Metacognitive Strategy Observation in Teaching Reading Skills the Teachers in Primary School

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Abstract--- This study aimed to explore the teaching of metacognitive strategies in reading skills in primary school Malay conducted a case study on the teaching of primary teachers in the state. This study combines the concepts and principles of the Theory of Constructivism, Teaching Metacognition and Theory of Cooperative Teaching reading skills in teaching Malay language. Study participants consisted of eight teachers Malay. The selection of the study participants was selected for sampling purposes. Data collection was done through structured semi-structured interviews, classroom teaching observations, document analysis and researcher field notes. Data were analyzed using ATLAS.ti version 8 software, descriptive and presented in narrative form. The findings show that metacognitive strategies in teaching reading skills involve group learning, reinforcing experiences and achievement of goals

Keywords--- Metacognitive Strategy, Teaching Reading Skills, Primary School Teacher.

I. INTRODUCTION

In the 21st Century National Education System, the Centre for Curriculum Development (2001) aims to enhance students 'ability to read and understand the purpose of developing students' ability to read and understand information for the purpose of acquiring knowledge by emphasizing various reading techniques to ensure reading skills as well as cultivate reading interest. In addition, develop students' ability to master literacy to help them enjoy the beauty of language and literature so that they are more motivated to produce creative works. The Curriculum Development Center has also outlined reading-related objectives of reading, understanding and appreciating various printed materials, and electronic and digital media materials by using appropriate and effective reading techniques to obtain information, knowledge, ideas and process information critically.

Reading is an important activity in human life. The information gained through reading can be used as a guide in various aspects of their lives. Effectiveness in reading is also an important factor that students should take into account when reading (Yahya & Balaki, 2008). For example, to get good results in an exam, a student needs to have the skills read correctly. Often, students will easily forget and misunderstand what they read even if they read it again and again. The situation indicates that the reading of the student has not yet been able to produce an understanding of the reading. To avoid wasting time, students need to know and train themselves to read correctly based on their own reading methods.

The fact is that reading teaching is something that is quite challenging and complex. As Abdul Ghalib (2001) has pointed out, in the teaching of reading comprehension, teachers often have problems solving some of the questions such as what is being read? and what can a teacher do to improve student reading? This is because language teaching has to do with psycholinguistic problems. Therefore, Abdul Ghalib (2001) has listed linguists 'suggestions on some of the

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principles in teaching reading as reading is a comprehensive activity, reading programs should be tailored to the students' abilities, knowledge of existing students.

II. PROBLEM STATEMENT

There are many problems affecting the teaching of reading skills in primary school. Some of the problems that affect teachers' teaching of reading skills in primary school are many factors. The main issue is related to teachers' knowledge of metacognitive strategies as a continuous professional development program (PPB) in improving student learning outcomes. In this regard, teachers are said to have relatively limited knowledge of metacognitive strategies in reading. Since metacognitive strategies introduced, the Malay language teachers are still underrepresented on metacognitive strategy widely. This is because KPM is more focused on Science and Mathematics through the Asia Pacific Economic Cooperation (APEC) Project Study, Promote Mathematics Communication through Lesson Study (BPG, 2013). In this regard, teachers are reported to be lacking in metacognitive strategies due to the availability of information at the internal training level. In 2011, metacognitive strategies were introduced through the KPP program of national education initiatives, the National Key Results Area (NKRA) or National Key Result Areas. In 2011, the metacognitive strategy was introduced through the KPP program. However, only one or two teachers have the opportunity to represent each school to attend a metacognitive strategy course through the KPP program. Although internal training was conducted after returning from the course, information disbursement persisted (MOE, 2013a). This situation has given rise to a number of metacognitive strategies that have not received much exposure and attention among educators.

Pupils are weak in reading and do not understand the whole text. These problems can interfere with the language teaching and learning process (Yahya & Balaki, 2008). In Sarawak, studies on reading have not been carried out as much as in other states. However, reading problems do exist, especially at the primary school level. Evidence of the existence of this reading problem can be seen through student achievement through the results of the school examination (Results of Examination or Semester, LPM, 2001). In view of the importance of reading skills, this study was conducted to identify the factors that cause some secondary school students in Sarawak to have difficulty reading. These weaknesses can cause them great difficulty in pursuing the next learning process. There are still complaints among primary and secondary school teachers in Sarawak who question students who cannot read and understand the text effectively. This problem can be seen through the results of the term exam or the school semester. Reading problems have a negative impact on individual achievement in learning.

III. METACOGNITIVE STRATEGY

Metacognitive strategies refer to ways of raising awareness about the process of thinking and teaching. When this awareness exists, one can control his or her mind by planning, monitoring, and evaluating what is being learned. Metacognitive according to Yahya (2008) is a process that involves knowing and realizing what is being done. In reading practice, the reader is aware of what is being read. In his opinion, metacognition can also be defined as thinking about thinking, knowing 'what we know' and 'what we do not know'. In addition, the metacognitive is also associated with the task of thinking by administering its own thoughts. In general, metacognitive is 'cognition about cognition' or 'thinking about mind'. This definition suggests that as the thinking or learning process progresses, the individual can choose the appropriate skills and strategies according to the needs of the thinking or learning task being carried out.

Further development of metacognitive research is also conducted among more mature teachers.

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IV. TEACHING READING SKILLS

Based on the theory of teaching constructivism, the teaching that occurs when students embrace and understand what is going on around them and creates new meanings that are built into the student's mind to be associated with constructing past experiences as quality learning. Teaching takes place in the context of the classroom has students of various ethnic groups put together to study together in the Malay language syllabus KSSR. For teaching reading skills integrate students from different backgrounds and interact intimately in and outside the classroom (Pati & Zamri, 2015). As such, reading skills teaching strategies focus on student-centered teaching, material-centeredness, integrating existing experiences, and group discussions.

V. PURPOSE OF THE STUDY

This study needs to be conducted to provide more concrete information and explanations on the metacognitive aspects of reading and understanding in the context of learning that occurs in the classroom. It can provide a more specific understanding of the extent to which the role and relevance of metacognitive awareness is related to the performance of comprehension and reading comprehension in the context and actual situation of learning in Malay language lessons. Teachers can get a clearer picture, a more appropriate and effective way, to help improve reading awareness and understanding among students.

VI. OBJECTIVES OF THE STUDY

The objective of the study of metacognitive strategy in the teaching of reading skills of primary school teachers in Malay primary school pupils are to:

1. Exploring observations metacognitive strategy in the teaching of reading skills used by primary school teachers while reading the text of the Malay language.

VII. RESEARCH QUESTIONS

Based on the situations and questions discussed above, this research is able to reveal the answers to several research questions as follows:

1. How does the perception of metacognitive strategy in the teaching of reading skills used by primary school teachers while reading the text of the Malay language?

VIII. METHODOLOGY

The population of this study involved teachers from three national primary schools located in Saratok District. The number of teachers who were respondents of this study was 8 people. All samples of this study were selected based on the sampling purpose. The purpose of this sampling is to enable researchers to easily contact the study sample that was the target of this study (Noraini, 2010). In addition, the sample of this study is in accordance with the purpose of the study and can meet the criteria set by the researcher. The sample numbers of this study are as shown in Table 1.

Table 1. Distribution of survey respondents

School Name	Category	Grade	No. of Teachers BM
Sk.Perpat	Rural Area SLP	A	3
Sk. Ulu Awik	Rural Area SLP	A	2
Sk. St. Peter	Rural Area	A	3

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The instruments used for data collection of this study are divided into two, namely, primary and supporting data to answer one of the research questions. The main source of this study is interview data, while observation data and document analysis data are supporting data for triangulation purposes. As the main intrusion in qualitative case studies, the researcher selects the research instrument consisting of teacher interview protocols, observation checklists, field notes and document analysis checklists. The instrument was selected according to this study method to collect study data based on the actual behavior of the study participants in the field.

In this study, instruments were used to help the researcher obtain the information needed to answer the research question. According to Cresswell (2008), the study's intrusions can be built on their own, use existing ones, or modify and integrate existing research instruments. In this study, the researcher constructed his own research instrument based on existing literature review.

A pilot study was conducted to evaluate the reliability of the study instrument. According to Nur Aisyah and Zamri (2014), the results of the pilot data analysis can measure the reliability of the research instrument by looking at the Cronbach's alpha coefficient. The pilot study was conducted at a national school in Saratok District which has similar characteristics to the three schools of study. From the analysis of the pilot data, Cronbach's alpha values for the following factors were found to be consistent across the units tested. For the first expert, the approval frequency was 76 out of 78 units tested. For the second expert, the approval frequency was 76 out of 78 units tested and the third expert obtained the approval frequency 75 out of the 78 units tested.

Table 2. Comparison of agreement values for Kappa Coefficients (K) between assessors

Approval Value Kappa Coefficients Expert 1	Approval Value Kappa Coefficients Expert 2	Approval Value Kappa Coefficients Expert 3	Average Overall Value of Kappa Coefficient
$K = \dfrac{fa - fc}{N - fc}$	$K = \dfrac{fa - fc}{N - fc}$	$K = \dfrac{fa - fc}{N - fc}$	$K = \dfrac{0.95+0.95+0.92}{3}$
$K = \dfrac{76 - 38}{78 - 38}$	$K = \dfrac{76 - 38}{78 - 38}$	$K = \dfrac{75 - 37.5}{78 - 37.5}$	$K = \dfrac{2.8}{3}$
$K = 0.95$	$K = 0.95$	$K = 0.92$	$K = 0.94$

Overall, the Cronbach's alpha value for all three contributions was high, $r = 0.94$. This reliability value is considered good because it approaches the value of $r = 1.0$. According to Mohd Majid (2005), the reliability coefficient approaching 1.00 is the reliability of the high and good items and is thus suitable for use in the actual study.

1) Interview Protocol

The interview protocol is a list of questions provided by the researcher to find answers to a research question built. Protocol interviews conducted by the researcher himself to the study participants to collect data relating to the qualitative study of metacognitive strategy in the teaching of reading skills in Malay by Malay primary school teacher. The data collection process was conducted through structured and unstructured interviews with the study participants. The findings of the interview method are the main source of data in qualitative research. In the context of this study, the researcher provided a set of teacher-structured interview protocols based on the needs and objectives of the study. The interview protocol provided consists of 64 structured questions in total.

2) Observation Checklist

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Observation checklists are used by researchers as guidelines for making observations. Observation checklists are forms used to record or record information during observations (Marshall & Rossman, 2014). Observational checklists are also a format of observations that contain columns of descriptive notes and reflective notes of observation (Bogdan & Biklen, 2007). Descriptive notes are statements of events and activities while reflective notes are statements of researcher's personal thoughts, feelings and ideas.

3) *Document Analysis Checklist*

Document analysis checklists are lists of procedures for accessing, recording and using data from document analysis materials such as document identification, document collection, and document organizing and analysis procedures (Schensul et al., 1999). The researcher first identifies the type of document, the location of the document, who controls the access to the document, and the content of the data in the document to be analysed. The researcher also requested written and verbal consent from the person in charge of accessing the document. The systematic procedure of the document analysis checklist helps the researcher to perform the study smoothly and effectively.

IX. RESULTS AND DISCUSSION

1) *Description of School*

Study Participants and Demographics the purpose of this study was to identify the design of metacognitive strategies in teaching reading skills. The study involved 8 respondents who are teacher's Malay stage 2 from various backgrounds. The background of the study participants included the profile of the study participant as well as the profile of the school in which the study participant was on duty. Profile of study participants were related to age, race, gender, specialization, experience teaching Malay language and level of education as shown in Table 3 and Table 4. The location profile displays background study school where the study was conducted.

Table 3. Education background and experience of the study participants

Study Participants	*IPG/University Specialty*	*Education Level*	*Eligibility Overview*	*Experience in Teaching*
Mdm. Alicia	Malay Studies (SR)	Bachelor	Bachelor in Education	22 years
Mr. Brain	Malay Studies (SR)	Bachelor	Bachelor in Education	25 years
Mdm. Cynthia	PISMP (BM)	Bachelor	Bachelor in Education	2 years
Mr. Dolah	PISMP (BM)	Bachelor	Bachelor in Education	3 years
Mdm. Esah	PISMP(BM)	Bachelor	Bachelor in Education	2 years
Mdm. Flora	Malay Studies (SR)	Bachelor	Bachelor in Education	26 years
Mr. Gabriel	Malay Studies (SR)	Bachelor	Bachelor in Education	30 years
Mdm. Hanifah	PSR/PM	SPM	College Certificate in Education	23 years

Table 4. Demographics of study participants

Category	*Mdm Alicia*	*Mr Brain*	*Mdm Cynthia*	*Mr Dolah*	*Mdm Esah*	*Mdm Flora*	*Mr Gabriel*	*Mdm Hanifah*
Gender	F	M	F	M	F	F	M	F
Age	46	48	25	27	25	50	54	48
Race	Iban	Iban	Iban	Malay	Kedazan Dusun	Iban	Iban	Malay
Grade	DG42	DG34	DG41	DG41	DG41	DG42	DG44	DG34

The study was the first study to answer the question, namely, "How can observations metacognitive strategy in the teaching of reading skills used by primary school teachers while reading the text of the Malay language?" The study

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identified four key themes related to metacognitive strategy in the teaching of Malay language reading skills, namely planning, implementation, evaluation and management of PdPc.

Through this study, the study found that teachers need to plan carefully before implementing PdPc in the classroom. The success and effectiveness of teacher teaching depends largely on the wisdom of teachers to recognize and diversify their teaching strategies effectively. Effective teaching should begin with the preparation of a complete RPT based on the level of student achievement. As for the implementation aspect, the findings of the study have systematically obtained PdPc implementation starting from induction set, development and closing. Each step instruction imparted by the teacher handled a variety of approaches and teaching methods to help students master the skills of reading good Malay. The teaching process is aided by BBM to help students understand a complex concept. The findings of this study also indicate that each study participant performs formative and summative assessments with the aim of detecting students' weaknesses in a given unit or skill. The findings on the contribution of research on teaching in languages other than English reading skills PdPc formulated based on the distribution pattern of the theme as shown in Table 5.

Table 5. The distribution pattern of themes and strategies of teaching reading skills in Malay

No.	Theme	Sub Theme/Sub-sub Theme	Study Participants								
			Mdm.Alicia	Mr. Brain	Mdm. Cynthia	Mr. Dolah	Mdm. Esah	Mdm Flora	Mr. Gabriel	Mdm.Hanifah	Total
1.	Planning	Annual Teaching Plans and Weekly	✓	✓	✓	✓	✓	✓	✓	✓	8
		Daily Teaching Plan	✓	✓	✓	✓	✓	✓	✓	✓	8
		Structured teaching	x	x	✓	✓	x	x	✓	✓	4
2.	Implementation	Induction Set	✓	✓	✓	✓	✓	✓	✓	✓	8
		- Introducing PdPc titles and objectives	x	x	x	x	✓	✓	✓	✓	4
		-Question and answer	✓	✓	✓	x	✓	x	x	x	4
		- Learn to entertain	✓	✓	✓	x	✓	x	x	x	4
		- -Storytelling	x	✓	✓	x	✓	✓	✓	x	5
		Development Phase Student-centered	✓	✓	✓	✓	✓	x	x	x	5
		- Teacher-centered	✓	✓	✓	✓	✓	x	x	x	5
		Material centered	✓	✓	✓	✓	x	x	x	x	4
		- Inductive	x	x	x	✓	✓	✓	✓	x	4
		- Cooperative	✓	✓	✓	✓	x	x	x	x	4
		- Contextual	x	x	✓	x	✓	✓	✓	x	4
		- Closing Phase									
		- Join the question and answer team formulation	✓	✓	✓	✓	✓	x	x	x	5
		Follow-up activity	x	x	x	x	✓	✓	✓	✓	4
		- Cognitive formulation	✓	✓	✓	✓	x	x	x	x	4
		-Social formulas	x	✓	✓	✓	✓	x	x	x	4
3.	Assessment	Formative									
		-Question and answer	✓	x	x	x	x	✓	✓	✓	4
		-Observation	✓	✓	✓	✓	x	x	x	x	4
		- Writing exercises	x	x	✓	✓	✓	✓	✓	x	5
		Summative Assessment									
		- The midterm and final	✓	x	✓	✓	✓	x	x	✓	5

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		exams Year									
4.	Management	Teaching Material									
	PdPc Resources	-Manjung paper and manila card	✓	x	x	x	x	✓	✓	✓	4
	PdPc	-Newspapers	✓	✓	✓	✓	x	x	x	x	4
		- Tablet	x	x	✓	✓	✓	✓	x	x	4
		- LCD	x	x	✓	✓	✓	✓	x	x	4
		Learning Materials									
		- -Text Book	✓	✓	✓	x	x	x	✓	✓	5
		-'Bacalah Sayang' Book	✓	✓	✓	✓	x	x	x	x	4
		Reference Material									
		-Dictionary	x	x	x	x	✓	✓	✓	✓	4

✓ – Findings of themes and sub themes of the study

2) Metacognitive Strategies in Teaching Malay Reading Skills Primary School

Discussion of the results of the metacognitive strategy in the teaching of reading skills in primary school Malay language is divided into several themes that includes lesson plans involving the annual plan, weekly and daily and structured teaching. The second theme is from the implementation aspect which involves the set of induction, development and closing phase of teaching. The third theme is in terms of assessment that is focused on formative and summative assessment. The last theme related to the metacognitive strategy in the teaching of reading skills Malay primary school teaching resource management in PdPc.

X. CONCLUSION

In conclusion, the teaching of reading skills in Malay language is an effort to improve the mastery of reading skills teaching Malay language in primary schools. The findings show that teaching primary school reading skills involves group learning, reinforcing experiences and achieving goals. Teaching elementary school teachers practiced in teaching reading skills of the Malay language in order to achieve excellence in the teaching of languages other than English. Hence, the Malay language education at the primary level visits to enhance the use and mastery of the national language among primary school children when they grow up. Through the mastery of reading skills, these students as adults are able to communicate smoothly and confidently and boldly interact with the outside community in the face of a more challenging work environment.

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