (1990), metacognitive strategies include selective attention to the task, planning, self-monitoring, and self-evaluating. As applied to reading, these metacognitive strategies entail specifying a purpose for reading, planning how the text will be read, self-monitoring for errors in reading comprehension, and self-evaluating how well the overall objective are being fulfilled, which allows for taking corrective measures if comprehension in not being achieved.

Dealing with the effort of improving students' reading interest and participation, the teacher should be able to find new strategies or activities in teaching – learning reading. One of alternatives, which could be used to overcome the problems above, the researcher was interested in applying Metacognitive Strategy that consisted of three fabulous strategies (planning, monitoring, and evaluating).

These strategies could be valuable instructional tools, especially for the reading skill, because many English as a Foreign Language (EFL) teachers found that there was insufficient practice time for students who were required to cope with studying a new language and to read for text. So, Metacognitive Strategies encouraged students to reflect on thought processes and to plan, monitor, and evaluate aspects of their learning.

Moreover, Metacognitive strategies managed a students thinking about and planning for learning. Metacognitive Strategy thought was an essential skill for learning. It ensured that the students would be able to construct meaning from information. To accomplish this, the students should be able to think about their own thought process, identify the learning how they learn.

Based on the problem described in the previous section above, the question of this research was: To what extent could Metacognitive Strategy improve the students' reading interest and participation at the third semester students of English Department at IAIN Kerinci?

The purposes of the research were to improve students' reading interest and participation. Second, to encourage students to read actively, critically as well as independently so they could understand what they read.

METHOD

This research was a classroom action research. The action research was done at the third semester students of English Department at IAIN Kerinci. The class was taught by one teacher. The total number students in this class were 38. The time allocated for reading class was two hours in a week (2x50 minutes), but the researcher asked for additional or extra classes. So, the meeting could be done more than twice in a week. Of course it should be

under permission from the head of English Department. So the action research could be done more than once in a week.

The procedure of the action research followed the model that was developed by Kemis & Robin (in Yusmalinda 2006). It was a famous representation of the action research “spiral” that contained four stages as follows: 1). Planning, 2). Acting, 3). Observing, and 4). Reflecting. The technique of collecting data involved: (1) checklist, this technique was used to identify the students’ behavior, movement, procedure, interactions and resources as well as teacher’ teaching strategy in the classroom, (2) interview, this technique was used to identify the students’ problems as well as interest in learning reading (3) questionnaire was used to guide the researcher in doing interview. The three assessments above were used asses the teacher’s teaching activities as well as students’ learning activities.

To analyze the data, inductive analysis was used. The inductive analysis according to Johnson (2005: 83 – 84) was used to look at the group of data and try to induce or create order by organizing into group or defining and describing categories such as items, themes, or pattern. Therefore, the data gotten from observation, questionnaires, and interview were analyzed inductively by listing themes that have been seen to emerge. In other words, data analysis was concerned with describing what was in the data.

In addition, Mills (2003: 13) stated that interpretation of research findings could be analyzes by using the techniques as follows: correcting finding with the personal experiences, seeking the advice of critical friends, and turning to the theory.

RESULT AND DISCUSSION

Result

The researcher divided this action research into three cycles. Each cycles consisted of four stages; namely plan, action, observation and reflection. In this chapter, the researcher would like to describe the research and discuss the findings

First Cycle

Based the result of observation and questionnaire, it could be concluded that the second problem could not be solved yet since there were only some students who were interested in teacher’s strategies anymore. While, the first problem was not solved yet since there were still many students who were no active in learning reading yet.

From the questionnaire result, it could be seen more clearly about the number and the percentage of students who were interested in teacher's teaching strategy and the number and percentage of students who were active in learning reading. The table (4 and 5) below showed the degree of interest of teacher's strategy and student's activeness.

Table 1. The Students' Reading Interest (Questionnaire)

No	Items	Always (%)	Often (%)	Seldom (%)	Never (%)
1	Metacognitive Strategy increases my participation in reading	7 (18,42%)	19 (50%)	8 (21,05%)	4 (10,53%)
2	Metacognitve Strategy increases my self confident	7 (18,42%)	18 (47,37%)	5 (13,16%)	8 (21,05)
3	Metacognitive Strategy helps me understand the text more easily	5 (13,16%)	19 (50%)	8 (21,05%)	6 (15,79%)
4	Metacognitive Strategy awakes my interest in reading	12 (31,58%)	17 (44,74%)	5 (13,16)	4 (10,53%)
5	Metacognitive Strategy encourages me to be critical	10 (26,31)	14 (36,82%)	9 (23,68%)	5 (13,16%)

Table 1 indicated that number of students who were interested in reading more than the students who were not yet interested in reading. It could be seen from each item. On item 1, there were 68% said that Metacognitive Strategy could increase their participation. On item 2, there were 65,79% students said that Metacognitive Strategy could increase their self confident, on item 3, there were 63,16% students said that Metacognitive Strategy helped them understand the text more easily, on item 4, there were 76,32% students said that Metacognitive Strategy awaked their interest in reading, and the last item 5, there were 63,16% said that Metacognitive Strategy encouraged them to be critical reader. In other words, there were 12 students or 31,58% who were not motivated, 13 students or 34,21% were still less self confident, 14 students or 36,82% were difficult to understand the text, 9 students or 23,68% were not critical readers. In other words, there were still some students who were not interested in reading yet. In conclusion, the second problem was not solved yet.

In addition, there were still many students who were not active yet. It could be identified from each of items that indicated students' participation and passiveness in learning reading (see table 2). From item 1, there were 21 students or 55,79% did not make interaction with teacher and friends, item 2, there were 24 students or 63,16% who enhanced achievement in reading, item 3, there were 26 students or 68,42% having responsibility. Item 4, there were 27 students or 71,05% having initiative toward the activities, item 5, there were 23 students or

60,53% competed positively with others, item 6, there were 28 students or 73,68% active in learning, item 7, there were 22 students or 57,89% were easy to be satisfied with the result they got from the text and the last item 8, there 28 students or 73,68% were active to work in group task.

Table 2. The Students' Reading Participation (Questionnaire)

No	Items	Always (%)	Often (%)	Seldom (%)	Never (%)
1	Interaction with teachers and friends	6 (15,79%)	15 (39,47%)	13 (34,21%)	4 (10,53%)
2	Enhancing achievement in reading	5 (13,16%)	19 (50%)	8 (21,05%)	6 (15,79%)
3	Having responsibility	6 (15,79%)	19 (50%)	8 (21,05%)	4 (10,53%)
4	Having initiative toward the activities	6 (15,79%)	21 (55,26%)	7 (18,42%)	4 (10,53%)
5	Competing positively	9 (23,68%)	14 (36,82%)	9 (23,68%)	6 (15,79%)
6	Active in learning	11 (28,95%)	17 (44,74%)	7 (18,42%)	3 (7,89%)
7	Not being easy to be satisfied with the reading result	9 (23,68%)	13 (34,21%)	10 (26,31%)	6 (15,79%)
8	Being active in doing group task	10 (26,31%)	18 (47,39%)	6 (15,79%)	4 (10,53%)

From the analysis of each questionnaire item, it could be concluded that there were still many students were still passive. In other words, the first problem (students' passiveness) was also not solved in the first cycle. In addition, there should be another action on the next cycle (cycle 2).

Second Cycle

Based on the reflection in previous cycle, there were still some problems related to the students' passiveness and teacher's teaching strategy. The focuses were problems were about enriching students understanding about the concept of Metacognitive Strategy and giving more time to practice the strategies. In addition, they lack of self confident to interact with teacher and friends. As a result, they felt in doubt and afraid of making mistake.

In dealing with the teacher's teaching strategy problem, students were still not accustomed to using the strategies in learning reading. So, they needed some adjustment in order to be able to interact and do the reading tasks. In addition, the materials were not closely related to their real life context. So, they were less interested in reading.

Finally, the students were not really comfortable with their group members since the group consisted of clever students. So, most of the groups' members felt lazy to be active and got involved in group discussion. They wanted the members of the group were mixed, so they could interact do the reading task freely without being reluctant and timid to talk..

After analyzing and evaluating the questionnaires of the students' interest in teacher' teaching strategy and students' passiveness, the team concluded that the second problem (teacher's strategy) had been solved in the second cycle. It meant that it was not continued to the third cycle (see table 3).

Table 3. The Students' Reading Interest (Questionnaire)

No	Items	Always (%)	Often (%)	Seldom (%)	Never (%)
1	Metacognitive Strategy increases my participation in reading	13 (34,21%)	18 (47,39%)	7 (18,42%)	-
2	Metacognitve Strategy increases my self confident	9 (23,68%)	21 (55,79%)	6 (15,79%)	2 (5,26%)
3	Metacognitive Strategy helps me understand the text more easily	12 (31,58%)	16 (42,10%)	8 (21,05%)	2 (5,26%)
4	Metacognitive Strategy awakes my interest in reading	15 (39,47%)	19 (50%)	4 (10,53%)	-
5	Metacognitive Strategy encourages me to be critical	10 (26,31%)	20 (52,63%)	7 (18,42%)	1 (2,63%)

Table 3 indicated that nearly all of the students' interest in reading. Each item showed the increasing numbers of students who were interested in reading. For instance: item 1 there were 35 or 81% students said Metacognitive Strategy could increase their participation, item 2, there were 30 or 78,95% students said that Metacognitive Strategy increased their self confidence, item 3, there were 28 or 73,68% students said that Metacognitive Strategy helped them understand the text more easily, item 4, there were 34 or 89,47% students said that Metacognitive Strategy awaked their interest in reading and the last item 5, there were 30 or 78,95% students said that Metacognitive Strategy encouraged them to critical reader.

In other words, There were 7 students or 18,72% who were not participated, item 2, there were 8 students or 21,05% who were less self confident, item 3, there were 10 students or 26,31% who could not understand the text, item 4, there were 4 or 10,53% who were not interested in learning reading, and the last item 5, there were not critical reader. In other words, there was an increasing percentage of students' interest in teacher's teaching strategy comparing with cycle 1. In conclusion, the second problem (teacher's teaching strategy) was still necessary to solve the next cycle.

At the first problem (students' passiveness) was not solved yet in cycle 2. Even though, some students had showed some progress, for instance: they looked more motivated to interact and did the reading tasks. Besides, the students who had low self-confident were getting reduced. They were more active and creative than before. Moreover, they looked more discipline than before, particularly in using the time and submitting home works.

In discussion, they looked more serious and enthusiastic. Each of the group members helped one another. However, some students still felt reluctant to get involved actively in their groups. It seemed that, they still depend on responsibility to their friends. Meanwhile, there were still some students who were not active in learning reading discussion yet in cycle 2. It could be identified from each of item that indicated students' activeness and passiveness in learning reading (see table 4).

Table 4. The Students' Reading Participation (Questionnaire)

No	Items	Always (%)	Often (%)	Seldom (%)	Never (%)
1	Interaction with teachers and friends	5 (13,16%)	21 (55,26%)	8 (21,05%)	4 (10,53%)
2	Enhancing achievement in reading	14 (36,82%)	10 (26,31%)	9 (23,68%)	5 (13,16%)
3	Having responsibility	8 (21,05%)	19 (50%)	7 (18,42%)	4 (10,53%)
4	Having initiative toward the activities	13 (34,21%)	16 (42,10%)	6 (15,79%)	3 (7,89%)
5	Competing positively	7 (18,42%)	18 (47,39%)	9 (23,68%)	4 (10,53%)
6	Active in learning	22 (57,89%)	8 (21,05%)	7 (18,42%)	1 (2,63%)
7	Not being easy to be satisfied with the reading result	11 (28,94%)	13 (34,21%)	11 (28,94%)	3 (7,89%)
8	Being active in doing group task	18 (47,39%)	14 (36,82%)	6 (15,79%)	-

From table 4 indicated there were 26 students or 68% 42% made interaction with teacher and friends, item 2, there were 24 students or 63,16% enhancing achievement in reading , item 3, there were 27 or 71,05% having responsibility, item 4, there were 29 students or 76,31% had initiative toward the activities, item 5, there were 25 students or 65,79% competed positively with others, item 6, there were 30 students or 78,95% were active in learning, item 7, there were 24 students or 63,16% were not easy to be satisfied with the result

they got in learning reading, and the last item 8, there were 32 students or 84,21% were active to work in group task.

From the analysis of the questionnaire items it could be concluded that there were some progress in this cycle. Even though, there were still some passive students in the second cycle. So, the action should be continued to the third cycle.

After getting the data from the observation and questionnaire, the team interview was focused on the students who were still passive in reading and discussion. In addition, their personal problems such as, motivation and willingness to study or do tasks. In conclusion, the second problem had not solved yet. There were some students still passive in reading activities.

Third Cycle

Based on the reflection in the cycle two, there were still some problems related to first problem (students' passiveness). The first, few students still had low self confident, less motivation and willing to do the task. These problems were caused lack of vocabulary, sentence pattern and personal problems. Besides, it was also identified from the observation that few of the students looked difficult to arrange the sentences in English. As a consequence, they sometimes used Indonesia to express their ideas. The second, few students felt reluctant to interact with the teacher and friends dealing with text being discussed. After interviewing them, it could be identified that they were still afraid of making mistake. So, they were in doubt in making interaction with the teacher and friends.

The third, few students still had low discipline in doing homework. After having interview with them, there were some different reasons, for instance: few of them said they sometime had no mood to do the home works and other reading activities because they had external problems dealing with their families and financial.

In conclusion, the problems that needed to be solved or emphasized in the third cycle were almost the same as it was done in the previous cycle. In addition, the number of meetings in each cycle was exactly the same but the difference only on approaching some certain students that might still had specific problems.

The following tables were the result of observation of students' participation and interest.

The participation of the students in reading and discussion reflected their activeness and passiveness. Table 5 below indicated that the students' interaction was higher than before.

Almost all the students interacted in reading both with teacher and friends. In addition, most of the students had self confident in reading. When they were asked to answer, they directly raised their fingers without feeling afraid of making mistake anymore.

In doing the reading tasks, they were not easy to be satisfied. They kept trying to do the better thing. Even though, the result was sometimes less satisfied. Besides, the students also look more critical in understanding the reading text. They did not only receive their friends' answers but they tried to do some analysis. In addition, they seemed that they like to work together in discussing the reading topic.

In presentation the students showed their activeness and enthusiastic. The students tried to express their ideas by saying agreement or disagreement with several logical reasons. Event though, one two still timid and a bit reluctant to give responds.

In addition, from the questionnaire analysis (see table 5) indicated that the percentage of students' interaction was 89,47%, the students who enhanced achievement in reading was 78,95%, the students who had responsibility was 86,42%, the students who had initiative toward the activities was 94,74%, the students who competed positively was 89,47%, the students who were active in learning was 97,37%, students who were not easy to get satisfied was 89,47%, and students who were active to work in group task was 94,74%. In other words, increasing percentage of students who were active in this cycle comparing with previous cycle.

Table 5. The Students' Reading Participation (Questionnaire)

No	Items	Always (%)	Often (%)	Seldom (%)	Never (%)
1	Interaction with teachers and friends	9 (23,68%)	25 (65,79%)	4 (10,53%)	-
2	Enhancing achievement in reading	7 (18,42%)	23 (60,53%)	7 (18,42%)	1 (2,63%)
3	Having responsibility	11 (28,94%)	21 (55,26%)	5 (13,16%)	-
4	Having initiative toward the activities	6 (15,79%)	30 (78,95%)	2 (5,26%)	-
5	Competing positively	10 (26,31%)	24 (63,16%)	4 (10,53%)	-
6	Active in learning	26 (68,42%)	11 (28,94%)	1 (2,63%)	-
7	Not being easy to be satisfied with the reading result	7 (18,42%)	27 (71,05%)	4 (10,53%)	-
8	Being active in doing group task	19 (50%)	17 (44,74%)	1 (2,63%)	-

The students' interest in teacher's strategy in teaching reading and discussion reflected their students' interest. The table 6 indicated that the students' interest in reading was higher than before. The team concluded that the second problem (teacher's strategy in teaching) had been solved in the cycle (see table 6).

Table 6. The Students' Reading Interest (Questionnaire)

No	Items	Always (%)	Often (%)	Seldom (%)	Never (%)
1	Metacognitive Strategy increases my participation in reading	14 (36,82%)	23 (60,53%)	1 (2,63%)	-
2	Metacognitive Strategy increases my self confident	14 (36,82%)	21 (55,26%)	2 (5,26%)	-
3	Metacognitive Strategy helps me understand the text more easily	11 (28,98%)	26 (68,42%)	1 (2,63%)	-
4	Metacognitive Strategy awakes my interest in reading	17 (44,74%)	20 (52,63%)	1 (2,63%)	-
5	Metacognitive Strategy encourages me to be critical	13 (43,21%)	22 (57,89%)	2 (5,26%)	-

Table 6 indicated that nearly all of the students were interested in reading. Each item showed the increasing numbers of students who were interested in reading. For instance: item 1 there was 94,74% students said that Metacognitive Strategy could increase their participation, in item 2 there was 92,10% students said that Metacognitive Strategy increased self confidence, in item 3 was 94,74% students said that Metacognitive Strategy helped them understand the text more easily, in item 4, there was 94,74% students said that Metacognitive Strategy awaked their interest in reading and the last item 5, there was 92,10% students said that Metacognitive Strategy encouraged them to be critical reader. The average increasing percentage from cycle 2 to cycle 3 was 13,11%. It meant that almost all of the students were interested in reading. In conclusion, the second problem (teacher's teaching strategy) could be solved in the third cycle.

Based on the observation, questionnaire, and interview in Cycle 3, the team concluded that the first problem (students' passiveness) and the second problem (teacher's teaching strategy) could be solved. It could be seen from the checklist of students' reaction as well as their answers on questionnaire.

The checklist showed the most of the students showed their willingness to be active in reading. They were also had self confident to interact with their teacher and friends. Besides, they were not afraid anymore of making mistake doing the reading tasks. Moreover, they had

discipline in doing home works and using time. In addition, the students tried to compete to do better things. And also the checklist showed that nearly all of the students were interested in reading. They were participated to apply the strategies; they also had self confident in reading.

The data of questionnaire result indicated that percentage of the students who were interested in reading was 92,02% and percentage of the students who were participate in reading was 91,08%. This data of questionnaire result was not so far deferent from data of observation checklist that indicated that most of the students were participate in reading and nearly all of the students were interested in readding. Referring to the indicators of success, it could be concluded that the first problem and the second problem could be solved in the third cycle.

Discussion

By looking on the results of observations, questionnaires, and interview in the three cycles that were held in 12 meetings. The researcher found that the implementation of Metacognitive Strategy could improve students' interest and participation in reading. It could be identified from the increasing number of students who were participated in reading as well as interested in reading from cycle to cycle. To look at more clearly about the progress of each cycle, could be seen in following table and diagram.

Table 7. The Increasing Average Percentage of Students' reading interest and Participation through Metacognitive Strategy

Aspects	Before CAR	Cycle 1	Cycle 2	Cycle 3
Students' interest	56,42%	67,39%	80,57%	93,68%
Students' participation	58,62%	65,62%	71,13%	91,08%

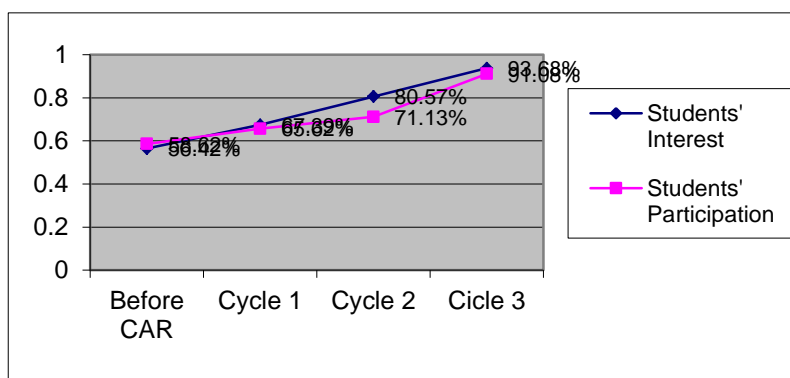


Diagram 1. The Increasing Percentages of Students' Reading Interest and Participation

1. Students' reading interest

From the figure above, the percentage of the students who were interested in reading in cycle 1 was 67,39%. This was not satisfied result yet of implementation of Metacognitive Strategy in cycle 1. In cycle 2, the percentage of students' interest in reading became 80,57%. At the end of cycle 3, the percentage students' interest in reading became 93,68%. It meant that, there was 13,18% increasing percentage between cycle 1 and 2, and 13,11% increasing percentage between cycle 2 and 3. The significant progress was caused by the improvement of plans as the manifestation of problem solving in cycle 1 and 2. This was the optimal effort to increase the students' interest in reading. Even though, there were still few students who were uninterested in reading because of external problems. In conclusion, the problem of teacher's teaching strategy had been solved maximum in cycle 3. From the results above, related with Collins (1994) about the characteristics of independent learners in learning reading.

2. Students' reading participation

The number of students' participation increased from cycle to cycle. At the end of cycle 1, the percentage of students' participation was only 65,52%. In this cycle, the scenario of teaching and learning was not well organized yet. As a result the change was not visible yet. In cycle 2, the percentage increased became 71,13%. This was the most significant change of students' participation among the three cycles were done. At the end cycle 3, the percentage increased became 91,08%. The average increasing percentage between cycle 1 and 2 was 5,61%, and 2 and 3 was 19,95%. This significant progress was caused by the increasing number of students who understood more clearly about the strategies. Besides, in this cycle

the students were more active in learning reading. So, these results related Subroto (1997). However, the result of cycle 2 were not yet optimally reached because there were still few students were not active yet. So, this cycle should be continued to the cycle 3.

In this cycle, there were few students were still passive in reading. This was because of external problem that beyond the action research reach of investigation. In other words, most of the students were active in reading. The increasing percentage of students who were active and interested in reading indicated that Metacognitive Strategy could increase interest and participation. This progress was stimulated with the strategy used by the teacher was attractive and cooperative. So, the students were interested in getting involved in reading activities. These assumptions were based on the some reasons, they were:

1. The students were encouraged to interact during reading practice. The interaction was structured from the use of four fabulous strategies (planning, monitoring, and evaluating).
2. The students were practiced to read critically. They could monitor their comprehension and made clarity for something that disturbed their understanding towards the text. By reading critically, the students might get more information from the text. The more information they got the better their understanding would be.
3. The students worked together in group. They could discuss, interacted and help one another to solve their problems. By this cooperative reading strategy might increase students' activeness in reading as well as developed their sense of community.
4. The students were monitoring during reading practice. This temporary help would be very helpful for those had low motivation and self-confident. So, they could be more active without feeling anxiety and worried of making mistake.

The reason above have related with some existing theories, they are Amato (2003) states that reading process as an interactive process. That is to say a process during which meaning is created by the readers, not only through interaction with the text, but also through interaction with others in the class. Beside that, according Murcia (2001) said that reading is a creative act. It means that the students are involved in actual interaction and use a reading skill to comprehend the text. Because reading skill, there are three general component, namely: skimming, scanning, and reading between the line, which have to be developed and train

For that reason, the implementation of metacognitive strategy to improve students' interest and participation at the third semester students of English Department at IAIN Kerinci, has become one of strategy that can be used by the English teacher and can assist students in learning reading

CONCLUSIONS

This research was focused on the implementation of Metacognitive Strategy in solving reading problems that consisted of three fabulous strategies (planning, monitoring, and evaluating). These strategies could be evaluated instructional tools especially for reading skill, because many English teachers found that there was insufficient practice time for students who were required to cope with studying a new language and to read for the text.

Metacognitive Strategy played an important role in a learning process, It involved both conscious awareness and conscious control of one's learning particularly in reading strategies. The result of the research indicated that: (1) Metacognitive Strategy could manage students thinking about and planning for learning. (2) Metacognitive Strategy thought was an essential skill for learning (3) Metacognitive Strategy could help students to understand the text more easily. (4) Metacognitive Strategy could increase students' interest in reading. (5) The students were more self-confident to participate in the classroom interaction. (6) Additional assignments were helped for the students. (7) Modeling helped students to be critical and independent in reading

REFERENCES

- Auerbach, E. R, & Paxton, D. 1997. It's not the English thing: Bringing reading research into the ESL classroom. *TESOL Quarterly*, 31.237
- Amato, Patricia A. Richard. 2003. *Making it Happen from Interactive to Participatory language Teaching, Theory and Practice*. New York: Pearson Education, Inc.
- Baker, L, & Brown, A. L. 1984. Metacognitive skills in reading. In D. Pearson, M. Kamil, R. Barr, & P. Mosenthal (Eds). *Handbook of Reading Research*(pp.353-394. New York: Longman.
- Carrell, P. L, Pharis, B. G, & Liberto, J. G. 1989. Metacognitive strategy training for ESL reading. *TESOL Quarterly*, 20, 463-494

- Cohen, A. A. 1998. *Strategies in Learning and Using a Second Language*. New York: Addison Wesley Longman Limited.
- Collins, Norma Pecker. 1994. Metacognition and Reading to Learning. *ERIC: Classroom in Reading English and Communication Bloomington Inc.* Retrieved on September 2006 from <http://www.vtaide.com/png/ERIC/Metacognition.html>.
- Devine, Thomas G. 1986 *Teaching Reading Comprehension from Theory to Practice*. Boston: Allyn and Bacon
- Devine, J. 1993. *The role of metacognition in second language reading and writing*. In G. Joan and L. I. Carson (Eds), *Reading in the composition classroom, second language perspective (pp. 105-130)*. Boston: Heinle and Heinle Publishers.
- English Teaching Forum, 2001. *Approach*, Volume 33 No,1 March 2001 *Acquiring Vocabulary through a context-based*
- Flavell. J. H. 1981. Cognitive monitoring. In W. P. Dickson (Eds). *Children's oral communication skills* (pp. 35-60). New York: Academic Press.
- Gnoinska, Anna. 1998.. *Teaching Vocabulary in Color in Forum English Teaching*. Washington, DC: United State Information Agency.
- Gousseva, Julia. .2005 *Literacy Development Through Peer Reviews in a Freshman Composition Classroom*. Retrieved on September 2006 from <http://iteslj.org/Article/Gousseva-Litercy.html>
- Ibsen, Elisabeth in Thomas Kralad. 1995. *Creative Classroom Activities*. Washington,DC: United Stes Information Agency.
- Johnson, Andrew P. 2005. *A short Guide to Action Research*. Boston: Pearson Education, Inc.
- Mills, Geoffrey E. 2003. *Action Research: A Guide for the Teacher researcher*. New Jersey: Pearson Education Inc.
- Murcia-Celce. 2001 *Teaching English as a Second or Foreign Language*. Boston: Heinle-Heinle
- Mustahafa, Bachrudin. 1999. *Content Area Reading: Principles and Strategies to Promote Independent Learning*. Bandung: IKIP.
- O'Malley, J. M., and A. U. Chamot. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Oxford, R. L. 1990. *Language Strategies: What Every Teacher Should Know*. Boston,MA: Heinle & Heinle.

- Palincsar, A. S. 2003. Reciprocal teaching of comprehension monitoring activities. *Cognition and Instruction*, 1(2), 117-175. Retrieved on July 2006 from Website: <http://www.co.uga.edu/epltt/reciprocalteaching/cognition.html>.
- Richards, J. C. and C. Lockhart. 1994. *Reflecting Teaching in Second Language Classroom*. Cmbridge: Cambridge University Press.
- Scott, Wendy A. and Lisbeth H. Ytreberg. 2005 *Teaching English to Children*. New York, Longman.
- Shmais, Wafa Abu. 2003. *Language Learning Strategy Use in Palestine*. An-Najah Natinal University, Palestine: TESL-EJ. Retrieved on August 2006 from <http://www-writing.berkeley.edu/TESL-Ej.html>.
- Subroto, Suryo, 1997. *Proses Belajar Mengajar di Sekolah*. Jakarta: Rineka Cipta.
- Yusmalinda. 2006. "The Implementation of CTL in Integrated English Teaching". Thesis Padang: PASCA English Department.
- Tompkins, Gail E. and Kenneth Hoskisson. . 1991. *Language Arts: Content and Teaching Strategies*. New York: Macmillan Publishing Company.
- Wilson, Robert McCole 2005. *Teaching Reading-a History* Retrieved on August 2006 from website: <http://www.socsci.kum.nl/ped/whp/histeduc/Wilson.html>