

The Effects of USSR Strategy, Metacognitive Strategy, and Reading Habit on Reading Comprehension Achievement

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Abstract: Reading is one of the language skills which has an important role for the people because by reading people can get much information which they need. However, reading is not a simple activity. English reading is still a challenging task for Indonesian students. Therefore, a certain strategy may be used for improving students' reading achievements. Using the USSR and Metacognitive strategies, this study aimed at improving the students' reading comprehension achievement and finding out whether or not there was interaction among both strategies and students' reading habit toward reading comprehension achievement. The population of this study is the tenth graders. Sixty tenth graders were selected as the sample and equally divided into experiment group 1 and experiment group 2. Next, both groups were tested before and after the treatment. Using paired sample t-test statistics, the results showed that the students' reading comprehension achievement was significantly improved. The result of two way ANOVA showed that there was interaction (0.009).

Keywords: USSR, Metacognitive, Reading Comprehension, Reading Habit.

Abstrak: Membaca adalah salah satu keahlian dalam bahasa yang mempunyai peran yang sangat penting karena dengan membaca orang-orang bias mendapatkan banyak informasi yang mereka butuhkan. Akan tetapi, membaca bukanlah suatu kegiatan yang mudah. Di Indonesia, keahlian dalam membaca masih menjadi tantangan bagi siswa-siswi. Maka dari itu, sebuah strategi tertentu bisa digunakan untuk meningkatkan pencapaian dari pemahaman membaca siswa. Menggunakan USSR dan Metacognitive Strategies, penelitian ini bertujuan untuk meningkatkan pencapaian pemahaman membaca siswa dan mencari tahu ada tidaknya interaksi antara kedua strategi tersebut dan kebiasaan membaca terhadap pencapaian pemahaman membaca. Populasi dari penelitian ini adalah kelas sepuluh. Enam puluh siswa kelas sepuluh dipilih sebagai percobaan dan dibagi menjadi grup eksperimen 1 dan grup eksperimen 2. Selanjutnya, kedua grup dites sebelum dan sesudah pengajaran. Menggunakan statistic Paired Sample hasilnya menunjukkan bahwa pencapaian pemahaman membaca siswa di kedua grup meningkat secara signifikan. Hasil statistic two-way ANOVA menunjukkan bahwa terdapat interaksi (0.009).

Kata Kunci: USSR, metacognitive, pemahaman membaca, kebiasaan membaca.

1. INTRODUCTION

Reading is one of the language skills which has an important role because by reading people can get much information which they need. For the students of English as a Foreign Language (FL) or a Second Language (SL),

reading is a crucial skill (De Debat, 2006, p.6).

It is because much knowledge which they need to support their learning can be gained from reading materials such as text books, newspapers and online resources. However, reading is not a simple activity because, according to Cooper, Warncke and Shipman (1988, p.7), reading deals with a process of

constructing meaning that is formed by two basic components decoding and comprehending. Decoding is the ability to decode written print into words. It leads to a word's meaning, but not to comprehending beyond the word directly (McKeown & Kucan, 2010).

According to Mikulecky and Jefries (2004), reading ability is an important way to improve the general language skills in English. Therefore, English language learners have to be able to comprehend English reading text. In line with what Burns, Roe and Ross (1984) say, reading comprehension is the ability to understand the content of the given text. It means that without comprehending and decoding, the students will not get anything from the text.

Although reading comprehension is very important, some factors may influence the students' reading comprehension achievement. According to Mansor, Rasul, Rauf and Koh (2012), reading avidness (habit) is recognized as one of the predictors for academic achievement including reading comprehension achievement. Furthermore, a research done by Fitria (2013) who conducted the research on the second semester students of English study program of IAIN STS Jambi found that there was a significant correlation between reading habit and reading comprehension achievement. It means that the more students read, the more information they get and comprehend the text better. The students who have high reading habit tend to understand what they read better than the students who have low reading habit. The amount of reading an individual does is related

to achievement in reading (Cunningham & Stanovich, 1997; Guthrie, 2001) and even to an increased level of text comprehension (Guthrie & Wigfield, 1999). However, English reading is still a challenging task for Indonesian students. In fact, Indonesian students do not only face the problem in English reading comprehension but also reading in their national language. This fact is showed by the study conducted by Diem in 2011 which investigated 200 fifth graders in Palembang found that the average of mean score of English reading was 51.18, suggesting that the reading achievement of students in Palembang is poor. Furthermore, Diem (2011) also found that the mean score of students' reading habit was 65.34 which also mean that the reading habit of students in Palembang is in average level.

Another study conducted by Diem (2012) which investigated 306 students from 36 schools in South Sumatera aiming to see the influence of school libraries on students' reading achievement showed that most of the students were still in the low and mediocre categories, suggesting that the students' reading habit and reading achievement need improvement because the mediocre category means medium level. Diem's finding in 2012 was similar to what she found in 2011; based on the KKM (Kriteria Ketuntasan Minimal) both studies showed that the students' reading achievement and reading habit were still under the minimum score for the KKM, which were 75.

Those result of previous studies cited previously confirm that there are problems in English reading. Therefore, an effort should be

done. In this study, the writer focuses on the use of multiple genres of literary works as the media for improving the students' reading comprehension achievement. By reading multiple genres of literary works such as fairytale, folktales, fables, short story and novel, students can get many new words, sentences, paragraphs. Thus, it can be also help the students improving their comprehension. In addition, the writer also believes that to improve students' reading skill, the English teachers may use a certain strategy in teaching reading. Uninterrupted Sustained Silent Reading (USSR) is one of the good strategies to improve the students reading comprehension skill. Siah and Kwok (2010) state that sustained silent reading defines as a period of uninterrupted silent reading. For example, many schools in United States use SSR in place of other reading programs to promote reading (Bryan, Fawson & Reutzel, 2003). Often, a school will reserve approximately 15 minutes of each school day for SSR to allow students to read whatever they want. The students are not required to finish their selections and do not have to write book reports or assignments, and no grades are given. Library media specialists and teachers are also required to read a book for pleasure during the SSR period (Krashen, 2006). As Valeri (1995, p.386) who conducted research on the students of the Georgia State University found, USSR was the effective strategy which has been implemented in her reading classes at all grade levels for more than 2 decades. Valeri (1995) has successfully integrated USSR in her class to develop her students' attitudes toward reading,

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change their attitude toward reading or alter their reading habit. Moreover, USSR brings the students become active participants in their own learning processes.

Multiple genres reading texts can also be applied through the use of Metacognitive strategy. Metacognition or "thinking about thinking" involves the awareness and regulation of thinking processes. Metacognitive strategies are those strategies that require students to think about their own thinking as they engage in academic tasks (Cubucku, 2008). Furthermore, Taylor (1999) claims that thinking deals with Metacognition. It is a process of thinking about thinking. It means that the more students are aware of their thinking processes as they learn, the more they can control such matters as goals, dispositions, and attention (Marzano, Brandt, Hughes, Jones, Presseisen, Rankin, & Suhor, 1988). In addition, through Metacognitive strategies, a reader allocates significant attention to controlling, monitoring, and evaluating the reading process (Pressley, 2000; Pressley, Brown, El-Dinary, & Afflerbach, 1995 as cited in Mehrdad, Ahghar & Ahghar, 2012). In reading activity, teacher guide the students about what they read, as Hammond, L.D., Austin, K., Cheung, M., & Martin, D. (2015) state that Teachers can help students to reflect on what they know and what they want to know as they embark on the study of a new topic. Then, controlling their own thinking about what they are reading. Then, evaluating what they have got from the reading text. In this step, summarizing and paraphrasing can be applied to the students.

In line with this, According to Choy and Lee

(2012), paraphrasing and summarizing reflect the students' ability in interpreting what they have understood from the passage. According to Filchre and Miller (2000), Metacognitive strategies and resource management strategies may provide students with the most promising tools to enhance their success.

Regarding to the USSR and Metacognitive strategies which are stated above, the researcher applied them to students of SMA Negeri 4 Lahat, because based on the result of IRI (Independent Reading Inventory) test (Burns & Roe, 1999) given by the researcher showed that the tenth graders of SMA Negeri 4 Lahat encountered problem in English reading comprehension. They had the low level of reading comprehension. The IRI consisted of 5 passages (level 4, 5, 6, 7,8) and 50 comprehension questions. The result of IRI test showed that the English reading comprehension achievement of the tenth grade students were under the level where they should be. In addition, there were only 42% students who could answer the questions in level 5 above. According to Roe (1999), if students answered less than 70% of the questions correctly, the reading level of the students is one level below the passage. Therefore, it was concluded that the reading level of the students in this study is level 4. It meant that, the reading level of the tenth grade students' of SMA 4 Lahat was the same with the four graders in the United States.

In addition, the result of IRI test showed that the students got difficulties in finding main idea, cause/effect, and vocabulary. The result of students' scores of IRI test showed

that the students faced difficulties in reading comprehension. Therefore, the researcher was encouraged to conduct this present study by proposing these following research questions: (1) Was there any significant difference in reading comprehension achievement and its each aspect between before and after the tenth grade students of SMA Negeri 4 Lahat are taught by using USSR strategy? (2) Was there any significant difference in reading comprehension achievement between before and after the tenth grade students of SMA Negeri 4 Lahat are taught by using Metacognitive strategy? (3) Was there any significant difference in reading comprehension achievement between the students who are taught by using USSR and that of those who are taught by using Metacognitive strategy? (4) Was there any significant interaction effect of the strategies used and students' reading habit towards the students' reading achievement?

2. METHODOLOGY

2.1 Research Design

This research employed a 2x2 (two by two) factorial design since the writer had two moderator variables (high reading habit and low reading habit) and two independent variables (USSR strategy and Metacognitive strategy). There were two experimental groups in this research; USSR group and Metacognitive group. They were administered a pretest. Next, treatment was conducted to both groups for 26 meetings. After they had treatment, a posttest administered to both groups.

2.2 Population and Sample

The population of this research was all the tenth graders of SMA Negeri 4 Lahat in the academic year 2014-2015. The researcher selected the sample based on the student's reading habit by giving the reading habit questionnaire. Only 60 students were randomly selected as the sample who consisted of 30 students with High reading habit and 30 students with Low reading habit were equally group to USSR group and Metacognitive group.

2.3 INSTRUMENTATIONS

Reading Comprehension Test (RCT)

The reading comprehension test was in the form of multiple choice questions consisting of 50 questions taken from several sources in which the readability of the passages in the test was in the level 2, 3, 4, 5 and 6. Before the test was tried out to the non sample students, two raters helped the writer checking the content validity of the test. The writer also did the analysis of difficulty and discrimination based on the result of try out. The results showed that there were 35 valid questions with the reliability of Alpha Cronbach coefficient was 0.879. The achievement of the students' reading comprehension was categorized as follows: 86 – 100 (very good), 71 – 85 (good), 56 – 70 (average), 41 – 55 (poor), and ≤ 40 (very poor) (FKIP UNSRI, 2013, p. 15).

Questionnaire

The questionnaire that was used in this research was a readymade questionnaire which was developed by Janthong and Sripethpun (2010). It consisted of 20 items measuring students' reading habit. Before the questionnaire

had given to the sample, it was tried out first to non sample. The result was all of 20 items was valid with Alpha Cronbach coefficient was 0.923. Next, this questionnaire did not need for factor analysis because it only had 40 cases. According to Tabachnick and fidell (2001, p.588), datasets with more than 300 cases were regarded as adequate for factor analysis.

DATA ANALYSIS

To find out whether or not the both strategies improved the reading comprehension achievement of the students, *Sample paired t-test* was used to measure the pretest and posttest in each group. After that, Independent t-test was used to know the significant influence in terms of students' English reading comprehension achievement between the students who were taught by using USSR strategy and those who were taught by using Metacognitive strategy. To measure the interaction effect among the USSR strategy and Metacognitive strategy with students' reading habit toward reading comprehension achievement, it was used two way Anova in processing the analyses to get the data more accurately.

3. RESULTS

3.1 Normality and Homogeneity of Pretest, Posttest of the Data

Before analyzing the data, the test of normality and homogeneity data were conducted. Shapiro-Wilk test was used to analyze the normality and Levene's test was

applied to obtain homogeneity. According to Field (2009), If the test is non-significant ($p > .05$) it tells us that the distribution of the sample is not significantly different from a normal distribution (i.e. it is probably normal). However, if the test is significant ($p < .05$) then the distribution in question is significantly different from a normal distribution (i.e. it is non-normal). In this research, the ρ -values of Normality the pretest in USSR Group was .633, in Metacognitive group was .465. The ρ -values of normality in the posttest in USSR group was .484, in Metacognitive group was .246. Furthermore, Field (2009) also state that If the test is non-significant ($p > .05$) it tells us that the distribution of the sample is not significantly different from a normal distribution (i.e. it is probably normal). However, if the test is significant ($p < .05$) then the distribution in question is significantly different from a normal distribution (i.e. it is non-normal). Therefore, the ρ -values of homogeneity of the pretest in both groups was .528. Next, the homogeneity of posttest in both groups was .437. Because all the ρ -values of the normality and homogeneity test exceeded .05, it can be concluded that the data of reading test was both normal and homogeneous.

3.2 Descriptive Statistics

The pretest was given to the students both in USSR and Metacognitive group before the experiments were conducted and the posttest was given to the students after accomplishing the treatment using USSR and Metacognitive strategies. The scores of reading comprehension achievement from the whole sample (N=60)

were categorized into 5 levels of achievement. After the treatment had been completed in both USSR and Metacognitive group, it was found that the reading comprehension achievements of the students were in good level, with the mean of 71.24. See Table 1.

Table 1
The Pretest and Posttest Score Distribution of Reading Comprehension

interval	category	pretest				posttest			
		frequency	percentage	mean	SD	frequency	percentage	mean	SD
86 - 100	excellent		0			13	21.67%	90.85	3.648
71 - 85	good	8	13.33%	72.13	1.553	31	51.67%	76.77	4.311
56 - 70	average	33	55.00%	61.64	4.045	14	23.33%	63.36	5.257
41 - 55	poor	19	31.67%	50.00	3.037	2	3.33%	54.00	0.000
< 40	very poor								
TOTAL		60		61.25		60		71.24	

As shown in Table 1, the result of pretest showed that most of the students (55%) were in Average category. The rest of the students were in Poor category (31.67%) and Good category (13.33%). After giving the treatment, although there were two students (3.33%) were still in the Poor category, the rest of the students could reach the Average (23.33%), Good (51.67%), and Excellent (21.67%) categories.

Furthermore, because reading habit served as the moderator variable in this research, therefore, the writer also described the score distribution of the pretest and the posttest of the students' reading comprehension test based on their levels of reading habit. See Table 2.

Table 2

Score Distribution of the Students' Reading Comprehension Achievement Based on the Level of Reading Habit

reading habit Level	category	pretest			Posttest		
		Frequency and percentage	Mean	SD	Frequency and percentage	Mean	SD
high	total	30(100%)	58.00	7.40922	30(100%)	76.97	10.57480
	excellent				8(26.7%)	89.63	3.777
	good	1(3.3%)	71.00		15(50%)	76.53	5.055
	average	18(60%)	62.17	4.218	6(20%)	65.00	4.775
	poor	11(36.7%)	50.00	3.225	1(3.3%)	54.00	
very poor							
low	total	30(100%)	60.60	8.9080	30(100%)	74.90	11.5351
	excellent				5(16.6%)	92.80	2.6833
	good	7(23.3%)	72.29	1.6036	16(53.3%)	77.00	3.6332
	average	15(50%)	61.00	4.3425	8(26.7%)	62.13	5.5662
	poor	8(26.7%)	49.63	3.7773	1(3.3%)	54.00	
very poor							

As shown in Table 2, the total mean score of students with high reading habit increased 18.97 points; it was from 58.00 in the pretest to 76.97 in the posttest. Meanwhile, the total mean score of the students with low reading habit only increased 14.30 points; it was from 60.60 in pretest to 74.90 in the posttest.

3.3 Paired Sample and Independent Sample t-test

The results of total score of each variable and its aspects were analyzed using paired sample t-test and independent sample t-test. The score which the researcher used was raw score. Paired sample test was used to find out whether the reading comprehension achievement of tenth graders of SMA N 4 Lahat in academic year 2014/2015 improved after they were taught by using USSR and Metacognitive. There were improvements of the students' reading comprehension achievement if after getting the treatments the t-obtain is higher than t-table and the p-values (Sig 2-tailed) from the two groups less than 0.05. See Table 3.

Table 3
Result of Paired and Independent Samples t-test of each Variable and the Aspects

ASPECT	Pre-test		Post-test		mean difference pre and posttest USSR within	mean difference pre and posttest Metacognitive within	mean difference between USSR and Metacognitive	T-Value and sig between pre and posttest USSR within	T-Value and sig between pre and posttest Metacognitive within	T-Value and sig between Metacognitive & USSR
	mean of USSR	Mean of Metacognitive	mean of USSR	Mean of Metacognitive						
total	20.83	20.70	24.67	28.40	3.83	7.70	3.73	10.772	17.828	4.662
Main idea	3.90	3.30	4.10	5.33	0.80	2.03	1.23	7.954	11.143	5.798
Detail	4.20	3.53	4.83	4.93	0.63	1.40	0.10	4.000	6.142	538
Sequence	2.87	2.70	3.40	3.57	0.53	0.87	0.17	4.287	6.500	1.035
Inference	3.73	3.73	4.20	4.80	0.47	1.07	0.60	3.751	5.757	2.332
Cause effect	3.53	3.83	3.93	5.00	0.40	1.17	1.07	3.890	6.265	5.253
Vocabulary	3.20	3.60	4.20	4.77	1.00	1.17	0.57	5.214	7.309	1.995

In this research, the result showed that the mean difference of pretest and posttest score in USSR group was 3.833, the t obtained was 10.772 with df 29 ($>t_{table} = 1.699$), and the significance value was 0.000 (< 0.05). From those findings, it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted which means *there was significant difference in students' reading comprehension achievement*

between before and after they were taught by using USSR strategy.

Meanwhile, in Metacognitive group, the mean difference of pretest and posttest score was 7.700, tobtained was 17.828 with df 29 ($t_{table} = 1.699$), and the significance value was 0.000 (< 0.05). From those findings, it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted which means *there was significant difference in students' reading comprehension achievement between before and after they were taught by using Metacognitive strategy.*

Independent sample t-test was used to find out the significant difference in reading comprehension achievement between the students who were taught by using USSR strategy and those who were taught by using Metacognitive strategy. The significant difference exists if the p -values (Sig 2-tailed) was less than 0.05. The result showed that the mean difference of posttest scores between USSR Group and Metacognitive Group was 3.73, the tobtained was 4.662 with df 29 ($> t_{table} = 1.699$), and the p -values was 0.000 (< 0.05). Therefore, it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted which means *there was significant difference in students' reading comprehension achievement between the students' who were taught by using USSR strategy and those who were taught by using Metacognitive strategy.*

In addition, USSR strategy and Metacognitive strategy also made significant improvement in all aspects of reading

comprehension. However, the result of comprehension aspects from USSR group and Metacognitive group were significantly difference either from mean difference, tobtained, significant 2 tailed testing (< 0.05). Table 10 shows the summary statistics of mean difference, the value of t obtained and Sig. Results.

3.4 Stepwise Regression Analysis

The stepwise regression analysis was used to see the contribution of the aspects of reading comprehension to reading comprehension achievement in total (See Table 4 and 5).

Table 4
The Contribution of the Reading Comprehension Aspects to reading Comprehension Achievement in USSR

Comprehension Aspects	R Square	R Square Change	Sig. F Change
vocabulary	.551	.551	.000
Vocabulary, Main Idea	.752	.201	.000
Vocabulary, Main Idea, Inference	.851	.099	.000
Vocabulary, Main Idea, Inference, Cause Effect	.910	.059	.000
Vocabulary, Main Idea, Inference, Cause Effect, Sequence	.966	.056	.000
Vocabulary, Main Idea, Inference, Cause Effect, Sequence, Detail	1.000	.034	.000

Table 5
The Contribution of the Reading Comprehension Aspects to reading Comprehension Achievement in Metacognitive

Comprehension aspect	R Square	R Square Change	Sig. F Change
Inference	.572	.572	.000
Inference, Cause Effect	.735	.163	.000
Inference, Cause Effect, Main Idea	.864	.129	.000
Inference, Cause Effect, Main Idea, Vocabulary	.927	.063	.000
Inference, Cause Effect, Main Idea, Vocabulary, Sequence	.971	.044	.000
Inference, Cause Effect, Main Idea, Vocabulary, Sequence, Detail	1.000	.029	.000

As shown in Table 4 and Table 5, In USSR group, the result indicated that the students' reading comprehension achievement was most contributed by the aspects of vocabulary (55.1%) and then followed by the main idea (20.1%), inference (9.9%), cause effect (5.9%), sequence (5.6%), and the least

contributed by detail (3.4%). Meanwhile, in Metacognitive group, the aspect of inference (57.2%) made the highest contribution toward students' improvement of reading comprehension achievement. The other contributions were from cause effect (16.3%), main idea (12.9%), vocabulary (6.3%), sequence (4.4%), and the least is detail (2.9%). These result showed that all the aspect of reading comprehension achievement gave 100% contribution to both groups. In other words, there were no other aspects that gave contribution to students' reading comprehension in both groups.

3.5 Two-Way ANOVA Analysis

In this research, the researcher also used Two-Way ANOVA to describe the significant interaction strategies used and students' reading habit in enhancing the students' reading comprehension achievement. The interaction effects exist if the p -value is less than or equal (< 0.05). The result showed that the significance value of the students reading achievement was 0.009. It means that there is interaction among strategies used and reading habit toward students' reading comprehension achievement totally. See Table 6.

Table 6
The Interaction Among Strategies Used, Reading Habit and Reading Comprehension Achievement.

Variable(s)	source	Type III Sum of squares	df	mean square	f	sig
Read_tot	strategy* read_habit	64.067	1	64.067	7.386	.009

After analyzing the data obtained from t-Value and p-Value, there was difference between posttest USSR in high group and Posttest Metacognitive in high Group. See Table 7.

Table 7
The Mean Score of Pre and Posttest of Each Strategy Based On Level of Reading Habit

VARIABLE	READING HABIT	PRETEST		POSTTEST		mean difference pre and post test USSR within	mean difference pre and post test Metacognitive within	mean difference posttest between pre and posttest USSR within	T-Value and sig between pre and posttest USSR within	T-Value and sig between pre and posttest Metacognitive within	T Value and Sig. Posttest Between USSR & Metacognitive
		MEAN USSR	MEAN METACOGNITIVE	MEAN USSR	MEAN METACOGNITIVE						
READING TOTAL	HIGH	19.93	20.67	23.27	29.07	3.33	8.40	4.07	8.367	17.284	6.449
	LOW	21.73	20.73	26.07	27.73	4.33	7.00	3.40	7.542	10.247	1.359
									.000	.000	.000
									.000	.000	.185

The t-Value is 6,449 with p -values was .000. Meanwhile the t-Value in low group is 1,359 with p -value was .185. It means that Metacognitive Strategy is better to improve reading comprehension achievement for high habit students than USSR strategy. Meanwhile, for the low habit students, both USSR and Metacognitive Strategy are good.

3.6 DISCUSSION

The enhancement of the implication of Uninterrupted sustained silent reading and Metacognitive strategies toward students' reading comprehension achievement in this research could be seen in the Table 1. Although the result of the posttest in the whole sample (mean=71.24) was still bellow the school standard score (75) but the posttest results of the two experimental groups score were higher than the pretest results. Thus, those two techniques were effective to increase reading comprehension achievement of the students.

Furthermore, the result of students' reading comprehension achievement viewed from the level of reading habit leads to a conclusion that achievement of the students with high level of reading habit (mean=76.97) was better than the students with low level of reading habit (mean=74.90). This part presents the interpretation based on the results above.

The Effect of USSR Strategy on Students' Reading Comprehension Achievement

USSR strategy was implemented in this study as one of the alternative strategies that the researcher believed might improving the students' reading comprehension achievement. It is proved by the students' reading comprehension achievement in posttest (24.67) is higher than the pretest (20.83). The result of this research was similar to the findings of Lin, Choo, and Pandian (2012), Ates, Yildirim, and Turkyilmaz (2013) who found in their research that this strategy enable the students read better, experienced confidence and ease in reading on top of improvement in their reading ability and comprehend better what they read.

Concerning the significant improvement on reading comprehension of the USSR group who have achieved most in the good level at the end of the study, some affecting factors need to be explained. Reading activities by using USSR strategy allowed the students to choose their own reading material. As stated by Fenwick (1988, p.6), the choice of reading material is relatively free and interruptions are kept to a minimum. Therefore, the researcher provided the multiple genre of

reading text in the treatment. This availability of reading material improved the student's achievement. Furthermore, according to Renandya and Jacobs (2002, p.296) that the availability of the self selected materials that the students do like to read can make a lot of difference in students' reading achievement.

In addition to this result, the researcher assumed that the improvement of students' reading achievement in this research was because the students do USSR willingly and naturally, they got something from what they have read. Therefore in doing the treatment, the researcher eliminated writing book reports or taking tests. In line with this, USSR has provided students with an opportunity to assess their reading and become active participants in their own learning processes (Valeri-Gold,1995).

Furthermore, among the aspects of reading comprehension, *vocabulary* gained highest improvements. It is 55.1%, the most significant contribution to reading comprehension achievement _(total) by using USSR strategy. This finding indicates that when the students reading multiple genres of reading text, they found many new words. In line with this, the rationale for SSR was to have students practice reading at their independent reading levels to develop fluency, increase vocabulary, enhance comprehension, and improve wide reading. (Krashen, 1988; Pilgreen, 2000 cited in Kelley and Grace, 2008). Furthermore, the relation between reading comprehension and vocabulary

knowledge is strong and unequivocal (Baker, Simmons & Kame'enui,1995).

The Effect of Metacognitive Strategy on Students' Reading Comprehension Achievement

This research also applied the Metacognitive strategy in the treatment to second experimental group. After the treatment finished, the researcher found the result of the mean of posttest of students' reading comprehension achievement was higher than the pretest. The mean score of the pretest was 20.70, meanwhile the mean score of posttest was 28.40. It meant that the Metacognitive strategy improved the students' reading comprehension achievement. This finding also found in the research of Mehrdad, Ahghar, and Ahghar (2012), the use of Metacognitive strategies was found to result in an improvement on the comprehension of the students when reading the texts. In addition, the Lovett's research result in 2008, also found that experimental group of students who used Metacognitive strategies achieved better academic performance than the control group.

As result of the improvement in this research, the researcher assumed that the improvement was caused by the application of the three steps of Metacognitive strategy; selective attention to planning how the text will be read, self-monitoring, self-evaluating for errors in reading comprehension (O'Malley and Chamot,1990). Before reading the material, the students were guided to plan what they would find the text. Then while the students reading

the researcher monitor what the students have read and then evaluating what the students have got from the reading text.

As result of the improvement in this research was because the reading activities by using Metacognitive strategy, the researcher used the three steps of this strategy: selective attention to planning how the text will be read, self-monitoring, self-evaluating for errors in reading comprehension (O'Malley and Chamot,1990). Before reading the material, the students were guided to plan what they would find the text. Then while the students reading the researcher monitor what the students have read and then evaluating what the students have got from the reading text.

Furthermore, among the aspects of reading comprehension, *inference* gained highest improvements. It is 57.2% the most significant contribution to reading comprehension achievement _(total) by using Metacognitive strategy. This finding indicates that when the students were monitored and evaluated while reading multiple texts related to their tasks and given the assignment, they found the gist of the reading text which they read. Furthermore, in reading activities, the researcher asked the students to do the assignment such as finding the main idea, inference, difficult words and summarizing. In line with this, According to Choy and Lee (2012), paraphrasing and summarizing reflect the students' ability in interpreting what they have understood from the passage.

The Significant Difference in Reading Comprehension Achievement between the Students who were taught by using USSR strategy and those who were taught by using Metacognitive strategy

Based on the data in the findings, both USSR and Metacognitive strategies were effective strategies in improving the students' reading comprehension achievement. However, the result of independent t-test showed that the T-Value was 4,662, $df= 58$ with $sig.(2-tailed) = ,000$ indicated that there were significant different in students' reading comprehension achievement between the students who were taught by using USSR strategy and those who were taught by using Metacognitive strategy.

The mean score has shown that Metacognitive strategy significantly increased reading comprehension achievement of the tenth graders in the second experimental group compared with the tenth graders in USSR group. Judging from the achievement in reading comprehension, the Metacognitive group also significantly outperformed the USSR group. The writer assumed that it was caused while reading activity, teacher guide the students about what they read, as Hammond, L.D., Austin, K., Cheung, M., & Martin, D. (2015) state that Teachers can help students to reflect on what they know and what they want to know as they embark on the study of a new topic. Students can reflect again on what they know as they conclude a lesson or unit. Furthermore, during the course of their work, teachers can encourage a reflective stance toward learning that helps students assess and

direct their own emerging understandings. (Hammond, L.D., Austin, K., Cheung, M., & Martin, D., 2015).

The interaction effect of strategies used and students' reading habit on students' reading comprehension achievement

The objective of this research was also to find out the interaction among the strategies used and students' reading habit toward students' reading comprehension achievement. Therefore, the calculation analysis using by two-way ANOVA was applied to measure it. Reading habit of students as the moderator variable in this research might influence the improvement of the students' reading comprehension achievement of the student. Based on the calculation of Two Way Anova found that the result of p-Value = ,009 is higher than the mean significant influence at the 0.05. It indicated that there was interaction effect of the strategies used and students' reading habit toward students' reading comprehension achievement.

In addition, after analyzing the result of the mean difference posttest between the two groups, it concluded that the Metacognitive strategy was good for the students' with high reading habit. The growth of reading habit is the continuous growth of words knowledge (Nation,2003), the words knowledge and reading comprehension achievement are strongly correlated and the teaching reading strategy is the key of the success of students' English achievement (Willyanti, 2005). Meanwhile, both USSR and Metacognitive

Strategy were good for students with low reading habit in improving students' reading comprehension achievement.

The researcher assumed that Metacognitive Strategy was better for the students who had high and low reading habit because, they learn how to learn, and they learn how to read the text. This strategy referred to metacognition; knowing how to recognize flaws or gaps in their own thinking, articulate their thought processes, and revise their efforts (Brown, Bransford, Ferrara, & Campione, 1983). In this steps of strategy, the students could plan what they would read then controlling and monitoring what they read and evaluated what they had. Therefore, the most they read continuously by using this strategy, the most they could get the gist from the reading text. In other words, when the students had avidity in reading, they had trained more in comprehending the reading text. In line with this, Filchre and Miller (2000) believe that Metacognitive strategy and resource management strategy may provide students with the most promising tools to enhance their success. Furthermore, According to Mehrdad, Ahghar, and Ahghar (2012), state that teaching Metacognitive strategy had significant effect on the reading comprehension achievement of intermediate students.

Furthermore, the researcher assumed that USSR strategy was better for the low habit students because by applying this strategy, students exposed by multiple genre of reading text. It made students could read the materials based on their interest without being forced.

Therefore, step by step, they got the gist of the reading text. In addition, literature such narrative was used in this research especially in applying this strategy. It influenced the students in comprehending the text. How teacher-mediated literature discussion can create a zone of proximal development that shapes students' habits of mind (Miller, Ageyev, Gindis, & Kozulin, 2003).

4. CONCLUSION

Based on the results and the discussion above, both the USSR and Metacognitive strategies were effective strategies to improve the students' reading comprehension achievement. Exposing the students to multiple genres of reading material through USSR strategy had successfully improved reading comprehension achievements, with the most significant improvement in vocabulary achievement. Meanwhile, in Metacognitive strategy, inference was the aspect that caused most significant improvement in reading comprehension achievement.

In addition, by dividing the students based on their reading habit, it was found that there were significant interaction among strategies used and students' reading habits and students reading comprehension achievement. In improving students reading comprehension achievement for high habit students, Metacognitive strategy was better than the USSR strategy. Meanwhile, for the students

who have low reading habit, both USSR and Metacognitive strategies were good.

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