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i-manager's Journal on English Language Teaching

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English Language Teaching is globally vibrant and dynamic today.^[17] English as an international language accommodates the unique needs of world communities while competing with and complementing other languages.^[17] ELT improves language skills, oral communication, memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge.^[17] i-manager's Journal on English Language Teaching aims to bring practitioners, researchers, curriculum designers and professionals in corporate communication and provide a forum where ELT practitioners and experts share new insights and experience in ELT.

i-manager's Journal on English Language Teaching is presently in its 10th Year. The first issue was launched in 2011.

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The first issue of *i-manager's Journal on English Language Teaching (JELT)* came out in 2011. Since then, the journey of JELT have been enchanting and inspiring, in the field of English Language Teaching (ELT), especially for researches related to English as Second Language (ESL / L2) or English as Foreign Language (EFL). This journal is inclusive of any technological innovation happening in English teaching, not limited to mobile learning using Apps or subtitled learning from movies or documentary films accessed through YouTube.

In order to make the JELT accessible and available for readers across the globe, it has been abstracted and indexed in ERIC (Education Resources Information Center), ProQuest, The Learning and Technology Library – Learn Tech Lib, Ulrich's Periodicals Directory, Google Scholar, Indian Citation Index, World Cat and Scilit. We have redefined the journal with its rich, engaging and relevant research papers.

The current issue (Volume: 10, Issue: 3) carries articles on researches from the USA, Turkey and Indonesia on various aspects of English Language Teaching.

Okan Önalan and Esim Gürsoy have reported the results of their research on the assessment of EFL teachers at primary and secondary level in Turkey. This study has implications on teachers, teacher educators and policy makers. For students, assessment should focus on specific attention and care due to the characteristics, cognitive and emotional development highlighting the need and purpose for learning a foreign language. For teacher educators, as like any other professional development activity, the governments should focus on the sustainability of the curriculum objectives. The policy makers must focus on the curriculum objectives for language education to avoid teachers blaming the system for any inadequacy relating to the teaching profession.

^[24] Galina Shleykina has demonstrated the results of the research on Can-Do statements for presentational writing in the context of first-year ESL composition classes. The study was carried out with questionnaires on progress in writing among students at various intervals of a semester. ^[24] The results were assessed qualitatively on various factors highlighting awareness, self-reflection, objective self-assessment, and engagement in critical thinking. This study has direct implications with suggestions for teaching, and recommendations for the further exploration on using Can-Do statements. Finally, these techniques can be used together to enhance teaching and learning as well as develop important linguistic and metacognitive skills.

Ferya Babaei Chegeni and Servat Shirkhani have reported their study on reading comprehension. The study of second language is more relevant in the globalization era and has raised the question "does one need to know the culture of the people of the second language in their native land?" In the study is English language and the culture for comprehension is English culture. With some disclosed limitations in the design study, the results suggest that concepts such as culture, value, beliefs, norms, customs, and traditions should be incorporated into language teaching syllabi and teaching materials to familiarize the learners with the L2 culture as much as possible.

Halenur Çeliktürk and Filiz Yalçın Tilfarlioğlu aimed to answer the reliability of various game competitions used in ELT classrooms using two groups in Turkey. The results of this study express that various competition games are prospering to increase academic success of EFL learners. Also, it has revealed the have influence on sympathetic tendency of female students. In addition, results of this study also reveal that games are helpful to lessen the language barriers.

Welly Ardiansyah along with Nurul Aryanti and Murwani Ujihanti did a study on the metacognitive self-monitoring strategies on improving the comprehension skills among Computer Engineering students from polytechnic level in Indonesia. They had tailored a 3 x 2 factorial design for the study using RT (Reciprocal Teaching) strategy and LLS (Language Learning strategies). From the data analyzed, the study concluded that there should be training on the application of RT and LLS for the English language teachers, students and Polytechnic leaders to make the reading activity more engaging and attractive to students so that students become more responsible, independent and autonomous readers.

Erdem Aksoy studied the educational vision devised for 2023 for Turkey by its Ministry of National Education with phenomenological qualitative design.^[16] A structured interview form along with document analysis methods were used to collect data.^[16] Descriptive statistics were used to present demographic data, while content analysis was used to present qualitative data.^[16] One of the key finding of the study is that reforms or transformations may happen only if steady and gradual steps are taken in designing the curriculum with integration among various courses.

We extend our sincere thanks to the authors for their contribution towards this issue and we are grateful to the reviewers for spending their quality time in reviewing these papers. Our special thanks to the Editor-in-Chief, Dr. Abhishek Kumar Srivastava, for his continuous support and efforts in further improving the quality of the Journal.

^[5] Warm regards,

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THE METACOGNITIVE SELF-MONITORING STRATEGIES ON IMPROVING STUDENTS' READING COMPREHENSION OF 2ND GRADE STUDENTS

By

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ABSTRACT

The objectives of this study are to see if Reciprocal Teaching (RT) is more a effective Language Learning Strategy (LLS) to teach reading comprehension, and to see if students of high reading comprehension achievement have better reading comprehension than those of moderate and low reading comprehension achievement. The 3 x 2 factorial design is related to the aims of the study. The population was the second semester of the Computer Engineering study program Polytechnic of Sriwijaya in the academic year of 2018/2019 consisting of six classes and 143 students with a purposive sampling technique. Reading Comprehension test of 40 items of multiple choices were used as the research instrument. The data were analyzed using a paired sample t-test with SPSS 23. The finding showed: (1) students' reading comprehension taught by RT strategy was 7.65478 higher than those taught by LLS which was 7.64276. As a conclusion, RT and LLS had a significant result on students' reading comprehension achievement.

Keywords: Reciprocal Teaching, Language Learning Strategy, Reading Comprehension.

INTRODUCTION

Reading comprehension becomes the most important in the learning process. It plays a big role in the success of the students studying at schools. For those who have good reading comprehension, it can be inferred that they have good achievements in many subjects. This is in line with the statement that the students' general language skills can be developed through reading. They will get progress in vocabulary, writing - speaking skills, and finding new ideas, facts, and experiences (Mikulecky & Jeffries, 2007).

But, many obstacles are found while students struggle to comprehend the text in class. Related to that, Brown (2001) proposes five reasons for lack of reading comprehension; they are (1) failure to understand the words (2) failure to understand a sentence, (3) failure to understand how a sentence is related to another, (4) failure to understand how the information fits in a meaningful way or well-organized, and (5) lack of concentration (Celik, 2012).

The same conditions as stated above also occurred at the second-grade students of Computer Engineering Study

Program, Politeknik Negeri Sriwijaya, Palembang. The result of the observation and informal interview conducted by the researchers in September 2017 - January 2018 showed that the students had some difficulties in comprehending many kinds of English text. The difficulties consisted of understanding of a text that had been read, and thinking methodically in all three levels of reading processes, namely before reading, during reading and after reading. Few students just kept silent, gave no attention, and made noise. Although sometimes the English lecturers gave students the chance to participate in class, the students felt reluctant to fully participate. They either waited on other students to grab the opportunity or expected the teacher to move on with further explanations. From the researchers' perspective, such a situation showed that there was less interaction among English lecturers and students that would affect the goal of teaching and learning reading comprehension which made the students better in understanding the message included in the text.

To overcome the lack of reading comprehension, the

English lecturers are suggested to provide students with appropriate metacognitive strategies that can make them more aware of their learning processes as well as how to regulate those processes for further effective learning. More precisely, it also enhances the personal capacity for self-regulation and managing one's own motivation for learning (Thornbury, 2006). It is in line with what Rahimirad (2014) said. ^[11] He stated that metacognitive strategies bring the students autonomy to make informed decisions about their learning and students are encouraged to take charge of their learning.

^[11] English lecturers should master effective reading comprehension strategies that can actively engage students in reading comprehension teaching in order to help the students to cope with the difficulties in learning English reading. By mastering reading comprehension strategies, English lecturers will use the ways or steps employed by students to obtain the target in learning languages influencing the information in deriving, storing or employing it with the goal to achieve the students' purposes. In English teaching and learning process, those strategies have an important role to get students to be competent in using English.

English lecturers could use two metacognitive reading strategies, namely Language Learning Strategy (LLS), and Reciprocal Teaching strategy (RT). Green and Oxford in Wenden and Rubin (1987), said that LLS may contribute significantly to the learning process without being in themselves sufficient to move the less successful students to higher levels of proficiency. ^[45] Also, Pressly and Afflerbach (1998) stated that learning strategies are intentionally used and consciously controlled by the learner.

Villamizar (2014), also highlighted the importance of Language Learning Strategies (LLS) in teaching and learning process of foreign languages. ^[19] While Oxford (1990) strongly says that language learning strategies can help learners to facilitate the acquisition, storage, retrieval or use of information and increase self-confidence. In short, it could be inferred that Language Learning Strategies (LLS) could be the strongest set of instruments to achieve proficiency in foreign languages.

The second strategy is Reciprocal Teaching (RT). RT is a technique designed researcher-developed instruction (Ardiansyah, 2018). RT is an instructional procedure in which small groups of students learn to improve their reading comprehension through scaffold instruction of comprehension - monitoring strategies. ^[12] Uezkus (2005) said that reciprocal teaching technique is a scaffolded discussion technique that is built on four strategies that good readers use to comprehend text: ^[12] predicting, questioning, clarifying, and summarizing. ^[31] Each of these strategies are selected as a means of helping students construct meaning from text as well as a means of monitoring their reading to make sure that they are in fact understand what they read, which in this case, these four strategies are implemented by working in groups. Also, these four strategies provide the structure for a dialogue about a text which the teacher and a small group of students read together. Furthermore, Celik (2012) cited that reading experts and practitioners recommend reciprocal teaching as effective in helping students in improving their reading ability.

Pressly and Afflerbach (1998), asserted that students taught with reciprocal teaching have a chance to lead a group dialogue, help to bring more meaning to the text, and enhance students' comprehension of text. ^[12] It happens because the aim of RT strategy is to use discussion to improve students' reading comprehension, develop self-regulatory and monitoring skills, and achieve overall improvement in motivation.

^[25] 1. Objective

This present study seeks to give answers which cognitive reading strategies between RT and LLS considered the most effective to improve students' reading comprehension achievement. Also it is expected that the research findings can give a positive contribution to the field of reading comprehension course in State Polytechnic of Sriwijaya.

2. Review of Literature

2.1 Reading Comprehension

Reading is a basic competency in mastering English which involves a metacognitive activity in which the reader takes part in a conversation with the writer through the text. To

succeed in academic life and beyond, there is a must for students to be able to comprehend what they read (Ardiansyah & Ujihanti, 2018). Also, Taraban et al., (2004) said that students must be trained to use a metacognitive strategy to improve students' reading comprehension. A metacognitive strategy gives students a chance to plan before reading, control their reading process, organize their own rules, and evaluate themselves. A metacognitive strategy shapes the students to become independent readers which are the goal of reading. Thus, in the reading classrooms, students should be trained to use meta cognitive strategies to help them comprehend texts.

^[27] Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Brassel & Rasinski, 2008). Information in written text must be comprehended by a reader. To comprehend the text, the reader needs to be able to identify main ideas and details; distinguish between facts and opinions; draw inferences; determine author intent, stance, and bias; summarize; synthesize two or more reading passages; extend textual information to new tasks. These abilities will lead a reader to become a good reader.

2.2 Reading and Metacognition

Reading is a cognitive process implying that meta cognition or awareness and regulation of one's thinking during the reading process could lead to better comprehension, and it is a key to reading comprehension since it is found essential to develop some linguistic, cognitive, and social skills (Alexander & Jetton, 2000).

^[17] Metacognition, according to Bazerman (1985), is a regulatory system that helps learners understand and control their own cognitive performances. ^[17] It not only allows learners to take charge of their own learning but also involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies. Metacognitive, according to Palincsar and Brown (1984) and Cohen (1986), make readers aware to monitor their activities during reading. Surely it will affect their comprehension while reading.

In conclusion, it could be said that students with meta cognitive reading strategy awareness are essentially learners with direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions. Awareness and use of metacognitive reading strategies have positive and direct relationship with reading comprehension performance; thus, students who use these strategies perform better in reading comprehension course.

2.3 Reciprocal Teaching and Comprehension

According to Pressly and Afflerbach (1998), reciprocal teaching strategies are taught to students through a series of dialogues between the teacher and the students, with the dialogues centered on sections of text that students had to read it silently first. The teacher begins by asking a student to think of a question that could be asked about the information in the passage. After the student responds, other students again join in by refining the question or asking additional questions. Next, a student summarizes the passage that has just been read. After the first student responds, other students refine, shorten, or elaborate on the summary. Throughout the process, students are encouraged to seek clarification of words or concepts they do not understand. The teachers may lead students to discover word meanings or prompt them to apply previously learned strategies for gaining clarification (e.g., using context for identifying the meaning of an unfamiliar word). Students are encouraged to speak up when something does not make sense to them. Finally, they are asked to think ahead and predict what information will follow in the next section of text.

Palincsar and Brown (1984), cited that reciprocal teaching strategy is an instructional approach which include guided practice and modeling of comprehension-fostering strategies; predicting, generating questions, clarifying, and summarizing. The four steps, according to Slater and Horstman (2002), are also known as self-monitoring strategies. ^[12] These four steps help students to improve their reading comprehension, develop self-regulatory and monitoring skills, and achieve overall improvement in motivation and thus become better readers.

2.^[8] Language Learning Strategies

LLS, according to Oxford and Lavine (1992), are the often-conscious steps or behaviors *taken by learners to enhance their language skills, recall, and use of new information.*

^[8] While Cohen (2015) cited that LLS as *processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of language, through the storage, retention, recall, and application of information about that language.*

LLS is a certain way which students use in order to comprehend certain materials and improve their learning (Oxford, 1990). Oxford (1990) mentions more specifically that LLS are any possible actions chosen by the learners to comprehend something and create more enjoyable and easier way of learning.^[22] Lee (2010) cited that when learners start to learn something, they have the ability to respond to the particular learning situation and to manage their learning in an appropriate way. Learners use LLS in order to learn something more successfully.^[8] In addition, Ellis (1997) says that LLS consist of mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use that students engage in with the aim to gain control over their learning process.^[8] In short, LLS can make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

From the theories above, LLS can be constructed as learning tools which are selected by learners to help them successful in the learning process.^[10] Moreover, LLS makes the learning easier, faster, and more enjoyable.

3. Methodology

3.1 Design

This research is a quasi-experimental or quasi-experiment conducted using two research groups, and did not classify the sample into groups randomly. In this research, the researchers used a purposive sampling. Purposive sampling which is also known as judgment, selective or subjective sampling is a sampling technique in which researchers rely on their own judgment when choosing members of the population to participate in the study. In other words, researchers believe that they can obtain a

representative sample by using sound judgment, which will result in saving time and money.

^[5] Each sample group was divided into three categories based on the capability initially, the initial capability of high, moderate and low, so this study used a factorial design 3 x 2 factorial design Anderson (2005) says that factorial design is an efficient way to study several relationships with one set of data.

This study is categorized as experimental research and involve two groups:^[5] experimental 1 (one class of high reading comprehension achievement, one class of moderate reading comprehension achievement, and one class of low reading comprehension achievement) and experimental II (one class of high reading comprehension achievement, one class of moderate reading comprehension achievement, and one class of low reading comprehension achievement).

In the process of teaching, the differences between experiment class and control class only the reading strategy was used. The experiment 1 was taught by using RT strategy while the experiment II was taught by using the LLS. The table of 3 x 2 Factorial Design can be seen as in Table 1.

The Table 1 shows that there are two experimental groups that are being taught with RT (group A₁) and LLS (group A₂). Each group consists of three different classes;^[5] high, moderate, and low reading comprehension achievement. Then results of Group A₁, B₁ are contrasted with group A₂, B₂ to see whether RT is more effective than LLS to improve students' reading comprehension on the level of high reading comprehension achievement (B₁).

To see whether RT is more effective than LLS to improve students' reading comprehension on the level of moderate reading comprehension achievement (B₂), the writers contrast the results of group A₁B₂ and A₂B₂.^[25] In this research too, the writers contrast the results of group A₁B₃ and A₂B₃ to see whether RT or LLS is more effective to improve students' reading comprehension achievement on the level of low reading comprehension achievement (B₃).

The pre-test is conducted to the previous students' reading comprehension achievement before they get the

Reading Comprehension Source (A)		
Reading Comprehension Achievement (B)	Reciprocal Teaching (Group A)	Language Learning Strategies (Group A)
High Reading Comprehension Achievement (B ₁)	Group A ₁ , B ₁ (Students having high reading comprehension achievement taught using Reciprocal Teaching)	Group A ₁ , B ₁ (Students having high reading comprehension achievement taught using Language Learning Strategies)
Moderate Reading Comprehension Achievement (B ₂)	Group A ₂ , B ₂ (Students having moderate reading comprehension achievement taught using Reciprocal Teaching)	Group A ₂ , B ₂ (Students having moderate reading comprehension achievement taught using Language Learning Strategies)
Low Reading Comprehension Achievement (B ₃)	Group A ₃ , B ₃ (Students having low reading comprehension achievement taught using Reciprocal Teaching)	Group A ₃ , B ₃ (Students having low reading comprehension achievement taught using Language Learning Strategies)

Table 1. Factorial Design 3 x 2

Step	Activities by Lecturer	Activities by Students	Media and Teaching Aid	Characters
Beginning 5 min	<ul style="list-style-type: none"> Communicate what students are going to learn for today Communicate why the topic is important to learn Communicate how the learning Process is happening Communicate the expectation towards the learning objectives motivate students 	<ul style="list-style-type: none"> Listen Pay attention Question 	<ul style="list-style-type: none"> Syllabus Course agreement Reading text 	<ul style="list-style-type: none"> Careful Co-operative Responsible Critical Communicative Respectful
Middle -The heart of the lesson- 135 min	<ul style="list-style-type: none"> Introduce the new learning material Demonstrate and illustrate the steps in the reciprocal teaching Place students in a heterogeneous group of 4-5 students (depend on the number of students in the class) Have students play their roles in their group as a predictor, clarifier, questioner, and summarizer (next meeting they change their roles in their group) Make sure all students capable of applying RT strategy well Make sure all activities reflect the learning objectives Have the groups present their team work Distribute formative test 	<ul style="list-style-type: none"> Listen and pay attention Question, Play a role as predictor, questioner, summarizer and clarifier in a group Cooperate in a team Present the group's work and propose a question(s) to other groups (if any) Criticize other groups' work 		
End 10 min	<ul style="list-style-type: none"> Summarize the content of activities that have been implemented for the day. Communicate the students achievement for the day Communicate the reading material for next meeting 	<ul style="list-style-type: none"> Have the groups hand their groups work out Have the students hand their formative test out Summarize the lesson 		

Table 2. Steps to Apply Reciprocal Teaching Strategy

treatments. The post-test is given to the students after they have got the treatments. The effectiveness of RT and LLS in this research is calculated with parametric statistics,

namely paired sample t-test using SPSS 23.

3.2 Research Variables

In this research, there are two kinds of variable. They are

Step	Activities by Lecturer	Activities by Students	Media and Teaching Aid	Characters
Beginning 5 min	<ul style="list-style-type: none"> • Communicate why the topic is important to learn. • Communicate how the learning process is happening. • Communicate the expectation towards the learning objectives • Motivate students. 	<ul style="list-style-type: none"> • Listen • Pay attention • Question 	<ul style="list-style-type: none"> • Syllabus • Course agreement • Reading text 	<ul style="list-style-type: none"> • Careful • Co-operative • Responsible • Critical • Communicative • Respectful
Middle -The heart of the lesson-135 min	<p>Setting a top-down task</p> <ul style="list-style-type: none"> • Choose a topic related to the content of the text. • Then ask the students working in groups to express their opinions on that issue with their background knowledge for the smooth transition to the specific text. <p>Signpost questions, advance organization and selective attention</p> <ul style="list-style-type: none"> • Prepare some questions about the text for the students (the purpose was not to test but to guide the students and help to direct their attention to the important points in the text). • Use advance organization by asking the students to skim the text quickly, and make a selective attention to scan specific information related to the signpost questions. <p>Identifying and explaining language points with the strategies of inference</p> <ul style="list-style-type: none"> • Explain the new vocabulary and grammatical points with the strategy of inferring from the context. • Encourage students to make inferences about the meanings of new vocabularies from context. • Advise students to reduce their dependence on English-Indonesian bilingual dictionary. <p>Producing summaries with semantic map, text diagram or table of contents</p> <ul style="list-style-type: none"> • Explain the whole text. • The researcher asked the students to draw a semantic map, text diagram or a table of the content or just a few sentences to summarize the text. <p>Self-evaluation and self-monitoring</p> <ul style="list-style-type: none"> • Ask the students to self-evaluate their comprehension of the text by doing some exercises, such as multiple choice, matching or answering questions about the text. • Distribute formative test. 	<ul style="list-style-type: none"> • Listen and pay attention • Co-operate in a team • Express their opinions on that issue with their background knowledge • Overview of the text's structure and helped them to better understand the text. • Skim the text quickly. • Scan specific information related to the signpost questions • Infer the new vocabulary and grammatical points from the context • To draw a semantic map, text diagram or a table of the content or just a few sentences to summarize the text • Self-monitor their learning process, integrating the processes of self-evaluation and self-monitoring together automatically. • Do the formative test. 		
End 10 min	<ul style="list-style-type: none"> • Summarize the content of activities that have been implemented for the day. • Communicate the students achievement for the day • Communicate the reading material for next meeting 	<ul style="list-style-type: none"> • Have the groups hand their groups work out • Have the students hand their formative test out 		

Table 3. Steps to Apply Language Learning Strategy

		Correlations	
		Odd	Even
Odd	Pearson Correlation	1	.772**
	Sig. (2-tailed)		.000
	N	40	40
Even	Pearson Correlation	.772**	1
	Sig. (2-tailed)	.000	
	N	40	40

$$r_{11} = 2 \times 0.772 / 1 + 0.772, r_{12} = 1.544 / 1.772, r_{22} = 0.871$$

Table 4. Split Half Method of Odd and Even Items

independent and dependent variable. The independent variables are reading strategies (LLS and RT), while the dependent variables are students' reading comprehension achievement.

3.5¹⁵ Subjects of the Study

The subjects of the study engage the second grade of Computer Engineering of Politeknik Negeri Sriwijaya in the academic year of 2018/2019 comprising six classes and 143 students.

3.4 Data Collection Technique

The research uses reading comprehension test of multiple choices consisting of forty items to collect the data. The validity of the test used in the research was content validity in which the researchers distributed the test items to nine English lecturers (two from State Polytechnic of Sriwijaya, two from Polytechnic of Health, and two from University of Sriwijaya) to measure their appropriateness and difficulty level.

3.5 Instrument

The instrument of this research was multiple choices test of reading comprehension. It consisted of 40 of comprehension questions collaboratively made by the researchers. The researchers administer pre-test to both experimental groups before they get different treatment so that the researchers could find out their previous reading comprehension achievement. The post-test itself was given to both experimental groups to know the effectiveness of RT and LLS at the end of the research.

3.6²⁷ Validity and Reliability

Content validity is the extent to which the test measures the representative sample of the subject matter content. The test instrument was designed to measure reading

comprehension ability in line with,

- Educational goal stated on syllabus for second semester of computer engineering students.
- Represent the material taught in the class.

To measure the coefficient of the reliability between odd and even group, the researchers used the correlation product moment technique with Split Half method, then the obtained correlation was calculated with the formula of Spearman-Brown.

The value 0.871 indicates that the all items used in the test had a high correlation. In short it could be said that the test-items were reliable.

3.7 Data Analysis Procedures

T-test version SPSS 23 was used to see the differences between pre- and post-test scores. Before analyzing the mean differences between pre-test and post-test of three classes treated with RT and three classes treated with LLS with paired sample t-test, the first requirement that must have been fulfilled is that the distribution of data must be normal. Thus, the researchers need to check whether the data distribution is normal and homogenous variants or not. To check the normal distribution is through Kolmogorov-Smirnov (KS) test, and Shapiro-Wilk (SW) test.

3. Results

The normality test is the supplementary thing to the graphical assessment of normality. The normality tests command performs hypothesis tests in order to examine whether or not the observations follow a normal distribution. After it has been known that distribution of data is normal, the next step is choosing the parametric statistical analysis. If it is violated, interpretation and inference may not be reliable or valid. In this analysis, Kolmogorov - Smirnov (KS) test, and Shapiro-Wilk (SW) test were used.

From Table 5 and 6, it could be known that the distributions of data of Reading Comprehension Scores of Group A₁ taught with RT and Reading Comprehension Scores of Group A₂ taught with LLS are normal. In short, the researchers could infer that all data are normal, and parametric test (paired sample t-test) could be applied either on Reciprocal Teaching (Group A₁) or Language

Reciprocal Teaching (Group A ₁)		Reading Comprehension Scores of Group A ₁					
		Kolmogorov-Smirnov ¹²⁵			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Group A ₁ B ₁	Pretest	.162	25	.090	.941	25	.159
	Posttest	.140	25	.200*	.939	25	.138
Group A ₁ B ₂	Pretest	.158	23	.140	.962	23	.514
	Posttest	.198	23	.020	.924	23	.082
Group A ₁ B ₃	Pretest	.174	23	.069	.936	23	.145
	Posttest	.186	23	.037	.938	23	.159
	Posttest	.160	25	.097	.934	25	.105

Table 5. Table of Normality Tests of Group A₁

Language Learning Strategy (Group A ₂)		Reading Comprehension Scores of Group A ₂					
		Kolmogorov-Smirnov ¹²⁵			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Group A ₂ B ₁	Pretest	.166	24	.087	.932	24	.110
	Posttest	.177	24	.051	.934	24	.121
Group A ₂ B ₂	Pretest	.162	23	.118	.940	23	.178
	Posttest	.160	23	.132	.940	23	.181
Group A ₂ B ₃	Pretest	.176	25	.045	.942	25	.166

Table 6. Table of Normality Tests of Group A₂

Learning Strategy (Group A₂). A t-test was conducted to decipher whether the reading scores of students taught with RT and students taught with LLS differ from each other. In the Table 7, it is clearly seen that the first result of Group A₁ B₁ on high class taught with Reciprocal Teaching shows the summary of Reciprocal Teaching (Group A₁). On this part, t test of Group A₁ B₁ on high class is also presented. Previously some processes conducted, namely:

Determining Hypotheses

H₀; the average score before and after treatment is the same.

H_a; the average score before and after treatment is different.

Determining conclusions based on probabilities

H₀ is accepted if probability (significance) 0, 05 and

H₀ is rejected if probability (significance) 0, 05

Making a decision (Refer Figure 1).

Known that t= 18.434 with Sig. (2 tailed) = .000. ^[25] Probability (the level of significance) .005 is bigger than .000 which could be inferred that H₀ is rejected. The differences between before and after treatment can clearly be seen in which pre- and post-test scores of group A₁ B₁ are 5.0800, and 7.5000.

Based on the above results, it is known that t= 18.434 ^[36] indicating that there is a significant difference of pre-test and post-test (Sig. (2 tailed) .000). Then, t obtained 18.434 is consulted to t-table alpha 0.05 (df 24), and the obtained value from t-table alpha 0.05 (df 24) is 2.064. Because t obtained 18.434 is bigger than t-table 2.064, it could directly mean that average scores before and after treatment is clearly different.

In the Table 7, it is clearly seen the second result of Group A₁ B₂ on moderate class taught with Reciprocal Teaching.

Group		Reading Comprehension Scores of Group A ₂					
		Results of Pre-test	Results of Post-test	Mean Scores	Std. Deviation	Sig. (2-tailed)	t
Group A ₁ B ₁	High	5.0800	7.5000	2.42000	.65638	.000	18.434
Group A ₁ B ₂	Moderate	5.0435	7.8826	2.83913	.69396	.000	19.621
Group A ₁ B ₃	Low	4.8261	7.2217	2.39565	.64348	.000	17.855

Table 7. Reading Comprehension Achievement of Group A₁

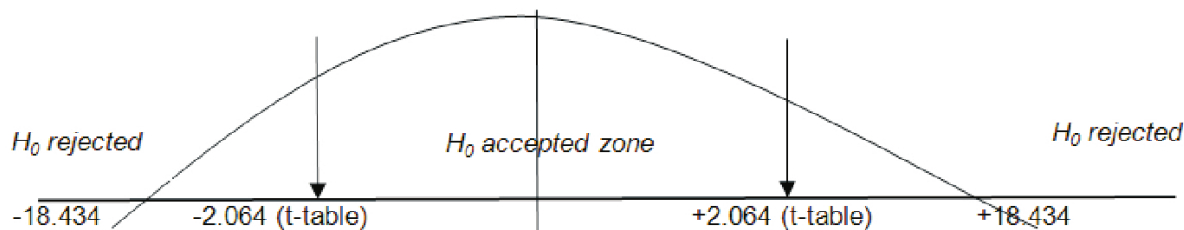


Figure 1. Group A B on High Class Taught with RT

The data are Pre-test: 5.0435, Post-test: 7.8826, Mean: 2.83913, Std. Deviation: .69396, Sig. (2-tailed): .000, and t : 19.621.

On this part, t -test of Group A, B₂ on high class is also presented. There have been previously some processes conducted, namely:

Determining Hypotheses (Refer Figure 2).

H_0 : the average score before and after treatment is the same.

H_1 : the average score before and after treatment is different.

- Determining conclusions based on probabilities.

H_0 is accepted if probability (significance) 0, 05 and

H_0 is rejected if probability (significance) 0, 05

Making a decision

Known that $t = 19.621$ with Sig. (2 tailed) = .000. Probability (the level of significance) .005 is bigger than .000 meaning that H_0 is rejected. The differences between before and after treatment can clearly be seen in which pre- and post-test scores of group A, B₂ are 5.0435, and 7.8826.

Based on the above results, known that $t = 19.621$ indicating that there is a significant difference of pre-test

and post-test (see. Sig. (2 tailed) .000). Then, t obtained 19.621 is consulted to t -table alpha 0.05 (df 22), and the obtained value from t table alpha 0.05 (df 22) is 2.074. Because t obtained 19.621 is bigger than t table 2.074, it could directly be inferred that the average scores before and after treatment is clearly different.

The third result of Group A, B₃ on low class taught with Reciprocal Teaching shows that the mean scores of Pre-test: 4.8261, Post-test is 7.2217, Mean is 2.39565, Std. Deviation is .64348, Sig. (2-tailed) is .000, and t is 17.855.

On this part, t -test of Group A, B₃ on low class is also presented. Previously some processes have been conducted, namely:

Determining Hypotheses

H_0 : the average score before and after treatment is the same.

H_1 : the average score before and after treatment is different.

Determining conclusions based on probabilities

H_0 is accepted if probability (significance) 0, 05 and

H_0 is rejected if probability (significance) 0, 05.

Making a decision (Refer Figure 3).

Known that $t = 17.855$ with Sig. (2 tailed) = .000.

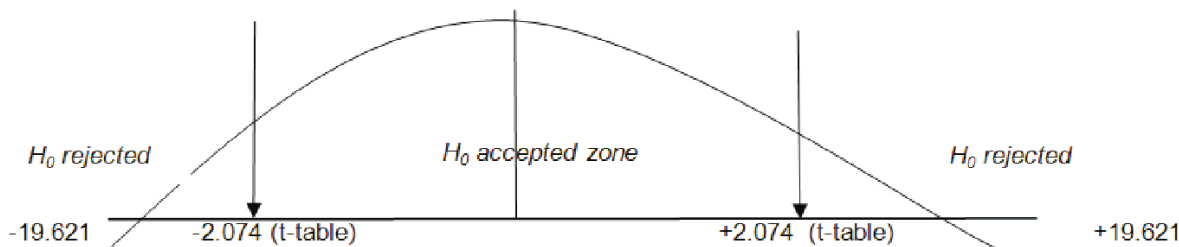


Figure 2. Group A B on Moderate Class Taught with RT

Probability (the level of significance) .005 is bigger than .000 meaning that H_0 is rejected.

The differences between before and after treatment can clearly be seen in which pre- and post-test scores of group A_3, B_3 are 4.8261 and 7.2217.

Based on the above results, it is known that $t = 17.855$ indicating that there is a significant difference of pre-test and post-test (see Sig. (2 tailed) .000). Then t -obtained 17.855 is consulted to t table alpha 0.05 (df 22), and the obtained value from t table alpha 0.05 (df 22) is 2.074. Because t obtained 17.855 is bigger than t -table alpha 0.05 (df 22) 2.074, it could directly be inferred that the average scores before and after treatment is clearly different.

On this part, t -test of Group A_2, B_1 on high class is also presented. Previously some processes have been conducted namely:

Determining Hypotheses

H_0 ; the average score before and after treatment is the same.

H_a ; the average score before and after treatment is different.

Determining conclusions based on probabilities

H_0 is accepted if probability (significance) 0, 05 and H_0 is rejected if probability (significance) 0, 05.

Making a decision (Refer Figure 4).

It is known that $t = 21.454$ with Sig. (2 tailed) = .000. Probability (the level of significance) .005 is bigger than .000 meaning that H_0 is rejected.

In the Table 8, pre-test and post-test scores of group A_2, B_1 are 4.8083 and 7.8250.

Based on the above results, it is known that $t = 21.454$ indicating that there is a significant difference of pre-test and post-test (see Sig. (2 tailed) .000). Then t -obtained 21.454 is consulted to t -table alpha 0.05 (df 23), and the obtained value from t -table alpha 0.05 (df 23) is 2.069. Because t obtained 21.454 is bigger than t -table alpha 0.05 (df 23) 2.069, it could directly be inferred that the average scores before and after treatment is clearly different.

In the Table 8, it is clearly seen that the second result of Group A_2, B_2 on moderate class taught with Language Learning Strategy shows that the mean scores of Pre-test is 4.7609, Post-test is 6.5870, Mean is 1.82609, Std. Deviation

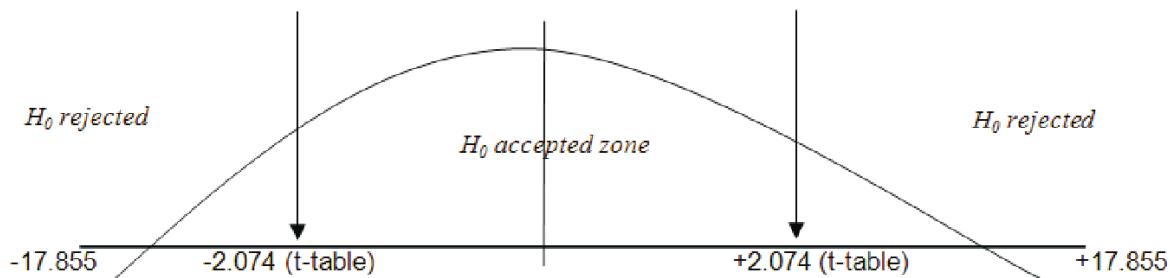


Figure 3. Group A_3, B_3 on Low Class Taught with RT

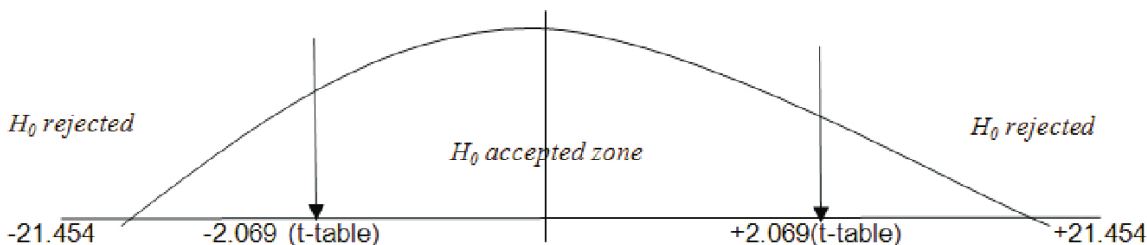


Figure 4. Group A_2, B_1 on High Class Taught with LLS

		Reading Comprehension Scores of Group A ₂					
Group		Results of Pre-test t	Results of Post-test	Mean Scores	Std. Deviation	Sig. (2-tailed)	t
Group A ₂ B ₁	High	4.8083	7.8250	3.01667	.68883	.000	21.454
Group A ₂ B ₂	Moderate	4.7609	6.5870	1.82609	.79213	.000	11.056
Group A ₂ B ₃	Low	4.4400	7.2400	2.80000	.62915	.000	22.252

Table 8. Reading Comprehension Achievement of Group A₂

is .79213, Sig. (2-tailed) is .000, and t is 11.056.

On this part, t-test of Group A₂ B₂ on high class is also presented. There have been previously some processes conducted, namely:

Determining Hypotheses

H₀: the average score before and after treatment is the same.

H₁: the average score before and after treatment is different.

Determining conclusions based on probabilities

H₀ is accepted if probability (significance) 0, 05 and

H₀ is rejected if probability (significance) 0, 05.

Making a decision (Refer Figure 5).

It is known that t = 11.056 with Sig. (2 tailed) = .000.

Probability (the level of significance) .005 is bigger than .000. In conclusion, H₀ is rejected.

The differences between before and after treatment can clearly be seen in which pre- and post-test scores of group A₂B₂ are 4.7609 and 6.5870.

Based on the above results, it is known that t = 11.056 indicating that there is a significant difference of pre-test and post-test (see Sig. (2 tailed) .000). Then t obtained 11.056 is consulted to t-table alpha 0.05 (df 22), and the obtained value from t table alpha 0.05 (df 22) is 2.069.

Because t obtained 11.056 is bigger than t-table alpha 0.05 (df 22) 2.074, it could directly be inferred that the average scores before and after treatment is clearly different.

In the table 8, it is clearly seen that the third result of Group A₂ B₃ on low class taught with Language Learning Strategy shows the mean scores of Pre-test is 4.4400, Post-test is 7.2400, Mean is 2.80000, Std. Deviation is .62915, Sig. (2-tailed) is .000, and t is 22.252.

On this part, t-test of Group A₂ B₃ on low class is also presented. There have been previously some processes conducted, namely:

Determining Hypotheses

H₀: the average score before and after treatment is the same

H₁: the average score before and after treatment is different

Determining conclusions based on probabilities

H₀ is accepted if probability (significance) 0, 05 and

H₀ is rejected if probability (significance) 0, 05.

Making a decision (Refer Figure 6.)

Known that t = 22.252 with Sig. (2 tailed) = .000. Probability (the level of significance) .005 is bigger than .000. In conclusion, H₀ is rejected.

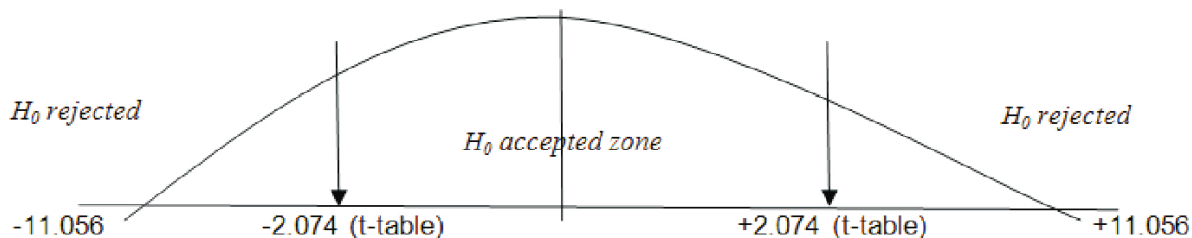


Figure 5. Group A₂ B₂ on High Class Taught with LLS

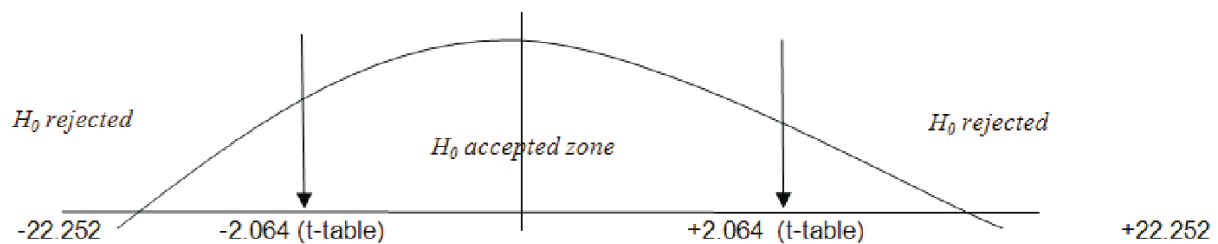


Figure 6. Group A₁ B₁ on Low Class Taught with LLS

The differences between before and after treatment can clearly be seen in which pre- and post-test scores of group A₂ B₂ are 4.4400 and 7.2400.

Based on the above results, known that $t = 22.252$ indicating that there is a significant difference of pre-test and post-test (see Sig. (2 tailed) .000). Then t obtained 22.252 is consulted to t -table alpha 0.05 (df 23), and the obtained value from t table alpha 0.05 (df 23) is 2.064. Because t obtained 22.252 is bigger than t -table alpha 0.05 (df 23) 2.064, it could directly be inferred that the average scores before and after treatment is clearly different.

Another finding that could be observed is the changes of classroom situation in which the students look happier and enthusiastic during teaching and learning process. Their social values such as responsibility, cooperation, and respect are also improved.

4. Discussions

The research finding resulted the improvement of students' reading comprehension, social values, and classroom situation. The students' competence to comprehend reading texts increased after the implementation of RT and LLS on their reading comprehension course.^[26] As it was shown, the reading comprehension achievements of the groups taught with a little RT outperformed the groups taught with LLS. Both RT and LLS positively have instructional and nurturing effects towards their academic achievement and social life. It happens because the explicit instruction and practice the groups received about how to plan and how to monitor their reading, contributed to these improvements. In addition, the findings of this study indicate that RT and LLS have significantly contributed to elevate the students' performance in their reading

comprehension performance.

The findings of this study also indicate clearly that RT and LLS not only create students' critical thinking but also forge theoretical and practical connections as students engage themselves in the reading and analysis of a challenging text. In short, it could be said that RT and LLS, as employed here, are two-ways for students to map the meaning of a specific text as they begin to seek their own meaning and, in doing so, come to discover connections between the word and the world they might not otherwise have thought existed.

Conclusion

Considering the research findings and the discussion of the present study, it is obvious that either group A₁ or group A₂ taught using RT and LLS instruction could significantly improve their reading comprehension. The significant differences taking place on group A₁ or group A₂ were caused by the reading comprehension instructions given by the English lecturers. These strategies also helped the English lecturers to be more responsive to the students' knowledge and interest, then students were free to explore their idea by recalling their background knowledge and getting new information from the text.

Furthermore, RT and LLS positively brought nurturing-effects of social values among them, such as cooperation, responsibility, and respect one another. Moreover, the students expressed that they had fun during experimental studies; they did not get bored since they were active during almost the whole lesson, and finally they got to know their classmates more thanks to these activities.

Finally, further research may focus on more extended treatment period and different Polytechnic levels. The

research needs to include other data gathering instruments with bigger sample size. Eventually, there should be training on the application of RT and LLS for the English language teachers, students and Polytechnic leaders to make the reading activity more engaging and attractive to students so that students become more responsible, independent and autonomous readers.

Recommendations

In line with the findings, the researchers made the following recommendations:

- English lecturers must be given training that will help them assist students in understanding themselves as readers to enhance their reading comprehension performance. Therefore curriculum developers should develop training materials to help English lecturers train students on metacognitive knowledge. This may ensure that each student understands oneself in terms of their abilities and weaknesses as readers.
- This study just covered a small sample drawn from six classes in one study program in State Polytechnic of Sriwijaya, Indonesia. Generalization of the findings from this study should therefore be done. The study should also be replicated in other polytechnics and with students from different educational levels for more conclusive findings.
- There was no significant gender differences found in the study. Therefore, there is need to replicate this study with a different population to examine whether significant gender differences in metacognitive strategies exist among them.
- The study investigated only performance in reading comprehension. Further research could investigate other aspects such as: vocabulary size, listening and writing contributing to enhanced comprehension and school learning.

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